Race to the Top Assessment Program
Application for New Grants

Application Updated 5/28/2010

Comprehensive Assessment Systems
CFDA Number: 84.395B

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PART I.D. EXECUTIVE SUMMARY

In states across the country, far too many students graduate from high school without the skills and knowledge necessary to succeed in postsecondary education and 21st-century careers. State leaders in the Partnership for Assessment of Readiness of College and Careers (PARCC) share one fundamental goal: building their collective capacity to dramatically increase the rates at which students graduate from high school prepared for postsecondary success. PARCC's assessment system will provide the tools needed to identify whether students — from grade 3 through high school — are on a trajectory for postsecondary success and, critically, where gaps may exist and how they can be remediated well before students enter college or the workforce.

The Partnership's Assessment System

The Partnership will build a common assessment system that incorporates four innovative features designed to significantly improve the quality and usefulness of large-scale assessments.

- ***Use college and career readiness as an anchor.*** PARCC's assessment system will culminate in high school assessments in mathematics and English language arts/Literacy that measure whether students have acquired the knowledge and skills necessary for success in postsecondary education. Using these high school assessments as an anchor, assessments in earlier grades will measure whether students are on track to achieve readiness by high school graduation — and, if not, will help identify why not.
- ***Measure rigorous content and students' ability to apply that content.*** The Partnership will develop challenging performance tasks and innovative, computer-enhanced items that elicit complex demonstrations of learning and measure the full range of knowledge and skills necessary to succeed in college and 21st-century careers. They will send a strong, clear signal to educators about the kinds of instruction and types of performances needed for students to demonstrate college and career readiness.
- ***Measure learning and provide information throughout the school year.*** The Partnership will distribute through-course assessments throughout the school year so that assessment of learning can take place closer in time to when key skills and concepts are taught and states can provide teachers with actionable information more frequently. It will also allow school and district leaders to make any adjustments to instructional strategies and resource allocations throughout the year based on students' progress toward readiness.

- ***Leverage technology for innovation, cost efficiency and speed.*** The Partnership will administer a streamlined computer-based assessment with innovative item types near the end of the school year, enabling annual combined results from the through-course and end-of-year components to be reported back quickly enough to include information about progress toward college and career readiness on every student's report card.

How the Partnership's Assessments Will Raise Achievement

Reporting achievement results based on a clear definition of college and career readiness will improve outcomes for students. Anchoring the entire assessment system to a college- and career-ready (CCR) benchmark will provide students with the opportunity to identify skill deficiencies well before the end of 11th grade — and address them before graduation.

The common assessment system will help make accountability policies better drivers of improvement. States that consider results from the common assessments for school accountability determinations and for teacher and principal evaluations will signal the kinds of good instructional practices that will help students meet the CCR standards.

Teachers will have an assessment system that provides as much for them as it asks from them. Teachers will be able to focus their instruction on clear targets rather than guessing which standards the tests might cover, and those targets will represent meaningful progress toward an evidence-based standard of college and career readiness. The Partnership will also provide teachers with an array of training tools to use the assessment results to inform instructional planning and better understand what CCR student performance looks like.

The common assessment system will help education leaders and policymakers make the case for improvement and for sustaining education reforms. Readiness and on-track scores on the Partnership's assessment system will, for the first time, allow parents, students, policymakers and the public to compare students' performance against students across all other Partnership states and in other countries — and against a widely shared benchmark of postsecondary readiness. These kinds of unprecedented comparisons will powerfully demonstrate the progress students are making toward a Partnershipwide goal, and those comparisons will help policymakers make the case for reforms needed to raise student achievement in their states.

PART I.E. APPLICATION ASSURANCES

Directions: *The* Comprehensive Assessment Systems Grants Application Assurances *must be signed by representatives from the applicant. Complete the form below and attach to it all completed signature blocks.*

Race to the Top Assessment Program **Comprehensive Assessment Systems Grant Application Assurances**	
Legal Name of Applicant: Florida Department of Education	**Applicant's Mailing Address:** 325 West Gaines Street Tallahassee, FL 32399-0400
Employer Identification Number: 59-3474751	**Organizational DUNS:** 785319963
Contact on Matters Involving this Application: Programmatic: Kris Ellington Fiscal: Linda Champion	**Contact Position and Office:** Kris Ellington, Assistant Deputy Commissioner, Office of Assessment, Florida Department of Education Linda Champion, Deputy Commissioner, Finance and Operations, Florida Department of Education
Contact Telephone: Kris Ellington: 850-245-0513 Linda Champion: 850-245-0406	**Contact Mailing Address:** 325 West Gaines Street Tallahassee, FL 32399-0400
Contact E-mail Address: Kris.Ellington@fldoe.org Linda.Champion@fldoe.org	Kris Ellington, Suite 414 Linda Champion, Suite 1214
Applicant Type (check one): ✓ One member State of the consortium is applying for a grant on behalf of the consortium. ❑ The consortium has established itself as a separate eligible legal entity and is applying for a grant on its own behalf. If checked, submit evidence of establishment of legal entity.	
Required Applicant Signatures (see attached signature blocks)	

SIGNATURE BLOCKS FOR **APPLICANT**

Directions: *If one member State of the consortium is applying for a grant on behalf of the consortium, use the following signature block. The applicant State is the only State that must sign below. If the State has a president of the State Board of Education, then the signature of the State Board of Education President is applicable. However, if a State has no State Board of Education, then the signature is not applicable.*

APPLICANT SIGNATURE BLOCK for Race to the Top Fund Assessment Program
Comprehensive Assessment Systems Grant Application Assurances

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I certify on behalf of the consortium that each member of the consortium has agreed to be bound by every statement and assurance in the application and that each Governing State is fully committed to the application and will support its implementation.

I further certify that I have read the application, am fully committed to it, and will support its implementation.

State Name: Florida	
Governor or Authorized Representative of the Governor (Printed Name): Charlie Crist, Governor	Telephone: 850.488.2272
Signature of Governor or Authorized Representative of the Governor:	Date: 6/17/2010
Chief State School Officer (Printed Name): Eric J. Smith, Commissioner	Telephone: 850.245.9663
Signature of the Chief State School Officer:	Date: 6/17/2010
President of the State Board of Education, if applicable (Printed Name): T. Willard Fair, Chairman	Telephone: 850.245.9663
Signature of the President of the State Board of Education, if applicable: T. Willard Fair	Date: 6/17/2010

ACCOUNTABILITY, TRANSPARENCY, REPORTING, PROCUREMENT AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The applicant assures that it will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top Assessment program, including the following:

- For each year of the program, the applicant assures that it will comply with the requirements of the American Recovery and Reinvestment Act (ARRA) Division A, Section 14008, and other performance reporting that the Department may require.

- The applicant will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps. (ARRA Division A, Section 14009)

- If the applicant uses funds for any infrastructure investment, the applicant will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the applicant's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The applicant will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The applicant will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Procurement Assurance

The applicant assures or certifies the following:

- A competitive procurement process based on a "best value" selection will be used for tasks related to assessment design and development under the grant. All Federal and ARRA procurement requirements will be met under the grant.

Other Assurances and Certifications

The applicant assures or certifies the following:

- The applicant will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; protection of human subjects;

animal welfare; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the Certification regarding Lobbying (formerly in Department Form 80-0013), no 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 the making or renewal of Federal grants under this program; the applicant will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B).

- The applicant will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA. In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

The applicant and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 79–Intergovernmental review of Department of Education programs and activities; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement); 34 CFR Part 86–Drug and alcohol abuse prevention; 34 CFR Part 97–Protection of human subjects; 34 CFR Part 98–Student rights in research, experimental programs, and testing; and 34 CFR Part 99– Family education rights and privacy.

ACCOUNTABILITY, TRANSPARENCY, REPORTING AND PROCUREMENT ASSURANCES SIGNATURE BLOCKS FOR APPLICANT

Directions: *If one member State of the consortium is applying for a grant on behalf of the consortium, use the following signature block. The applicant State is the only State that must sign below. If the State has a president of the State Board of Education, then the signature of the State Board of Education President is applicable. However, if a State has no State Board of Education, then the signature is not applicable.*

ACCOUNTABILITY, TRANSPARENCY, REPORTING AND PROCUREMENT ASSURANCES SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances	
State Name: Florida	
Governor or Authorized Representative of the Governor (Printed Name): Charlie Crist, Governor	Telephone: 850.488.2272
Signature of Governor or Authorized Representative of the Governor:	Date: 6/17/2010
Chief State School Officer (Printed Name): Eric J. Smith, Commissioner	Telephone: 850.245.9663
Signature of the Chief State School Officer:	Date: 6/17/2010
President of the State Board of Education, if applicable (Printed Name): T. Willard Fair, Chairman	Telephone: 850.245.9663
Signature of the President of the State Board of Education, if applicable: T. Willard Fair	Date: 6/17/2010

PART I.G. ELIGIBILITY REQUIREMENTS

An eligible applicant (a consortium of states) must meet the following requirements to be eligible to receive funds under this program. The Department will determine eligibility under these requirements.

Eligibility Requirement (1):

To be eligible to receive an award under this category, an eligible applicant must include a minimum of 15 States, of which at least 5 States must be governing States (as defined in the NIA).

Directions: *Complete the chart below. List the Governing States first and place an asterisk next to each Governing State. Then, list all other state members of the consortium. Additional rows may be added.*

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (Place an asterisk next to each Governing State.)	
1. Arizona*	2. District of Columbia*
3. Florida*	4. Illinois*
5. Indiana*	6. Louisiana*
7. Maryland*	8. Massachusetts*
9. New York*	10. Rhode Island*
11. Tennessee*	12. Alabama
13. Arkansas	14. California
15. Colorado	16. Delaware
17. Georgia	18. Kentucky
19. Mississippi	20. New Hampshire
21. New Jersey	22. North Dakota
23. Ohio	24. Oklahoma
25. Pennsylvania	26. South Carolina

Eligibility Requirement (2):

To be eligible to receive an award under this category, an eligible applicant must identify in its application a proposed project management partner and provide an assurance that the proposed project management partner is not partnered with any other eligible applicant applying for an award under this category.[1] [Please see information on Contracting for Services in Part II.F.]

Directions: *In the box below identify the consortium's proposed project management partner, including contact information. Check the box to provide the assurance.*

Consortium's proposed project management partner:
Achieve, Inc.

Contact information for proposed project management partner:
Michael Cohen, President
1775 I Street NW, Suite 410
Washington, DC 20006
Tel: 202-419-1540
E-mail: mcohen@achieve.org

Check the box:

✓ The applicant assures that the proposed project management partner is not partnered with other eligible applicants.

The state of Kentucky released a solicitation for a project management partner on behalf of PARCC on May 28, 2010. After applications were reviewed by the PARCC Governing States Achieve was unanimously selected as the project management partner and entered into a no-cost contract with Kentucky, effective June 11, 2010. The solicitation process fully complied with Kentucky's procurement rules. A final agreement will be negotiated with Florida, the Partnership's fiscal agent, if the U.S. Department of Education makes an award to PARCC.

[1] In selecting a proposed project management partner, an eligible applicant must comply with the requirements for procurement in 34 CFR 80.36. Due to the limited time period that eligible applicants have to select a proposed project management partner, we remind eligible applicants that they may, under 34 CFR 80.36, use informal procedures to select a proposed contractor for this purpose. For example, 34 CFR 80.36(d)(1) authorizes simple informal procedures to select contractors under the simplified acquisition threshold of $100,000; the regulations only require that the eligible applicant request offers from an adequate number of qualified sources. In addition, even if the eligible applicant expects that the proposed project management partner would cost more than $100,000, the regulations recognize special cases where a contractor must be selected within a very limited time period. Again, the eligible applicant must request proposals from an adequate number of qualified sources and select the contractor whose proposal is most advantageous to the program, considering price and other selection factors. In these situations, if informal solicitation does not result in an adequate number of proposals, the eligible applicant may select a single bidder so long as the eligible applicant documents the facts that formed the basis for its decision. 34 CFR 80.36(d)(1), (d)(3), and (d)(4).

Eligibility Requirement (3):

To be eligible to receive an award under this category, an eligible applicant must submit assurances from each State in the consortium that, to remain in the consortium, the State will adopt a common set of college- and career-ready standards (as defined in the NIA) no later than December 31, 2011, and common achievement standards (as defined in the NIA) no later than the 2014-2015 school year.

Directions: *Provide assurance indicated above for each member State. This assurance may be included as a term of the Memorandum of Understanding or other binding agreement or as a separate assurance document. For attachments included in the Appendix, note below the location where the attachments can be found.*

Check the applicable box:

- ☐ Signed assurances are included in Appendix _____
- ✓ **See page 14 (Section X, Part A) in the MOUs (located in Appendix (A)(1)-A-ii through (A)(1)-A-xxvii).**
- ☐ Other (describe) _____

PART I.H. SELECTION CRITERIA

COMPREHENSIVE ASSESSMENT SYSTEM

The absolute priority must be addressed in these narratives.

(A)(1) Consortium Governance ***(up to 20 points)***

The extent to which the consortium's proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system. In determining the extent to which the consortium's proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system, we will consider—

(a) The consortium's vision, goals, role, and key deliverables (*e.g.*, assessment components, scoring and moderation system, professional development activities), and the consistency of these with the consortium's theory of action;

(b) The consortium's structure and operations, including—

(i) The organizational structure of the consortium and the differentiated roles that a member State may hold (*e.g.*, lead State, governing State (as defined in the NIA), advisory State); and

(ii) For each differentiated role, the rights and responsibilities (including the level of commitment to adopting and implementing the assessment system) associated with the role;

(iii) The consortium's method and process (*e.g.*, consensus, majority) for making different types of decisions (*e.g.*, policy, operational);

(iv) The protocols by which the consortium will operate, including the protocols for member States to change roles or leave the consortium and for new member States to join the consortium;

(v) The consortium's plan, including the process and timeline, for setting key policies and definitions for the proposed assessment system, including a common set of college- and career-ready standards (as defined in the NIA), a common set of performance level descriptors (as defined in the NIA), a common set of achievement standards (as defined in the NIA), common assessment administration procedures, common item release and test security policies, a common definition of "English learner," and a common set of policies and procedures for accommodations (as defined in the NIA) and student participation; and

(vi) The consortium's plan for managing funds received under this grant category;

(c) The terms and conditions of the Memoranda of Understanding or other binding agreements executed by each member State, including—

(i) The consistency of the terms and conditions with the consortium's governance structure and the State's role in the consortium; and

(ii) The State's commitment to and plan for identifying 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; and

(d) The consortium's procurement process, and evidence of each member State's commitment to that process.

Directions: *Provide a narrative that addresses this criterion in the space below, and complete the required tables and/or attachments. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Required Tables and/or Attachments:

- ✓ *Summary Table for (A)(1)(b)(ii): States' Roles in the Consortium*
- ✓ *Summary Table for (A)(1)(b)(v): Consortium's Policy and Definition Timeline*

Optional:

- ✓ *For (A)(1)(b)(i): A visual model that conveys the consortium's organizational structure. (See Appendix (A)(1)-B.)*

Recommended maximum response length: 5 pages (excluding tables and/or attachments).

PARTNERSHIP VISION, GOALS, ROLE AND KEY DELIVERABLES

Throughout the country, too many students graduate from high school unprepared for credit-bearing postsecondary courses or entry-level requirements for well-paying careers. States in the Partnership for Assessment of Readiness for College and Careers (PARCC) are committed to collaborating to solve this readiness crisis. Through the Partnership, these states will ensure a greater proportion of students graduate from high school prepared for postsecondary success by leveraging their collective intellectual resources to develop an innovative K–12 assessment system that signals to students, parents, teachers and policymakers the kinds of instruction and student performance needed to improve readiness rates.

To that end, the Partnership will advance collaboration between K–12 and higher education stakeholders within their states and across the Partnership to develop a clear definition of college and career readiness that can serve as a rallying point for education reform and focus schools and families on that common, critical goal. Through this collaboration, 26 states will share a common assessment system that annually reports on students' progress toward the Partnership's primary goal — college and career readiness — and two- and four-year colleges in 26 states across America will use results from the Partnership's high school assessments to inform placement decisions for entering students. By 2014–15, we will build a truly innovative common

assessment system, described more fully in section (A)(3) of this proposal, that will provide a wide range of stakeholders with powerful new tools to improve education so that all students can get on track and stay on track to graduate from high school prepared for postsecondary success.

As described throughout this application, the Partnership's proposed assessment system consists of the following major components.

- A summative assessment system for grades 3–11 comprised of four components distributed throughout the year in English language arts/Literacy (ELA/literacy), three components distributed throughout the year in mathematics and one end-of-year component in each subject area. (See section (A)(3).)
- A technology platform for delivering and scoring all assessment components in 2014–15. (See sections (A)(3), (A)(4) and (A)(7).)
- A scoring platform and moderation system that will ensure the assessments produce valid and reliable scores for all students. (See sections (A)(3), (A)(5), (A)(6) and (A)(7).)
- A reporting system that provides data from the assessments to key stakeholders shortly after each through-course component as well as annually and that allows users to access data on their own through an interactive online platform. (See sections (A)(3), (A)(4), (A)(6) and (A)(7).)
- Tools for professional development and capacity-building to deliver the assessments and use results to inform instructional decisions. (See sections (A)(4), (A)(6) and (A)(7).)

STRUCTURE AND OPERATIONS

To build support for the Partnership's work among member states and help states lay the groundwork for implementation of the assessment system by 2014–15, the Partnership must find ways to engage every member state in designing and developing components of the new assessment system according to the level of time and resources state leaders believe they can and will commit. At the same time, the Partnership must enable our member states to collaborate efficiently enough to deliver a cutting-edge assessment system that states can fully implement statewide no later than 2014–15. We have developed a detailed governance plan carefully calibrated to achieve those aims.

Membership in the Partnership

Differentiated State Roles. The Partnership's membership structure is designed to balance two equally important priorities: (1) providing opportunities for broad participation, engagement and consensus-building among all member states over the next four years; and (2) establishing a governance structure that places the most critical final decisions in the hands of states that have made the greatest commitment to help create and ultimately implement the proposed assessment system.

Member states may choose between two different state roles within the Partnership — Governing State or Participating State — both of which carry distinct rights and responsibilities. The role that any particular state plays is determined by the level of its formal commitment to the Partnership. The eligibility criteria, responsibilities and rights for state roles are as follows.

Governing States. Governing States make the strongest commitment to the Partnership and our activities and therefore have the most decisionmaking authority. Each Governing State commits to participate exclusively in this consortium under the Comprehensive Assessment Systems category of the Race to the Top (RTTT) Assessment Competition and will administer the Partnership's assessments fully in its state by the 2014–15 school year. Furthermore, Governing States in the Partnership have committed to use the results from the proposed assessment system in their state accountability systems, including for determinations of school effectiveness and for teacher and school leader evaluations to provide strong signals about the kinds of instruction and student performances necessary to increase readiness rates across Partnership states. Governing States also commit to providing staff to support the Partnership's activities and coordinate the state's participation in the Partnership by serving on the committees and working groups that will conduct the major assessment design and development activities of the Partnership and by working within their states to regularly update key state leaders on the Partnership's work and progress.

Because of their strong commitment to the Partnership's work, Governing States' chief state school officers will serve on the Partnership's Governing Board (described below) and have the right to make decisions on behalf of the Partnership on major policies and operational procedures. Through the Partnership's Governing Board, Governing States will contribute to —

and approve — the assessment system design, help make decisions on major Partnership expenditures, and provide direction to the fiscal agent and project management partner. Additionally, Governing States must devote staff to participate in the Partnership's design committees and working groups; participate in the piloting and field testing of the assessment system components and tools in 2011–12, 2012–13 and 2013–14; and remove any legal or statutory barriers to implementing the assessment system before full administration in 2014–15.

Any Partnership state that is prepared to make the commitments and take on the responsibilities described above will automatically become a Governing State.

Participating States. States that want to participate in the design of the Partnership's assessment system but are not prepared to make the level of commitment of Governing States will be Participating States. These states must commit to participate in the piloting and field testing of assessment system components in 2011–12, 2012–13 and 2013–14, but do not need to commit exclusively to this consortium during that period. By 2014–15, however, any state that remains in the Partnership — including Participating States — must commit to statewide implementation and administration of the Partnership's assessment system.

The rights of Participating States are designed to provide them with the opportunity for engagement in the Partnership's work without requiring them to make the same commitments as Governing States. They are invited — and encouraged — to provide staff to serve on design committees, working groups and other task forces established by the Governing Board to conduct the work necessary to design and develop the Partnership's proposed assessment system. They will be given regular opportunities throughout the four-year development period to provide input and feedback regarding the assessment system design and other Partnership business.

Fiscal Agent and Partnership Funds Management

The state of Florida will serve as the fiscal agent for the Partnership and will have responsibility for managing funds received from the RTTT Assessment Program under the Comprehensive Assessment Systems grant category. The fiscal agent will:

- Issue RFPs to procure goods and services on behalf of the Partnership or designate other states to issue RFPs;

- Assume fiduciary responsibility for the Partnership to manage grant funds received under the RTTT Comprehensive Assessment Systems grant program, including responsibilities related to administration of the grant;
- Contract with Achieve, Inc., which has been selected as the project management partner through a competitive process; and
- Receive from Partnership states the identification of any current assessment requirements in Title I of the Elementary and Secondary Education Act (ESEA) that would need to be waived in order for Partnership states to fully implement the assessment system described in section (A)(3) of this application, which the fiscal agent will, in turn, report to the U.S. Department of Education.

While Florida will assume fiduciary responsibility for the grant funds, decisionmaking authority regarding significant expenditures and disbursements of grant funds will be made by the Governing Board. The Project Budget included as an attachment to section (A)(8) of this application includes funds to cover the costs that Florida will incur to carry out its responsibilities as fiscal agent, a portion of which Florida may use to contract with other organizations to obtain assistance in managing and accounting for grant funds, such as hiring an accounting firm.

Please refer to Summary Table (A)(1)(b)(ii) for the list of Partnership states and the role each has elected to play.

RECOMMITMENT REQUIREMENT

States in this Partnership recognize that they might experience changes in political leadership over the four-year project period. Therefore, in the event that the governor or chief state school officer is replaced in a Partnership state, his or her successor must affirm in writing to the Governing Board Chair within five months of taking office the state's continued commitment to participate in the Partnership and to the binding commitments made by that official's predecessor.

JOINING AND LEAVING THE PARTNERSHIP

Non-Partnership states may apply to join the Partnership at any time, and member states may leave the Partnership at any time.

Application Process for New Members. Non-Partnership states may apply for a role in the Partnership at any time. Any state that wishes to join the Partnership after submission of this application for RTTT Comprehensive Assessment Systems grant funds may apply for membership as either a Governing State or a Participating State, provided that the state meets the eligibility requirements for the role it wishes to assume. To apply, the state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a Memorandum of Understanding (MOU) with all of the same commitments as existing Partnership members. Furthermore, applicant states must provide letters of intent from the leaders of one or more of the state's public systems or institutions of higher education (IHEs) to participate in the Partnership, consistent with the letters of intent provided by IHEs in current member states.

States that join the Partnership after this application is submitted will not be permitted to re-open settled decisions pertaining to governance, design, development and implementation of the proposed assessment system (such as the policies listed in Summary Table (A)(1)(b)(v) below), nor will these states be permitted to participate in the review of proposals received in response to any RFPs that the Partnership already has issued.

Membership Opt-Out Process. Partnership states are permitted to withdraw from the Partnership at any time. To do so, the state's Governor, Chief State School Officer, and State Board of Education President (if applicable) must submit written notice to the Chair of the Governing Board at least 10 days prior to the effective date of the state's withdrawal from the Partnership. Any state that wishes to withdraw from the Partnership must provide an explanation of its reasons for leaving.

PARTNERSHIP GOVERNANCE AND DECISIONMAKING PROTOCOLS

Governing Board

Composition. The Governing Board is comprised of the chief state school officer (or his or her designee) from each Governing State and is chaired by a chief state school officer from one of the Governing States. The Governing Board Chair will carry a one-year term, which may be renewed; Governing States will nominate candidates, who will be selected by a majority vote of the members of the Governing Board. The first Governing Board Chair will be Mitchell Chester, the Commissioner of Education in Massachusetts.

Responsibilities. The Governing Board meets quarterly to consider input from all Partnership states and to make major policy and operational decisions on behalf of the Partnership, including decisions related to the overall design of the assessment system, common achievement levels for the assessments, the Partnership's procurement strategy and modifications to the Partnership's governance structure and decisionmaking process. The timeline for making major decisions, which will be updated and distributed quarterly to all Partnership states, is determined by the Partnership's work plan described in section (A)(8) of this application. Please refer to Summary Table (A)(1)(b)(v) for the approximate dates on which the Partnership intends to adopt a number of important common policies.

The Governing Board makes decisions by consensus. When consensus is not achieved, decisions are made by a vote that requires a supermajority, defined as a majority of Governing States plus one Governing State. The processes for Governing States to consider major policy and procedural decisions, described in the Partnership's MOU (see Appendix (A)(1)-A-i), are designed to build consensus across the Partnership and significantly reduce the need for the Governing Board to vote on decisions.

Design, Advisory and Working Committees

The Partnership's Governing Board will form an *Assessment Design Committee*, design and development committees, advisory committees, working groups and teams as necessary to carry out the Partnership's work, including those specified throughout the rest of this application.

When forming a committee, the Governing Board will seek nominations for members from among all Governing States and Participating States, with the goal of maximizing involvement across the Partnership while keeping groups to the optimal size for completing their charges. Depending upon the committee, the team may include state assessment directors, higher education faculty and leaders, and any other representatives from Partnership states who can conduct relevant research and draft appropriate proposals. These committees will do the heavy lifting necessary to design and develop a sophisticated common assessment system. They will strive to reach consensus on major proposals; however, if the members cannot reach consensus, a committee will recommend several options to the Governing Board, describing the strengths and weaknesses of each, and the Governing Board will make the decision on behalf of the Partnership.

Design committees also may make decisions on behalf of the Partnership regarding certain kinds of policies that do not require decisions by the Governing Board, such as test specifications or assessment policies regarding the use of calculators during testing. Design committees work toward reaching consensus on such decisions; however, when consensus cannot be reached, the decision can be made by a vote of the Governing State members of the design committee where a majority plus one decides the issue. The Partnership's Governing Board will further enumerate the cases in which the design committees can make decisions on behalf of the Partnership in the Partnership's By-Laws, which will be adopted at the first Governing Board meeting. Design committees will conduct their work as openly possible to keep all Partnership states informed, obtain input and feedback, and build consensus before they decide on a policy or recommend a policy to the Governing Board.

Biannual "General Assembly" Meetings

The Partnership will hold two meetings each year for all Partnership states to review the progress of the Partnership's work, obtain input relevant to upcoming decisions that will be made by the Governing Board or design committees and address other issues of concern to member states. For one meeting, the Partnership will invite leadership teams comprised of officials from the state education agency, the state board of education, the governor's office and IHEs. The other annual meeting will be for chief state school officers or their designees.

As a mechanism to promote sustained engagement among member states, the Partnership will leverage the biannual meetings to inform and engage new chief state school officers or other state leaders who have been appointed or elected since the last convening, ensuring that those new leaders receive detailed information about the Partnership's activities and major milestones on the horizon and have an opportunity to ask questions or express concerns.

See Appendix (A)(1)-B for a graphic depicting PARCC's organizational structure.

PLAN FOR ADOPTING KEY POLICIES AND DEFINITIONS

The Governing Board will form design committees and other working groups necessary to carry out the Partnership's work, and through the charters of these committees and the By-Laws of the Partnership, the Board will agree to processes for adopting key policies and definitions related to governing the Partnership and designing, developing and implementing the proposed assessment system. Such policies include:

1. Procedures for the administration of the Governing Board's duties;
2. A common set of performance level descriptors;
3. A common set of CCR content standards;
4. A common set of achievement standards;
5. Common assessment administration procedures;
6. A common set of item release policies;
7. A common test security policy;
8. A common definition of "English learner";
9. A common set of policies and procedures for providing assessment accommodations for English learners;
10. A common set of policies and procedures for providing assessment accommodations for students with disabilities;
11. A common set of policies and procedures for participation of English learners in the assessment system; and
12. A common set of policies and procedures for participation of students with disabilities in

the assessment system.

Please refer to Table (A)(1)(b)(v) for the approximate dates on which the Partnership intends to initiate and complete each of these tasks.

PROCUREMENT PROCESS

The Partnership's procurement process is described in Addendum 3 to the Partnership's MOU. Please see Appendices (A)(1) – A – ii through (A)(1) – A – xxvii for evidence of each Partnership state's commitment to that process.

Summary Table for (A)(1)(b)(ii): States' Roles in the Consortium

Role Types of Member States	Description of the Rights and Responsibilities Associated with Role	Member States in This Role[2]
Governing State	1) Determine or modify the major policies and operational procedures of the Partnership, including the Partnership's work plan and theory of action. 2) Approve the design of the Partnership's assessment system. 3) Participate in the work of the Partnership's design committees. 4) Participate in pilot and field testing of assessment components and tools. 5) Develop state-specific plans for implementing the assessment system by 2014–15, including removing legal barriers to implementation and securing funding for implementation. 6) Provide direction to the fiscal agent, project management partner, and any other contractors or advisors that the Partnership retains. 7) Approve (or, if necessary, vote on) significant expenditures and disbursements of the Partnership's grant funds made by the fiscal agent, Governing States, or project management partner.	1) Arizona 2) District of Columbia 3) Florida 4) Illinois 5) Indiana 6) Louisiana 7) Maryland 8) Massachusetts 9) New York 10) Rhode Island 11) Tennessee
Participating State	1) Provide staff to serve on design committees, working groups and other task forces established by the Governing Board to conduct the work necessary to design and develop the Partnership's proposed assessment system. 2) Provide feedback to the design committees and the Governing Board regarding the design plans of the Partnership. 3) Participate in pilot and field testing of assessment components and tools.	1) Alabama 2) Arkansas 3) California 4) Colorado 5) Delaware 6) Georgia 7) Kentucky 8) Mississippi 9) New Hampshire 10) New Jersey 11) North Dakota

[2] See Appendix (A)(1)- A- ii through Appendix (A)(1)-A-xxvii for evidence of each state's commitment to the role.

Role Types of Member States	Description of the Rights and Responsibilities Associated with Role	Member States in This Role[2]
	4) Become a Governing State, if the Participating State meets the eligibility requirements to change its status.	12) Ohio 13) Oklahoma 14) Pennsylvania 15) South Carolina
Fiscal Agent	1) Issue RFPs to procure goods and services on behalf of the Partnership or designate other states to do so. 2) Assume fiduciary responsibility for the Partnership to manage any grant funds received under the RTTT Comprehensive Assessment System grant program, including those related to administration of the grant. 3) Contract with Achieve, Inc., which has been selected as the project management partner. 4) Work with Partnership states to identify any current assessment requirements in Title I of the ESEA that would need to be waived in order for Partnership states to fully implement the proposed assessment, and report those requirements to the U.S. Department of Education. 5) Have no greater decisionmaking authority regarding expenditure and disbursement of grant funds than any other Governing State.	Florida

Summary Table for (A)(1)(b)(v): Consortium's Policy and Definition Timeline

Directions: In addition to addressing the criterion in the (A)(1) narrative, applicants must indicate the approximate dates of initiation and completion for each policy or definition to be adopted by the consortium.

Policy or Definition To Be Adopted	Approximate Date To Initiate	Approximate Date To Adopt
1. Procedures for the administration of the Governing Board's duties	**October 1, 2010**	By **December 2010**
2. A common set of performance level descriptors	In **early 2011,** PARCC will begin discussions with the Smarter Balanced consortium to develop common performance level descriptors that can lay a foundation for comparability across the two consortia. By **fall 2013** (prior to field testing), preliminary performance level descriptors will be completed. They will be revised and finalized throughout the 2013–14 school year.	In **summer 2014** (after field testing is completed and before operational administration), the descriptors will be finalized and formally adopted. The Partnership will work with the Smarter Balanced consortium to ensure agreement across consortia.
3. A common set of CCR content standards	PARCC states have **already begun** to work through their state structures to adopt the Common Core State Standards.	By the end of **December 2011,** all PARCC states will have formally adopted the Common Core State Standards.
4. A common set of achievement standards	In **summer 2011,** the research plan to inform the setting of common achievement standards will be developed. The research will begin in fall	In **summer 2015,** after the first full year of operational testing, achievement standards will be set so that consortium scores can be

Policy or Definition To Be Adopted	Approximate Date To Initiate	Approximate Date To Adopt
	2011.	reported for accountability purposes. During the course of the **2014–15 school year,** raw scores on the through-course performance components will be reported.
5. Common assessment administration procedures	Starting in **fall 2010,** the administration procedures will be drafted during the RFP development process.	In **February 2011,** the administration procedures will be completed and included as part of the RFP. These procedures will be revisited each year in light of changes in policy and technology innovation.
6. A common set of item release policies	Starting in **fall 2010,** the item release policies will be drafted during the RFP development process.	In **February 2011,** the item release policy will be completed and included as part of the RFP.
7. A common test security policy	Starting in **fall 2010,** the test security policy will be drafted during the RFP development process.	In **February 2011,** the test security policy will be completed and included as part of the RFP. This policy will be revisited each year in light of changes in policy and technology innovation.

Policy or Definition To Be Adopted	Approximate Date To Initiate	Approximate Date To Adopt
8. A common definition of "English learner"	Starting in **fall 2010,** the consortium definition of "English learner" will be drafted during the RFP development process.	In **February 2011,** the consortium definition of "English learner" will be completed and included as part of the RFP. This definition will be revisited each year in light of potential policy changes in member states.
9. A common set of policies and procedures for providing assessment accommodations for English learners	Starting in **fall 2010,** the accommodations policy will be drafted during the RFP development process.	In **February 2011,** the accommodations policy will be completed and included as part of the RFP. This policy will be revisited each year in light of changes in policy and technology innovation.
10. A common set of policies and procedures for providing assessment accommodations for students with disabilities	Starting in **fall 2010,** the accommodations policy will be drafted during the RFP development process.	In **February 2011,** the accommodations policy will be completed and included as part of the RFP. This policy will be revisited each year in light of changes in policy and technology innovation.
11. A common set of policies and procedures for participation of English learners in the assessment system	Starting in **fall 2010,** the policies for participation of English learners will be drafted during the RFP development process.	In **February 2011,** the policies for participation of English learners will be completed and included as part of the RFP. This policy will be revisited each year in light of potential policy changes in member states.
12. A common set of policies and	Starting in **fall 2010,** the	In **February 2011,** the

Policy or Definition To Be Adopted	Approximate Date To Initiate	Approximate Date To Adopt
procedures for participation of students with disabilities in the assessment system	policies for participation of students with disabilities will be drafted during the RFP development process.	policies for participation of students with disabilities will be completed and included as part of the RFP. This policy will be revisited each year in light of potential policy changes in member states.

(A)(2) **Theory of Action** *(up to 5 points)*

The extent to which the eligible applicant's theory of action is logical, coherent, and credible, and will result in improved student academic outcomes. In determining the extent to which the theory of action has these attributes, we will consider the description of, and rationale for—

(a) Each component of the proposed assessment system and the relationship of the component to other components in the system;

(b) How the assessment results produced by each component will be used;

(c) How the assessments and assessment results will be incorporated into a coherent educational system (*i.e.*, a system that includes standards, assessments, curriculum, instruction, and professional development); and

(d) How the educational system as a whole will improve student achievement and college- and career-readiness (as defined in the NIA).

Directions: Provide a narrative that addresses this criterion in the space below. The narrative may be accompanied by charts or other visuals that support the narrative. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: 5 pages.

In states across the country, far too many students graduate from high school without the skills and knowledge necessary to succeed in postsecondary education and 21st-century careers. Even among students who enroll in college, more than one-third enter postsecondary classrooms unprepared for credit-bearing courses.[3] Similarly, many students graduate high school unprepared for careers in an information-driven global economy, where they must navigate a labor market that values knowledge and skills above all else. **State leaders in the Partnership for Assessment of Readiness of College and Careers share one fundamental goal: building their collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace.**

PARCC's assessment system will provide students, educators, policymakers and the public with the tools needed to identify whether students — from grade 3 through high school — are on a trajectory for postsecondary success and, critically, where gaps may exist and how they can be remediated well before students enter college or the workforce. Developing and implementing

[3] Strong American Schools. *Diploma to Nowhere.* Washington, DC: Author, 2008.

PARCC's proposed assessment system is a fundamental and necessary step in Partnership states' larger efforts to dramatically improve student achievement, but states know that assessments alone cannot accomplish this. The partnership's proposed assessments are one lever for improvement in the broader education system. The design and implementation of these assessments will provide a platform for enriching professional development and modeling good instruction, but the assessments' success is tied to the strength and rigor of classroom curriculum; the efforts of teachers, school principals, and district administrators; and the involvement of parents in their children's education.

ASSESSMENT SYSTEM COMPONENTS

As discussed in section (A)(3) of this proposal, the Partnership plans to build a common assessment system that incorporates four innovative features designed to significantly improve the quality and usefulness of large-scale assessment.

- ***Use college and career readiness as an anchor.*** The Partnership's assessment system will culminate in high school assessments in mathematics and English language arts/Literacy that measure whether students have acquired the knowledge and skills necessary for success in postsecondary education. Using these high school assessments as an anchor, assessments in earlier grades will measure whether students are on track to achieve readiness by high school graduation — and, if not, will help identify why not.
- ***Measure rigorous content and students' ability to apply that content.*** The Partnership will develop challenging performance tasks and innovative, computer-enhanced items that elicit complex demonstrations of learning and measure the full range of knowledge and skills necessary to succeed in college and 21st-century careers. They will send a strong, clear signal to educators about the kinds of instruction and types of performances needed for students to demonstrate college and career readiness.
- ***Measure learning and provide information throughout the school year.*** The Partnership will "distribute" through-course assessments throughout the school year so that assessment of learning can take place closer in time to when key skills and concepts are taught, and states can provide teachers with actionable information about student learning on a more frequent basis.

- ***Leverage technology for innovation, cost efficiency and speed.*** The Partnership will administer a streamlined computer-based assessment near the end of the school year, enabling "annual combined results" to be reported back quickly enough to include information about progress toward college and career readiness on every student's report card.

Through-Course Components. Many schools and districts in Partnership states have leveraged the good idea of linking assessment to instruction periodically throughout the school year by administering "interim" or "benchmark" assessments. The idea of providing teachers with test data throughout the school year is a good one, but currently it too often leads to tests that put the focus on low-level content. We intend to improve on this good idea by administering high-quality through-course assessments that reflect the best kind of classroom instruction and student work and that can contribute to decisions about student, educator, school and state performance against the Common Core State Standards (CCSS).

In both ELA/literacy and mathematics in grades three through high school, students will take focused assessments after roughly 25 percent and roughly 50 percent of instructional time and participate in an extended and engaging performance-based task after roughly 75 percent of instructional time. The through-course components in mathematics will measure essential topics that build a foundation for future learning in mathematics. For the third through-course task in ELA/literacy, students will be given extended time to identify or read relevant research materials and compose written essays based on them. Afterwards, students will publicly present the results of that research and writing to their classmates, answering questions or engaging in debate, so that teachers can assess students' speaking and listening skills using a common rubric.

End-of-Year Assessment. In this distributed common assessment system, end-of-year testing will look and feel much different than it does now. Students will take a streamlined, computer-enhanced assessment after approximately 90 percent of instruction in ELA/literacy and mathematics. The end-of-year assessments in both ELA/literacy and mathematics will leverage advances in technology to incorporate computer-scorable items that assess higher order knowledge skills better than most traditional selected-response items. Contingent on research and

evaluation conducted during the pilot and field test phase, the Partnership plans to use results from all four required components in each subject to calculate weighted "annual combined scores." Online administration of computer-based end-of-year tests will enable those annual combined scores to be calculated rapidly and reported back to schools in time for information about progress toward college and career readiness to be reported on every student's report card.

INTENDED OUTCOMES

Over the long term, the Partnership states expect that implementation and use of the proposed assessment system will produce four key impacts that will, in turn, increase the rates at which students graduate from high school prepared for success.

Reporting achievement results based on a clear definition of college and career readiness will improve outcomes for students. Anchoring the assessment system to a CCR benchmark provides students with the opportunity to identify skill deficiencies before the end of 11th grade — and remediate them before they enter postsecondary classrooms or the workforce. The CCR and on-track achievement standards on the Partnership's assessments will also promote greater coherence and alignment between the expectations of the K–12 and higher education systems: sending accurate signals to students throughout the grades about their readiness for college, focusing their efforts on achieving that goal and focusing educators and school leaders on supporting their efforts to reach them.

The common assessment system will help make accountability policies better drivers of improvement. The Partnership's assessments are designed to fully and accurately measure whether students have acquired the knowledge and skills needed for postsecondary education and incorporating those results into school accountability determinations and educator evaluations will drive teachers, school leaders, schools and students toward the goal of readiness. States that consider results from the common assessments for school accountability determinations and for teacher and principal evaluations will signal the kinds of good instructional practices that will help students meet the CCR standards.

Classroom teachers will have an assessment system that provides as much for them as it asks from them — one that functions as an integrated element in a larger system of standards; curriculum; and ongoing collaborative, professional work. Teachers will be able to focus their instruction on clear targets rather than guessing which standards the tests might cover, and those targets will represent meaningful progress toward an evidence-based standard of college and career readiness. Teachers will also have access to actionable assessment data on a much more frequent basis, allowing them to adjust instruction, individualize interventions and fine-tune lessons and units throughout the school year.

The common assessment system will help education leaders and policymakers make the case for improvement and for sustaining education reforms. Readiness and on-track scores on the Partnership's assessment system will, for the first time, allow parents, students, policymakers and the public to compare students' performance against students in all 26 Partnership states and in other countries — and against a widely shared benchmark of postsecondary readiness. These kinds of unprecedented comparisons will powerfully demonstrate the progress students are making toward the Partnershipwide goal, and those comparisons will help policymakers make the case for reforms needed to raise student achievement in their states. This will be buttressed by the Partnership's work to ensure our assessments produce internationally benchmarked results, allowing student performance to be compared with the performance of students in high-performing countries. International comparisons are particularly important to business leaders and governors, but will help parents, educators and the public at large better understand the performance and progress of the education system in each state.

ACHIEVING THE INTENDED OUTCOMES

Producing the Partnership's intended outcomes will only lead to increased rates of student readiness if the assessment system effectively models the kinds of instruction needed to get students prepared for college and 21st-century careers and provides educators with the tools they need to use the assessment system effectively in classrooms across the Partnership.

Teachers. PARCC's common assessments will help teachers improve their instructional practices so that all students can achieve college and career readiness by the time they graduate

from high school in several important ways.

- Providing teachers with a clearer picture of what students should know and be able to do to demonstrate that they are ready or on track to readiness through assessments that measure the full breadth and depth of the CCSS.
- Signaling what good instruction should look like through rich and rigorous through-course performance tasks that model the kinds of activities and assignments that teachers should incorporate into their classrooms throughout the year.
- Providing data more rapidly on students' academic strengths and weaknesses with a quick turnaround of assessment results.
- Helping teachers identify gaps in students' knowledge in time to adjust plans for instruction during the next quarter, provide extra support to students who are struggling, or provide academic stretch to those students meeting or exceeding readiness targets.

Through these mechanisms, the Partnership's assessment components will serve as the foundation for a system of continuous improvement in classrooms and schools. As a result, instruction will improve, students will begin to learn more by the end of each year than they would have otherwise and academic achievement will rise. A higher proportion of the Partnership's more than 31 million students will get on track and stay on track to become ready for college and careers, and more students will reach the end of high school highly prepared to meet the challenges of postsecondary education and the modern workplace.

School Leaders, District Administrators and State Officials. The Partnership's common assessment system as a whole will provide higher quality data to school leaders, district administrators and state officials, enabling them to make better accountability and management decisions that ultimately will lead to improved student achievement and higher rates of college and career readiness. This will be possible for two reasons: The student achievement data generated by PARCC's assessment components will be much richer than the data produced by many state tests now, and the assessment system upon which accountability decisions are made will be anchored by achievement standards that measure whether students are CCR by the end of high school or on track for readiness in earlier grades.

The assessment system will ***yield a wider variety of useful performance data***, including student achievement scores, annual student growth measures, and information about whether students are on track to meet evidence-based benchmarks for college and career readiness. That, in turn, will enable state and district leaders to analyze school effectiveness across multiple dimensions — for example, an analysis of school performance in terms of both "achievement status" and "student growth" — which will help them better calibrate school-based incentives and interventions. Additionally, the CCR achievement standards will send strong signals to schools and educators about the imperative of preparing students for the demands of college and careers.

This means education leaders can use the assessment system data to ***hold school professionals accountable for outcomes as well as inputs, more strategically manage human resources and make much better-informed personnel decisions***. Because Partnership assessments will model the kinds of activities that students should be engaged in throughout the school year, school and district leaders can motivate educators to focus their efforts on instructional practices that help students learn the knowledge and skills most important for postsecondary success when they value the assessment results in their evaluation systems. Results from the through-course components can also help school officials identify mid-year professional development and support needs for individual educators, teachers in a particular grade or educators across a whole school. Likewise, data on student growth can help principals and administrators recruit, select and hire experienced teachers based on those who help students achieve the most growth toward college and career readiness, as well as for assigning the most effective teachers to work with students who need the most help getting on track or staying on track.

Eventually, better-informed decisions about school accountability, interventions and support will cause school effectiveness to improve more steeply and rapidly than it has over the past 10 years. As administrators make better-informed human capital and personnel management decisions, overall levels of teacher and principal effectiveness will rise, providing an extra boost to school effectiveness. Over time, these better-informed management decisions will help students learn more and become better prepared for college and careers.

Higher Education. The Partnership's high school assessments will identify whether students have demonstrated the knowledge and skills needed for success in entry-level postsecondary

courses by the time they graduate from high school; critically, students who have gaps can still take steps to address them before enrolling in costly remedial courses in college. Over time, more students will have the opportunity to remediate their academic deficiencies before enrolling in college, thus increasing the percentage of young people who enter college prepared to take credit-bearing coursework immediately.

As illustrated by the Letters of Intent attached to this application to meet the Competitive Preference Priority for the RTTT Comprehensive Assessment Systems competition, higher education officials in PARCC states have committed to participate in the design and development of PARCC's high school assessments and an evidence-based process to establish common CCR achievement standards on those assessments. Ultimately, they will establish policies for considering CCR-benchmarked results from PARCC's high school assessments (along with other information) as an indicator of students' readiness for placement in entry-level credit-bearing college coursework.

Such policies will ensure that teachers, parents and students become much more aware of the knowledge and skills students will need to master to be placed in entry-level credit-bearing postsecondary courses. And they will provide a powerful personalized incentive for students to stay on track to meet college readiness benchmarks during grades 3–11 so that they can transition immediately into entry-level credit-bearing courses in public institutions of higher education when they graduate. In time, such policies will increase the percentage of students who enter postsecondary education with the knowledge and skills needed to succeed. Fewer students taking remedial courses means there will be a larger proportion of students prepared to persist through completion of a degree — and it means fewer taxpayer dollars must be spent to support remedial education.

Parents, Students and the Public. Data that show whether students are college- and career-ready or on track to college and career readiness will also empower other stakeholders, particularly students and their families, to make better decisions. The Partnership's assessments will, for the first time, give students and their parents information about student performance relative to children in other states and countries and against achievement standards anchored in CCR knowledge and skills. They will have better and clearer information about their child's progress

toward the goal of college and career readiness — a commonly shared goal for students and families across the 26 Partnership states. This clearer picture puts more power in the hands of students and parents to make informed decisions about students' academic progress toward that target.

Finally, PARCC's assessment system results will provide state leaders and members of the public with data comparing student achievement, student growth, and college and career readiness in schools, districts, states and across the Partnership as a whole. Because PARCC plans to internationally benchmark our assessments, the assessment results also can include data on how our students' performance compares with that of their peers in top-performing nations across the world. All of that information will enable public officials and the broader public to understand more clearly how well their states stack up on critical knowledge and skills that greatly impact family income and long-term economic growth. Over the long term, such information will help build greater public demand and support for the assessment system and broader ambitious education reform efforts.

ACHIEVING THE GOAL OF INCREASED READINESS

Partnership states know that others have tried before to incorporate rich performance tasks that signal good instructional practices into statewide assessments systems, but with limited success due to the challenges in bringing such a system to scale effectively. We strongly believe that the Partnership's proposed design builds on past efforts to implement a performance-based assessment system that sends the right signals and delivers the right supports to educators, students, parents, policymakers and the public — and yet is scalable and sustainable. By leveraging the collective intellectual resources and market power of 26 states, taking advantage of federal resources to invest in the development of innovative items and tasks and devoting resources to advancing the state-of-art in technology to administer and score assessments, the Partnership proposes to build a performance-based assessment system that is designed with sustainability of costs in mind. Given these significant opportunities, the proposed assessment system will help partnership states achieve their principal goal of dramatically increasing the number and percentage of students prepared for success in postsecondary education and 21st-century careers.

(A)(3) **Assessment System Design** *(up to 55 points)*

The extent to which the design of the eligible applicant's proposed assessment system is innovative, feasible, and consistent with the theory of action. In determining the extent to which the design has these attributes, we will consider—

(a) The number and types of components (*e.g.*, through-course summative assessments (as defined in the NIA), end-of-year summative assessments, formative assessments, interim assessments in mathematics and in English language arts in the assessment system);

(b) For the assessment system as a whole—

(i) How the assessment system will measure student knowledge and skills against the full range of the college- and career-ready standards, including the standards against which student achievement has traditionally been difficult to measure; and provide an accurate measure of student achievement, including for high- and low-performing students, and an accurate measure of student growth over a full academic year or course;

(ii) How the assessment system will produce the required student performance data (*i.e.*, student achievement data and student growth data (both as defined in the NIA) that can be used to determine whether individual students are college- and career-ready (as defined in the NIA) or on track to being college- and career-ready (as defined in the NIA);

(iii) How the assessment system will be accessible to all students, including English learners and students with disabilities, and include appropriate accommodations (as defined in the NIA) for students with disabilities and English learners; and

(iv) How and when during the academic year different types of student data will be available to inform and guide instruction, interventions, and professional development; and

(c) For each component in mathematics and in English language arts in the assessment system—

(i) The types of data produced by the component, including student achievement data (as defined in the NIA), student growth data (as defined in the NIA), and other data;

(ii) The uses of the data produced by the component, including determining whether individual students are college- and career-ready (as defined in the NIA) or on track to being college- and career-ready (as defined in the NIA); informing determinations of school effectiveness for the purposes of accountability under Title I of the ESEA; informing determinations of individual principal and teacher effectiveness for the purposes of evaluation; informing determinations of principal and teacher professional development and support needs; informing teaching, learning, and program improvement; and other uses;

(iii) The frequency and timing of administration of the component, and the rationale for these;

(iv) The number and types of items (*e.g.*, performance tasks, selected responses, brief or extended constructed responses) and the distribution of item types within the component, including the extent to which the items will be varied and elicit complex student

demonstrations or applications of knowledge and skills (descriptions should include a concrete example of each item type proposed); and the rationale for using these item types and their distributions;
(v) The component's administration mode (*e.g.*, paper-and-pencil, computer-based, or other electronic device), and the rationale for the mode;
(vi) The methods for scoring student performance on the component, the estimated turnaround times for scoring, and the rationale for these; and
(vii) The reports produced based on the component, and for each report, its intended use, target audience (*e.g.*, students, parents, teachers, administrators, policymakers), and the key data it presents.

Directions: *Provide a narrative that addresses this criterion in the space below, and complete the required tables and/or attachments. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Required Tables and/or Attachments:

- ✓ *Summary Table for (A)(3): English Language Arts*
- ✓ *Summary Table for (A)(3): Mathematics*
- ✓ *Examples of each item type proposed (See Appendix (A)(3)-A)*

Recommended maximum response length: 10 pages (excluding tables and/or attachments).

As described in our theory of action in section (A)(2) of this application, the Partnership proposes a sophisticated summative assessment system that incorporates four features designed to significantly improve the quality and usefulness of large-scale assessments: The system will be anchored in college and career readiness, enable deeper and richer assessments, measure learning and provide information on student progress throughout the school year, and provide timely annual results. The structure of the proposed system is intended to model the kinds of activities and assignments students should be doing throughout the year. Our goal is to improve student achievement and readiness for college and careers.

The Partnership's summative assessment system will consist of four components distributed throughout the year in ELA/literacy, three components distributed throughout the year in mathematics, and one end-of-year component in each subject area. The first three through-course components in ELA/literacy and mathematics will be administered after roughly 25 percent, 50 percent and 75 percent of instruction. The fourth through-course component in ELA/literacy, a speaking and listening assessment, will be administered after students complete the third component (described in more detail below). The end-of-year components in each subject area

will be administered after roughly 90 percent of instruction. Overall, the assessment system will include a mix of constructed-response items; performance tasks; and computer-enhanced, computer-scored items.

The Partnership's "distributed" strategy for timing each assessment component offers tremendous advantages over traditional summative assessment systems.

- The through-course components focus instruction throughout the year, nearer in time to when key skills and critical knowledge are addressed.
- The design is such that the components together address the full range of the CCSS.
- The design enables multiple measures of student performance throughout the year, including in-depth assessment of writing and mathematics problem-solving skills.
- The through-course components provide actionable data and useful models of student work that teachers can use to plan and adjust instruction, and the end-of-year component ensures quick turnaround of overall summative results.
- Inherent in the design is the ability to measure the performance of students across the ability spectrum. Tasks and rubrics will be designed in a way to capture and support the full range of student skills, ensuring that even the lowest ability student will have something to respond to but also allowing the highest ability student to show what he/she knows and can do.

Based on research and evaluation conducted during piloting and field testing, the Partnership will determine the best way to combine results from the through-course components (excluding ELA-5, described below) and end-of-year components in each subject to calculate weighted "annual combined scores" that will report on whether students are on track for or have achieved career and college readiness.

More detailed descriptions of the specific components of the proposed assessment system are as follows.

COLLEGE AND CAREER READY ELA/LITERACY ASSESSMENTS

In grades 3–11, the Partnership will assess ELA/literacy with two focused literacy assessments,

an extended research/writing assessment, a speaking and listening assessment, and an end-of-year assessment. The Partnership will aim to be transparent with the prompts for each component and with what is being measured. While we acknowledge the issues around building a set of public, widely known prompts (e.g., equating results and security), the Partnership believes this level of transparency is important for helping teachers and students understand the performance expectations of the CCSS and of the assessments. To that end, the Partnership will explore possibilities for making the prompts public. This may be done through the standards themselves, once "unpacked" in the development process, or through a pool of possible and/or publicly released prompts.

Mode of Administration. For efficiency, all of the through-course components will be administered in an online, computer-based mode in grades 6–11. Students will type their responses, in alignment with the CCSS, which explicitly require students to develop keyboarding skills sufficient to this task. For grades 3–5, prompts for the through-course component will likely be delivered to schools and/or districts online, but student responses will likely be recorded on paper until the Partnership can determine that students in these grades have sufficient computer skills to respond online within the given time limits. The end-of-year component for grades 3–11 will include computer-based, computer-scored items, enabling quick turnaround of results. The speaking and listening component (described in more detail below) is a "live" classroom performance task that will be administered by the student's teacher.

ELA-1 and ELA-2. Focused Literacy Assessments: Writing from Sources. These through-course components are designed to measure the most fundamental capacity essential to achieving college and career readiness according to the CCSS: the ability to read increasingly complex texts, draw evidence from them, draw logical conclusions and present analysis in writing. These focused assessments offer opportunities early in the school year to signal whether students are on track to readiness. The prompts for these components will be modeled on the CCSS; each component will consist of one to two extended constructed-response items that require students to write in response to a text. (See Appendix (A)(3)-A for item examples.)

ELA-3. Extended Research/Writing Assessment. The evidence is overwhelming from employers and colleges alike that research skills play a critical role in postsecondary success, and

the longer performance task in ELA/literacy is designed to measure the CCSS related to research and analysis. Over several sessions, students will be asked to identify or read a variety of materials and to compose a written essay based on them. For example, the assessment could require students to research independently several sources and evaluate their credibility to compose a coherent account of a subject or to take and defend a position on a controversial topic. Students also might be asked to synthesize information from a range of text formats. Such research skills are essential for college and career readiness but are rarely assessed by current summative tests and thus are often neglected in the classroom. (See Appendix (A)(3)-A for item examples.)

This third component will take advantage of advances in testing technologies[4] to set up searchable environments in which students locate and evaluate information from within a predefined set of sources selected specifically to represent a range of quality. Students will be asked to review and evaluate the quality of the available sources and select the most appropriate ones for the assignment. The sources also will represent a range of reading/text complexity levels to enable students at the higher and lower ranges of performance to demonstrate their skills.

ELA-4. End-of-Year Literacy Assessment. This component will be a computer-scored assessment that leverages advances in computer-enhanced item types. It will build on high-quality, authentic texts at the appropriate level of complexity; meaningful distractors for any selected-response items developed by content experts; and computer-enhanced items such as ones enabling students to view or listen to digital media. The assessment will draw on higher order skills such as critical thinking and analysis, measure language use and vocabulary, and use digital technologies to assess hard-to-measure skills (for example, by asking students to listen to a poem or a view scene from a play). Items will sample a range of cognitive demand and be designed to tap deeper into student depth of knowledge. As with the focused and longer through-course components, the end-of-year ELA/literacy component will model the prompts as closely as possible on the CCSS. The aim is for students to demonstrate command by reading unexpected text independently and proficiently. (See the Summary Table for (A)(3):

[4] Bennett, R.E., Persky, H., Weiss, A., and Jenkins, F. "Measuring Problem Solving with Technology: A Demonstration Study for NAEP." *Journal of Technology, Learning, and Assessment* 8.8 (2010).

ELA/literacy for a description of the number of items for each ELA/literacy component; and see Appendix (A)(3)-A for item examples.)

ELA-5. Speaking and Listening Assessment. To measure the CCSS speaking and listening standards, students will present their work from the ELA-3 component to classmates. As part of the development process, the Partnership will determine the best way to implement this component, but students will likely be asked to report on their research, analysis and findings; include multimedia elements as appropriate; and respond to questions from the audience. The Partnership will develop common rubrics that teachers will use to evaluate students' speaking skills, including their sharing of findings and evidence, their ability to interact with their audiences by responding to questions or engaging in discussion or debate, their ability to speak clearly, and their ability to present information in a logical manner. This component will not contribute to the annual combined summative score in ELA/literacy, but rather can be used to generate grades for report cards at the classroom level and help parents and teachers track progress of students' speaking and listening.

High School CCR Literacy Assessments. The high school components, which students will take in grades 9, 10 and 11, follow the same framework as for grades 3–8 and will measure the features of the high school CCSS that are highly valued by postsecondary faculty and employers: the ability to read complex texts, research and evaluate multiple sources, and marshal evidence to build compelling arguments and informational pieces. The Partnership will create a shared process with higher education stakeholders to develop and validate the high school components and identify the college-ready cut scores. The design of the high school components will allow for two important outcomes that will help Partnership states drive improvements in student achievement. First, the Partnership will develop CCR assessments that are valued by higher education and used as instruments in the placement of incoming students. Second, it will ensure that student performance is continually measured in grades 9, 10 and 11, creating the necessary link to classroom instruction for the purposes of evaluation and accountability.

MEASURING THE FULL RANGE OF THE STANDARDS IN ELA/LITERACY

The Partnership places a high priority on ensuring that the assessment system measures the full

range of the CCSS, including the skills typically difficult to measure. Collectively, the ELA/literacy assessment components will assess the 10 core standards in reading and writing and the six core standards in speaking and listening and language in each grade from 3–11. (See Appendix (A)(3)-A for example items.)

Literary Knowledge. Reading comprehension tests typically have only assessed de-contextualized passages, providing little opportunity to measure the growth in a student's literary knowledge and command of specific, fundamental bodies of literature such as the foundational works of American Literature required by the CCSS. The through-course ELA/literacy components provide a solution. For example, in grade 11, a student could be given an American short story and be asked to compare it with their knowledge of the American literary tradition.

Analyzing and Synthesizing Content in Diverse Forms. The CCSS emphasize that synthesizing across print and digital information sources is essential to demonstrating literacy in the 21st century, and an advanced literature standard requires students to compare multiple screen presentations of a drama with the original script to analyze different interpretations of the source text. Therefore, the through-course and the end-of-year components will allow students to draw information across multiple sources from diverse media, such as video, multimedia and interactive text.

Writing over Time. Writing undoubtedly forms the foundation of measuring deeper reading comprehension and literacy, but it is often measured only once a year at best by current summative testing systems. In contrast, the Partnership's system will assess extended writing several times every year from grades 3–11, creating a far richer body of student work to monitor and enhance students' writing abilities. Throughout the year, teachers will be able to assess writing through student work that responds to high-quality, authentic texts.

Speaking and Listening. The CCSS requires a progression of student speaking and listening skills that are fundamental to successful collaboration and gaining and exchanging knowledge as a student or an employee. On ELA-5, students will be evaluated on their ability to logically present information, share and discuss their research and findings, and deliver an effective presentation. In addition, the ELA/literacy components will require students to access video or

audio media that will draw on listening skills and require students to gather and apply knowledge through listening and/or viewing.

Range of Genres. The CCSS are clear that students must demonstrate the ability to read and comprehend a range of genres. Therefore, across and within grades, the Partnership will determine the appropriate balance of text types in each component in alignment with the CCSS. For example, the balance of text types for grade 6 components might be one-third literary, one-third history/social studies, and one-third science/technical.

CCSS Reading Standards. In alignment with the standards, the through-course components will require students to draw pieces of textual evidence from the given texts and read texts of appropriate complexity independently and proficiently. In addition, the components may also ask students about a theme, character development, setting, organizational structure or point of view within a text(s). Any of the components might ask students to respond to different text formats, including audio, video or multimedia.

CCSS Writing Standards. The Partnership intends to align the task rubrics with the CCSS, which require students to "draw evidence from literary or informational texts to support analysis, reflection, and research" and produce coherent organized writing appropriate to purpose and audience. In addition, the through-course components may ask students to write an argument, write with the intent to inform or explain, or write a narrative.[5] Further, the extended component might require students to conduct a research project to gather and synthesize information from multiple sources.

CCSS Language Standards. The through-course and end-of-year components will explicitly measure students' ability to demonstrate command of Standard English grammar and conventions.

[5] The Partnership is well aware of the challenges posed by genre effects in producing comparable scores across years and students on writing assessments. The proposed design attempts to provide a more valid and reliable writing score by gathering assessment information from each student on each genre each year, both for more extensive writing as well as elements of writing (e.g., editing) assessed in controlled and focused ways. While the Partnership believes this innovative design has much to offer beyond the contemporary large-scale writing assessment designs, research and evaluation efforts on the writing design will begin immediately upon award of a grant. The research and evaluation will focus on both conceptual and empirical information to inform any needed adjustments to the design.

End-of-Year Component. This component will cover the remaining standards, including vocabulary, determining the meaning of specific words in context, mastery of academic language, editing for grammar and usage and language standards. Thus, the end-of-year component will provide an opportunity to obtain an in-depth measure of reading comprehension apart from writing, as well as vocabulary and editing for conventions.

COLLEGE AND CAREER READY MATHEMATICS ASSESSMENTS

The mathematics assessments for grades 3–11 will have a structure similar to the ELA/literacy assessment: three through-course assessments and an end-of-year component, which together contribute to an annual combined score.

Mode of Administration. The through-course components in mathematics will be administered online to students in grade 6 through high school, using an equation editor-type program that allows students to enter responses to mathematical problems via the computer. Through-course components for grades 3–5 will be administered in paper-and-pencil format because of concerns about young students' lack of familiarity with pull-down menus and online mathematics tools. As described in section (A)(5), the Partnership will study the efficacy of online administration of the through-course components to students in grades 3–5 over time. Additionally, as in ELA/literacy, the end-of-year mathematics component will be delivered via computer to students in all grades.

Math-1 and Math-2. Focused Assessments of Essential Topics. The first two through-course components emphasize standards or clusters of standards (i.e., one to two essential topics) from the CCSS that play a central role during the first stages of mathematics instruction over the school year. These include standards that are prerequisites for others at the same grade level, as well as standards or clusters of standards for fields of study that first appear during the grade in question. Thus, instead of surveying an overly broad mathematical landscape as typical "interim assessments" currently do, these components will promote the coherent curricular structure embedded in the CCSS. This approach also will enable the through-course components to provide more useful results to teachers across the range of performance from a blend of one to

two brief constructed-response items per topic and one extended constructed-response per topic. (See Appendix (A)(3)-A for item examples.) Over time, the Partnership will refine the selection of standards measured by the focused components based on which mathematical topics prove most predictive of success later in the school year.

Math-3. Extended Mathematics Assessment. This through-course component will meet the demands of the CCSS by using performance tasks (likely multi-step) that require depth of understanding and ability to apply mathematics to real-world problems. Students will be expected to apply their conceptual understanding of key mathematical concepts to derive their solutions. In later grades, consistent with the emphasis of the CCSS on modeling, these problems may not be explicitly stated as math problems but rather as problems students will need to use their math knowledge to solve. The performance tasks will be designed so that students can answer them at different levels of sophistication and mathematical competence, making them a useful tool to assess students at the high and low end of the performance range. To allow for observation of the mathematical practices, students will sometimes investigate less routine, more complex tasks involving chains of reasoning with mathematical techniques mastered in previous grades. The task will be designed to give teachers information on their students' competencies in particular topics as well as data on their students' more general problem-solving (and other) practices. (See Appendix (A)(3)-A for item examples.)

Math-4. End-of-Year Mathematics Assessment. This component will leverage technology to administer innovative, computer-enhanced items that measure the extent to which students have mastered important knowledge and skills identified in the CCSS and critical for college and career readiness, including reasoning and problem solving. The assessment will sample a range of important topics for the year, as well as sampling material from the previous year, and use items with an appropriate range of cognitive demand to provide a better measure of achievement for students at the very low and very high end of the performance spectrum. The items for this component will include next-generation selected-response items that signal not only whether students provided a correct answer but also help analyze why some students might have provided an incorrect answer (i.e., by identifying common mathematical errors that suggest common mathematics misunderstandings). The component will also include innovative item types like

using "drag and drop" or graphing tools. (See the Summary Table (A)(3): Mathematics for a description of the number of items for each mathematics component, and see Appendix (A)(3)-A for item examples.)

High School Assessments in Mathematics. The high school mathematics assessments will pay particular attention to the expectation of college faculty and employers, emphasized in the CCSS, that students are able to use their mathematical knowledge to solve multi-step contextualized problems, demonstrate their conceptual understanding and employ their ability to do mathematical modeling — an important facet of mathematical proficiency that has not been easily measured by traditional item constructs. Such items will illustrate the kind of tasks that students need for postsecondary success. The design will mirror the through-course structure in grades 3–8. However, the CCSS 9–12 mathematics standards are organized differently than the standards for grades 3–8; the high school standards are categorized into clusters as opposed to grade levels. Therefore, before deciding on the best approach to assess the high school mathematics standards, the Partnership first must analyze how high school standards might be arranged into courses, in partnership with its higher education partners.

At this time, the Partnership favors an end-of-course model that allows for both traditional courses (for example, Algebra I, Algebra II, Geometry) and integrated courses (for example, Math I, II, III). Regardless, the design would be built around assessment modules that could be assembled into either a traditional or integrated course framework. In addition to end-of-course achievement results, the modular design would produce summative indicators of students' college and career readiness by treating each module a student passes as a step toward reaching readiness (or reaching even more advanced levels). The Partnership would ensure that this approach provides clear instructional data for teachers, summative results that can be used for school accountability determinations and teacher effectiveness information that can be considered in teacher evaluations. An end-of-course approach will enable the collection of student data in each grade 9–11 to inform teacher accountability determinations.

Alternatively, college and career readiness could be assessed with a single end-of-domain approach. Students would take an end-of-domain assessment when they have completed the content and skills designated in the CCSS as required for college and careers. If an end-of-

domain assessment is chosen, the Partnership will conduct necessary research to design it in such a way that it provides clear instructional feedback and measurement for mathematics teachers throughout high school, which is one of the Partnership's key priorities.

As discussed in the theory of action, a nonnegotiable goal for the Partnership's high school assessment is that they produce results that can inform decisions about students' placement into entry-level college courses. *Therefore, the final decision regarding the approach to high school mathematics assessment (and ELA/literacy) must be made in partnership with higher education faculty and policymakers.* As also described in the sections (A)(4), (A)(5) and the narrative addressing the Competitive Preference Priority, the Partnership has designed a process for engaging higher education stakeholders to: (1) validate that the high school assessments measure the content and skills most important for success in entry-level, credit-bearing college courses; (2) engage in validity studies to evaluate whether the high school assessments provide accurate information about students' readiness for such college courses; and (3) participate in determining college-ready cut scores.

MEASURING THE FULL RANGE OF THE STANDARDS IN MATHEMATICS

The CCSS are built on the twin principles of focus and coherence. In curriculum prevalent today, material is introduced superficially in early grades and developed very slowly over many years. Building on the lessons from high-performing countries, the CCSS introduce topics with the intent that students make substantial progress in them during a year. This is a new image of mastery in the classroom and creates a need for assessments that reflect those features. The CCSS require students to apply their mathematical knowledge, skills, reasoning and flexibility to solve real-world problems. These standards are essential for success in college and careers but have largely eluded traditional summative testing systems. (See Appendix (A)(3)-A for examples of item types.)

Mathematical Practices. Under the Partnership's approach, the performance tasks offer an opportunity to measure the mathematical practices by treating mathematics in a rich context. Students will be presented with contextual problems and be expected to apply their habits of mathematical reasoning to derive their solutions. For example, students might be asked to tease

out the most relevant information from a problem to focus their work on what is necessary to solve the problem. In later grades, it may require students to translate the given problem into a more useful form to solve problems efficiently and effectively. The tasks will be designed to allow students to show their understanding of the structure of the mathematics as well as the solution. In addition, the tasks will be designed to support the range of student abilities.

Modeling. Modeling tasks will center on content identified in the CCSS as productive for this purpose (e.g., quantification, statistics, functions) and will bear the hallmarks identified in the CCSS: linking classroom mathematics and statistics to everyday life, work and decisionmaking; dealing with a range of complexity from very simple to multidimensional and complex; making sense of real-world situations not organized and labeled for analysis; and aligning with the structure of the modeling cycle:

- Identifying variables in the situation and selecting those that represent essential features;
- Formulating a model by creating and selecting geometric, graphical, tabular, algebraic or statistical representations that describe relationships between the variables;
- Analyzing and performing operations on these relationships to draw conclusions;
- Interpreting the results of the mathematics in terms of the original situation;
- Validating the conclusions by comparing them with the situation, and then either improving the model, or, if it is acceptable, then reporting on the conclusions and the reasoning behind them.

Students will have the opportunity to make choices, test assumptions and make approximations throughout this cycle.

Measuring Essential Topics in Depth. The through-course design supports the structure emphasized in the CCSS. One limitation of traditional summative tests has been that the survey approach to testing topics at the end of the year provides little guidance to help teachers plan instruction and few useful data to adapt and differentiate instruction. The introductions to each grade level of the CCSS mathematics standards set clear priorities. The Partnership will take advantage of this feature of the CCSS by focusing on a few essential topics in each of the two focused through-course components. For example, a component might focus on multiplication and area in grade 3 or both — the relationship of multiplication to rectangular area.

CCSS Domains. The through-course components will offer an opportunity to assess standards within each of the CCSS mathematical domains. For example, the through-course components in grade 6 might measure whether a student can "use ratio reasoning to solve problems," "compute fluently with multi-digit numbers," "represent and analyze quantitative relationships," or "summarize and describe distributions." The first through-course component might address standards within the number system, the second might cover expressions and equations, and the third might address ratios and proportional relationships and geometry. The performance tasks and constructed-response items in the through-course components give students an opportunity to explain their approach and reasoning, thus creating a richer measure of a student's mathematical understanding.

End-of-Year Component. This component will sample the full year of CCSS for each grade level and measure the upper and lower ends of the performance continuum. The Partnership will leverage technology to design innovative, computer-enhanced item types that continue to blend conceptual understanding, procedural fluency and problem solving. The innovative item types envisioned by the Partnership will enable students to demonstrate their ability to create equations, graph functions, draw lines of symmetry or create bar graphs, for example.

FORMATIVE TOOLS FOR LITERACY AND MATHEMATICS ASSESSMENT

The Partnership recognizes that not even the sophisticated, distributed approach to summative assessment will meet every purpose and goal for assessment generally. In particular, teachers will need additional support to collect formative evidence of student learning to inform instruction hour by hour, day by day and week by week. Therefore, while this proposal focuses primarily on summative components, the Partnership also plans several activities that will support teachers' formative assessment needs.

The Partnership's understanding of the term "formative assessment" aligns with the definition proposed by Shavelson et al.[6] Formative assessment is continuous assessment conducted by the

[6] Shavelson, R.J. et al. "On the Impact of Curriculum-Embedded Formative Assessment on Learning: A Collaboration between Curriculum and Assessment Developers." *Applied Measurement in Education* 21.4 (2008): 295—314.

teacher, and it includes three distinct types of activities that can be placed on a continuum from informal and unplanned to formal and planned: on-the-fly feedback, planned-for interactions and embedded assessments. Thus, formative assessment encompasses unexpected opportunities to collect feedback on learning when "teachable moments" occur in the classroom, but it also includes "ready to use" tools that teachers can use at key points in instruction. Shavelson et al. contend that the latter are important so that states provide teachers with "thoughtful, curriculum-aligned, and valid ways of determining what students know, rather than leaving the burden of planning and assessing on the teacher alone."

This Partnership intends to pursue two strategies to support "ready to use" formative assessment tools. First, the Partnership proposes to directly support the development of several specific resources that it can make available to teachers across all states in the Partnership. Second, the Partnership will leverage current and planned efforts in member states to develop tools.

Tools To Be Developed

FORM-1. The Partnership Resource Center (PRC). PRC will be an online, digital resource that includes two important instructional supports: model curriculum frameworks that teachers can use to plan instruction and gain a deep understanding of the CCSS, and released items and tasks that teachers can use for ongoing formative assessment.

The Partnership will use several strategies to populate PRC with curriculum frameworks developed by Partnership states and aligned items and tasks over time. The Partnership will provide the platform for and support state efforts to create model curriculum frameworks and exemplar lesson plans, as described in section (A)(6), as well as identify and analyze items or tasks that they might contribute from their existing item banks. For example, Massachusetts has released 5,000 items from its MCAS assessments since 1998, and it has agreed to contribute any released and unreleased items aligned with CCSS standards to the PRC bank. All "repurposed" items will be carefully reviewed to ensure alignment with the CCSS and overall technical quality. Practice tests will also be made accessible through PRC so that teachers and students can become familiar with and gain experience with the assessments.

Over the longer term, the Partnership plans to publicly release all performance tasks

administered in through-course components each year, and those tasks and texts will be added to PRC along with student performance data for item. As the Partnership gathers and analyzes more data on patterns in student performance, this information will be shared with teachers in an efficient way so that it can contribute to their ongoing use of formative assessment practices. Thus, PRC will offer a rich, abundant source of classroom tasks, assignments and contextual data from which teachers may draw to help students advance toward college and career readiness.

FORM-2. Text Complexity Diagnostic Tool. To meet the text complexity demands of the CCSS, the Partnership will support the development of a computer-adaptive tool to identify students' proximate zone of development and supply suggestions for reading level and appropriate texts. This tool will be continually enhanced as member states contribute high-quality text samples. The New York City Department of Education plans initial investments in such a tool as early as fall 2010, and it has committed to share any technical progress with the Partnership.

The text complexity tool will provide useful guidance to inform instruction from the beginning of the school year and will help teachers adapt instruction to meet the specific needs of students throughout the year. The Partnership will encourage teachers to begin the year with a formative assessment of their students' capacities to read text at various levels to chart a realistic but ambitious path for students to build their skills toward meeting the standards.

FORM-3. Options for Assessing K–2 Literacy and Mathematics. To help states measure student knowledge and skills across the full range of the CCSS, the Partnership will develop optional performance tasks for grades K–2. These resources will be housed within, but exist as a special part of, the PRC resource described above. The Partnership will develop appropriate assessment tasks that monitor students' development toward readiness for grade 3 in ways that conform to guidelines published by the National Association for the Education of Young Children.[7]

The tasks will consist of developmentally appropriate measures, including observations, checklists, running records and on-demand performance events, that reflect milestones within given windows during the school year. The measures will produce results that identify

[7] National Association for the Education of Young Children. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.* Position Statement and Standards, adopted 2009.

appropriate interventions or enrichment activities and are capable of supporting measures of growth. The Partnership will explore the use of technology innovations such as computer touch screens. The development of K–2 assessments is the Partnership's top level 2 budget priority.

Leveraging Partnership State Efforts

In addition to developing the tools described above, the Partnership will work with member states that plan to develop, or are developing, their own formative assessment tools with the goal that such tools can be shared and used on an optional basis across the Partnership. For example, the Pennsylvania Department of Education is in the process of developing online classroom diagnostic assessments for reading and mathematics for students in grade 6 through high school. In addition, Tennessee has committed to share its adaptive resources, partially funded with RTTT funds, with other states in the Partnership. Member states that have applied for Round 2 RTTT funds also have indicated a willingness to share resources in the event that they too receive grants. Such tools will be important for measuring the full range of student performance, including students who are very high-performing or very low-performing (e.g., computer-adaptive assessments, tools to gauge students' spoken fluency or tools for measuring students listening skills).

SCORING OF THE ELA/LITERACY AND MATHEMATICS COMPONENTS

The strength of the assessment system rests on reliable, accurate and efficient scoring. Through research and field testing, the Partnership will work to create a scoring system that is supported by technology innovations and quality training tools, with the goal of providing fast feedback to educators, school and district leaders, students, and families. Although the Partnership acknowledges that the outcomes from the development and research process may require changes to the scoring model described below, it is expected that items will be scored using a combination of computer and distributed human scoring to take advantage of the speed of turnaround, cost savings and efficiencies that artificial intelligence (AI) scoring can provide. Here, human scoring can mean vendor or teacher scoring.

Though the Partnership will establish a technology platform to facilitate distributed teacher scoring, states will have the option of determining the level of formal teacher involvement in

scoring, while still ensuring comparability across the Partnership. Any teacher engagement in scoring will be supported by extensive training (as described in sections (A)(4) and (A)(6)), although some Partnership states may choose not use teacher scoring because these assessments will be used for the purposes of teacher and school leader evaluations. In all states, teachers will have access to scoring training materials so they can score student responses unofficially for their own instructional planning purposes. (See Table 1 below and Tables 4 and 5 in section (A)(4) for the further details on the proposed scoring model.)

Table 1: Proposed Scoring Model for Operational Assessment Administration

<table>
<tr><td colspan="2"><u>Rationale</u>: Due to the current challenges of using technology to score written responses from younger students, it is expected that grade 3–5 components will be human-scored. Using AI scoring for the grade 6–11 components builds reliability and efficiency into the model. Double scoring occurs at high school only because of the high stakes attached to the summative results in some states.</td></tr>
<tr><td colspan="2"><u>ELA and Mathematics grades 3–5</u>: 100 percent of items/tasks human-scored, followed by a 20 percent random sample read behind.</td></tr>
<tr><td><u>ELA grades 6–8</u>: 75 percent of items/tasks scored by AI software and 25 percent human-scored, followed by a 10 percent random sample read behind.</td><td><u>Mathematics grades 6–8</u>: 50 percent of items/tasks AI-scored and 50 percent human-scored, followed by a 10 percent random sample read behind.</td></tr>
<tr><td><u>ELA grades 9–11</u>: 75 percent of items/tasks AI-scored and 25 percent human-scored, followed by a 10–20 percent double score and 10 percent random sample read behind.</td><td><u>Mathematics high school</u>: 50 percent of items/tasks AI-scored and 50 percent human-scored, followed by a 10–20 percent double score and 10 percent random sample read behind.</td></tr>
<tr><td colspan="2"><u>ELA and Mathematics end-of-year</u>: 100 percent computer-scored.</td></tr>
</table>

After the administration of each through-course component, the Partnership's vendor will make student responses and raw data available to teachers through the *Interactive Data Tool*. The Partnership's goal is to have results for each through-course component reported within one to two weeks. The computer-scored end-of-year component will enable quick turnaround of end-of-year results and the annual summative score (approximately one week) in time to include scores and student performance on the report card if desired.

DATA AND REPORTING

CCR Performance Data

The Partnership will take three essential steps to ensure that the assessment system yields trustworthy performance data to signal that students are college and career ready or on track to be college and career ready. First, the Partnership will establish a set of performance level descriptors (PLDs) that clarify target performances for each subject area and at each grade level,[8] identify a CCR performance target as an anchor, and articulate the achievement standards across all assessments in the system to establish meaningful on-track benchmarks for earlier grades.

The Partnership's standard-setting process will build on the deep knowledge and experience that member states can contribute based on their past work in this area, including strategies approved by the U.S. Department of Education's peer review process. However, the Partnership recognizes that any process for setting standards anchored to external evidence of college and career readiness will need to be substantially different from traditional, strictly item-based and judgment-driven approaches to setting standards.

As described in the section (A)(4) of this application and in the narrative for the Competitive Preference Priority, higher education faculty from member states will contribute significantly to the Partnership's CCR standard-setting process. They will review the CCSS to clearly identify what it means to be ready for their entry-level courses and be panelists on standard-setting committees that recommend a cut score to the Governing Board. Higher education involvement in the process will help the Partnership establish a valid and meaningful standard for measuring and reporting college and career readiness that reflects the actual expectations of postsecondary faculty — one which the postsecondary community can trust because members of that community have been integrally involved in establishing the standard. One of the Partnership's primary goals is that public higher education systems and institutions actually *use* student-level CCR results in making placement determinations. The Partnership will engage the postsecondary community early enough to ensure that our members understand how the CCR standard will be

[8] The Partnership is holding conversations with the Smarter Balanced consortium regarding co-developing PLDs to enable comparability of results across consortia. Our goal is to ensure comparability of results among and between the states in this Partnership and those in the Smarter Balanced consortium.

established, who will be involved, and what it will mean for students and postsecondary institutions.

We plan to leverage Partnership experience in setting CCR standards, using the California Early Assessment Program and the American Diploma Project Algebra II End-of-Course[9] exam as a start. In addition, as described in section (A)(5), the Partnership plans to issue a request for information (RFI) and literature reviews intended to push the psychometric field to provide innovative models for setting CCR standards that are also internationally benchmarked. In consultation with the Partnership's Research Strategy Group (described fully in section (A)(5)), the Partnership will determine how to build on these examples to select the best approach for our system design.

Because standard setting must be based on student performance data collected during full operational implementation of the assessment components, not field testing, final determinations of CCR standards will not be possible until after the 2014–15 administration (i.e., after the RTTT grant period has ended). However, any process selected would include preliminary analysis of data from higher education concurrent studies, data from higher education predictive studies, and data establishing the relationship between the Partnership's high school assessments and secondary exams administered in other countries to establish international comparisons. Early research to inform standard setting will begin during this grant period, but would need to continue into future years as well.

The Governing Board has sole responsibility for making the final determination of the CCR standards and cut scores. The Governing Board's decision will be informed by design committee recommendations, expert opinion, and an analysis of the impact of recommended cut scores on students and institutions in member states. (See Appendix (A)(3)-B for a detailed description of the process.) Regardless of the specific approach selected, the Partnership will involve state content experts, grade level/subject area teachers, higher education faculty, business leaders, and experts on special populations such as students with disabilities and English learners.

[9] Partnership states that participate in the ADP Algebra II Consortium include Arizona, Arkansas, Florida, Indiana, Kentucky, Maryland, Massachusetts, New Jersey, Ohio, Pennsylvania and Rhode Island.

After the CCR standard has been set, the Partnership will establish cut scores for earlier grades that indicate whether students in earlier grades are on track to meet the readiness standard by the end of high school. This process will include a method to articulate the standards across grades and tests to ensure that performance expectations are coherent and provide a meaningful on-track signal. The Partnership will use the high school CCR performance standard as an "anchor" and regress backward to locate the level of performance that demonstrates a student is on track to achieve college and career readiness. This could be used to identify prior scores that predict whether students are likely to progress to each subsequent target. Superimposed on these CCR standards will be markers comparing different levels of student performance on the Partnership's assessments to average performance in other countries — particularly high-performing countries and those that might be considered economic competitors.

Data To Support Instruction, Professional Development and Accountability Decisions

Types of Data

The Partnership's assessment system will produce four kinds of information about student performance: student achievement scores, information on college and career readiness, student growth measures, and item analysis of released items. Information will be provided at the individual student level and, as appropriate, aggregated and reported at the classroom, school, district, state and Partnership level. Subgroup data, to be reported at the school level and higher, will include ethnic group, economically disadvantaged, gender, students with disabilities and English learners. No aggregated data will be produced for public distribution for groups of less than 10 students.

Student Achievement Results, Including College and Career Readiness. As part of the standard-setting process, the Partnership will set four performance level classifications that signal student performance against the CCSS and benchmarks for college and career readiness (or on track for readiness). Near the end of high school, the CCR information will indicate that a student "needs improvement," is "approaching ready," is "ready" or is "advanced." In earlier grades, the CCR information will indicate "needs improvement," "nearly on track," "on track" or "advanced." At aggregate levels, the Partnership will report the percentage of students in each performance level.

Student achievement results after each component will be reported to teachers, administrators and parents as a raw score. Once all components have been completed, a weighted summative score will be calculated, and student performance will be reported as both a *scale score* — designed to have equal-interval properties — and *subscale scores* for reporting categories. Mean scale scores will be provided for all levels and subgroups. The Partnership will ensure that components can report subscale performance with adequate reliability. A brief, reader-friendly *performance level narrative* indicating the knowledge, skills and abilities typically demonstrated by students in the performance level will be generated as well.

Student Growth Measures. Reporting student growth is a priority for the Partnership. In fact, the decision to implement the assessment components in grades 9, 10 and 11 was made partly so that student performance data can be collected throughout high school to inform growth measures. Our objective is to produce a uniform growth measure for all summative assessments that will describe the student's relative growth and the magnitude of growth expected given the student's prior achievement, compare student growth relative to their academic peers, provide information about the degree to which students are on track toward college and career readiness and accurately measure growth across the full performance distribution. The growth measure will be reported at the student, classroom, school (and, where appropriate, for grade levels and subject areas within schools), district, state and Partnership level. The system also will report growth measures for subgroups. The Partnership has not at this time determined a particular scale or analytic approach. Rather, in designing and developing the assessment system, the Partnership will ensure that the "ingredients" necessary for measuring growth are in place (e.g., identified learning progressions, vertically articulated performance standards and a process to decide whether to measure growth from year to year or within years). As mentioned in section (A)(5), Partnership states will review existing state growth measures, such as the student growth percentile method[10] or vertical scale, used in some member states; will build on the work of Partnership states with extensive experience with growth measures, including Tennessee and Massachusetts; and will work with the Research Strategy Group to produce a metric for documenting changes in student test scores over time.

[10] Bettebenner, D. "Norm- and Criterion-Referenced Student Growth." *Educational Measurement: Issues and Practice* 28.4 (2009): 42-51.

Item Analysis and Release Strategy. The Partnership plans to release a significant number of representative computer-enhanced selected-response and constructed-response items following each administration, using PRC to make items available. The items will be selected to represent the breadth and depth of the content assessed, and public release of items will bolster transparency and credibility of the assessment program and help educators better understand expectations for student achievement. The Partnership will release the item, the standard(s) to which it aligns and relevant performance data. For computer-scored items, we will report the percentage of students who selected each response option at the class, school, district, state, and Partnership level. For constructed-response items, we will release the item, the rubric and a wide range of annotated exemplar responses (from actual scored student work) designed to illustrate a range of student responses receiving each possible score value, along with analyses of high-scoring responses.

How and When Data Will Be Available

As described in our Theory of Action, one major purpose for the Partnership's "distributed" approach to summative assessment is to produce more frequent, actionable information to help teachers adjust, individualize and plan ongoing instruction as well as provide administrators with data to help inform accountability and identify professional development needs. To that end, teachers, parents, students, administrators and other leaders will be able to obtain relevant, actionable information from four formal reporting mechanisms: *Periodic Feedback Reports*, *Annual Stakeholder Reports, Item Analysis Reports*, and an online *Interactive Data Tool*. Available data (e.g., raw scores, performance levels or graphic representations) will be aggregated at a level appropriate to the audience and report (e.g., student, classroom, school, district, state, Partnership).

Periodic Feedback Reports. These reports will be generated after each through-course component and each end-of-year component is administered, with the goal of providing target audiences with student achievement results on each component. All reports will include school and/or district facts where appropriate (enrollment, attendance, percentage Title I, percentage free and reduced-price lunch) and will be available online as well as in print for parents.

The Partnership will provide *Periodic Feedback Reports* to three audiences: parents and

students, teachers, and school and district leaders.

Table 2: Data Included on the Periodic Feedback Reports by Stakeholders

Periodic Feedback Reports			
	Parents/ Students	**Teachers**	**School/District Leaders**
Raw Scores (aggregated as appropriate)	✓	✓	✓
Score interpretation information	✓	✓	✓
Student responses	✓	✓	
Performance levels (nearly on track, on track, etc)	✓	✓	✓
Performance by standard	✓	✓	✓
Graphic representations of performance relative to aggregated groups, as appropriate	✓	✓	✓
Suggestions/supports needed for improving performance	✓	✓	✓
Contextual information about the components and assessment system	✓	✓	✓

Annual Stakeholder Reports. These comprehensive annual reports will be generated after the full assessment system has been administered and will provide comparative student achievement and growth information to various stakeholders on students, schools, districts and states. Student-level data will be reported only to students, parents, teachers and school administrators. All reports will include school and/or district facts where appropriate (enrollment, attendance, percentage Title I, percentage free and reduced-price lunch) and will be available online as well as in print for parents.

The Partnership will provide *Annual Stakeholder Reports* to five audiences: parents and students, teachers, school and district leaders, higher education officials and leaders, and state officials/administrators and policymakers.

Table 3: Data Included on the Annual Stakeholder Reports by Stakeholder

	Annual Stakeholder Reports				
	Parents/ Students	**Teachers**	**School/ District Leaders**	**Higher Education**	**State Officials/ Policy-makers**
Summative scale and subscale scores	✓	✓	✓	✓	
Score interpretation information	✓	✓	✓		✓
Performance levels (nearly on track, on track, etc.), aggregated as appropriate	✓	✓	✓	✓	✓
Growth score	✓	✓	✓	✓	✓
Frequency distributions	✓	✓	✓		
Graphic representations of performance relative to aggregated groups, as appropriate	✓	✓	✓		✓
Comparative information, performance relative to aggregated groups as appropriate	✓	✓	✓		✓
Contextual information about the components and assessment system	✓	✓	✓	✓	✓

Item Analysis Reports. These annual reports will include analysis of student responses to released items and tasks organized by the CCSS, with references to scoring rubrics, along with summary scores for the district, state and Partnership. Each *Item Analysis Report* will provide a detailed analysis of the content and quality of student responses to items and tasks, including the specific characteristics of the strongest student responses. For example, if students were given a choice of texts to respond to for an item or task, the report would indicate the texts that were commonly referenced in high-scoring student essays.

Interactive Data Tool. The Partnership will create the platform to house both an interactive data

warehouse as well as a dynamic, user-friendly Web site. In this capacity, the *Interactive Data Tool* will provide immediate and flexible access to performance data for teachers, parents, students, administrators, policymakers and the public. Through data visualizations, the tool will provide data displays that lead to appropriate instructional and evaluative action. A "pivot table" functionality also will allow users to browse assessment data for different indicators across different groups and create customizable reports. For example, a parent who is interested in comparing assessment results in a neighboring district or at a school similar to their child's can access this information. It also will provide the platform for teachers to receive student scores and responses as soon as they are scored and available. The Partnership will explore existing technologies, such as a platform currently under development by the Council of Chief State School Officers (as described in section (A)(7)) or existing state platforms, to build the functionality required.

Uses of Available Data

The Partnership's distributed system will produce a wealth of data that can empower stakeholders to improve the education students receive so that every student ***gets on track and stays on track*** to graduate from high school ready for college and careers. The Partnership intends assessment data to be used to guide instruction and interventions; improve teaching and learning; identify professional development needs; inform determinations of school, principal and teacher effectiveness for accountability purposes; and inform student placement into entry-level, credit-bearing postsecondary courses in English and mathematics.

Guide Instruction and Intervention and Improve Teaching and Learning. As part of the professional development plan described in section (A)(6), teachers will be able to use the quick-turnaround results for each through-course component to differentiate and target instruction and fine-tune their instructional plans throughout the year. Specifically, teachers will use the *Periodic Feedback Reports* and *Interactive Data Tool* to understand how their class and individual students are performing on the assessment components relative to the assessed CCSS, at an overall level and by standard, during the school year. Scores from each component should augment and support other data, such as scores from classroom assignments, to develop focused student intervention programs to help improve student achievement. Teachers will determine

where teaching strategies need to be adjusted to meet the needs of the whole class, a small group of students or individual students — collaborating with other teachers within their school or in other similar schools to share ideas about how they can most effectively improve student achievement.

For example, if the second *Periodic Feedback Report* signals that a significant proportion of grade 6 students struggled with evaluating expressions, a teacher might adjust her plans to provide more instructional support and opportunities for students, perhaps by accessing the PRC to find relevant performance tasks to integrate into her upcoming units or lessons. Additionally, the data will help teachers identify which students are in need of an academic stretch. Moreover, the Partnership's *Item Analysis Reports* will provide rich, informative data to help teachers plan instruction. Such reports will enable teachers to make any necessary mid-course changes to their units, lessons and student assignments for the upcoming school year, as well as to "calibrate" their own approach to grading student work so that their expectations better match those embedded in the CCSS and common assessments.

In addition, several of the formative assessment resources described above will provide actionable data to teachers throughout the school year, including the K–2 developmental tasks and the Text Complexity Diagnostic Tool. However, as is appropriate for formative assessment, the timing will not be standardized but rather depend on when schools or teachers decide to use those resources. The Partnership will recommend that ELA/literacy teachers assess students' text complexity reading skills at the beginning of the year in order to identify students who might require immediate reading interventions or enrichment activities, but teachers also will be able to administer that assessment throughout the school year to gauge students' development and make instructional adjustments as appropriate.

Furthermore, the *Annual Stakeholder Reports* for teachers will provide them with data on the performance of their students on each assessment system component throughout the year, students' annual combined scores and their students' growth toward college and career readiness (or on track to readiness). This data can help teachers identify improvements to their lesson plans or instructional strategies that may be necessary for the following year and will give them a clearer picture of whether their students mastered the content in the CCSS — and, if not, where

they struggled.

Students' scores on the ELA-5 component (Measuring Speaking and Listening for All Students) can be included on students' report cards. The Partnership will provide schools with clear contextual information they can use on report cards or post online to help parents understand what the scores mean and why speaking and listening are such vital skills for success in college and 21st-century careers. The data will also help teachers and parents monitor student progress toward mastery of the speaking and listening skills required by the CCSS.

Finally, the student data provided to teachers will enable teachers to engage parents in discussions about how they can support their child's learning outside of the classroom. The wealth of data, tools and supports produced by the assessment system allows parents to understand their child's performance, strengths and weaknesses, and learning needs. Similarly, students will be able to adjust their learning strategies based on their performance. Moreover, released items and accompanying analyses will provide parents and other stakeholders with a much deeper and more specific understanding of what students must learn and be able to do as they prepare to be successful in postsecondary colleges and careers. Such information will promote stronger public engagement and support for education and more productive public discourse about schools.

Identify Professional Development Needs and Additional Program Supports. Principals, instructional leaders and other administrators will have access to the same information on student performance as classroom teachers so that they can hold productive ongoing conversations with teachers about how to better support them in their day-to-day work with students.

Data provided in the *Periodic Feedback Report,* the *Annual Stakeholder Reports* and the *Interactive Data Tool* will offer important information for identifying individual teacher, grade level, subject area and schoolwide professional development needs. For example, a principal might see that students regularly experience greater growth in grade 5 than in grade 6 despite stable staffing in those grades and bring in an expert to help diagnose the problem and recommend appropriate professional development strategies. Similarly, if student growth data reveal that a middle school does a consistently better job with students who enter as higher

achievers than those who enter as lower achievers, the district administrator may identify the school as needing targeted assistance to analyze the problem and identify solutions.

The various data and reports enable leaders to monitor the performance and progress of students by classroom; grade; school; district; and such categories as race/ethnicity, gender, Limited English Proficient (LEP) status and Individual Education Plan (IEP) classification to identify priority areas for improvement. In turn, schools will be able to identify and learn from schools similar to their own but are performing at higher levels in areas identified as a high priority for improvement. Across the district, leaders will be able to communicate more effectively with parents and members of their school community about student performance and progress toward college and career readiness — and the steps that need to be taken to improve.

State leaders will also use the data to determine if certain populations or geographic regions need more support than others and to encourage districts to work together to improve performance across the state.

In addition, all of the data produced by the various components will allow school, district and state leaders to conduct more sophisticated program research and make more informed program improvement decisions. For example, if various high schools in a district are using different schoolwide programs to support entering 9th graders who did not meet the on-track to CCR benchmark in grade 8, district officials can conduct "cohort analyses" of on-track to CCR and CCR indicators to assess the relative impact of different approaches. Or, if all schools are implementing the same strategy but obtaining widely different results, officials can analyze the data to help determine where and why specific implementation problems might be occurring (for example, teachers in some classrooms might not be using recommended strategies correctly).

Inform Determinations of Teacher and School Leader Principal Effectiveness for Accountability Purposes. It is a high priority for Partnership states to use results from this assessment system to inform determinations of teacher, principal and school effectiveness. To meet that priority, the system has been developed to provide instructionally sensitive assessments that have sufficient breadth and depth to cover the full range of the standards beyond a superficial level.

However, we acknowledge that to do so we must determine how to attribute results to one or more teachers/leaders and account for extraneous factors that threaten causal attribution, such as lack of random assignment and disentanglement of true gains from sampling error, particularly at the classroom level. Therefore, the Partnership will issue an RFI to study promising initiatives and develop recommendations for best practices in this area. The findings will be used to assist states in developing and/or refining their approach for using assessment results as part of their accountability systems.

It is the aim of the Partnership that state and district leaders will be able to analyze school effectiveness across multiple dimensions by analyzing annual combined scores in tandem with student growth measures and information about students progress toward college and career readiness, which will help them better calibrate school-based incentives and interventions. (Schools with low scores but high growth might need different kinds of interventions and support than those with high scores and low growth.) In addition, we intend for measures of student growth to enable school and district leaders to make a wide range of better informed decisions related to human resources. Because Partnership assessments will model the kinds of activities that students should be engaged in throughout the school year, school and district leaders can motivate educators to focus their efforts on instructional practices that help students learn the knowledge and skills most important for postsecondary success when they value the assessment results in their evaluation systems.

- States and districts can use student growth measures to improve teacher evaluations by basing evaluations on the *results of instruction* in addition to classroom practices, and district leaders can use schoolwide student growth measures to evaluate and hold principals professionally accountable as well.
- School principals and district human resource officers will be able to use teacher effectiveness information based on student growth measures to make strategic placement decisions. The same is true for district leaders who want to strategically place effective principals.
- School and district leaders will have better data to monitor the progress of teachers who are new to the profession, providing extra support as needed.

- District administrators and school principals can identify highly effective teachers in mathematics and ELA/literacy and provide them with opportunities to work as instructional coaches, mentor teachers or master teachers, enabling them to help other teachers reach high levels of effectiveness too. Ideally, part of that coaching would involve helping other teachers become better at analyzing and responding to data from the Partnership's through-course assessments and end-of-year tests.

Inform Determinations of School Effectiveness for Accountability Purposes. Because the Partnership's assessments will measure whether students have acquired the knowledge and skills necessary for postsecondary success, the assessment system can make accountability policies better drivers of school improvement. When states incorporate the results of the Partnership assessments into school accountability determinations, it will motivate teachers, school and district leaders and students toward the goal of readiness. The accountability system will strongly value whether schools help students meet and make progress toward readiness and on-track achievement standards and, in doing so, states will signal the kinds of rigorous instructional practices needed to help students meet CCR standards. Furthermore, the quick turnaround of the summative results will help make accountability determinations available in a timely manner so that schools know where they stand well in advance of the next school year to help with planning and identifying supports.

Inform Student Placement into Entry-Level, Credit-Bearing College Courses in English and Mathematics. Higher education officials will use assessment results as an indicator of student readiness for placement into entry-level, credit-bearing courses that satisfy general education requirements in their institutions. Higher education leaders will use the *Annual Stakeholder Report,* along with other data points, to track levels of student readiness for placement in nonremedial, credit-bearing college courses in English and mathematics. This will enable them to communicate next steps for students who did not score at the ready level, including placement and testing policies and suggestions for addressing gaps in their remaining high school years.

HOW THE ASSESSMENT WILL BE ACCESSIBLE TO ALL STUDENTS

To realize our Theory of Action, the Partnership's assessment system must provide information about individual and classroom achievement that can inform teacher's instructional decisions as well as annual combined scores that support a range of educational management, accountability and public reporting decisions. However, the common assessment system will not be able to supply such data unless each assessment component produces reliable results that support valid inferences about the achievement of every student, including students with disabilities and English learners. The numbers of such students has increased significantly in many Partnership states; the Partnership recognizes that if the common assessment system produces flawed data on the achievement of those students, any instructional and accountability decisions based on such data will be flawed.

Since students with disabilities and English learners need to be able to demonstrate their content knowledge and skills on the common assessments, the Partnership will work hard to eliminate or minimize any features that are irrelevant to measuring CCSS constructs. Furthermore, the range of complexity of the constructs measured should be such that students are able to demonstrate their knowledge for the intended purpose of each test. The Partnership will design each component in a manner that allows these groups of students, who have a wide range of cognitive abilities, content knowledge and English proficiency, to demonstrate what they know and can do.

As described in section (A)(4), the Partnership intends to address this challenge with a proactive, front-loaded plan. First, the Partnership's design committees will apply principles for universal design of accessible assessments throughout every stage of developing assessment components, items and performance tasks. We plan to leverage our technological platform for delivering computer-based assessments to make the Partnership's assessment components as widely accessible as possible on the front end, including building in some features that resemble accommodations currently allowed by most member states.

Second, since we anticipate there will still be the need for accommodations for some groups of students once the system is ready for full operational administration, the Governing Board will establish a *Committee on Accessibility and Accommodations* comprised of testing officials from

member states who are knowledgeable on these issues. In addition, the Research Strategy Group (RSG) will form a special task force comprised of national experts on accessibility and accommodations issues to provide technical assistance and advice to the committee during all stages of its work.

In addition to monitoring and participating in the item development process, members of the committee will draft and recommend to the Governing Board a set of Partnershipwide policies, described in a *Partnership Accommodations Manual,* to be adopted by each member state for identifying eligible students, selecting acceptable accommodations and administering accommodations. The committee also will work with member states to ensure that IEP teams in schools across the Partnership receive information about the common assessment components and training to apply common accommodations guidelines. Finally, the committee will work with the RSG to establish protocols to determine whether the guidelines are being followed during field tests and full operational implementation.

The Partnership's approach will be guided by the best thinking among experts and cutting-edge research, including the National Center on Educational Outcomes (NCEO), the Center for Applied Special Technology (CAST), the National Accessible Reading Assessment Projects (NARAP) and NARAP's member projects including the Technology Assisted Reading Assessment (TARA). For example, the Partnership will consider NARAP's five *Accessibility Principles for Reading Assessments*, released in September 2009, throughout all phases of the item development process described in section (A)(4).

In particular, the Partnership strongly agrees with NARAP's contention that with careful planning and hard work, there should be no trade-off between accessibility and validity: "When developers of an assessment are careful to define the target of measurement so that extraneous factors will not be inadvertently measured, there is benefit to all students … . Some may see designing accessible assessments as a balancing act to incorporate both accessibility and validity, when in reality accessibility creates results that more accurately reflect a student's knowledge and skills in relation to the target content, thus producing greater validity of the results."[11]

[11] Thurlow, M. L., Laitusis, C. C., Dillon, D. R., Cook, L. L., Moen, R. E., Abedi, J., and O'Brien, D. G. *Accessibility principles for reading assessments.* Minneapolis, MN: National Accessible Reading Assessment

Since the item-development process has not yet taken place, it is difficult to predict specific ways in which universal design and innovative technologies will enable the Partnership to meet that goal or predict accommodations that might still be necessary. However, we anticipate that carefully evaluating each item to ensure it meets our standards for accessibility, combined with moving to a computer-based environment, will greatly expand opportunities to build multiple, flexible supports into each item and task. For example, audio files could be presented in text or image formats or with signing avatars, video can include closed captioning or rich description, text-to-speech and screen readers can provide auditory access to item content, and multiple language dictionaries can be made available for vocabulary support.

Such technologies can help the Partnership ensure that the assessment components measure student's construct-relevant skills and knowledge, not their disabilities. For example, a study by researchers affiliated with CAST found a significant increase in student scores on National Assessment of Educational Progress (NAEP) history and civics tests for items requiring reading of passages greater than 100 words in length when students with disabilities took the test on a computer-based system with optional text-to-speech capability versus a traditional paper-and-pencil administration.[12] Indeed, testing officials from Partnership states have noted that human read-aloud accommodations often introduce errors and inconsistencies that can undermine reliability and validity.[13]

SUSTAINABILITY AND FEASIBILITY OF THE PARTNERSHIP'S DESIGN

Partnership states recognize that the assessment system design described in this section is ambitious and will require significant research, development and evaluation to support implementation in a way that is scalable, sustainable, feasible and cost-effective. The Partnership believes strongly, however, that the proposed assessment system is a critical lever for helping schools dramatically increase the rates at which students graduate from high school prepared for

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Projects, 2009.

[12] Dolan, R. P., Hall, T. E., Banerjee, M., Chun, E., & Strangman, N. (2005). "Applying Principles of Universal Design to Test Delivery: The Effect of Computer-Based Read-Aloud On Test Performance of High School Students With Learning Disabilities." *Journal of Technology, Learning, and Assessment* 3.7 (2005).

[13] Landau, S., Russell, M., Gourgey, K., Erin, J., and Cowan, J. "Mathematics Testing: Use of the Talking Tactile Tablet in Mathematics Testing." *Journal of Visual Impairment and Blindness* 97.2 (2003).

college and careers. New technologies for computer-based assessment administration and scoring provide an unprecedented opportunity to bring the proposed design to scale in a way that states can sustain over the long term. We are committed to ensuring this is an assessment system that all Partnership states can implement by 2014–15 and maintain well into the future. In sections (A)(4) and (A)(5) of this application, we describe our plan for ensuring the system's feasibility and sustainability in more detail.

Summary Table for (A)(3): English Language Arts

Definitions:

Extended constructed response: Item requires on-demand writing. Students are given a prompt about an unknown text and must produce a multiple-paragraph written response about the text.

Extended performance tasks: Students must select and read a variety of materials and compose a written essay based on the relevant information over several sessions in response to a given prompt or set of questions.

See Appendix (A)(3)-A for examples of proposed item types.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
3	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text. Students will be asked to read an appropriately complex text, to draw evidence from it, to draw logical conclusions, and to present analysis in writing.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time.	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
3	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track"?	After roughly 50% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text. Students will be asked to read increasingly complex texts, to draw evidence from them, to	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		draw logical conclusions, and to present analysis in writing.		time	student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							characteristics of high scoring essays.
3	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 75% of instructional time has been completed	1 multi-day extended performance task Over several sessions, the assessment could provide a set of sources (some more relevant than others) and require students to analyze them, evaluate their credibility and relevance, and draw on them as necessary in order to compose a coherent account of a subject or to take and defend a position on a controversial topic.	Prompts/items delivered online Responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
3	ELA-4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 90% of instructional time has been completed	45-55 Computer-scored items The assessment will draw on higher-order skills; assess hard-to-measure skills; use digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long reading passages and between a third and	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
				half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.			students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
3	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards. Inform instructional decisions as needed. Calculate into student	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		grade or report cards if desired					
4	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text. Students will be asked to read an appropriately complex text, to draw evidence from it, to draw logical conclusions, and to present analysis in writing.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time.	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
4	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress -- are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum	After roughly 50% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text. Students will be asked to read increasingly complex texts, to draw evidence from them, to draw logical conclusions, and to present analysis in writing.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		effectiveness					students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
4	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students	After roughly 75% of instructional time has been completed	1 multi-day extended performance task Over several sessions, the assessment could provide a set of sources (some more relevant than others) and require	Prompts/items delivered to schools online Items administered and responses recorded on	Human-scored through distributed-scoring Goal: One-two week	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		students to analyze them, evaluate their credibility and relevance, and draw on them as necessary in order to compose a coherent account of a subject or to take and defend a position on a controversial topic.	paper	turnaround time	stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							responses, and characteristics of high scoring essays.
4	ELA-4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 90% of instructional time has been completed	45-55 Computer-scored items The assessment will draw on higher-order skills; assess hard-to-measure skills; use digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long reading passages and between a third and half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
4	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards. Inform instructional decisions as needed. Calculate into student grade or report cards if desired	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.
5	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text. Students will be asked to read an appropriately complex text, to draw	Prompts/items delivered to schools online Items administered and responses recorded on	Human-scored through distributed-scoring Goal: One-two week	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		evidence from it, to draw logical conclusions, and to present analysis in writing.	paper	turnaround time.	stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							responses, and characteristics of high scoring essays.
5	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 50% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text. Students will be asked to read increasingly complex texts, to draw evidence from them, to draw logical conclusions, and to present analysis in writing.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
5	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess	After roughly 75% of instructional time has been completed (near the end of second quarter)	1 multi-day extended performance task Over several sessions, the assessment could provide a set of sources (some more relevant than others) and require students to analyze them, evaluate their credibility and relevance, and draw on them as necessary in order to compose a coherent account of a subject or to take and defend a position on a controversial topic.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		teacher/curriculum effectiveness					administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
5	ELA-4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether	After roughly 90% of instructional time has been completed	45-55 Computer-scored items The assessment will draw on higher-order skills; assess hard-to-measure skills; use	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long reading passages and between a third and half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.			inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
5	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards. Inform instructional decisions as needed. Calculate into student grade or report cards if desired	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.
6	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read an appropriately complex text, to draw evidence from it, to draw logical conclusions, and to present analysis in writing.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		teacher/curriculum effectiveness					administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
6	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student	After roughly 50% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read increasingly	Computer-based	75% AI-scored; 25% human-scored through distributed-scoring	*Periodic Feedback Report* for teachers, parents, administrators, and students to

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		complex texts, to draw evidence from them, to draw logical conclusions, and to present analysis in writing.		Goal: One-two week turnaround time	inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							items, student responses, and characteristics of high scoring essays.
6	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 75% of instructional time has been completed (near the end of second quarter)	1 multi-day extended performance task Over several sessions, students will, via a constructed online library, research independently several sources and evaluate their credibility in order to compose a coherent account of a subject or to take and defend a position on a controversial topic.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
6	ELA-4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess	After roughly 90% of instructional time has been completed	50-60 Computer-scored items. The assessment will draw on higher-order skills; assess hard-to-measure skills; use digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		teacher/curriculum effectiveness		reading passages and between a third and half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.			parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
6	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards Inform instructional decisions as needed	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Calculate into student grade or report cards if desired					
7	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read an appropriately complex text, to draw evidence from it, to draw logical conclusions, and to present analysis in writing.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
7	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess	After roughly 50% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read increasingly complex texts, to draw evidence from them, to draw logical conclusions, and to present analysis in writing.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		teacher/curriculum effectiveness					administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
7	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student	After roughly 75% of instructional time has been completed	1 multi-day extended performance task Over several sessions, students will, via a constructed online library, research	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring	*Periodic Feedback Report* for teachers, parents, administrators, and students to

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		independently several sources and evaluate their credibility in order to compose a coherent account of a subject or to take and defend a position on a controversial topic.		Goal: One-two week turnaround time	inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							items, student responses, and characteristics of high scoring essays.
7	ELA-4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 90% of instructional time has been completed	50-60 Computer-scored items. The assessment will draw on higher-order skills; assess hard-to-measure skills; use digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long reading passages and between a third and half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
7	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards Inform instructional decisions as needed Calculate into student grade or report cards if desired	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.
8	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read an appropriately complex text, to draw	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		evidence from it, to draw logical conclusions, and to present analysis in writing.		Goal: One-two week turnaround time	stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							responses, and characteristics of high scoring essays.
8	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 50% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read increasingly complex texts, to draw evidence from them, to draw logical conclusions, and to present analysis in writing.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
8	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess	After roughly 75% of instructional time has been completed	1 multi-day extended performance task Over several sessions, students will, via a constructed online library, research independently several sources and evaluate their credibility in order to compose a coherent account of a subject or to take and defend a position on a controversial topic.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		teacher/curriculum effectiveness					administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
8	ELA-4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether	After roughly 90% of instructional time has been completed	50-60 Computer-scored items. The assessment will draw on higher-order skills; assess hard-to-measure skills; use	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		students are on-track and have met the standards for the year Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long reading passages and between a third and half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.			inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
8	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards Inform instructional decisions as needed Calculate into student grade or report cards if desired	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.
9	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read an appropriately complex text, to draw evidence from it, to draw logical conclusions, and to present analysis in writing.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		effectiveness					students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
9	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis	After roughly 50% of instructional time has been	1-2 extended constructed response: on-demand writing in response to text	Computer-based	75% AI-scored; 25% Human-scored	*Periodic Feedback Report* for teachers,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Uses of data: Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	completed	Students will be asked to read increasingly complex texts, to draw evidence from them, to draw logical conclusions, and to present analysis in writing.		through distributed-scoring Goal: One-two week turnaround time	parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							Item Analysis Report of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
9	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 75% of instructional time has been completed	1 multi-day extended performance task Over several sessions, students will, via a constructed online library, research independently several sources and evaluate their credibility in order to compose a coherent account of a subject or to take and defend a position on a controversial topic.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
9	ELA-4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether	After roughly 90% of instructional time has been completed	55-65 Computer-scored items. The assessment will draw on higher-order skills; assess hard-to-measure skills; use	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		students are on-track and have met the standards for the year Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long reading passages and between a third and half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.			inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							for teachers will provide detailed item analysis.
9	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards Inform instructional decisions as needed. Calculate into student grade or report cards if desired	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.
10	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read an appropriately complex text, to draw evidence from it, to draw logical conclusions, and to present analysis in writing.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual*

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness					*Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							essays.
10	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 50% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read increasingly complex texts, to draw evidence from them, to draw logical conclusions, and to present analysis in writing.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
10	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district	After roughly 75% of instructional time has been completed	1 multi-day extended performance task Over several sessions, students will, via a constructed online library, research independently several sources and evaluate their credibility in order to compose a coherent account of a subject or to take and defend a position on a controversial topic.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		level to assess teacher/curriculum effectiveness					parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
10	ELA-4: End of year	**Types of data:** Achievement score,	After roughly 90% of	55-65 Computer-scored items.	Computer-based	Computer-scored	*Periodic Feedback*

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
	assessment	readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	instructional time has been completed	The assessment will draw on higher-order skills; assess hard-to-measure skills; use digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long reading passages and between a third and half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.		One week turnaround time	*Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							education. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
10	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards Inform instructional decisions as needed Calculate into student grade or report cards if desired	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.
11	ELA-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'?	After roughly 25% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read an appropriately complex text, to draw evidence from it, to draw logical	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		conclusions, and to present analysis in writing.		turnaround time	progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							analysis of items, student responses, and characteristics of high scoring essays.
11	ELA-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 50% of instructional time has been completed	1-2 extended constructed response: on-demand writing in response to text Students will be asked to read increasingly complex texts, to draw evidence from them, to draw logical conclusions, and to present analysis in writing.	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring essays.
11	ELA-3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed	After roughly 75% of instructional time has been completed	1 multi-day extended performance task Over several sessions, students will, via a constructed online library, research independently several sources and evaluate their credibility in order to compose a coherent account of a subject or to take and defend a	Computer-based	75% AI-scored; 25% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		position on a controversial topic.			results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							characteristics of high scoring essays.
11	ELA-4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 90% of instructional time has been completed	55-65 Computer-scored items. The assessment will draw on higher-order skills; assess hard-to-measure skills; use digital technologies to include video or audio clips; and include innovative item types, such as drag-and-drop input to populate lists and highlighting of text in passages. Roughly half of items will be based on long reading passages and between a third and half of the items will be from short passages/speeches. Remaining questions will likely be on vocabulary, language use and vocabulary.	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state officials / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
11	ELA-5: Speaking and Listening	**Types of data:** Achievement score **Uses of data:** Determine whether students have met the speaking and listening standards Inform instructional decisions as needed Calculate into student grade or report cards if desired	After completion of the ELA-3 through-course component	1 speaking/presentation task Students will be required to present their findings or position from ELA-3, answer questions from others, and use evidence to make points.	Oral	Teacher-scored Real-time turnaround	ELA-5 is required but will not be included in a student's summative score. Teachers will use the data for instructional purposes.

Summary Table for (A)(3): Mathematics

Definitions:

Brief constructed response: Students generate their own answer to the prompt or stated problem but do not have to show their work or explain their answer.

Extended constructed response: Student must work through the given problem (likely multi-step), show their work, and explain their reasoning.

Extended performance tasks: Items heavily emphasize the application of mathematics, where the mathematics may not be obvious within the stated problem.

See Appendix (A)(3)-A for examples of proposed item types.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
3	Math-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess	After roughly 25% of instructional time has been completed	Math-1 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		teacher/curriculum effectiveness					for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
3	Math-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a	After roughly 50% of instructional time has been completed	Math-2 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Reports* for teachers, parents, administrators, students, state offices /

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		class/school/district level to assess teacher/curriculum effectiveness		response per topic.			policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
3	Math -3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students	After roughly 75% of instructional time has been completed	1 extended performance task Students will be expected to apply their conceptual understanding of key mathematical concepts to derive solutions to the given problem.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed scoring. Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness					students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
3	Math -4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report	After roughly 90% of instructional time has been completed	40-45 computer-scored items Will include next-generation selected-response and innovative, computer-enhanced items, such as drag-and-drop input to populate lists or drawing functionality for	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		graphing items, that measure the extent to which students have mastered important knowledge and skills from a range of important topics for the year.			teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
4	Math-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students	After roughly 25% of instructional time has been completed	Math-1 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		and 1 extended constructed response per topic.			students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
4	Math-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed	After roughly 50% of instructional time has been completed	Math-2 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		brief constructed responses per topic and 1 extended constructed response per topic.			teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
4	Math -3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional	After roughly 75% of instructional time has been completed	1 extended performance task Students will be expected to apply their conceptual understanding of key mathematical concepts to derive solutions to the given problem.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual*

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness					*Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
4	Math -4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the	After roughly 90% of instructional time has been completed	40-45 computer-scored items Will include next-generation selected-response and innovative, computer-enhanced items, such as drag-	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		and-drop input to populate lists or drawing functionality for graphing items, that measure the extent to which students have mastered important knowledge and skills from a range of important topics for the year.			Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
5	Math-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional	After roughly 25% of instructional time has been completed	Math-1 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year.	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual*

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.			*Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
5	Math-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track"?	After roughly 50% of instructional time has been completed	Math-2 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics	Prompts/items delivered to schools online Items administered and responses recorded on paper	Human-scored through distributed-scoring Goal: One-two week turnaround	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.		time	Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
5	Math -3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student	After roughly 75% of instructional time has been completed	1 extended performance task Students will be expected to apply their conceptual understanding of	Prompts/items delivered to schools online Items administered and responses	Human-scored through distributed-scoring Goal: One-	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		key mathematical concepts to derive solutions to the given problem.	recorded on paper	two week turnaround time	student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
5	Math -4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis	After roughly 90% of instructional time has been completed	40-45 computer-scored items Will include next-generation selected-	Computer-based	Computer-scored One week turnaround	*Periodic Feedback Report* for teachers, parents, administrators, and students to

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Uses of data: Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		response and innovative, computer-enhanced items, such as drag-and-drop input to populate lists or drawing functionality for graphing items, that measure the extent to which students have mastered important knowledge and skills from a range of important topics for the year.		time	inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
6	Math-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student	After roughly 25% of instructional time has been completed	Math-1 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.		Goal: One-two week turnaround time	student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
6	Math-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis	After roughly 50% of instructional time has been completed	Math-2 will cover 1-2 essential topics that emphasize standards or clusters of standards from	Computer-based	50% AI-scored; 50% Human-scored through	*Periodic Feedback Report* for teachers, parents, administrators, and students to

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Uses of data: Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.		distributed-scoring Goal: One-two week turnaround time	inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
6	Math -3: Through-course	**Types of data:** Achievement score, readiness (performance)	After roughly 75% of instructional	1 extended performance task	Computer-based	50% AI-scored; 50% Human-	*Periodic Feedback Report* for teachers, parents,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	time has been completed	Students will be expected to apply their conceptual understanding of key mathematical concepts to derive solutions to the given problem.		scored through distributed-scoring Goal: One-two week turnaround time	administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
6	Math -4:	**Types of data:**	After roughly	45-50 computer-	Computer-	Computer-	*Periodic Feedback*

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
	End of year assessment	Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	90% of instructional time has been completed	scored items Will include next-generation selected-response and innovative, computer-enhanced items, such as drag-and-drop input to populate lists or drawing functionality for graphing items, that measure the extent to which students have mastered important knowledge and skills from a range of important topics for the year.	based	scored One week turnaround time	*Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
7	Math-1: Through-course	**Types of data:** Achievement score, readiness (performance)	After roughly 25% of instructional	Math-1 will cover 1-2 essential topics that emphasize	Computer-based	50% AI-scored; 50% Human-	*Periodic Feedback Report* for teachers, parents,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	time has been completed	standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.		scored through distributed-scoring Goal: One-two week turnaround time	administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
7	Math-2:	**Types of data:**	After roughly	Math-2 will cover	Computer-	50% AI-	*Periodic Feedback*

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
	Through-course	Achievement score, readiness (performance) level, item analysis Uses of data: Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	50% of instructional time has been completed	1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.	based	scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							responses.
7	Math -3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 75% of instructional time has been completed	1 extended performance task Students will be expected to apply their conceptual understanding of key mathematical concepts to derive solutions to the given problem.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							characteristics of high scoring responses.
7	Math -4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 90% of instructional time has been completed	45-50 computer-scored items Will include next-generation selected-response and innovative, computer-enhanced items, such as drag-and-drop input to populate lists or drawing functionality for graphing items, that measure the extent to which students have mastered important knowledge and skills from a range of important topics for the year.	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed item

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							analysis.
8	Math-1: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 25% of instructional time has been completed	Math-1 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							characteristics of high scoring responses.
8	Math-2: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 50% of instructional time has been completed	Math-2 will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of mathematics instruction over the school year. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers will provide detailed analysis

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							of items, student responses, and characteristics of high scoring responses.
8	Math -3: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 75% of instructional time has been completed	1 extended performance task Students will be expected to apply their conceptual understanding of key mathematical concepts to derive solutions to the given problem.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis Report* of released items for teachers

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
8	Math -4: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 90% of instructional time has been completed	45-50 computer-scored items Will include next-generation selected-response and innovative, computer-enhanced items, such as drag-and-drop input to populate lists or drawing functionality for graphing items, that measure the extent to which students have mastered important knowledge and skills from a range of important topics for the year.	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. *Item Analysis*

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							Report of released items for teachers will provide detailed item analysis.
Course 1	Math -1 Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 25% of instructional time has been completed	Math-1 Module will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of instruction within the selected module. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							Item Analysis Report of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
Course 1	Math-2: Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 50% of instructional time has been completed	Math-2 Module will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of instruction within the selected module. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
Course 1	Math -3 Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum	After roughly 75% of instructional time has been completed	1 extended performance task Students will be expected to apply their conceptual understanding of key mathematical concepts within the module to derive solutions to the given problem.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		effectiveness					of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
Course 1	Math -4 Module: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired	After roughly 90% of instructional time has been completed	50-55 computer-scored items Will include next-generation selected-response and innovative, computer-enhanced items, such as drag-and-drop input to populate lists or drawing functionality for graphing items, that measure the extent	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		to which students have mastered important knowledge and skills from a range of important topics for the course.			students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed item analysis.
Course 2	Math -1 Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for	After roughly 25% of instructional time has been completed	Math-1 Module will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of instruction within the selected module. Approximately 2 brief constructed	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		responses per topic and 1 extended constructed response per topic.			administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
Course 2	Math-2: Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'?	After roughly 50% of instructional time has been completed	Math-2 Module will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform stakeholders of student progress.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness		instruction within the selected module. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.		two week turnaround time	Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
Course 2	Math -3 Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis	After roughly 75% of instructional time has been	1 extended performance task Students will be	Computer-based	50% AI-scored; 50% Human-scored	*Periodic Feedback Report* for teachers, parents, administrators,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		Uses of data: Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	completed	expected to apply their conceptual understanding of key mathematical concepts within the module to derive solutions to the given problem.		through distributed-scoring Goal: One-two week turnaround time	and students to inform stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							responses.
Course 2	Math -4 Module: End of year assessment	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Determine whether students are on-track and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 90% of instructional time has been completed	50-55 computer-scored items Will include next-generation selected-response and innovative, computer-enhanced items, such as drag-and-drop input to populate lists or drawing functionality for graphing items, that measure the extent to which students have mastered important knowledge and skills from a range of important topics for the course.	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							detailed item analysis.
Course 3	Math -1 Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 25% of instructional time has been completed	Math-1 Module will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of instruction within the selected module. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
Course 3	Math-2: Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 50% of instructional time has been completed	Math-2 Module will cover 1-2 essential topics that emphasize standards or clusters of standards from the CCSS that play a central role during the first stages of instruction within the selected module. Approximately 2 brief constructed responses per topic and 1 extended constructed response per topic.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
Course 3	Math -3 Module: Through-course	**Types of data:** Achievement score, readiness (performance) level, item analysis **Uses of data:** Monitor student progress – are students 'on-track'? Inform instructional decisions as needed Signal interventions for individual students Data aggregated on a class/school/district level to assess teacher/curriculum effectiveness	After roughly 75% of instructional time has been completed	1 extended performance task Students will be expected to apply their conceptual understanding of key mathematical concepts within the module to derive solutions to the given problem.	Computer-based	50% AI-scored; 50% Human-scored through distributed-scoring Goal: One-two week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers. Intent is to allow for measurement of district, school, and teacher effectiveness,

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
							student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed analysis of items, student responses, and characteristics of high scoring responses.
Course 3	Math -4 Module: End of year assessment	**Types of data:** Achievement score, readiness level, item analysis **Uses of data:** Determine whether students are college and career ready and have met the standards for the year. Calculate into final grades or student report cards if desired Data aggregated on a class/school/district	After roughly 90% of instructional time has been completed	50-55 computer-scored items Will include next-generation selected-response and innovative, computer-enhanced items, such as drag-and-drop input to populate lists or drawing functionality for graphing items, that measure the extent to which students have mastered important	Computer-based	Computer-scored One week turnaround time	*Periodic Feedback Report* for teachers, parents, administrators, and students to inform these stakeholders of student progress. Summative results reported in *Annual Stakeholder Report* for teachers, parents, administrators, students, state offices / policymakers.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience
		level to assess teacher/curriculum effectiveness Data used by higher education for placement		knowledge and skills critical for college and career readiness, including reasoning and problem solving. The assessment will sample a range of important topics for the course.			Intent is to allow for measurement of district, school, and teacher effectiveness, student proficiency, and student growth. Results will be considered by higher education. *Item Analysis Report* of released items for teachers will provide detailed item analysis.

(A)(4) **Assessment System Development** *(up to 35 points)*

The extent to which the eligible applicant's plan for developing the proposed assessment system will ensure that the assessment system is ready for wide-scale administration in a manner that is timely, cost-effective, and consistent with the proposed design and incorporates a process for ongoing feedback and improvement. In determining the extent to which the development plan has these attributes, we will consider—

(a) The approaches for developing assessment items (*e.g.*, evidence centered design, universal design[14]) and the rationale for using those approaches; the development phases and processes to be implemented consistent with the approaches; and the types of personnel involved in each development phase and process (*e.g.*, practitioners, content experts, assessment experts, experts in assessing English learners, experts in assessing students with disabilities, psychometricians, cognitive scientists, IHE representatives, career and technical education experts);

(b) The approach and strategy for designing and developing accommodations (as defined in the NIA), accommodation policies, and methods for standardizing the use of those accommodations for—

(i) English learners; and
(ii) Students with disabilities;

(c) The approach and strategy for ensuring scalable, accurate, and consistent scoring of items, including the approach and moderation system (as defined in the NIA) for any human-scored items that are part of the summative assessment components and the extent to which teachers are trained and involved in the scoring of assessments;

(d) The approach and strategy for developing the reporting system; and

(e) The overall approach to quality control; and the strategy for field testing assessment items, accommodations, scoring systems, and reporting systems, including, with respect to assessment items and accommodations, the use of representative sampling of all types of student populations, taking into particular account high- and low-performing students and different types of English learners and students with disabilities.

Directions: *Provide a narrative that addresses this criterion in the space below. The narrative may be accompanied by charts or other visuals that support the narrative. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Recommended maximum response length: 10 pages (excluding tables and/or attachments).

The ultimate goal of the Partnership is to develop operational summative assessments based on the design outlined in section (A)(3) by school year 2014–15.

[14] Universal design for learning" is used as that term is defined in section 103(24) of the HEA.

THEORETICAL APPROACH TO ASSESSMENT DEVELOPMENT

Effective assessment systems require an explicit framework for articulating clear models of student proficiency and growth, the evidence required to judge student proficiency, and the tasks that will effectively elicit that evidence. In other words: What does the Partnership want to be able to say about student achievement? What kind of information will PARCC need to gather to make such claims? And what kinds of assessment items and tasks can best provide such evidence? Developing an explicit framework based on the answers to such questions will enable the Partnership to combine the multiple pieces of the assessment system into a comprehensive measure of student competency for each year's course of instruction.

Therefore, the Partnership proposes to use an **evidence-centered design** (ECD) approach to developing our system of summative assessments while using **universal design** methods within each component of the system. In designing the full system, PARCC will consider evidence needed from several sources and assessment types to more fully understand a student's knowledge and skills.

In addition, researchers recently have begun to explore avenues for designing tests from the outset to be more accessible and valid for a wider range of students using universal design paired with ECD. This combination allows for the consideration of a full construct using multiple measures and guides the development of individual items and assessment platforms to increase accessibility and reduce construct-irrelevant variance for all.

Why Will the Partnership Use ECD? Messick (p. 16)[15] concisely lays out the key aspects of an assessment argument by asking "what complex of knowledge, skills, or other attributes should be assessed? Next, what behaviors or performances should reveal those constructs, and what tasks or situations should elicit those behaviors?" ECD is a process of assessment design that involves gathering, organizing and transforming information in a variety of representational forms within the framework of a clearly articulated assessment argument, including:

- Articulating an "evidentiary chain of reasoning" that starts with potential claims about

[15] Messick, S. "The Interplay of Evidence and Consequences in the Validation of Performance Assessments." *Educational Researcher* 23.2 (1994): 13-23.

what constitutes student proficiency in a domain (i.e., a "student proficiency model");

- Identifying the kinds of things students might say or do that would constitute evidence about these proficiencies (an "evidence model"); and
- Identifying the kinds of situations or tasks that might produce this evidence ("task models").[16]

All of the many terms, concepts, representations and structures in ECD are aimed at constructing a coherent assessment argument and building machinery to implement it. Being explicit about the proficiency claims we want to be able to make about students, the evidence model we need to support those claims, and the kinds of tasks that can elicit that evidence will enable the Partnership to design multiple tasks that differ in their presentation and response mechanisms but still support the evidentiary chain of reasoning about student proficiency. This explicit articulation is what makes it possible to use a range of item types (including multi-solution, holistically scored performance tasks, structured but open-ended response questions, and innovative computer-enhanced items) as complementary sources of evidence to support proficiency claims.

Working within these explicit design parameters, ECD makes it possible to reuse task design templates to quickly and cost-effectively develop similar but varied tasks that validly measure the same construct in multiple ways. ECD design parameters and task templates can also help the Partnership ensure comparability of assessments that use universal design to modify presentation and response factors for students with disabilities and English learners while preserving construct validity.

Why Will the Partnership Use Universal Design? According to Thurlow, et al.,[17] "[An] inclusive system of assessments used for system accountability is one that neither obscures nor discounts what all students really do know and are able to do." The Partnership intends to design an assessment system that is truly inclusive by considering accessibility from the beginning. The

[16] Mislevy, R.J., Steinberg, L., and Almond, R. *On the Structure of Educational Assessments.* (CRE Technical Paper 597.) Los Angeles, CA: Center for the Study of Evaluation, 2003.
[17] 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. *A principled approach to accountability assessments for students with disabilities.* (Synthesis Report 70). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 2008.

result will be more valid inferences about performance of students with diverse characteristics, rather than trying to retrofit the test for students with disabilities and English learners.

There are several methods for selecting items to ensure that they optimize the characteristics of universal design. The National Center for Educational Outcomes (NCEO) recommends three processes: expert reviews, statistical analyses and think-aloud methods (cognitive labs).

The Partnership will develop a combination of various performance tasks, longer research and writing tasks, selected-response items, and computer-enhanced items developed in accordance with ECD principles. Within each measure, however, the Partnership will use universal design considerations. To that end, the Partnership will follow the three recommendations listed above. The Partnership's *Item Review Committee* (described in more detail below) will include accessibility and accommodations experts who will review all items for the previously mentioned criteria, but will also review items for basic universal design principles, including the following:

- Does the item or task measure what it intends to measure?
- Does the item or task respect the diversity of the assessment population?
- Does the item or task material have a clear format for text?
- Does the item or task material have clear visuals (when essential to the item)?
- Does the item or task material have concise and readable text?

Universal design is an important consideration for computer-based tests as well, so the Partnership also will employ checks and considerations when developing items and item templates for our computer-delivered components. (See Appendix (A)(4)-A for considerations for universally designed computer-based tests layout and design.)

APPROACH TO DEVELOPING THE ASSESSMENT

Upon award of a grant, the Partnership will begin work immediately to complete design specifications for the assessment system and will begin assessment development rapidly enough to allow states to begin piloting some assessment components in 2011–12, field test in 2012–13 and 2013–14, and implement the assessment system statewide in 2014–15.

Assessment Development Committees

The Partnership intends to establish an *Assessment Design Committee*, which will consist of content leads, assessment experts and teachers from each member state. At the core of this Committee will be a content team in each subject area that includes three content experts from each state: one with primary-level expertise, one with secondary-level expertise and one higher education faculty member. Over the course of the development period, this group will be called upon to engage in the various content-related assessment development processes that are at the heart of developing a quality assessment. Smaller working groups will be identified and tasked by the Governing Board to work closely with the project management partner and selected vendors to ensure the quality of the final assessment.

In addition, there will be a number of committees established to ensure the quality and fairness of the assessment, including the *Passage and Media Review Committee, Test Item Review Committee, Bias and Sensitivity Review Committee, Data Review Committee,* and the *Committee on Accessibility and Accommodations*. These committees will involve both state and national experts, as described below.

Assessment Development Processes

Strong assessments are built on a foundation of quality items. Therefore, we will use several key processes to ensure the items developed by the Partnership are an effective basis for the assessments we envision. The following activities will guide item development and ensure overall assessment quality.

Content Analysis: Unpacking the Standards. As a first step to ensuring full alignment of the assessment items to the CCSS, it will be important to "unpack" the standards to a finer grain size as necessary to determine which standards are best measured through the various components (e.g., through-course and end-of-year) and how best to measure them (e.g., item type). To do this, the Partnership will engage lead members of the CCSS writing teams (who can provide insight into the intent of the standards) and the content teams from each state, assessment experts and teachers from Partnership states. Partnership experience in developing the CCSS will provide an additional level of expertise in the process.

Typically, this process involves experts making decisions about what content is most important. In addition, the Partnership will use samples of student work to ground the process in the evidence of what students at all levels can actually do. Unpacking the standards will lay a sound foundation for item development by:

- Starting the development of the test blueprint;
- Suggesting possibilities for the performance level descriptors based on the content standards (although these cannot be finalized until items have been developed); [18]
- Beginning the process of identifying worthwhile tasks that could serve as models to item writers;
- Providing a starting point to envision high school course descriptions (which will be useful resources, regardless of the decision about what approach to use in high school) and model 3–8 curriculum frameworks; and
- Establishing a cadre of experts (including classroom teachers) from member states whose involvement throughout the test development and implementation process will be invaluable.

Test Blueprint Development. Once the standards have been unpacked, the Partnership will begin to develop test specifications by convening the content teams and representative panels of educators from member states. The panels also will include lead writers from the CCSS Initiative, higher education faculty from the appropriate disciplines, content and assessment experts from Partnership states, and members of the Partnership's *Committee on Accessibility and Accommodations* (as described in section (A)(3)).

Panelists will examine the unpacked CCSS to determine how to best assess each standard based on ECD. Panel members will consider which kinds of items or tasks would most appropriately measure the target constructs; which item or task type best assesses which standards; and, specifically, which standards should be assessed using extended tasks on the distributed through-course components. Panels will recommend the maximum score points that can be earned on

[18] As noted in section (A)(3), the Partnership will explore the possibility of collaborating with the Smarter Balanced consortium to unpack the standards. Agreeing on *what* is most important to be assessed would provide a strong foundation for comparability of student scores, despite the fact that the consortia may select different approaches on *how* to measure it.

each type of innovative item and performance task.

As described by Harms, et al.,[19] optimizing item design through universal design and deciding which supports are necessary requires concrete understanding of the item's intent and the sources of variance each item component introduces. By reducing items down to their component parts and analyzing these components according to the categories of students' cognitive processing, sources of variance can be identified, which minimizes interference of construct-irrelevant factors.

Panelists also will discuss the appropriate focus for each grade-level and subject-area component and how to appropriately distribute points and items or tasks across the full breadth of the standards for a particular grade level or subject area. They also will address how to ensure that there is a sufficient range in the complexity of items to measure the full spectrum of students with disabilities and English learners. This discussion will lead to the development of the *Partnership Test Blueprint,* which will define which standards are addressed with what weight on any given assessment event in each grade level and subject area. A well-defined test blueprint will ensure that all standards are assessed with appropriate tasks and item types so that the assessments can be considered comparable from a content perspective from year to year.

Procurement

Early in 2011, the Partnership will need to procure a vendor or vendors to develop the multiple components of the PARCC assessment system, including the items and assessment components, the scoring and moderation system, and the formative tools. The Partnership is likely to release multiple RFPs for various components of the system to take advantage of and encourage innovation across multiple sectors, rather than issuing a single RFP. This decision will be made by the Governing Board in late fall 2010, pending the award of the grant. All RFPs will be released by the fiscal agent state, Florida, on behalf of the Partnership.

Item Development and Review

Before item development can begin for ELA/literacy, the Partnership will need to select and

[19] Harms, M., Burling, K., Way, W., Hanna, E., and Dolan, B. *Constructing Innovative Computer- Administered Tasks and Items According to Universal Design: Establishing Guidelines for Test Developers.* April 2006, National Council on Measurement in Education. n.p.

develop passages for each assessment component. The Partnership will release an RFI to explore the best way of determining the complexity of texts to select for inclusion on the assessments as described in section (A)(5). Selected text passages and media pieces will be collected for annual review by committees of educators identified by Partnership states, including the content teams, appropriate grade-level teachers, accessibility and accommodations experts, and higher education faculty, as appropriate. This *Passage and Media Review Committee* will thoroughly review each passage and media piece for content accuracy, alignment to standards, grade-level appropriateness and cognitive complexity. It is the preference of the Partnership to use authentic texts as much as possible, notwithstanding the challenge and cost of securing permissions.

After text passages and media pieces have been approved, the vendor(s) will develop items and tasks based on the *Blueprint*. To guide item development for both ELA/literacy and mathematics, experts from Partnership states will work with assessment and technology experts to develop test item templates and models of each item type to be developed. Each template will be created for use with a large number of items to maximize efficiency. Templates might include video clips for students to view, ways for students to highlight sections of a passage, drop-and-drag capabilities and on-screen drawing capabilities. Special attention will need to be paid to consider how students with disabilities will interact with various design features of the templates. Selected vendors will develop items based on these models and templates as well as proposing their own innovative items to meet the specifications. Items may also be acquired from existing item banks or from existing state item banks; any acquired items would go through the same technical review process as newly developed items.

Items and performance tasks will be developed that align to the CCSS in each subject area, measure the full range of the standards and include the full range of cognitive demand. Over the course of the development period, enough items will be developed and/or acquired to build eight parallel test forms at each grade level in ELA/literacy and mathematics and begin to populate the PRC with model items for teachers. Ideally, these test forms would be used over a number of years. However, test security requirements may require more than one form of some or all components to be used in a single year, so it is not yet clear how many years these eight forms will cover.

The items and tasks developed will be submitted for annual review by test item review committees of educators from Partnership states who are identified and agreed upon by the Partnership, including state content teams and assessment experts, grade-level teachers, accessibility and accommodations experts (for both students with disabilities and English learners), and higher education faculty, as appropriate. These members will be identified by each state, but care will be taken to ensure that all groups have adequate representation. These committees will review all items to ensure they incorporate universal design principles, are not biased for or against any subgroup, include appropriate content for the subject and grade level, and are aligned to the CCSS.

During the development process, passages, media, and test items and performance tasks also will be examined by a *Bias and Sensitivity Committee* composed of member state stakeholders to flag bias issues that would unfairly advantage or disadvantage any group as well as any content that might be sensitive to students, parents, or other stakeholders or might cause offense to a certain group or groups. These committees will include business leaders, community leaders, experts in socioeconomic issues, experts in cultural differences, and experts in accessibility and accommodations.

Once the items and tasks have been developed, following the recommendations of NCEO, the Partnership will undertake a variety of steps to evaluate the extent to which each item fulfills universal design principles, such as committee reviews, statistical analysis through field tests and possibly cognitive laboratories. Developed passages, media, graphics, and test items and tasks also will be reviewed by accommodations experts to determine what elements of particular items or tasks need to be "tagged" for various accommodations to be included on a field test form, such as proper read-aloud pronunciation or description of graphics or visual aids for blind students.

As mentioned earlier in section (A)(4), cognitive laboratories will be used through the review process to test student response strategies to different items. In particular, the Partnership's plans to experiment with innovative item types will make it important to determine that the items and tasks elicit valid responses that align with the constructs the items were intended to measure. Likewise, when accommodations are built into the items and delivered through technology, it is important to test their efficacy with the intended groups of students. Cognitive labs will be used

to test new items and tasks as well as explore the characteristics of items that are being flagged by psychometric analyses.

Pilot and Field Testing

Students participating in the assessment system must be provided comparable opportunities to demonstrate their knowledge and skills on the constructs that the tests are intended to measure (per the Standards for Educational and Psychological Testing, 1999, p.74).[20] Tests must be fair and free of bias. Similarly, teachers and administrators must be provided opportunities to "practice" implementation of the assessment components, especially given the vastly different structure of the new assessment system. This is why the Partnership intends to pilot some test items during school year 2011–12 and then begin formal field testing during school year 2012–13 and continue through school year 2013–14.

For both the pilot testing and field testing, the Partnership will use a stratified matrix sampling approach, much like the one currently used for NAEP testing across Partnership states. The large size and diversity of the student sample will enable the Partnership to conduct robust studies of various accommodations as it will be able to test large samples of special subpopulations of students with disabilities and English learners. Rather than simply creating a target sample of students with disabilities, the field tests will be structured to ensure that sufficient samples of students with specific disabilities and levels of English proficiency are included, such as students with visual or auditory, intellectual, emotional, and motor disabilities and high- and low-ability English speakers. These distinctions become particularly important when analyzing innovative item types delivered by computer and testing accommodations provided by computers.

Based on the pilot and field testing process, the Partnership will be able to provide the necessary supports to schools and districts for implementation and make refinements to the items as necessary, ensuring that states are administering a high-quality, reliable assessment system.

As mentioned above, before an item is pilot and/or field tested, it will be reviewed by the test item review committees, passage and media review committees, and the *Bias and Sensitivity*

[20] American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. *Standards for Educational and Psychological Testing*. 2nd ed. Washington, DC: American Educational Research Association, 1999.

Committee for content accuracy and alignment to the standards.

Pilot testing. Early pilot testing in school year 2011–12 will provide Partnership states with information on implementation challenges (e.g., timing and proposed accommodations) related to the real-life administration of each component as well as the full assessment approach. For example, pilot testing the longer through-course ELA research/writing component will help identify ways in which teachers, students and schools might struggle to implement a multi-session assessment task. Or pilot testing may help determine the burden on schools and districts of implementing the entire summative assessment (each through-course and end-of-year components). Such information will enable the Partnership to determine what kinds of additional supports teachers and schools might need to administer the new system effectively. In addition, pilot tests help teachers and students become engaged and familiar with the new assessment components, an important goal for the Partnership during this period. Finally, pilot testing will provide general feedback on whether the innovative item types and the through-course components work "in the field" as intended, or whether they need to be adjusted for any reason.

Field testing. While test items and tasks will be developed according to the agreed-upon specifications, the field test process provides psychometric information about whether the items actually measure the constructs they are meant to measure.

Beginning in school year 2012–13, the Partnership will conduct stand-alone field testing in every member state of each component during the same period within the school year when they normally would be administered — after approximately 25 percent, 50 percent, 75 percent and 90 percent of instruction in the subject. Currently, the Partnership is exploring two options to field test computer-based items: either a full-form approach that would provide information about the impact of full-component administration on students and schools or a short-form that would create less strain on schools during field testing but provide less information about the potential impact of full administration later. The Partnership will consult with RSG and the *Technical Advisory Committee* (TAC), described in section (A)(5), to make the decision.

Based on the extensive experiences of Partnership states, stand-alone field testing often yields incomplete data because students understand that the test does not "count" and many students

skip more challenging items. However, given the size and scale of the field test, it is likely that there will be a large enough pool of responses to ensure sound data. The Partnership's goal is for 3,500 students to take each constructed-response and performance task items and 3,500 to take each computer-scored item. The Partnership will ensure that enough members of student subgroups take all forms of the assessment to produce subgroup statistics for each item. In the future, the Partnership will also try "embedding" field test items into the operational assessment of through-course components to determine whether to include items on future tests.

Data Review. Once items have been field tested, a *Data Review Committee* will be convened to review the statistical data on each item from field testing to identify any issues from a psychometric perspective. This committee will include state content experts, grade-level teachers, accessibility and accommodations experts, psychometricians, and higher education faculty, as appropriate. The purpose is to ensure that items and tasks are fair for all students, such that nothing in any item or task unfairly draws students, including students with disabilities and English learners, to respond in a particular way. This committee also will review differential item functioning (DIF) statistics to ensure that an item did not unintentionally favor or disfavor a particular subgroup of students. Additional considerations include whether an item "behaves" as expected; whether it "performs" differentially across any student subgroup; the difficulty of an item; whether an item can be used as is or needs to be revised and, if so, whether it will be returned to the field test pool for further testing; and whether the rubrics for constructed-response items and performance tasks generate a range of score points.

Psychometricians will work with the *Data Review Committee* to examine any differences in item performance found for items delivered by video with close-captions for hearing impairments or audio explanations for visual impairments. English learners will be included in DIF analyses for all items to ensure that the various subpopulations are not performing differently.

Alignment Review. Finally, the Partnership will conduct an alignment review on the constructed operational test forms to ensure that the assessments are measuring the content and performance expectations called for in the CCSS, including the content that is typically hard to measure and performances at the lower and upper range of cognitive demand. A panel of expert reviewers commissioned by the Partnership, and possibly comprised partly by state content teams, will

analyze the alignment of each item to the standard that the item is intended to measure, examine the overall balance and range of the assessment in relation to the test blueprint, and determine whether the assessment items and tasks represent an appropriate level of demand across each test form.

THE APPROACH TO DESIGNING AND DEVELOPING ACCOMMODATIONS

Although the development process described above will consider the needs of special populations when designing test items and performance tasks, universal design cannot eliminate *all* need for accommodations. Therefore, the Partnership also will need to carefully and deliberately work to generate a shared list of allowable accommodations and a common accommodations policy.

The Partnership's strategy for designing and developing accommodations is based on the deep experience of member states in this area combined with the most recent research and ideas from cutting-edge efforts in the field, such as NARAP. According to NARAP, "To be accessible, reading assessments first must attempt to build accessibility throughout the test itself, often by integrating tools that have functions similar to some accommodations. When this cannot be accomplished, accessibility considerations require that the assessment allows a variety of accommodations that address students' needs and produce valid results."[21] Through its projects, such as Designing Accessible Reading Assessments, NARAP has made important advancements in isolating individual components such as word recognition and comprehension into subtests. This approach allows accommodations to be tailored to smaller portions of an assessment without affecting the validity of the entire test, enabling a wider range of students to demonstrate skills on state assessments.

The Partnership believes that if our new assessment system is to function as a common assessment system, member states will need to adopt a common set of accommodations and accommodations guidelines for students with disabilities and English learners. Therefore, the Partnership will draft a common *Accommodations Manual* that each member state would

[21] Thurlow, M. L., et al. *Accessibility principles for reading assessments.* Minneapolis, MN: National Accessible Reading Assessment Projects, 2009.

formally adopt before fully implementing the assessment system in 2014–15.

The Partnership will form a special *Committee on Accessibility and Accommodations* as described in section (A)(3) to lead that effort. The committee will be charged with identifying major challenges and possible solutions related to accessibility and accommodations, including building a list of recommended standard accommodations; overseeing any pilot tests and studies of new accommodations; framing and proposing common accommodations policies, including policies regarding when accommodations should and should not be used; and drafting the common *Accommodations Manual*.

The committee will conduct this work with a clear understanding of the similarities and differences in the assessment challenges faced by students with disabilities and those faced by English learners. For example, while there has been much recent research on accommodations for students with disabilities, there has been relatively little research on accommodations for English learners. In addition, the committee will pay close attention to ensure the assessment system is designed to support access and valid inferences about achievement for a third distinct group of students — those who are English learners and also have disabilities.

Generally speaking, we anticipate that the committee's work will proceed in the following steps.

1. **Review the CCSS and develop test specifications and items.** The committee will work with content specialists who can help clearly identify constructs in the CCSS that might require assessment accommodations for students with disabilities and English learners and develop preliminary lists of possible accommodations by construct. Members of the committee will closely monitor and, to the extent feasible, participate in the "standards unpacking" process — the panels the Partnership will convene to inform development of the *Test Blueprint* and the Partnership's passage and media review committees, *Item Review Committee*, *Bias and Sensitivity Committee*, and *Data Review Committee*. This is a critical step because such up-front work can significantly reduce the need for accommodations, making all of the remaining steps described below much simpler.

2. **Analyze extant state accommodation policies.** The committee will examine sources of

information on state accommodations guidelines among Partnership states, including resources available through NCEO, to identify accommodations that states currently allow.

3. **Identify constructs and research on possible new accommodations, as necessary.** Some constructs in the CCSS, especially the innovative components, might not be addressed on any current member state assessment. Where accommodations are still necessary despite the process for developing items and components according to universal design principles, the committee will consult experts and, if necessary, conduct research on accommodations that can support valid inferences about student learning. As part of the Partnership research agenda, the committee will explore whether technological innovations can offer solutions.

4. **Recommend a set of proposed accommodation policies for the assessment RFP.** The committee will begin drafting proposed accommodations policies beginning with the activities described under Step 1. Before pilot testing and field testing, it will recommend preliminary policies to the Governing Board for approval, which then will be included as part of the main assessment RFPs released in early 2011. The policies will include a preliminary list of allowable accommodations and criteria to guide states, districts and schools in determinations of student eligibility for those accommodations. The committee's determination will be based on the following criteria for scores to be considered comparable.
    a. The accommodation must be specified in a student's IEP or 504 Plan or based on a student's LEP status, provided to the student in the classroom, and documented in writing on the testing page of the IEP or 504 Plan before the student participates in one of the distributed assessment components.
    b. The accommodation cannot change the content or structure of the test in such a way as to change the depth of knowledge being assessed.
    c. The accommodation cannot change the type of knowledge or skill that a test is intended to measure.
    d. The accommodation cannot change or enhance the student's response as to what

type of knowledge or skill is intended to be assessed.

e. English learner accommodations must ensure comparability and be consistent with the language of instruction.

5. **Draft a common *Partnership Accommodations Manual*.** Beginning in early 2011, the committee will draft a common *Accommodations Manual* incorporating the best practices, ideas and elements identified in the separate manuals used by states now, and will submit it for review and approval by the Governing Board. The manual will include a clear discussion of the concept of "accommodations" as they relate to the Partnership's common assessment system; principles for using accommodations; student eligibility guidelines; guidance for school-level IEP teams, 504 committees, and schools that serve English learners; lists of allowable accommodations; and guidance for adults who will administer various "facilitated accommodations" such as reading items aloud when such functions have not been built into the technology platform for the common assessments (i.e., "digitally voiced"). (Note: Since much of the PARCC assessment will be administered by computer, pencil-and-paper delivery of many components will be considered an accommodation.)

6. **Ensure comparability in assessment administration.** While the manual is being drafted, the committee also will need to begin to develop a plan to lend its expertise to Partnership states as they work to make necessary changes to laws, regulations, board policies or other rules to align state policies with the Partnership's common accommodations policies and to adopt the manual. Depending on the need, it might need to include materials that state officials can use to explain the need for policy changes to legislators or interest groups or professional development materials for teachers and administrators. A robust "adoption plan" will be necessary to ensure consistency in how schools across states understand, determine and implement accommodations, which will be critical to ensuring comparability of assessment results across states.

7. **Oversee pilot tests and research studies.** The committee will oversee a range of pilot tests and research studies to proposed accommodations, investigating whether the accommodation enables valid results for different populations on different through-

course components as well as identifying any implementation challenges that will need to be addressed. Some accommodations might be amenable to studies that can validate them relatively quickly and easily. However, others will require more extensive pilot testing and research before, during and after the main field test of the assessment system components in 2013–14. The Partnership's size and associated economies of scale will offer distinct advantages for conducting the range of pilot studies necessary to validate new accommodations because special populations will include sufficient numbers across the states to become statistically significant.

8. **Monitor ongoing refinement of accommodations.** During the course of pilot testing, field testing and general assessment development between 2011–12 and 2013–14, the committee will continue to recommend targeted accommodations-related pilots and studies as necessary to review and refine the preliminary accommodations policies. Because technology is advancing so rapidly, the committee will need to revisit the list of allowable accommodations and the manual every year to identify whether new technologies present opportunities for new kinds of accommodations or more effective or efficient implementation of accommodations that can increase access while supporting valid inferences about student learning.

9. **Develop training modules for IEP teams and continue monitoring of accommodations.** The Partnership's *Professional Capacity-Building Plan*, described in section (A)(6), will ensure that teachers and other members of IEP teams, 504 committees and LEP committees are provided training modules on the assessment system, the constructs meant to be tested by various assessment components and allowable accommodations guidelines. The committee also will make recommendations to the RSG, described in section (A)(5), for monitoring the extent to which the IEP teams are following accommodations guidelines both to ensure comparability of results and to identify any unanticipated obstacles that must be addressed before full implementation of the assessment system. Partnership states will need to agree to have certain key elements in place to ensure consistent monitoring of accommodations.

THE APPROACH TO SCORING

A quality scoring model is a critical component of the Partnership's assessment design. Current state large-scale assessment programs deal with three aspects of quality of a scoring system: accuracy, inter-rater consistency and consistency of scoring over time, particularly across years in which items are reused. There are many ways each of these aspects of scoring quality is established, monitored and corrected when needed. For example, inter-rater consistency is typically checked by double scoring and/or read behinds — and a critical design decision is the rate and sampling of those.

During the development period, the Partnership will research state-of-the-art scoring techniques and attempt to leverage our size to drive improvements in quality. At this time, as described in section (A)(3), the Partnership envisions using a combination of computer and distributed human scoring. The end-of-year component in ELA and mathematics, by design, will be 100 percent computer-scored. To ensure accuracy and reliability for the through-course components, the Partnership will implement an approach that includes double scoring and read behinds. See Tables 4 and 5 for the proposed approaches to scoring in both field testing and operation.

The Partnership's approach includes a built-in process for ensuring the continued reliability of both AI and human scoring. As described in Table 4 (below), the double scoring during the field test — as well as the 25 percent overlap between AI and human scores on the first read — provides the Partnership with the opportunity to adequately "train" the AI and confirm the reliability of AI scoring. The double scoring during both field testing and operational administration enables analysis of human-to-human comparisons for inter-rater reliability and of human-to-AI comparisons for reliability across types of scorers. Further, the read behind provides an assurance of reliability of the scores. Double scoring at high school adds an additional check for accuracy on those components that may be used as part of graduation requirements in some states and that higher education will use for student placement. Some Partnership states may opt for a higher proportion of double reads (perhaps even up to 100 percent) if high-stakes accountability decisions are based on the assessments. When the double score and/or read behind score diverge with the first read, the item will be sent to a trained expert

for a resolution read.

Table 4: Scoring Approach for Field Test of Through-Course Components

	First Read	Double Score *(human double-scored)*	Read Behind *(human read behind)*	Resolution Read
ELA grades 3–5	100% human-scored (distributed scoring)	N/A	10% stratified random sample	The Governing Board will determine a set of policies and procedures for the resolution model and criteria.
ELA grades 6–8	50% AI-scored 75% human-scored (distributed scoring)	10–20% stratified random sample of AI-scored	10% stratified random sample	
ELA grades 9–11	50% AI-scored 75% human-scored (distributed scoring)	10–20% stratified random sample of AI-scored	10% stratified random sample	
Mathematics grades 3–5	100% human-scored (distributed scoring)	N/A	10% stratified random sample	
Mathematics grades 6–8	50% AI-scored 75% human-scored (distributed scoring)	10–20% stratified random sample of AI-scored	10% stratified random sample	
Mathematics high school	50% AI-scored 75% human-scored (distributed scoring)	10–20% stratified random sample of AI-scored	10% stratified random sample	

Table 5: Scoring Approach for Operational Administration of Through-Course Components

	First Read	Double Score *(human double-scored)*	Read Behind *(human read behind)*	Resolution Read
ELA grades 3–5	100% human-scored (distributed scoring)	N/A	20% stratified random sample[a]	The Governing Board will determine a set of policies and procedures for the resolution model and criteria.
ELA grades 6–8	75% AI-scored 25% human-scored (distributed scoring)	N/A	10% stratified random sample	
ELA grades 9–11	75% AI-scored 25% human-scored (distributed scoring)	10–20% stratified random sample	10% stratified random sample	
Mathematics grades 3–5	100% human scored (distributed scoring)	N/A	20% stratified random sample[a]	
Mathematics grades 6–8	50% AI-scored 50% human-scored (distributed scoring)	N/A	10% stratified random sample	
Mathematics high school	50% AI-scored 50% human-scored (distributed scoring)	10–20% stratified random sample	10% stratified random sample	

[a] *The read behind in grades 3–5 occurs at a higher rate than grades 6–11 for two reasons. First, assessments in grades 3–5 are all human-scored. Second, the human scorers are reviewing and scoring responses written by younger students. It is expected that there will be a range in quality of handwriting for younger students.*

The Partnership's goal is to provide a mechanism for teacher engagement in the scoring process detailed in Table 5, while allowing for state flexibility in the level of teacher involvement. For this reason, states will have the option to determine whether teachers will be formally involved in the scoring process, and if so, how many and whether to provide incentives for their participation. Some Partnership states may choose to use 100 percent vendor scoring while others may prefer to include greater participation of their own teachers in the scoring process. Yet, the Partnership is aware that flexibility will need to be carefully monitored to ensure it does not negatively impact comparability across states — a high priority of the Partnership states.

To maintain consistency across scorers in the use of the rubrics (described below), scorers

(including teachers) will be trained by the vendors that are contracted for this piece of development work. Training tools and scoring protocols will be developed, and training will address both the overall process of performance scoring as well as training on the item-specific material. The Partnership will work with the vendor(s) to establish the quality control model; states that chose to do local scoring will be required to implement the quality control model and document quality control outcomes. Because the through-course components will be used to make summative judgments of student performance, teacher scorers will not score their own students' work for accountability purposes.

Because research has shown that involvement in scoring has supported improvements in instruction and student learning,[22] all teachers — whether they are official scorers or not — will have an opportunity to participate in the scoring training through online modules. This will serve as a professional development activity, and scoring would not count towards any official score. However, it will enable teachers to review their student responses as soon as they are available for quick feedback, as described in greater detail in section (A)(6). In addition, the Partnership will engage teachers as part of the "score quality assurance process."

Score Quality Assurance System. The Partnership will leverage standardized rubrics and other training material to ensure accuracy, comparability and consistency in scoring. The Partnership will rely on groups of teachers selected by Partnership states; assessment experts; higher education professors, as appropriate; and state content teams to create these materials. Those stakeholders will:

- Develop and review the performance items;
- Develop standardized scoring rubrics;
- Select exemplar field test responses for each possible score point;
- Create and approve of training material that includes scored exemplar responses with annotations; and
- Create and approve scorer qualification material.

[22] "The Consequences of Student Testing for Teaching and Teacher Quality." In Joan Herman and Edward Haertel (eds.) *The Uses and Misuses of Data in Accountability Testing.* pp. 289–319. Malden, MA: Blackwell Publishing, 2005.

Specifically, selected educators and experts from Partnership states will serve on rangefinding committees to score large samples of students' field test responses to each performance task. Rangefinding committees will identify key characteristics of a representative sample of responses across all score points. These characteristics will be used to generate annotated training materials that clearly identify the scoring criteria for each item at each score point. The training materials will consist of a set of "anchor" responses and annotations from the most common types of responses at each score point, as well as additional sets of annotated responses that provide the most comprehensive scoring guide. Training and materials will be delivered through secure online systems with live phone support.

The Partnership will leverage a number of methods to ensure consistency and quality during scoring, including the following:

- Prescored validity responses inserted into the population of actual student responses at designated intervals;
- Inter-rater reliability measures, obtained by having double scoring and read behinds (disagreements will be resolved by a third human reader); and
- Scorer exception, where scorers who do not meet quality standards are retrained and all scores are reset if retraining does not improve performance.

Quality standards will be defined according to the number of points possible assigned to an item, which will be determined in part by the educator panel that drafts the test item specifications, as described above. Scoring will also be monitored throughout the process for statistical considerations and summary item performance will be reviewed from a psychometric perspective to inform decisions regarding the validity and use of results.

THE APPROACH TO REPORTING

The Partnership's proposed reporting system will include three main components: the vendor data hub, Partnership and state data systems, and Partnership and state reporting systems (see Appendix (A)(4)-B). The Partnership will develop — or leverage existing platforms for — a centralized *Interactive Data Tool* and reporting platform/system that will work in tandem with

current state longitudinal data systems. In addition, the Partnership will establish a set of common identity management and data technology standards for member states. The Partnership will consult national experts to provide guidance on platform design, the pros and cons of development versus acquisition, and how to capture and compare data across states. A unique identifier for each student and teacher in the Partnership will likely be required to better track students and teachers through the system and allow data to follow individuals across Partnership states.

States will provide the vendor with student demographic information to create individualized student access and assessment forms. Once a student has taken an assessment component, the data will funnel through the vendor and be made available to stakeholders, as appropriate, through the *Interactive Data Tool*. Here, the tool will serve several functions. It will be the mechanism through which the vendor assembles the 'clean' through-course and summative data to populate the various stakeholder reports as described in section (A)(3). It will also be the delivery point for stakeholder access to data and reports (as described in section (A)(3)), which will be available online for download. (Note: The Partnership will be careful to follow FERPA regulations regarding the use and reporting of student data.) This step also requires a level of state dissemination and communication as stakeholders — parents, students, teachers, school/district leaders, higher education faculty and state officials — are notified about available reports. In addition, parents and students will receive a printed copy of the *Periodic Feedback Reports* and *Annual Stakeholder Reports*. All reports will include the most detailed level of data appropriate without including data that could be easily be misunderstood or misused. Quality control mechanisms will be developed, building partly on the work currently in place in states to ensure accuracy of data that are used to populate reports (see Approach to Quality Control in section (A)(4)).

This process will be repeated for each through-course component and end-of-year component. In addition, through the *Interactive Data Tool*, the vendor will send student-level results as well as summary data (classroom, school, district, state and Partnership levels) for each assessment component to each Partnership state's longitudinal data and reporting systems. The data received by the state longitudinal data system will be available for further state uses, such as additional

state reports, state accountability determinations, and longitudinal research and analysis, including links to postsecondary data systems.

THE APPROACH TO QUALITY CONTROL

The Partnership is committed to ensuring quality control of the assessment development process — and of the resulting assessment. As part of the process, the committees described above will:

- Review items, media and passages for content accuracy, alignment to the standards and grade-level appropriateness;
- Determine item suitability for use on assessments; and
- Review material for bias or sensitivity issues.

Findings from these reviews will be reported to the TAC and documented. In addition, they will inform ongoing item development.

In addition, based on recommendations published by the Council of Chief State School Officers' Large Scale Assessment Group, the Partnership will develop processes to ensure:

- Equating and scaling procedures are followed as designed to ensure accuracy of the equating process (accomplished by vendor and third-party review);
- Computer scoring of innovative items, including selected-response items, is accurate and the correct scoring key is used;
- Consistency and quality is maintained during scoring as described above;
- Individual student results are accurate (accomplished by independent review of randomly selected students);
- Score conversions are accurate (accomplished by verifying the accuracy of the information on the raw score to scale score tables);
- Raw scores are accurately converted by reviewing and recalculating a sample of student raw scores;
- Reports are accurate (data are reviewed and results are checked, no data are missing, current year results reasonably compare with the previous year's results, and any paper reports have been checked against the electronic data files for accuracy); and
- Final item parameters are generated and reviewed for reasonableness (current year item

parameters will be compared to previous years' to check for any unexplained variances).

The Partnership will be guided by the TAC, described in section (A)(5), regarding how best to implement these studies and processes. Some may be a matter of ensuring vendor accuracy, others may require close analysis by the TAC, and others may be better suited for the project management partner to address.

The TAC will include leading technical and psychometric experts who can provide guidance on the assessment design and development, as well as input into the research agenda for the assessment system. For a robust description of the research agenda, please see section (A)(5) of this application.

(A)(5) **Research and Evaluation** ***(up to 30 points)***

The extent to which the eligible applicant's research and evaluation plan will ensure that the assessments developed are valid, reliable, and fair for their intended purposes and for all student subgroups. In determining the extent to which the research and evaluation plan has these attributes, we will consider—

(a) The plan for identifying and employing psychometric techniques suitable to verify, as appropriate to each assessment component, its construct, consequential, and predictive validity; external validity; reliability; fairness; precision across the full performance continuum; and comparability within and across grade levels; and

(b) The plan for determining whether the assessments are being implemented as designed and the theory of action is being realized, including whether the intended effects on individuals and institutions are being achieved.

Directions: *Provide a narrative that addresses this criterion in the space below. The narrative may be accompanied by charts or other visuals that support the narrative. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Recommended maximum response length: 10 pages (excluding tables and/or attachments).

THE PARTNERSHIP'S RESEARCH ADVISORY STRUCTURE

The Partnership plans to convene a number of advisory groups to provide advice and guidance on a variety of issues during the design and development of the assessment system.

1. Research Strategy Group. The RSG will be a high-level advisory group comprised of higher education leaders, K–12 education policy leaders, business leaders, experts in teaching and learning, psychometricians, theorists of education and learning systems, sociologists, and economists of education. It will provide strategic advice about the Partnership's broad research agenda to inform ongoing improvements in assessment design and development and evaluation and implementation. The RSG will meet three times per year in the first two years of assessment development, and twice annually in the second two years.

2. Technical Advisory Committee. The TAC will include leading technical and psychometric experts who can provide guidance on assessment design and development challenges. One of the TAC's key tasks will be to recommend an evidence-based psychometric architecture for the common assessment system that can provide reliable results to inform valid instructional and accountability decisions. The TAC will convene three times per year in 2010-11 and 2011-12, and twice per year in 2012-13 and 2013-14.

3. Issue-Focused Task Forces. Each task force will be chaired by a TAC or RSG member and will be comprised of experts in key fields of interest. Task forces will advise the Partnership on discrete challenges, including establishing college readiness benchmarks, setting performance standards, ensuring comparability of results and testing students with special needs (i.e., accessibility and accommodations). The RSG will give each task force a specific charge to develop detailed plans for research studies that can answer key questions. Each task force will meet at least twice per year in the first year of assessment development and once annually in the last three years.

The RSG and the TAC will have an overlapping membership of policy leaders and technical and psychometric experts who can work together to provide general oversight and make recommendations to the Governing Board about the Partnership's research and evaluation

program. Currently, the Partnership is considering three possible options (or a combination of them) to carry out the research and evaluation program: (1) issue a "Research and Evaluation RFP" to select one organization (or one organization and subcontractors it identifies) to conduct the full program of studies; (2) issue separate RFPs for individual studies or related "packages" of studies; or (3) enlist the project management partner to implement some subset of the studies.

In addition to the advisory groups that the Partnership will convene, the Bill & Melinda Gates Foundation will host "resource roundtables" around topics that would be useful to all assessment consortia, including discussions on how these groups might work together to pool resources. Pending topics for these discussions include technology platforms, professional development, validation and research methodology, and comparability issues.

Cutting-Edge Research to Inform Assessment Development

The Partnership's proposed assessment system relies on an innovative distributed structure, incorporates a wide range of item types including multi-session extended performance tasks, and leverages advances in technology to achieve a variety of aims as described in the theory of action. Partnership states recognize that a variety of serious research and evaluation projects will be critical to the success of such an ambitious endeavor. Including the innovative item development and the technology platform, described in section (A)(7), the Partnership has designed a robust development, research and evaluation program that spans multiple years, beginning with the collection of cutting-edge knowledge and research to inform the earliest stages of assessment development and carrying through to a significant project to evaluate whether the assessment system is working as intended.

The Partnership's membership includes states that have been among the most widely acknowledged national leaders in advancing standards-based reform, building more sophisticated assessment systems and promoting college and career readiness. The Partnership already has begun to tap their collective experience and expertise on assessment design and development, and it will continue to do so.

However, the Partnership also wants to be sure to access the most up-to-date, cutting-edge research on critical challenges and opportunities for assessment design and development,

including front-end strategies to maximize validity, reliability, fairness, precision and comparability. Therefore, the Partnership plans to issue a number of RFIs and commission a series of papers and literature reviews beginning in fall 2010. The RFIs will enable the Partnership to expedite work on assessment design and gather information to inform development of the RFP or RFPs for assessment development, which we plan to release in early 2011. The Partnership states are aware that some of the information included in these RFIs might be too new for there to be robust research to help inform a decision, thus some of the RFIs might develop into research studies if there is not enough information in the field. The Partnership will issue RFIs and commission papers and literature reviews in the following topics. (Please see Appendix (A)(5)-A for classification of these RFIs by the types requested in the Notice of Intent to Award (NIA) for this competition.)

RFI-1: Item Development. The Partnership's proposed assessment system will address constructs that rarely, if ever, have been measured by large-scale assessments in the United States, and most components will be administered by computer in most grades. How can the Partnership leverage technological innovations in item design and delivery (e.g., performance assessments with drag-and-drop measuring tools, "closed" Internet domains, video and audio clips, etc.) while adhering to psychometric standards?

RFI-2: Artificial Intelligence Scoring. Returning scores from the through-course assessments to teachers quickly enough so that they can impact instruction is a key element of this assessment system. This consortium will pursue moving to total AI scoring for the constructed-response and performance task items in both ELA/literacy and mathematics. To move in this direction, the Partnership would need to know the kind of scoring AI programs can handle now, and what experts anticipate they will be able to handle over the course of the Partnership's work plan and timeline described in section (A)(8). Currently, AI is not very well developed for accurately scoring mathematics items. AI is also not considered particularly effective at analyzing certain stylistic elements in students' essays that often characterize highly proficient writing, including nonliteral elements like puns, sarcasm, hyperbole and general humor. How can the technology be better developed to score mathematics items and stylistic elements of writing?

RFI-3: Effective, Efficient and Valid Scoring. The Partnership's assessment design incorporates

a "distributed" structure in which performance tasks and other items are administered periodically throughout the year, with the intent that through-course component results will contribute to valid "annual combined scores" in each subject. There are a number of psychometric and policy issues related to that goal. From a psychometric perspective, what are the most promising statistical approaches to aggregating results from the various through-course components? What advances in technology can the Partnership leverage to maximize accuracy and efficiency in scoring? From a policy perspective, what practical implementation challenges should the Partnership anticipate and how might it overcome them? For example, what is the best strategy to deal with the problem of students who change schools frequently over the course of the school year?

RFI-4: Teacher Effectiveness and Evaluation. A significant number of Partnership states have indicated that it is a high priority to use results from this assessment system to inform determinations of principal and teacher effectiveness for the purposes of evaluation. Therefore, the consortium has been intentional in designing a system that will provide the elements necessary to support this use. Consortium members acknowledge that using data to inform teacher or principal effectiveness is not without substantial challenges, including determining how to attribute results to one or more teachers/leaders, accounting for extraneous factors that threaten causal attribution, the lack of random assignment, and disentanglement of true gains from sampling error, particularly at the classroom level. What are the best approaches for evaluating teacher effectiveness using assessment data? What technical requirements must be met to make valid and defensible inferences about teacher effectiveness based on student assessment results?

RFI-5: Text Complexity. A fundamental aspect of the Partnership's proposed ELA/literacy components is the inclusion of texts that are appropriately complex and of high quality. To ensure that the texts used for the system are at appropriate level of complexity for each grade, the Partnership will need to determine a rigorous methodology for selecting texts for inclusion. The Partnership hopes to build on some existing measures, including a three-part approach described in the CCSS that is based on quantitative and qualitative measures as well as considerations of the reader and the task.

RFI-6: Accessibility and Accommodations. As described in section (A)(4), the Partnership plans to leverage the most current thinking and research on making assessments accessible while ensuring results that provide valid inferences about the achievement of all students, including students with disabilities and English learners. What advances in universally designed assessments, including opportunities to leverage digital technologies, can help meet the goals of the Partnership?

RFI-7: Setting Standards. Although the actual standard-setting process will not take place until after the grant period, it is important that the studies to inform the process begin earlier. The Partnership's assessment design requires a nontraditional, evidence-based process for setting standards that builds on the best of typical state processes (e.g., the body of work, bookmark, contrasting groups and modified Angoff methods) and that also incorporates college readiness data, international benchmarking data and engagement with external stakeholders.

RFI-8: Vertical Scaling. There are varying levels of interest across the Partnership states for creating a vertical scale across the grades. PARCC states recognize that it can be a challenging endeavor, but they are still interested in more research on how the process might be accomplished across the robust assessment system that will be developed by this consortium. What are the strengths and weaknesses of having a vertical scale across the assessments, and, if states decide to pursue the scale, how is it best implemented?

THE PARTNERSHIP'S RESEARCH AGENDA

The robust research agenda demanded by our theory of action to inform our innovative assessment system has two major phases: (1) research and design, and (2) research and evaluation. The research and design phase will include research to inform two key areas: the strength of the assessment components and system and the establishment of achievement levels and cut scores that indicate whether students are ready or on track to readiness for college and careers. The research and evaluation phase will include two key areas of research: feasibility and sustainability of the design and future studies to evaluate the theory of action, including to measure the impact of the assessment system on teaching, learning and student readiness for college (which will be important to conduct during the operational years of the assessment

program but would not be covered by the terms of this grant). If the Partnership receives a grant from the RTTT Comprehensive Assessment Systems competition, we will make the results of these students publicly available through formal and informal mechanisms, as required for all grantees under Program Requirement 1.

In many cases, it is clear how a study can or should be conducted, although in some cases the Partnership might need to push innovations in the areas of research and development to collect the necessary evidence.

Research and Design

Ultimately, the Partnership will be guided by the RSG and TAC before prioritizing and deciding on a final program of study. However, a preliminary program that Partnership states have discussed related to some of the areas above is found below.

Psychometric Strength of the Assessment Components and System. The Partnership proposes to frame its research agenda in the form of a "validity argument".[23] Using an argument-based approach offers several advantages compared to more traditional research and evaluation plans. An argument is useful for organizing and prioritizing the many studies that will be designed and provides a structure for synthesizing the results to ultimately evaluate the validity of inferences and decisions made based on data produced by the common assessment system. A draft validity argument, based on Kane's components, to be used by our RSG to determine the exact studies to pursue can be found in Appendix (A)(5)-B.

1. A study to verify that the assessment components, taken together, measure the full range of the CCSS.

2. A study to verify that the assessment components, taken together, provide a precise measure of student achievement across the full performance spectrum, particularly for very high-performing and very low-performing students.

3. A study to verify that each assessment component is accessible to all types of student

[23] Kane, M.T. "Validation." *Educational Measurement*. 4th ed. Ed. R. L. Brennan New York: American Council on Education, 2006. 17-63.

populations, including students with disabilities and English learners. This study is necessary to verify both that the aspects of the assessment design are based on universal design principles and any standard, approved accommodations enable valid inferences of student achievement against the appropriate constructs. Under ideal conditions, are the assessment components and items accessible in ways that the Partnership intends, and do the accommodations work in ways the Partnership intends? That is, do they remove construct-irrelevant barriers to measuring student performance without introducing unacceptable construct under-representation?

4. A study to verify when during the school year each component of the assessment system should be administered such that enough instructional time has passed that assessed topics have been covered, including analyzing when certain topics are typically taught in relation to when students are assessed on the topic.

5. A study of how much time it takes students to complete each item and task. Currently, the Partnership plans to conduct this study during the pilot test phase of the work plan and timeline in 2011–12. Vendors will program the computer-based assessment delivery system to capture actual student response times for each item and task. The study will help ensure that the assessments are not measuring student response speed (unless that is part of the construct being measured) but rather measuring the intended construct in the CCSS and will help the Partnership determine how much time will be necessary to administer items during field testing and full implementation.

6. A study to analyze what growth model would best represent growth for this assessment system. How should the growth measure be determined to validly and reliably report growth from year to year, e.g. percentile growth or vertical scale? Does the amount of growth considered adequate vary across grade levels?

7. A study to analyze the inter-rater reliability of human scorers (whether teachers or vendor hired) and AI scoring. How accurate is the AI scoring? Is it appropriately scoring the upper levels of student writing, as described in the RFI section? How well is the software scoring mathematics items that are submitted by computer?

8. A study of the efficacy of younger students taking the various components online. Can 3rd through 5th graders work with a keyboard and mouse to answer written responses in ELA/literacy and sort though pull-down menus or the keyboard keys to answer mathematics items? Would this introduce a test of computer skills to the assessments and complicate the student results?

9. A set of studies to evaluate the structure of the assessments to provide evidence that items and tasks are actually measuring the intended construct or constructs (e.g., construct validity). Using factor analysis, dimensionality analyses and other statistical techniques, questions to be answered might include the following. Is an item or task measuring the desired construct or is it also measuring additional constructs not intended, such as reading skills when students respond to mathematical word problems, if reading skills are not an intended construct? Is an item or task that is meant to measure multiple constructs doing so, or is it actually measuring only a single construct (e.g., do the short through-course components in ELA/literacy effectively assess the two constructs they are intended to measure: reading and writing)? Are the results from an item or task affected by extraneous, unintended or construct-irrelevant variables?

10. A set of studies to verify that scores produced by the assessment are valid and comparable, while meeting the competing needs of standardization and flexibility across the states for administration, content and scoring. The study will identify and work to minimize threats to comparability based on the Partnership's test administration guidelines, test security guidelines, the *Partnership Accessibility and Accommodations Manual* described in section (A)(4), *Test Blueprint* and scorer training and will collect evidence to determine the extent to which those guidelines and processes are being followed.

11. A study to verify that the body of evidence that is collected about a student's ability can be generalized across the full body of content knowledge presented in the CCSS.

12. A set of studies to verify the reliability and generalizability of assessment results with particular attention to the reliability of results across relevant subgroups of students. The

studies will focus on possible sources of measurement error and other threats to reliability including but not limited to the following:

- Examining the generalizability of results from each of the various assessment components, particularly the through-course portions of the assessments and any components based on performance-based tasks that may contain fewer items, or score points, than the end-of-year assessment;
- Verifying reliability of scores based on equated forms within and across years;
- Examining the reliability and generalizability of combined or composite results across various components of the assessment;
- Verifying reliability of distributed teacher scoring of the relevant mathematics through-course assessments (i.e., inter-rater agreement); and
- Studying the reliability of the individual and aggregate results of the assessments for anticipated unintended uses of the assessment results.

13. A set of studies to verify that the results enable valid inferences about student achievement by each kind of stakeholder identified in sections (A)(2) and (A)(3), as well as valid decisions by those stakeholders based on those data.

14. A study to verify that the formative tools developed by the Partnership and described in section (A)(3) (for example, the Text Complexity Diagnostic Tool) produce results that enable classroom teachers to make valid inferences about student achievement and valid instructional decisions based on those inferences.

Please see Appendix (A)(5)-A for classification of this research by the types requested in the NIA for this competition.

Establishment of Achievement Levels and Cut Scores that Indicate Whether Students are Ready or On Track for College and Career Readiness. As discussed in section (A)(3), the Partnership will employ a standard-setting process that differs from a traditional approach as it will be informed by and anchored in external evidence about college and career readiness and international expectations. So that the standards can be set immediately following the first operational administration of the assessment in summer 2015, studies to verify the content and

consequential validity of the assessment system will need to take place during the development period. While the RSG ultimately will help determine the necessary studies, some likely studies include the following.

15. A set of studies to inform standard setting, particularly at the CCR level:

- A criterion validity study to analyze the statistical relationship between students' performance (results) on the Partnership's assessments and their performance (results) on other exams, including NAEP, EXPLORE, PLAN, ACT, SAT, PSAT, IB, AP, ASVAB, WorkKeys, ACCUPLACER and COMPASS. At the high school level, this study also will be necessary to assure higher education stakeholders that the Partnership's high school assessments are measuring the most important constructs that are on existing assessments that currently inform decisions in higher education, enabling the Partnership assessments to be used to make judgments about readiness for credit-bearing courses.
- A study to analyze the ELA/literacy and mathematics content measured by the Partnership's high school assessments against the content measured by the primary college admissions tests currently used (e.g., the SAT and ACT), as well as placement tests such as ACCUPLACER and COMPASS.
- A study to verify validity of the high school assessments (particularly the CCR anchor) by analyzing the relationship between scores on the Partnership's assessments and actual performance in college courses, conducted by administering the Partnership high school assessments to incoming college freshmen scheduled to take entry-level, credit-bearing courses in two-year and four-year institutions and then tracking their performance in those courses. Do scores on the Partnership's high school assessments at the beginning of the college course predict grades students receive at the end of the course?
- A study to verify that the content and constructs being measured by the Partnership's high school assessments reflects the prerequisite knowledge and skills necessary for entry-level, credit-bearing college courses in ELA/literacy and mathematics. This study has two purposes, one psychometric and the other collaborative. First, this is a content validity study to ensure the results can be used to make inferences about a

student's level of academic preparation for college courses and placement decisions based on those inferences. Second, this is a process that will help higher education officials reach a level of confidence that the results of the Partnership's high school assessments can be used to inform placement decisions.

16. International benchmarking studies to provide elected officials, opinion leaders and members of the general public with confidence that common assessment results support valid inferences about student achievement compared with rigorous international benchmarks, thus promoting better informed public discourse and greater public support and demand for education reform, as described in our theory of action in section (A)(2).
    - A validity study to examine the extent to which the assessments have been internationally benchmarked, conducted by ensuring that a sufficient number of states administer upcoming TIMSS, PIRLS and PISA assessments and then analyzing the statistical relationship between scores on the Partnership assessments and scores on those international tests. A few Partnership states — Alabama, California, Colorado, Indiana and Massachusetts — have already signed up to administer the 2011 TIMSS assessment.
    - A content validity study to investigate the extent to which the assessments based on the CCSS cover content that is consistent with content included on key international assessments, as implied by the CCSS, such as TIMSS, PISA, PIRLS and others as determined necessary.

17. A set of studies in collaboration with other consortia of states to compare the results of student performance across the various assessment systems and the performance of the cohorts of students in higher education.

Please see Appendix (A)(5)-A for classification of this research by the types requested in the NIA for this competition.

Research and Evaluation

Feasibility and Sustainability of the Assessment Design

The Partnership is committed to a bold assessment design, as well as to carefully monitoring implementation on the ground and revising tactics and strategies as necessary. Therefore we will begin to gather evidence on the social, operational, fiscal and technical impacts of designing, developing and administering the proposed assessment system during the development and field testing phase (starting in 2011–12) and will continue to chart a research agenda for the implementation phase (2014–15 and beyond). Areas for research include the following.

Social Impact. As discussed in section (A)(6), the Partnership is very aware that the distributed structure of its common assessment system: (a) could be misinterpreted as "a lot more testing" than an end-of-year only design by teachers; and (b) could, if not carefully designed, disrupt the normal functioning of schools during the first half of the school year. Our commitment is to design and implement the through-course assessments in such a way that teachers gain valuable and useful information, but minimize the burden of administration so that educators can focus on learning rather than testing. To that end, the RSG will closely monitor and continually assess the real social impact on school administrators, classroom teachers and students "on the ground."

Operational Feasibility and Impact. At each stage of design, development, pilot testing, field testing and implementation, the Partnership will monitor whether the assessment components are feasible to administer for the entire range of schools across the states and whether all student responses can be collected, scored and returned in the timeframes described in section (A)(3).

Fiscal Impact. The Partnership is committed to an assessment design that is sustainable. Therefore, the Partnership will monitor the fiscal impact of the work plan described in section (A)(8), particularly any evidence related to the costs of ongoing administration after the four-year project grant period, including hidden costs and unintended costs. States do not want to be forced by future fluctuations in state finances to cut back in the grades tested in ways that will undermine the reporting of critical student assessment results. Therefore, we will study the impact as well as ways of leveraging economies of scale and technology to drive down costs.

It is anticipated that member states will want to commonly assess science and history/social studies, so this research will help devise a financially sound model to incorporate components that measure achievement in those subjects as well. We also plan to make sufficient up-front

investments of resources and effort to reduce the costs of administration by aggressively leveraging, on an ongoing basis, advances in online, computer-based delivery, scoring and reporting.

Technical Impact. Finally, the TAC will monitor the technical impact of the common assessment system, by which we mean the psychometric and other measurement properties of the assessment components and results. The TAC will advise on the appropriate interpretation and use of the assessment results within appropriate technical constraints to ensure that measurement error is being reported and considered and will recommend appropriate procedures to make group comparisons and to evaluate results over time.

For each of the areas above, whenever the evidence raises concerns, the Partnership immediately will secure expert counsel, both from within and outside the Partnership, to recommend refinements to the assessment design and/or to the assessment development strategy. In addition, the RSG and TAC will develop additional studies, as necessary, to explore additional technological or psychometric breakthroughs and innovations that might make it possible to better achieve those aims, including in areas outside the field of education and educational assessment.

Evaluating the Theory of Action: The Impact of the Assessment System on Teaching, Learning and Students' Readiness for College

Although the federal grant period lasts only through the field test phase in spring 2014, the Partnership is committed to the system it has developed and believes that it will be important to create a detailed plan to sustain the assessment system for years to come. Moreover, many of the positive impacts the common assessment system will have on institutions and individual stakeholders will not be realized until several years into the operational administration of the assessments.

Therefore, in addition to the studies described above, the RSG will advise the Partnership on a recommended set of studies to: (a) evaluate the implementation and impact of the assessment system, and (b) inform decisions about mid-course adjustments that might be necessary to better realize the aims of the Partnership's theory of action as well as to avoid any negative, unintended

consequences. Furthermore, the Partnership plans to recommend to the NCES a set of studies to analyze trends in student achievement on a national level, i.e., within and across major state assessment consortia.

The Partnership's research and evaluation agenda will be designed to measure the extent to which the theory of action is being realized. Possible areas of study include the following.

Is the system improving instruction as intended? As described in the theory of action in section (A)(2), the Partnership has designed an assessment system that it expects to have several distinct, positive impacts on classroom instruction for all student populations. Therefore, subject to final recommendations by the RSG, the Partnership intends to conduct consequential validity studies to answer the following kinds of questions for all relevant subgroups of students and teachers.

- Do teachers believe that the CCSS, the common assessment items and tasks, and the formative tools provide valid and useful guidance for planning units and lessons? To what extent are classroom teachers accessing the formative tools and in what ways are they using those materials?
- Have the performance tasks in the through-course assessments inspired teachers to use similar instructional strategies during the rest of the year? For example, to what extent are ELA/literacy teachers asking students to produce writing in response to rich literary texts or informational sources as students are asked to do on the short and long through-course tasks?
- Have teachers and school and district administrators used the data provided by the assessment system to make mid-year adjustments to the curriculum to improve instruction as intended? What is the instructional usefulness of information generated by the system?

In a paper prepared for the Council of Chief State School Officers, Linn[24] describes various frameworks and methodologies states might use to collect evidence on such questions, including questionnaire surveys of teachers and students and tools produced by the CCSSO Surveys of the

[24] Linn, R. *Validation of Uses and Interpretations of State Assessments*. Paper prepared for the validity subcommittee of the Technical Issues in Large-Scale Assessment (TILSA) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO), 2008.

Enacted Curriculum project. The Partnership also will consider the framework and methods developed by Lane and Stone[25] to evaluate the impact of Maryland's assessment system, which Linn suggests employed a validity argument much like the kind recommended by Kane[26] and discussed earlier in this section.

What impact is the system having on student achievement in general and on rates of student readiness for college and careers in particular? The Partnership's ultimate goal is to ensure that all students leave high school with the competencies necessary to succeed in college and 21st-century careers. While the Partnership will conduct some studies to validate that the common assessment system is supporting this goal across all relevant subgroups, including longitudinal studies that will track cohorts of students from the K–12 system into college and career training programs and "report back" on their success, there are some studies that are too large for the Partnership to handle and manage. Therefore, it will be necessary for the U.S. Department of Education to manage the larger scale longitudinal aspects of some studies. The Partnership will work with the U.S. Department of Education to provide the necessary data to complete these and other studies, in accordance with Program Requirement 3. Predictive validity studies for the Partnership and the Department might include the following.

- Do elementary and middle school students who consistently meet the on-track standard transition seamlessly to high school and consistently succeed in high school and in college and careers? If not, why not?
- Do high school students who meet the CCR standard succeed in entry-level, credit-bearing college courses or in apprenticeship and training programs?
- Are annual on-track and CCR rates increasing over time, and to what extent can the increases be attributed to various aspects of the Partnership's common assessment system?
- How does college performance improve with later cohorts of students who have had more exposure to CCSS in younger grades?

[25] Lane, S. and Stone, C.A. "Strategies for Examining the Consequences of Assessment and Accountability Programs." *Educational Measurement: Issues and Practice* 21.1 (2002): 23-30.
[26] Kane, M.T. "Validation." *Educational Measurement.* 4th ed. Ed. R. L. Brennan New York: American Council on Education, 2006. 17-63.

- What are the rates of success on multiple, interrelated indicators over time, including the following:
    - Percentage of students who graduate from high school either on time or later;
    - Percentage of students who apply, gain acceptance and enroll in institutions of higher education, including the percentage of students who enroll in institutions of higher education and can take entry-level, credit-bearing courses, and the percentage enrolled in remedial or developmental courses;
    - Performance in college courses, and the percentage of students who graduate from college on time or later; and
    - Scores from certification and/or career placement tests and the percentage of students applying, being offered and accepting a job or enlisting in the military out of high school.

Moreover, the Partnership will regularly review the results of the validation studies for higher education placement decisions and will evaluate the credibility of the standards in light of the findings. The Partnership will work with higher education institutions, as necessary, to ensure that the assessment system provides results that support valid inferences about progress toward and attainment of college and career readiness. (Please see Appendix (A)(5)-A for classification of this research by the types requested in the NIA for this competition.)

(A)(6) Professional Capacity and Outreach *(up to 15 points)*

The extent to which the eligible applicant's plan for implementing the proposed assessment system is feasible, cost-effective, and consistent with the theory of action. In determining the extent to which the implementation plan has these attributes, we will consider—

(a) The plan for supporting teachers and administrators in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and

(b) The strategy and plan for informing the public and key stakeholders (including legislators and policymakers) in each member State about the assessment system and for building support for the system from the public and those stakeholders.

Directions: Provide a narrative that addresses this criterion in the space below. The narrative may be accompanied by charts or other visuals that support the narrative. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: 5 pages (excluding tables and/or attachments).

THE PARTNERSHIP'S PROFESSIONAL CAPACITY-BUILDING PLAN

Along with the new CCSS, the Partnership's common assessment system has the potential to profoundly change the nature of what goes on between educators and students in classrooms across the country. The design and timing of our common assessments will enable them to become a more integral part of teachers' work, sending powerful signals on the quality of instruction necessary to help students become ready for college and careers in the 21st century.

In order to realize this vision, the Partnership has developed a plan to help educators understand the new common assessment system and — for those who must provide certification and assurances that relevant test administration policies are followed — to become trained and certified to implement the system in ways that ensure reliable and valid results. The plan also includes tools and training opportunities for teachers to become familiar with the kinds of student achievement results that different components of the Partnership's assessment system will provide, to become adept at accurately interpreting those results, and to consider different ways they might choose to adjust instruction based on what they learn from the through-course and end-of-year assessments.

The plan includes four main components: building a leadership cadre of content experts,

developing training tools to help educators implement the assessment system, developing training tools for them to interpret and use assessment results, and sharing advice to help educators and administrators understand and address the curricular and instructional implications of the CCSS and the Partnership's aligned assessments.

The Partnership plans to develop the tools and strategies described in this section over the next four years, but it does not intend to supply the training directly. Instead, the Partnership will work with member states on a strategy to leverage existing funding streams to deliver the training and support once the strategies, modules and tools have been developed, including: (1) professional development dollars provided under Title II of the ESEA, and (2) state resources currently devoted to teacher training related to standards and assessment. Partnership states understand that the sustainability of the assessment system is contingent upon building educators' capacity to implement, administer and use the assessments effectively; PARCC is committed to giving educators the tools they need to improve student achievement.

1. Building a leadership cadre of content experts. As described more fully in section (A)(4) of this application, educators from Partnership states will lend expertise to the assessment design and development process by working with state assessment directors, higher education faculty and other experts to unpack the CCSS, review assessment items for rigor and alignment to the CCSS, and develop scoring rubrics and other tools to ensure the validity and reliability of scoring for through-course tasks and constructed-response items. Through this work, these educators will develop deep expertise in the knowledge and skills articulated in the CCSS, the kinds of instructional practices needed to help students meet them and the types of student performances that demonstrate they are college and career ready or on track to readiness. This cadre of content experts can then help model good instruction and support professional development training for other educators in their schools and districts.

2. Training tools for implementation of assessment system. The Partnership will develop a series of training programs to help teachers, counselors, school leaders and school site testing coordinators understand the new assessment system through a sequenced strategy that provides each individual with a level of expertise appropriate to his or her specific role in implementing the system. All of the programs can be administered and will be available online. Upon

completion of the more advanced training, participants who need to provide assurances that relevant test administration policies are followed will complete more advanced training and, upon successful completion, will receive certification for test administration. The Partnership will maintain electronic records of course completion, affidavits and assurances.

"Common Assessments 101" will provide educators and a wide range of other interested stakeholders with opportunities to learn "the basics" of the Partnership's proposed assessment system, including:

- The overall design of the assessment system;
- The "hows" and "whys" of its innovative, distributed approach to summative assessment and the implications of that approach for annual planning;
- What each component looks like, how it will be administered, and what it is meant to accomplish; and
- Types of student performance information each component will produce, including the *Periodic Feedback Reports*, *Item Analysis Reports*, *Annual Stakeholder Reports* and the *Interactive Data Tool* described earlier.

To convey this information, the Partnership will develop range of informational materials including brochures and FAQs, sample PowerPoint presentations, sample assessment items and tasks with accompanying annotation, and examples of student work from the field tests. All of the information will be available on the Partnership's Web site along with detailed, step-by-step recommendations for how district administrators, school leaders or school site testing coordinators can use the materials to help prepare teachers for the new assessment system.

"Common Assessments 102" will provide school and district personnel who need more technical training tools in how to administer the new assessment system. The training tools will cover issues critical to ensuring valid and reliable test results, such as the following:

- The roles and responsibilities of teachers, principals, school site testing directors and others in administering each of the Partnership's specific summative assessment components, including through-course and end-of-year components;
- The technologies used to deliver various assessment tasks and items;

- Innovative item types, including new ones made possible by cutting-edge technologies, as described in section (A)(3);
- How student responses will be submitted for various items and tasks;
- How items and tasks will be scored, including information about rubrics;
- Test security procedures;
- General test administration procedures;
- Accommodations for students with disabilities and English learners; and
- Other issues, practices and policies related to ensuring the validity and reliability of assessment results.

"Common Assessments 103" will provide targeted tools for technical training and certification for school and district personnel who have official responsibility for administering assessment components and who must provide certification and assurances that all relevant policies were followed. It will take the form of a "bundle" of separate training modules, each focused on one specific assessment component, offering the opportunity for individuals to complete as many courses as necessary given their specific roles and responsibilities in assessment administration. For example, "Common-Asssessment-103-Mathematics" will provide training on how to administer the focused through-course components in mathematics. The modules focused on the longer ELA/literacy through-course assessments also will include training on the required assessment in speaking and listening described in section (A)(3) of this application.

The Partnership will pilot the through-course components prior to the full implementation of the assessment system in 2014–15 to collect data *and* prepare teachers and administrators for the new assessment system, as outlined in sections (A)(3) and (A)(4) of this application. Field testing will serve as an opportunity to develop and strengthen the training programs above. As part of this pilot effort, the Partnership will conduct interviews with students and teachers to gather feedback on how to adjust ongoing outreach and professional development activities.

3. Training tools for interpreting and using assessment results. The Partnership will provide teachers, instructional staff, and school and district administrators with tools for training to read, interpret and use assessment results with an eye to informing and improving teaching and

learning. The Partnership will develop flexible courses that can be taken online, as well as materials that professional development providers can use in traditional professional development settings.

"Common Assessments 201–204" will offer tools for teachers and school instructional leaders to learn how to interpret results from the various assessment components. Through these training tools, individuals will receive examples of assessment items and student responses that illustrate performance at each achievement level, an item analysis, online assessment guides, and protocols and tools for analyzing achievement data. Participants will learn how to read results from various components, make inferences from the results about how well students are making progress towards college and career readiness, diagnose learning gaps and difficulties, and make relevant instructional decisions using the Partnership's *Periodic Feedback Reports*, *Item Analysis Reports*, *Annual Stakeholder Reports* and the *Interactive Data Tool*.

The Partnership will also develop training tools for teachers to score student responses. In some states, teachers may be official scorers of student work, and they will receive training to ensure the validity and reliability of their scores. Upon successful completion of this training, they will become certified scorers. In all states, even teachers who are not official scorers will benefit from training that enables them to unofficially score their students' work shortly after administration of each through-course component. The Partnership will make student responses available as quickly as possible so teachers can see how students have responded to these tasks. While this will be voluntary and the scores will not contribute to annual combined scores, the exercise will provide a useful capacity-building opportunity for individual educators and lead to more productive collaboration and discussions among teachers.

4. Additional tools related to the CCSS and the common assessments. The Partnership's capacity building for the common assessment system will be closely connected to implementation of the CCSS in member states. While curriculum and instruction are state and local responsibilities, the Partnership believes it is important to build an environment and tools that can help support efforts to align local curricula with the CCSS. Therefore, the Partnership will support states in that transition through assisting their efforts to:

- Conduct gap analyses between the state standards and the CCSS, with a focus on

curricular and instructional planning necessary to address the gaps and changes;

- Create model curriculum frameworks to serve as a bridge between the CCSS and the new assessment system; and
- Create and share exemplar lesson plans and student work nominated and evaluated by teaching experts and subject-matter leaders in the Partnership.

PARTNERSHIP PUBLIC OUTREACH AND STAKEHOLDER ENGAGEMENT PLAN

As discussed above, the Partnership's new assessment system will look very different from most current state tests. In many states, educators, students, parents, postsecondary faculty and the public will be unfamiliar with large-scale assessments that measure student performance against CCR standards. Lack of information about the new system could generate misunderstandings and even lead to hostility towards the new assessments. Therefore, to help Partnership states foster broad-based understanding of, and support for, the new system, the Partnership has developed a *Public Outreach and Stakeholder Engagement Plan*.

The plan relies on a phased, multi-tiered strategy to ensure that parents, K–12 and postsecondary educators, policymakers, and members of the public understand not only what the system will look like but also the rationale behind that approach, including innovative features at risk of being misunderstood. For example, the Partnership's distributed approach to summative assessment might be interpreted as an attempt to introduce "more test days" into the school calendar and raise fears about "over-testing" of students. The Partnership will develop materials and messages that help prevent such misunderstandings while emphasizing the benefits of the new system of common assessments.

Specifically, to address concerns about "over-testing" and "too many testing days," the communications and outreach materials will explain and illustrate the following themes.

- Learning will not stop while the through-course assessments are being administered; for example, students who conduct research for the extended writing task in ELA/literacy will still be acquiring valuable new knowledge.
- The through-course components move far beyond traditional "bubble tests" and take the form of more engaging experiences. The assessment system will be capable of measuring

higher order knowledge and skills that students need for success after high school. (Many of the tools the Partnership develops for educator training described above, in particular for "Common Assessments 101," will be adapted or re-purposed for use in broader public outreach and stakeholder engagement activities.)

- The Partnership's distributed performance assessment structure was specifically designed to provide classroom teachers with much richer and more frequent information about students' learning that they can use to individualize and differentiate instruction to better meet the needs of each and every student (or for parents, "your child").
- The system will produce data that is much more relevant and useful to families than traditional test scores, including annual reports beginning in grade 3 that signal whether each child is on track to become ready for college or a well-paying career by the time he or she graduates from high school.

Partnershipwide and State-Level Communications Mechanisms

Implementing a communications strategy on a Partnershipwide basis will help build broad-based momentum for the Partnership's work and will provide states with flexible tools, best practices and a forum for cross-state sharing. The Partnershipwide strategy will be paired with individual state-level communications strategies, so that each member state can tailor its efforts to address particular audiences or issues of interest while leveraging relationships with key in-state constituencies.

Because member states will need to engage in communications and outreach strategies at both the Partnership and state level, we have established two mechanisms for advancing this work.

- ***Partnership Communications Committee.*** This committee will provide Partnership states with a forum to host strategic dialogues about best practices, shared challenges and potential solutions. It will be comprised of at least one representative from each member state, such as state department of education communications directors or other individuals who have expertise in building support for education reforms. The committee's work will be supported by communications experts who can help ensure it stays focused on key messages, audiences and project milestones.
- ***Partnership State Communications Teams.*** Each Partnership state will identify an

internal communications team, drawn from the state department of education, the governor's office, the state board of education and other related state agencies. This team will be responsible for building support for the assessment system within the state and for coordinating with the *Partnership Communications Committee* on shared cross-state messaging and problem-solving tactics. The Partnership will encourage each team to identify a few critical in-state advocates who can help in its outreach to different constituencies. These advocates could be from local schools and districts or business, philanthropic or advocacy communities but should be committed to the agenda and hold no permanent ties to existing political leadership. Such "external" advocates can deepen sustainability of outreach and engagement work should there be political turnover, and they build credibility for the assessment system with others outside official government.

Major Communications and Outreach Activities

Major communications and outreach activities will be phased and sequenced to address particular challenges at each stage of the Partnership's assessment design, development, field testing and implementation timeline. By timing outreach to correspond to the different phases of the work plan described in section (A)(8), the Partnership will ensure that the general public is well aware of, and familiar with, the key components of the new assessment system as they are being developed and before they are implemented.

1. Public Outreach. The *Partnership Communications Committee* will develop tools and strategies that can support states' efforts to inform the general public about the Partnership, the assessment system, how the new common assessments offer many benefits for a wide range of stakeholders, how states will transition to the new assessment system and how the assessment system will improve student outcomes. The committee will help states time these campaigns to coincide with the major phases of the assessment design and development work, including the "start-up" phase when assessment design specifications are being developed and during field testing in 2012–13, when many students will first encounter the new assessments.

The campaign toolkit will include several components.

- The Partnership will leverage the "Common Assessment 101" tools developed for teachers and administrators. These tools can be shared with the public through the official

Web sites of the Partnership and of state and local officials and agencies.

- The Partnership will develop an "Assessment Results 101" toolkit for parents and students that explains how to interpret student score reports and provides parents with suggestions for improving their students' results.
- The Partnership will develop tools to launch a public relations campaign that uses electronic media to share information on the benefits of the new assessments, based on successful efforts in other states such as Arizona, Arkansas and Indiana.

2. Targeted Coalition Building. The *Partnership Communications Committee* and each state's communications team will work to build coalitions of supporters among key stakeholder groups, including state boards of education, key state legislators, unions (state and key locals, where appropriate), key state and national advocacy groups, local school districts, and the business community. The Partnership will develop targeted plans and timelines for engaging these groups at the national and state level. The Partnership must engage each of these groups at the outset of work so they are "in from the ground floor" and feel they have had a legitimate opportunity to provide input at key points in the assessment design and development process.

As work progresses and the detailed assessment design becomes clearer, the Partnership and member states will need to "ramp up" outreach to these groups, including at critical junctures such as the following:

- After the assessment design is set and one or more vendors are chosen (in 2010–11);
- During field testing, since items will be in classrooms and field test results will be used to inform standards setting (in 2012–13 and 2013–14); and
- During the standard-setting process, so stakeholders know where the "bar" will be set and, perhaps more important, how (in 2014–15).

3. College-Ready Outreach Strategy for Students and Families. The Partnership plans to implement a highly targeted strategy to inform parents and students about how information from the Partnership's high school assessments can be used to ensure that students are college and career ready.

The Partnership will create a flexible set of outreach tools and strategies that member states can

adapt and employ to help parents understand how the new assessments will measure whether students are college and career ready or on track to readiness, how they can use the information about their children's results to make decisions about their education, and how the assessments will be used by higher education to inform decisions about whether students are ready for college-level coursework. The broad public outreach described above already will have laid the groundwork for this work by providing families with a general understanding of the connection between the Partnership's high school assessments and higher education placement determinations. Additionally, specific tools will include a Partnershipwide Web toolkit (tied to "Common Assessment 101") that provides every family with a way to obtain information about the assessments and CCR achievement standards in a format that is easily accessible. The online toolkit will offer opportunities for parents to submit questions online and provide FAQs to address anticipated questions or misconceptions about the high school assessments. A special section of the toolkit will be devoted to answering the question "What Should I Do If My Child is Not 'On Track' to Meeting the CCR Standard?"

4. Higher Education Engagement Strategy. The involvement of higher education leaders and faculty is critical to ensuring that higher education uses results from the Partnership's high school assessments for placement decisions. Therefore, we have developed a broad, four-year engagement strategy that will deepen understanding and commitment among higher education leaders and faculty in Partnership states. The *College-Ready Advisory Committee*, described below and in the Competitive Preference Priority narrative of this application, will spearhead this work in collaboration with the Partnership's Director of Postsecondary Engagement and relevant K–12 partners.

1. The ***College-Ready Advisory Committee,*** comprised of institution and system leaders from participating IHEs, will deepen understanding of the Partnership's work and lay the groundwork for IHEs to use the results of the common high school assessments as an indicator of students' readiness for entry-level, credit-bearing courses. It will convene several times a year to plan for critical junctures in the Partnership's work plan. In particular, Advisory Committee members will have a key role in setting the college-ready standards on the Partnership's high school assessments as described in section (A)(3).

2. The Advisory Committee and the Partnership's **Director of Postsecondary Engagement** will reach out to higher education associations to seek regular feedback from their members and promote alignment with the Partnership's work. To do so, they will share case-making materials with higher education boards and faculty; participate in conferences of key postsecondary associations; and convene multiple meetings annually with the executive leadership of national postsecondary organizations, including the America Council on Education (ACE), Complete College America (CCA), National Association of System Heads (NASH), State Higher Education Executive Officers (SHEEO), American Association of Community Colleges (AACC), American Association of State Colleges and Universities (AASCU), and Association of Public and Land-Grant Universities (APLU).
3. The Advisory Committee will nominate faculty from their states, systems and institutions to serve on **college-ready working groups** that collaborate with the Partnership's design committees to design and develop the high school assessments. Through their contributions, faculty members will help the Partnership develop high school assessments that are effective measures of students' preparation for college coursework and also help build understanding and support for the new assessments among their colleagues.
4. During the early stages of assessment development, members of the college-ready working groups will engage colleagues to review the CCSS, discuss how the standards will address the gaps that students' chronically bring to their classrooms and provide input on how the Partnership's high school assessments can measure the CCSS so results can be used for placement decisions. Such systemwide and institution-level engagement will deepen understanding of the Partnership's plan among faculty in all participating states and institutions, a prerequisite for ensuring the assessments will be accepted and used by systems and institutions of higher education.
5. The Partnership's Director of Postsecondary Engagement also will lead research on the implementation and implications of using results from the high school assessments for placement decisions.

Such broad and deep engagement will be essential to ensuring that the high school assessments can serve as valid indicators of students' readiness for postsecondary coursework and that participating IHEs feel confident to use them as such.

(A)(7) **Technology Approach** ***(up to 10 points)***

The extent to which the eligible applicant is using technology effectively to improve the quality, accessibility, cost-effectiveness, and efficiency of the proposed assessment system. In determining the extent to which the eligible applicant is using technology effectively, we will consider—

(a) The description of, and rationale for—

(i) The ways in which technology will be used in assessment design, development, administration, scoring, and reporting;

(ii) The types of technology to be used (including whether the technology is existing and commercially-available or is being newly developed); and

(iii) How other States or organizations can re-use in a cost effective manner any technology platforms and technology components developed under this grant; and

(b) How technology-related implementation or deployment barriers will be addressed (*e.g.*, issues relating to local access to internet-based assessments).

Directions: *Provide a narrative that addresses this criterion in the space below. The narrative may be accompanied by charts or other visuals that support the narrative. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Recommended maximum response length: 5 pages (excluding tables and/or attachments).

TECHNOLOGY VISION

Partnership states are committed to administering and scoring the assessment system's through-course components and end-of-year assessments by computer for all students in grades 6 through high school starting in 2014–15. Although 100 percent computer-based administration for most grades will require many states to accelerate efforts to expand technology infrastructure in their schools, using full computer administration in the first year of operational assessments will also allow for cost savings — and not limit the types of items that can be included in the computer-based assessments — because the Partnership will not develop comparable paper-and-pencil assessment forms, except in cases where it is needed for students who require specific accommodations. Computer administration of the assessments will also allow the Partnership to score and report results in a more cost-effective, efficient and secure manner.

To achieve this ambitious goal, the Partnership intends to move to modular, best-of-breed technology solutions for assessment administration, scoring and reporting that can be built more quickly and less expensively. Through this approach, the Partnership plans to create an

environment that invites a range of technology firms and experts in the education technology sector to drive innovation and improvement in the reliability, quality, speed and cost of the technologies needed to deliver the Partnership's assessment system. This will create a marketplace in which technology providers compete for Partnership business based on their ability to deliver common assessments in ways that are cost-effective and that provide all stakeholders with the tools and information they need to use assessment results to improve instruction, learning and achievement. In the short term, the Partnership will need to procure one or more technology providers who can instantiate all aspects of its assessment vision and prove that it is both feasible and affordable for states.

During the Partnership's assessment development phase, these technology providers will work with Partnership states and design committees to develop, field test and refine the assessments. A major goal of the work will be to demonstrate that, with well-designed technology supports, Partnershipwide administration and scoring of through-course performance tasks and constructed-response items can be achieved in a cost-effective and reliable manner. The Partnership's technology partners will also be enlisted to help design both analysis and reporting tools that make assessment results useful to teachers, school leaders and policymakers.

This proposal outlines the technology tools and systems needed to deliver the Partnership's theory of action. The technology budget assumes that the Partnership will be responsible for delivering these tools. However, the Partnership intends to work collaboratively with other partners, as much as possible, to develop high-quality tools needed to effectively deliver the assessment system with implementable features and capabilities.

Importance of Integrated Modular Approach. The Partnership wants to leverage the opportunity presented by the RTTT Comprehensive Assessment Systems competition to rethink the role of assessment systems in the larger education technology market. The Partnership's proposed assessment system will take in and produce a wealth of data, and that information must seamlessly integrate with states' data management systems. Currently, many state applications are closed off from each other and cannot easily integrate, extend or change as quickly as the requirements for assessment delivery, scoring and reporting change. Now is the time to leverage the millions of dollars in state and federal investments in next-generation data and reporting

systems to ensure that states can easily and quickly receive assessment results to give stakeholders the information they need to understand where students are on the path to college and career readiness.

Currently, it is difficult for many states to update their technology systems to include new features or new data once the new system has been deployed. Contracts and budgets are more likely to support one-time builds and long maintenance periods, locking states into relationships with vendors with little to gain from disruption or change. The Partnership's proposed approach for modular and open-source solutions will help Partnership states build a cost-effective technology platform for assessment delivery, scoring and reporting that leverages the power of the Partnership to drive innovation in the field — and allow for ongoing improvements and upgrades as technology advances.

The Partnership will select one or more technology development partner(s) through a competitive bidding process, and that partner(s) will be subject to strict intellectual property agreements that require all of the technology created with the support of federal grant resources to be open source. These agreements will also ensure that any pre-existing technology employed in the system is either open source or documented in a fully transparent way to make clear the process for system integration. In this way, prospective technology partners will know in advance the exact specifications of what they need to build to be well-positioned to deliver the assessment delivery and reporting platform to states in time for the start of field testing in 2012–13 and for full operational administration in 2014–15. They will also be able to use any technology components created with federal funding as part of their own systems.

This approach will allow the Partnership to leverage its work with technology development partners to develop a next-generation, open-source system while also creating a dynamic marketplace in which technology providers must compete for state business once the assessment system is fully implemented in all Partnership states; in this way, the Partnership will ensure its technology approach is and remains state-of-the-art.

Interoperability. The architecture for the assessment system will include several integrated open-source technology tools. Partnership states anticipate that those tools and the data they provide

can be incorporated by states and districts into their existing systems and in their future technology plans. To support the vision of interoperability, the Partnership will work with member states, the U.S. Department of Education and national foundations focused on developing an education technology platform approach to coordinate work.

An interoperable platform approach enables the following user scenarios:

- The assessment system can present students with required assessment supports and accommodations upon student login;
- States can easily integrate data from the assessment system into their existing data and reporting systems;
- States and districts can develop interactive reports demonstrating teacher effectiveness by grade, subject area taught, years of service, classroom and summative student performance data, and graduate degree attainment; and
- Non-Partnership states can integrate the CCSS standards and aligned items and assessments.

Additionally, the Partnership is following several national projects that are working to improve education data, content/taxonomy and identity management (security) technology standards. These standards and the systems that use them to communicate will provide the backbone for an interoperable assessment delivery and reporting platform. We intend to participate in these projects and agree to support the development of these technology standards and implement systems consistent with them. The Partnership will, as appropriate, reach out to other assessment consortia to collaborate on this work.

The Partnership is also following a project proposed by the Council of Chief State School Officers to create a data, reporting and item management system across consortia. The Partnership recognizes the value this project could provide states and their stakeholders. Although the project is in its early stages, we believe that its security, data warehousing, item management and reporting capabilities will align with our vision.

ASSESSMENT SYSTEM APPLICATIONS AND TOOLS

The Partnership will use technology to provide information more efficiently, ensure every

teacher in the Partnership receives information appropriate to his or her classroom/school, and effectively disseminate online resources to improve teaching and learning. Information to guide instructional decisions and inform accountability, personnel management and program improvement decisions will be reported back to stakeholders more rapidly using technology. In addition, technology will provide enhanced comparability, reduced costs, accommodations for year-round schedules, links to professional development needs and greater standardization while maintaining district flexibility for administering assessments.

The Partnership is fully committed to leveraging advances in technology needed to bring our sophisticated assessment system design to scale by 2014–15, as described throughout this application. However, the Partnership will need to closely monitor the feasibility of its technology plans during the design and development stages of the work to ensure that the Partnership and our partners develop state-of-the-art technology solutions to maximize the quality, efficiency and cost-effectiveness of the system. As our assessment design work proceeds, the Technology Design Committee will carefully study what technology solutions already have been developed, what solutions are commercially available and what solutions would need to be developed from scratch to bring the this assessment system to scale in all states.

From the outset of its work, the Partnership intends to include technology tools in its assessment system in the following areas.

Item Development. The Partnership will maximize the use of innovative computer-scored item formats by creating templates for each item type that use, at minimum, a keyboard and mouse for students to enter responses (might also include microphones, touchpads, etc.). These item types will include video clips, drag-and-drop input to populate lists, drawing functionality for graphing items, highlighting of text in passages, and other tools, as appropriate, to measure the full depth and breadth of the CCSS. Blank item templates will also be hosted in the PRC, described below and in section (A)(3) of this proposal, so that teachers can create their own items.

The technology partner(s) will provide training for design committees working on item development to review assessment items using technology such as Web conferencing, to reduce

the need for large, costly in-person meetings. Passage and media reviews and bias and sensitivity reviews can also be conducted online and by Web conference.

Item and Assessment Management. PARCC will develop the PRC, which will include a stand-alone open item bank with released performance tasks and innovative computer-based items that educators in Partnership states can use to develop formative and interim assessments aligned to the CCSS and to the Partnership's through-course and end-of-year components. PRC will provide sophisticated content management, reporting and security capabilities to share, improve, analyze, compare, rank and accredit items and assessments.

Each year, the Partnership will release the through-course components and rubrics, uploading them into the item bank and classifying them by the standards that are assessed by the item. Information about the percentage of students in the classroom, school, district, state and Partnership who answered the item correctly will be provided alongside each item. For computer-scored items, rich information about correct answers, rubrics, sample responses and annotated explanation of the scoring will be included for use in future formative or interim assessments. The bank will also include information such as the average amount of time students spend on an item, the number of times an item is skipped and the percentage of students that change their answer before submitting final responses to help educators identify specific areas in which their students might be struggling or where students might need academic stretch.

Test Administration. As described in section (A)(3), the Partnership will administer all through-course and end-of-year assessment components for students in grades 6 through high school online in both ELA/literacy and mathematics. Through-course components for students in grades 3–5 will be delivered to schools online and administered in paper-and-pencil form because of concerns with young students' ability to type as quickly and accurately as is required for computer-based assessments and their lack of familiarity with online mathematics tools. For students in grades 6 through high school, paper-and-pencil tests will be offered only as required for particular accommodations (i.e., Braille). Mathematics through-course and constructed-response items in grades 6 through high school will use an equation editor-type program that includes customized pull-down menus for each grade band so that the tool does not confuse younger students that have not yet been introduced to advanced mathematical symbols.

Tutorial sessions and practice tests for students and educators will be created using the same online assessment delivery platform as the through-course components and end-of-year assessments to familiarize students with the interface and tools of the assessment. Maintaining the same user interface and design for various assessment components means students and teachers will need little to no instruction to quickly begin the assessments after an initial training period.

In addition, the Partnership will develop a dynamic online calculator for mathematics assessments that will be adapted to the appropriate functionality for various grade levels. Assessment items will be assigned a calculator designation, and the calculator can be programmed to appear only with particular items and not with others. This will eliminate the need for states in the Partnership to revisit their calculator policies each time a calculator company updates an operating system, changing the functionality of a previously approved calculator.

When possible, accommodations will be controlled through technology. The assessment application will be preprogrammed using student identification numbers to provide accommodations that match students' ELL status, IEPs or 504 plans, such as enlarged font size or graphic (large print), high contrast, translations, dictionaries/glossaries, extended time, calculator usage/functionality, online marking tools and ability to "uncover" text line by line. The assessment delivery platform will include programs that electronically read items aloud or write text dictated by students, eliminating the need for scribes or for proctors to read to the student.

The Partnership expects to deliver the assessments from an online platform on standard desktop computers. The Partnership will explore whether tests can be loaded onto a portable platform, such as a tablet computer, a laptop computer or even a handheld device, for seamless administration of the exam in extreme situations. For example, if a school lab were destroyed, it might be possible for the exams to be uploaded onto portable devices borrowed from other schools or lent by a company/organization.

Scoring. Because the Partnership's through-course components and end-of-year assessments will

be administered by computer for all students in grades 6 through high school, Partnership states can leverage computer-based scoring techniques to reduce the cost and time required to score student responses — including for innovative computer-based items, performance tasks and constructed-response items.

Selected-response and brief constructed-response items will be scored by computer, and innovative computer-based item formats will be scored by the computer, using the appropriate response elicited from the item template. For example, in an item where students should highlight the main idea in a passage, the computer will have a preset determination of which text should be highlighted along with a tolerable margin of error, if appropriate. Graphing items will need to have certain features, such as a graph passing through appropriate coordinate pairs in the template, along with a tolerable margin of error, if appropriate.

The Partnership will use AI scoring for performance tasks as much as possible, as described in section (A)(4). To ensure AI scoring can produce valid and reliable scores for multiple purposes, including for determinations of teacher, principal and school effectiveness, the Partnership will issue an RFI to get more information on the state of the art and to push the field to develop a better system for this scoring technique.

Through-course performance tasks and constructed-response items will be administered in paper-and-pencil format for students in both subject areas in grades 3–5. The assessments will be downloaded by test administrators from the secure assessment delivery platform for students to complete during test administration. Student responses will receive a bar code linked to his or her student identification number, be scanned locally or regionally, and be loaded into the distributed scoring system to be scored by trained human scorers, eliminating the time, expense and security risks involved with shipping testing materials to and from the test contractor. Because the items would be uploaded locally, they would immediately be available for scoring in the system, similar to the items that were taken online.

Student responses and scores from the through-course components will be banked in the system and united with the end-of-year computer-scored assessment to speed delivery of the overall score.

Distributed scoring of items and tasks will be done by secure Web access, with a model that adapts to the Partnership's specificity, ensuring that no student response goes to the same scorer twice. As described in sections (A)(3) and (A)(4) of this application, these human scorers may include teachers from Partnership states who are trained by the assessment contractor(s) to score student responses. Teachers who wish to be trained scorers will complete an online training seminar conducted by an expert reader and Partnership representative. Teachers would score qualifying sets to ensure they understand the scoring rules. Partnership representatives would view real-time results generated from readers as they score, allowing the quick identification of teachers that need to be recalibrated during the process.

Data Management. All data from summative assessments will be housed in the *Interactive Data Tool*, which will be an open-source system, compliant with platform-aligned data standards for easy accessibility and use by current state systems. Students, teachers and administrators will be given access to legally appropriate assessment data based on identifying data that state systems must upload or make available to the assessment system. This identifying data will be compliant with identity management standards and FERPA regulations and agreed to by states in the consortium. Access to the assessment data would be controlled through secure user roles and passwords with customized permissions for what data can be accessed by different user types.

Reporting. Several different types of reports will be delivered online through the *Interactive Data Tool* for all stakeholders: *Periodic Feedback Reports*, *Annual Stakeholder Reports* and *Item Analysis Reports*, as well as analytical tools that allow policymakers, administrators, local educators, parents and students to see more detailed data, as appropriate. Different types of reports will be accessible only to individuals with specific permissions (as described above). Standardized and user-customized reports would be available for download as PDF files, and interpretive guides sharing information on reading and interpreting the reports will also be available online.

The Partnership's data and reporting system will be dynamic to allow for real-time evaluation of scores, instead of just a one-time, end-of-year picture. After each through-course component, teachers will quickly have access to the raw scores of students in the class. This data can be used

to compare students' performance, individually or as a cohort, across the classroom, school, district, state or Partnership to help determine if the student or group is on track with the course at that point in the school year. Teachers will be able to see patterns in the classroom and individual student areas of strength and weakness, and can query the data system to analyze student results in a way that is most beneficial for instructional planning and improvement.

Data Availability. The assessment system will provide back-end software utilities for secure, open-source data availability and integration to allow state and district applications to communicate with the assessment system to access and securely transport data to and from local systems. Successful communication will require state and local applications to comply with common identity management and data technology standards to ensure security and ease of data integration once the data is transmitted. This will enable states and districts to include achievement results easily in local program evaluation, professional capacity building and student instructional systems. It will also allow stakeholders to access test administration and reporting tools, as appropriate, upon login.

Additionally, electronic data files can be made available to schools, districts and states in an easily manipulated electronic format, such as comma separated values (.csv) format, to those with the appropriate permissions (e.g., principals can access school, classroom and student data; teachers can access classroom and student data).

Professional Development. As described more fully in section (A)(6), the Partnership will develop online training modules that states will use to train teachers to administer the assessments, score the performance tasks for professional development purposes and interpret data from through-course and end-of-year assessments to improve instruction. The Partnership's technology platform, including the PRC, will be the vehicle through which educators can access the professional development and training tools — as well as tools for formative and interim assessments.

Types of Technologies To Be Used

The Partnership will contract with one or more technology development partners to create an open-source integrated system to host, manage and supply data according to the interests and

needs of different stakeholders in Partnership states. The full platform also will support administration of assessments and collection of student responses. As described above, the data will be maintained in a format that can be uploaded into each state's data warehouse system, as necessary.

Active, real-time reporting structures will help promote efficiency and enable teachers to receive student results from the through-course assessments in time to adjust and differentiate instruction according to students' needs. The system will be hosted through a cloud-based, distributed architecture to create efficiencies in cost, reliable data retrieval, deep capture of historical tracking, and timely and nondisruptive backups. The only local technology requirements will be an Internet connection and standard Web browser.

The Technology Design Committee, to be formed by the Governing Board, will work with Partnership states to develop specifications for the assessment delivery and reporting platform, consistent with the Partnership's procurement rules. Some general requirements that the Partnership plans to request in the delivery of an online assessment system by its technology development partner(s) include(s):

- A secure browser portal or local network information technology that restricts network traffic to assessment systems only, with applications that are available 24 hours a day, 7 days a week and 365 days per year, with scheduled downtime for maintenance and upgrades during off hours.
- The system must support a minimum of 1 million users, with standard security username and password requirements, while maintaining an average page refresh time of four seconds.
- Daily incremental backups and full weekly backups of all information to a secure offsite location. In a disaster recovery scenario, all content should be restored and back online within four hours through the offsite data store.
- Automated core metrics such as reporting and data errors, backup logs, response times and use of bandwidth will be available.

HOW IMPLEMENTATION BARRIERS WILL BE ADDRESSED

The Partnership's ambitious goal of administering all assessment components in all states by computer will require Partnership states to ensure that all schools and districts have the necessary technology infrastructure to support schoolwide computer-based testing several times per year. Partnership states know the challenges inherent in this goal, but strongly believe that the benefits outweigh those challenges: chiefly, computer-based testing provides an unprecedented opportunity to use innovative item types only available in computer format, as well as the ability to securely, efficiently, quickly and cost-effectively score constructed-response items and performance tasks.

To help Partnership states support schools and local districts in the transition to computer-based testing, the Technology Design Committee will work with Partnership states to develop online system specifications and minimum school and district technology requirements by the 2011–12 school year, subject to the specific assessment framework that the Partnership and the chosen assessment vendor(s) will develop during the 2010–11 school year.

Technology and Network Infrastructure. National nonprofits like the Consortium for School Networking (CoSN) and the State Educational Technology Directors Association (SETDA) along with the Federal Communications Commission have highlighted the broadband crisis in the nation's schools and are working on innovative outreach and funding opportunities to address it. In partnership with these national leaders, the Technology Design Committee will identify a strategy for supporting states' efforts to deploy the network infrastructure required to achieve 100 percent computer-based assessment statewide in all Partnership states by 2014–15.

Consistent with the recommendations of these national partners and building on the work of Partnership states, such as Delaware, Indiana, Louisiana and Tennessee, states will design locally appropriate gap analyses to collect specific information about servers and operating systems; environment for local education agency (LEA) servers; backup processes at LEAs; availability of desktops and workstations; operating systems of workstations; Internet connectivity by school; and network devices, including routers, switches and wireless routers. Based on the results of the gap analyses, Partnership states will work with schools to develop specific plans to address any

barriers — and can collaborate to identify and leverage resources, including state, federal and philanthropic funds, to help address high-priority needs in local schools and districts. The Partnership will also explore developing a site certification process so that states can ensure all schools meet minimum technology requirements in time for implementation of the assessment system.

Availability and Quality of Student, Teacher and Administrator Data. The Partnership will support states' compliance with the data and identity management standards that will enable data integration. No later than 2011–12, the Partnership will publish the necessary student, teacher and administrator data that the assessment system will require and the data it will provide. States' gap analyses of local network and technology infrastructure will help determine steps needed locally to source, clean up and align data to the published standards.

Computer-Based Tests for Students with Disabilities. Online testing environments should accommodate students with disabilities and English learners. Supporting these students appropriately can be a challenge, and states will need to plan for the additional costs associated with incorporating these and other accommodations into computer-based testing. The Technology Design Committee will work with the *Committee on Accessibility and Accommodations* to develop specific recommendations by 2010–11, through the process outlined in section (A)(4).

Devices. Given the speed at which the device market changes, the Technology Committee will work with states, vendors and technology experts to determine the device strategy that best delivers the Partnership's theory of action. The Partnership will work to include all best-of-breed device solutions as long as those devices provide a positive assessment experience for students and teachers. Devices currently being considered by the Partnership include desktop computers in computer labs, laptop/tablet computers and hand-held computing devices.

Communication with Districts and Schools. Communicating with districts and schools during the online testing window can be difficult if proper procedures are not in place prior to testing. If Internet services are down, for example, the state should be able to broadcast messages to districts and schools immediately — informing them of the expected down time and next steps.

The Technology Design Committee will identify solutions by 2011–12, including options for using different methods of communications, providing training to schools and districts, and providing technology and administration assistance.

Test Security. The online testing environment should not allow students to access material outside of the assessment program, and the technology platform should provide Partnership states with the strictest level of security to ensure assessment items and results are secure and confidential. The Technology Design Committee will work with Partnership states and other relevant design committees to recommend Partnershipwide security protocols no later than 2010–11. Solutions currently under consideration include: ensuring classrooms and computer labs are properly prepared for online testing, delivering tests on a secure browser that can be downloaded prior to the tests and then deleted, ensuring that information is accessible to authorized users only, and training test administrators on how to administer tests properly (as described in section (A)(6) of this application).

Unexpected Natural Disasters. In every state and every time of year, schools and districts can face significant weather-related challenges, including snow storms, hurricanes, floods and tornadoes. Towns and cities are crippled, leaving buildings in havoc and often destroying the technology infrastructure. By 2011–12, the Technology Design Committee will develop recommended solutions for Partnership states, including administering the paper-and-pencil accommodations form or the breach form to students in affected areas or loading assessments onto a portable platform, such as a tablet computer, laptop or handheld device (maybe borrowed from other schools or lent by a company/organization) in extreme situations for seamless administration of the exam.

(A)(8) Project Management ***(up to 30 points)***

The extent to which the eligible applicant's project management plan will result in implementation of the proposed assessment system on time, within budget, and in a manner that is financially sustainable over time. In determining the extent to which the project management plan has these attributes, we will consider—

(a) The quality, qualifications, and role of the project management partner, as evidenced by its mission, date of founding, size, experience (including past success in implementing similar projects), and key personnel assigned to this project (including their names, curricula vitae, roles, percent of time dedicated to this project, and experience in managing similar projects);

(b) The project workplan and timeline, including, for each key deliverable (*e.g.*, assessment component, scoring and moderation system, professional development activities), the major milestones, deadlines, and entities responsible for execution; and the approach to identifying, managing, and mitigating risks associated with the project;

(c) The extent to which the eligible applicant's budget—

(i) Clearly identifies Level 1 budget modules (as defined in the NIA) and any Level 2 budget modules (as defined in the NIA);

(ii) Is adequate to support the development of an assessment system that meets the requirements of the absolute priority; and

(iii) Includes costs that are reasonable in relation to the objectives, design, and significance of the proposed project and the number of students to be served; and

(d) For each member State, the estimated costs for the ongoing administration, maintenance, and enhancement of operational assessments in the proposed assessment system and a plan for how the State will fund the assessment system over time (including by allocating to the assessment system funds for existing State or local assessments that will be replaced by assessments in the system).

Directions: *Provide a narrative that addresses this criterion in the space below, and complete the required tables and/or attachments. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Required Tables and/or Attachments:

- ✓ *Summary Table for (A)(8)(a): Key Project Management Personnel*
- ✓ *Attachments for (A)(8)(a): Curricula Vita of Key Personnel (See Appendix (A)(8)-B)*
- ✓ *Summary Table for (A)(8)(b): Project Workplan and Timeline*
- ✓ *Attachments for (A)(8)(c): Budget (See Part I.J)*

Recommended maximum response length: 10 pages (excluding tables and/or attachments).

The work of the Partnership will have a significant impact on the education systems in all 26 states. Assessment systems provide essential information for teachers, principals, administrators,

students, parents and policymakers. They also form the backbone of state accountability systems and thus have a direct impact on the lives of all of the students and adults who work in the schools. It is, therefore, extremely important that this initiative is carefully planned, managed and coordinated.

The Partnership has conducted a competitive bidding process and chosen Achieve as the project management partner for the consortium.[27] Given the organization's leadership, experience and track record managing similar initiatives, we are confident that Achieve's support will enable us to be successful.

EXPERIENCE

Created in 1996 by the nation's governors and corporate leaders, Achieve is an independent, bipartisan, nonprofit education reform organization with 33 staff members based in Washington, D.C., that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability. Its mission is to provide national leadership on academic standards, assessments and accountability to help states prepare all young people for postsecondary education, work and citizenship. Achieve has led the effort to make college and career readiness a national priority and has been at the forefront of some of the most significant K–12 educational standards and assessment projects ever undertaken. In 2006, Achieve was named by *Education Week* as one of the most influential education groups in the nation.

Through initiatives like the American Diploma Project (ADP) Network, the ADP Assessment Consortium, the College & Career-Ready Policy Institute, and the Common Core State Standards (CCSS) Initiative, Achieve has helped shaped education standards and policies in a significant number of states. Achieve has also been highly successful in bringing states together to collectively tackle challenges that have been harder to address individually.

Perhaps most relevant to the Partnership, Achieve is one of the few organizations in the country with successful experience managing and supporting multi-state consortium projects focused on

[27] Achieve has been selected as the project management partner for PARCC. Should the RTTT Comprehensive Assessment System grant be awarded, Achieve and the state of Florida, as fiscal agent, will agree to the final scope of work.

developing and implementing common educational standards and assessments. Achieve's leadership of the ADP Assessment Consortium led to the development of a common set of high school mathematics assessments across 15 states, the largest such consortium in the United States. In addition, Achieve's leadership in creating the ADP benchmarks, which were specifically designed to reflect the knowledge and skills students need to be successful in postsecondary education and careers and were used by many states to revise their high school standards, led to the organization playing a critical role in the development of the CCSS.

Achieve brings the following strengths and capacities to the role of project management partner:

- Multi-state consortium management;
- Multi-state assessment development;
- Development of educational standards, including CCSS;
- Quality reviews of standards and assessments;
- Establishment of college-ready assessments and cut scores;
- Facilitation of K–12 and higher education collaboration on college-ready agenda nationally and in states;
- Strategic advice on the development and implementation of state CCR policies, including standards, assessments, graduation requirements, data and accountability policies;
- Outreach and communications support to states around CCR policies; and
- Support to states in building sustainability plans for large-scale reforms.

Table 6 lists a set of programs and skills Achieve used in managing other multi-state consortia. Detailed qualification statements are presented in Appendix (A)(8)-A.

Table 6: Qualifications

Project	# of States Served & Duration	Multi-State Consortium Management	Multi-State Assessment Development	Development of Educational Standards	Quality Reviews of Standards and Assessments	Establishing College-Ready Assessments And Cut Scores	K–12 and Higher Education Collaboration On College-Ready Agenda	Strategic Advice to States on CCR Policies	Outreach and Communications Support to States	Support to States in Building Sustainability Plans
ADP Network	35 States Winter 2005–Present	✓		✓	✓		✓	✓	✓	✓
ADP Assessment Consortium (Algebra I and Algebra II End-of-Course Exams)	15 States Fall 2005–Present	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alignment Institute	22 States Fall 2005–Fall 2009	✓		✓	✓		✓	✓	✓	✓
College- and Career-Ready Policy Institute	8 States Summer 2007–Spring 2010	✓				✓	✓	✓	✓	✓

Following is a summary of the significant initiatives that Achieve has led that provide relevant experience for serving as project management partner. Further details can be found in Appendix (A)(8)-A.

The American Diploma Project Network

ADP is an Achieve initiative originally launched in 2002 in partnership with The Education Trust and the Thomas B. Fordham Foundation to ensure that all students graduate from high school prepared to face the challenges of work and college. The ADP Network was launched during the National Education Summit on High Schools in 2005. It was designed to help states take bold policy steps to improve the high school experience for young people and to close the expectations gap that leaves so many of them unprepared for their futures. The ADP Network includes 35 states — educating nearly 85 percent of America's public school students — dedicated to the same goal.

In these states, governors, state education officials, business executives and higher education officials work together to raise high school standards, strengthen assessments and curriculum, and align expectations with the demands of college and careers. Although all Network states have committed to a common set of key policy priorities, there is no one-size-fits-all approach: Each state has developed its own action plan for carrying out the agenda.

Achieve develops and provides resources and support mechanisms for ADP Network states, including peer networking and learning opportunities through participating in an annual convening of the ADP leadership team in each state, issue-based convenings designed to delve into specific policy areas, and a series of focused teleconferences to provide an overview of new research and provide participants an opportunity to ask questions and discuss findings. Achieve's State Leadership Team also delivers direct technical assistance to states. This manifests itself in several ways: providing policy advice and assistance to state executives, facilitating public forums, testifying before the state legislature or board of education, and engaging postsecondary and business community leaders.

ADP Assessment Consortium (Algebra I and Algebra II End-of-Course Exams)

The ADP Assessment Consortium is a group of 15 states that are part of the ADP Network.

These states, with leadership from Achieve, voluntarily joined together with the goal of creating high-quality, rigorous mathematics assessments, including an assessment that could serve as an indication of readiness for college mathematics. The resulting end-of-course exams in Algebra I and Algebra II represent the largest multi-state common assessment effort ever undertaken.

This initiative was an outgrowth of the broader ADP Network described above, proposed by a group of chief state school officers in the ADP Network who planned to require or strongly encourage students to take Algebra II, who recognized the value of an end-of-course exam as a tool for promoting consistent content and rigor in Algebra II courses within each state, and who further recognized the value in having common expectations and common assessments across a group of states. This initiative started with nine states — Arkansas, Indiana, Kentucky, Maryland, Massachusetts, New Jersey, Ohio, Pennsylvania and Rhode Island — that were subsequently joined by Arizona, Florida, Hawaii, Minnesota, North Carolina and Washington. Over time, the ADP Assessment Consortium added an exam in Algebra I. All but four of these states currently participate in PARCC.

In its first year of administration, nearly 90,000 students took the ADP Algebra II assessment; by the second year, the number of Algebra II test takers grew to 102,936. Subsequently, the Consortium developed Algebra I exam standards and an aligned Algebra I exam, which was administered to 33,446 students in its first year, and more than 100,000 students in its second year. Standard-setting for both exams was completed in July 2009.

ADP Alignment Institutes

Before the emergence of the CCSS, Achieve worked with more than 20 states to help them develop and adopt high school academic standards that are aligned with the expectations of colleges and employers. The Alignment Institute process brought together state K--12 leaders and curriculum experts with higher education leaders and faculty and employers to define readiness standards. Each state's resulting academic standards for college and career readiness in English and mathematics were:

- Adopted by the state board of education or other appropriate governing body as defining the knowledge and skills in English and mathematics that all students should meet by the end of high school;

- Endorsed or otherwise recognized by state postsecondary institutions as defining the knowledge and skills necessary for placement into credit-bearing courses; and
- Verified or endorsed by employers in the business community as constituting skills necessary to enter and succeed in the 21st-century workplace.

States also committed to incorporating these standards into a range of policies and practices, such as high school graduation requirements, course descriptions, assessments, and postsecondary admission/placement policies and assessments.

College & Career-Ready Policy Institute

The College & Career-Ready Policy Institute was a multi-partner, multi-state initiative designed to help states put an assessment and accountability system in place that fully reflects and supports the goal of all students graduating college and career ready. The Policy Institute also helped states develop strategies for building the capacity of districts and schools to help students successfully reach higher standards.

The Policy Institute was a partnership of Achieve, Data Quality Campaign, EducationCounsel, Jobs for the Future and the National Governors Association Center for Best Practices, supported by the Bill & Melinda Gates Foundation. The five partner organizations worked together to provide guidance, advice and support to eight states: Arizona, Arkansas, Georgia, Louisiana, Minnesota, New Mexico, Ohio and Tennessee.

The organizations created a policy framework outlining the key principles and benchmarks of each policy strand that the Policy Institute was designed to address. Each organization was responsible for providing strategic guidance and technical assistance on the preparation of a state-specific policy plan that addressed the Policy Institute outcomes. Achieve was responsible for helping states develop policy plans in the area of CCR assessment and accountability systems. Achieve was also responsible for facilitating cross-state convenings and collaboration across the policy set.

KEY PERSONNEL

Achieve will ensure that the Partnership receives the full benefits of its experience in working on the initiatives outlined above. Achieve employs a number of key personnel that bring significant

experience necessary for successfully fulfilling the role of project management partner for the Partnership. However, with an effort of this size and scale, Achieve will also need to add additional capacity to deliver the level of support needed to fully and effectively support Partnership states.

To ensure the Partnership receives the quality of service, advice and support Achieve has become known for delivering, Achieve will use an integrated project team to staff the Partnership. The Achieve team will blend existing staff with new staff and will draw on a variety of expert consultants as well.

The Partnership work will ultimately be the responsibility of Achieve's president, Michael Cohen. Mr. Cohen brings 25 years of experience in education standards and assessment. Beyond Mr. Cohen's ability to commit Achieve's resources and meet with senior leaders in the Partnership, he also brings in-depth knowledge, experience, lessons learned and proven methods to build a consensus-driven assessment.

Other members of Achieve's executive team will play a leadership role in the Partnership's project management. Matt Gandal, executive vice president, leads Achieve's policy, communications and outreach work, including the ADP Network. Laura Slover, vice president, leads Achieve's content and policy research, including the ADP Assessment Consortium and CCSS development work. Both individuals will provide leadership for the Partnership's work.

The day-to-day project management of PARCC will be put under the direct responsibility of a new director to be hired after the grant is awarded. Reporting to the director will be a staff of assessment experts and project managers. Other key personnel from across the organization will also be assigned to this project to maximally leverage the talent and capacity of the organization. Members from those teams will combine expertise in consortium management and governance, assessment development, ELA/literacy and mathematics standards, higher education engagement, CCR policy development, communication and outreach, and sustainability.

The roles of key personnel are outlined in Summary Table for (A)(8)(a) below. The qualifications of each member of the project team are presented in Appendix (A)(8)-B, Curricula

Vitae.

PRELIMINARY MANAGEMENT PLAN

Achieve's approach to project management of the Partnership will be multi-faceted; it will respond to all areas of work outlined in the NIA. Achieve will support the governance and decisionmaking process among the states in the Partnership, provide overall coordination and direction for the work, coordinate and lead the assessment design and development process, coordinate and lead the process for engaging higher education institutions from all Partnership states in the work, support the research and evaluation studies, support the creation of professional development and curricular tools, and lead the overall communications strategy necessary to support states in the Partnership.

Figure 1 provides an overview of PARCC's project management plan.

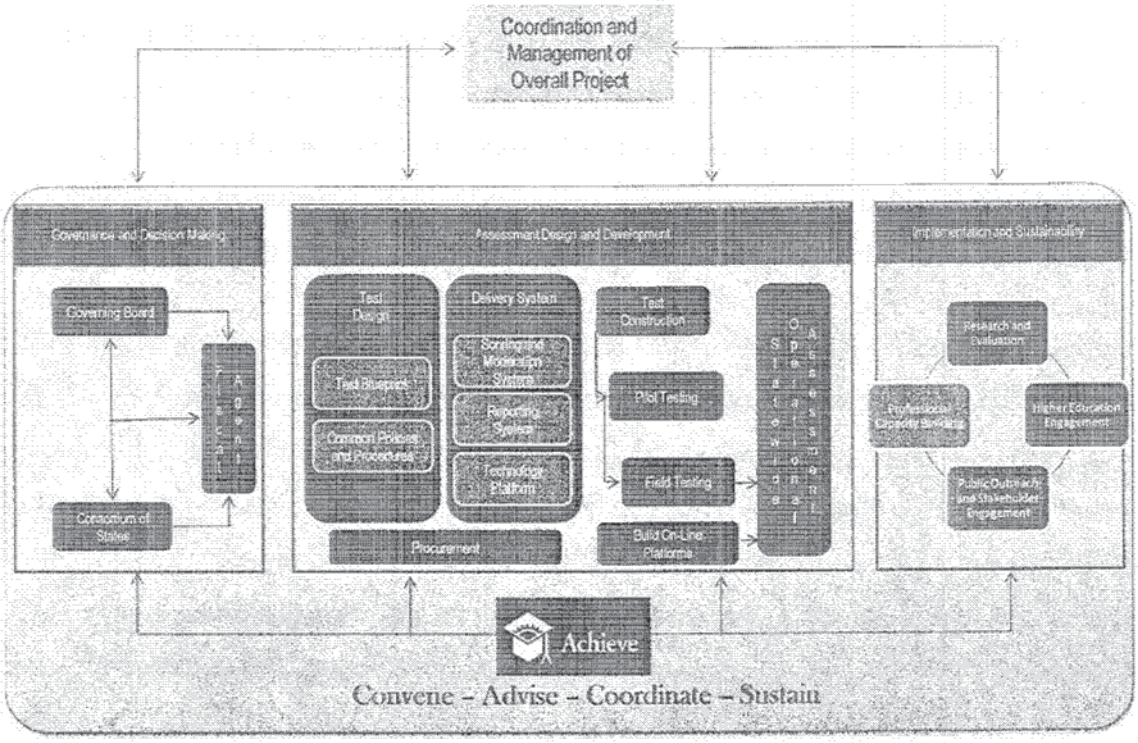


Figure 1: Overview of PARCC's Management Plan

Coordination and Management of Overall Project

A consortium of this size, developing products as complex and significant as the assessments envisioned by the Partnership, requires a sophisticated strategy for coordinating the work among the states and the various experts and contractors employed by the Partnership. Achieve will use its experience managing other multi-state consortia, in particular the ADP Assessment Consortium, to develop a detailed project plan to guide the work of the Partnership. The project plan will enable the Governing Board and various design committees to work efficiently and effectively. The plan will use major milestones to guide the work of the Partnership and ensure that deadlines are met and important decisions necessary to keep the work on track are made.

The project plan will have multiple levels of information appropriate for different audiences within the Partnership. At a macro-level it will allow state executives in all member states to follow the work of the Partnership and plan for important actions they need to take. At a more refined level, the plan will allow the Governing Board to monitor the work and plan for key decisions they need to take, and it will allow each design group to plan and follow the progress of its work. At a finer level of detail, the plan will allow Achieve and the fiscal agent state to monitor the work of design teams, contractors and staff responsible for key strands of work to ensure the work is progressing on schedule, that any necessary adjustments to the work plan are made, and that important issues are brought to the attention of the Governing Board for their input and action. The project plan and other information will be accessible on a members-only Web site Achieve will host for the Partnership to allow for ready access to information.

Management of Contractors and Work Teams

Achieve will manage and coordinate the work of relevant design committees and contractors, including those responsible for developing the assessments. This will involve ensuring their work is on schedule, monitoring the quality of their work where appropriate, and ensuring cross-fertilization and coherence across their work. Achieve played a similar role in the ADP Assessment Consortium, where design teams made up of state officials met regularly to frame and conduct pieces of work. Achieve served as the coordinator and facilitator of these groups and oftentimes produced, or oversaw the production of, the reports or products that resulted from their work. Achieve oversaw the work of one of the nation's largest assessment developers as it

developed and administered the end-of-course mathematics exams on behalf of the states.

State Coordination

To keep all the states informed of the progress of the work and involved in the key decisions, Achieve will use a combination of in-person convenings, conference calls, Webinars and electronic communications. A large number of convenings, both virtual and in-person, need to occur for this initiative to be successful: There will be meetings of the full Partnership, of the Governing Board, of the design committees and other working groups made up of representatives from the states, and of advisory groups made up of outside experts. Achieve will plan, convene and, when appropriate, arrange for the facilitation of all such meetings.

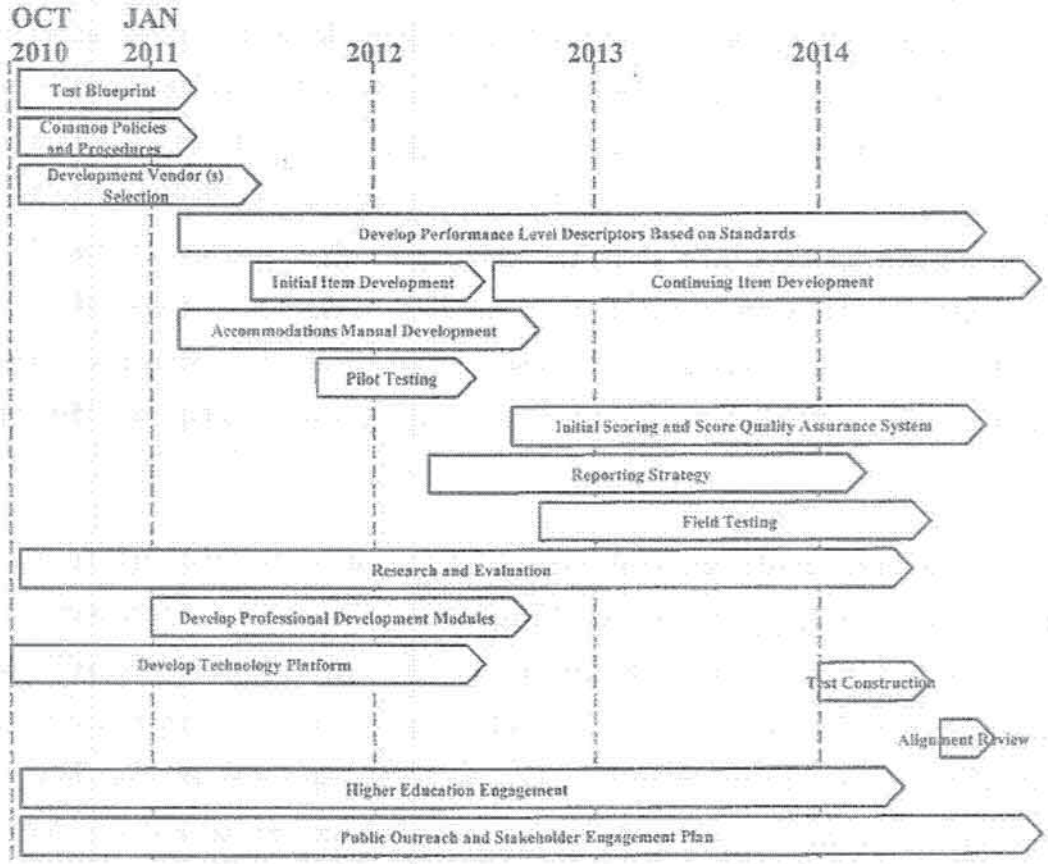
Reporting

Achieve will provide the Partnership with high-level and detailed programmatic reports as determined by the Governing Board and will assist the fiscal agent state in the reporting needed to comply with federal regulations and reporting requirements for the RTTT Comprehensive Assessment Systems program. Achieve will develop a project Web site to enable maintenance of project records and agreements in electronic format in a password-protected, Partnership state-accessible site and that meets federal reporting and auditing requirements.

Risk Management

PARCC has outlined an ambitious development plan. The Partnership's Governing Board, with support from Achieve, will closely monitor the progress of the work to assess progress and make mid-course corrections and adjustments as necessary. This will include adjustments to the assessment design, the development process or other significant areas where decisions may become necessary to ensure the long-term success of the project. To help with this effort, we have secured the support of Battelle, at no cost to the project. Battelle is the world's largest independent contract research and development organization, conducting thousands of projects each year with their public and private partners. Achieve will leverage their deep understanding of program management methods for complex projects. Battelle will donate this service in support of Achieve, as the CEO of Battelle serves on Achieve's Board of Directors.

Figure 2: Project Timeline



ONGOING COSTS OF THE ASSESSMENT SYSTEM

Criterion (A)(8)(d) of the Notice Inviting Applications asks applicants to estimate the costs for the ongoing administration, maintenance and enhancement of the operational assessments in the proposed assessment system. In collaboration with the Assessment Solutions Group (ASG), who assisted the Partnership in determining the development costs for the PARCC assessments, we have projected the total and per student operational cost of the summative assessment system.

There are a number of variables that will impact the ongoing costs for development and administration of the Partnership's assessment system, particularly the method for scoring, and

we intend to allow member states the flexibility to choose the scoring mechanism that best fits their particular needs and circumstances while still maintaining comparability across the Partnership. Therefore, at this time, it is not possible to make a specific state-by-state estimate for ongoing administration costs. There will be a number of different operational decisions states will make by the end of this grant period that will affect the cost of administering the assessment. The most significant variables center around: (1) the methodology for human scoring of open-ended items (teacher or 3rd party); (2) the percentage of open-ended items scored by artificial intelligence systems rather than human "readers"; and (3) the extent to which items are scored a second time by a second method (human or AI scoring) or "read-behind" as further validation of a score. Depending on the resolution of these issues, the operational cost of the assessment may range from a low of $17-$18 per student per year to a high of $45-$50 per student per year.

Based on the scoring model described in section (A)(3) and (A)(4) of this application in which states use human scoring performed by a 3rd party vendor for a portion of constructed-response and performance tasks with the remainder scored by artificial intelligence systems, we estimate that the operational costs to administer the PARCC assessment system in the 2014-15 school year will be approximately $700 million across the Partnership or $32.68 per student. If states choose to alter the percentage of student responses that are read-behind or if they choose to have teachers score student responses rather than a 3rd party, the overall and per student costs could decrease.

Partnership states will follow their standard practices for securing the necessary approval and funding to implement the Partnership's assessment system in 2014-15. States will use funds currently allocated to existing state assessments that will be replaced by the Partnership assessments, and, if necessary, will work with the legislature or other appropriate body in the state to secure additional funding. For the majority of Partnership states, however, the estimated administration costs would be equal to or less than the per student costs of their current assessment systems. Please see Addendum 2 to each state's MOU in Appendix (A)(1)-A-ii through Appendix (A)(1)-A-xxvii for a description of each state's plan for securing the funds necessary to implement the assessment system statewide in 2014-15. As described in detail in

sections (A)(3) and (A)(5), the Partnership takes the financial sustainability of the proposed assessment system very seriously, and we will work to leverage investments in state-of-the-art technology to keep the ongoing costs manageable for all Partnership states.

Summary Table for (A)(8)(a): Key Project Management Personnel

Names of Key Personnel from Proposed Project Management Partner	Role Assigned	Percent of Time Dedicated to Project	Vita Attached
Mike Cohen	Overall leadership and facilitation of Governing Board*	20%	☒
Matt Gandal	Leadership for consortium management, state policy integration, communications, outreach, sustainability	20%	☒
Laura Slover	Leadership for assessment design, alignment with CCSS, quality control	20%	☒
Tracy Halka	Assist with oversight of assessment design and development	100%	☒
Kaye Forgione	Development of mathematics test specifications, alignment reviews of mathematics items and alignment with international benchmarks	50%	☒
Doug Sovde	Development of mathematics test specifications and alignment reviews of mathematics items	50%	☒
JoAnne Eresh	Development of ELA/literacy test specifications, alignment reviews of ELA/literacy items and alignment with international benchmarks	100%	☒
John Kraman	Support coordination of Partnership research studies	25%	☒
Margaret Horn	Lead integration of new assessment system into broader state policies	25%	☒
Alissa Peltzman	Support consortium management, alignment with ADP Network activities and integration of new assessment system into broader state policies	50%	☒
Director PARCC	Responsible for managing the project, including staff and contractors, to ensure the work is well coordinated, is high quality and stays on track	100%	
Associate Director PARCC	Responsible for supporting the director and serving as project manager for the Partnership	100%	
Director of Assessment	Senior responsibility for managing assessment design and development, including working with the assessment vendors and design committees to ensure high-quality work	100%	
Director of Postsecondary Engagement	Lead higher education engagement effort for Partnership, including overseeing the *College-Ready Advisory Committee,* facilitating higher education faculty involvement in the development of the high school assessments, and working with state K–12	100%	

	leaders to ensure broader outreach and involvement of higher education systems and institutions in Partnership's work		
Director of Education and Community Outreach	Lead development of outreach tools and coordinate outreach efforts in Partnership states	100%	
Director of Finance and Federal Reporting	Provide fiscal oversight of project management partner's work and assist Florida, as fiscal agent, in managing the full RTTT Comprehensive Assessment Systems grant	100%	

* As president, Mr. Cohen will provide overall leadership for Achieve's work in support of PARCC but will not be considered key personnel to the project. His time will be donated by Achieve.

Summary Table for (A)(8)(b): Project Workplan and Timeline

Major Milestone	Associated Tasks	Start Date	End Date	Responsible Entity
Test Blueprint	Unpack the standards	10/01/2010	02/28/2011	Design committees recommend; Governing Board decides; Achieve facilitates
	Develop test specifications			
	Create *Partnership Test Blueprints*, for each subject, ELA/literacy and mathematics, for grades 3–high school			
Common policies and procedures	Create policy for participation of students with disabilities in the assessment system	10/01/2010	02/28/2011	Design committees recommend; Governing Board decides; Achieve facilitates
	Create policy for providing accommodations for student with disabilities			
	Create definition for "English learner"			
	Create policy for participation of English learners in the assessment system			
	Create policy for providing assessment accommodations for English learners			
	Develop test administration procedures			
	Develop test security procedures			
	Develop item release policies			
Selection of assessment developer(s)	Develop RFP	10/01/2010	06/30/2011	Achieve facilitates; Governing Board decides, with input from design committees; fiscal agent acts on behalf of Partnership
	Issue RFP for 3–8 and high school assessment			
	Submission of vendor proposals to Partnership			
	Review proposals			
	Select vendor(s)			

Major Milestone	Associated Tasks	Start Date	End Date	Responsible Entity
Develop performance level descriptors based on content standards	Review the standards to begin deciding what performance should look like in each subject for each grade level	03/01/2011	08/31/2014	Achieve facilitates work of design committees
	Explore possibility of working with other consortia to develop common performance level descriptors that can lay a foundation for comparability			
Initial item development	Develop passages, media and items based on final test specifications and blueprint	07/01/2011	06/30/2012	Assessment vendors responsible for development; Achieve coordinates reviews by design committees
	Review of passages, media and test items by committees of educators identified by Partnership states			
	Review of passages, media and test items by accessibility and accommodations experts and English learner experts			
Manual development	Develop test administration manuals	03/01/2011	08/31/2012	Assessment vendors responsible for development; Achieve coordinates reviews by design committees
	Develop test security manual			
	Develop assessment *Accommodations Manual* for student with disabilities and English learners			
Pilot testing	Pilot test new item types and constructs	09/01/2011	05/31/2012	Assessment vendors responsible; Achieve coordinates reviews by design committees
	Conduct timing tests of items			
	Score items			
	Finalize scoring approach			
Initial scoring and score quality assurance system	Convene rangefinder committees consisting of educators and experts from Partnership states	07/01/2012	08/31/2014	Assessment vendors responsible for leading; Achieve

Major Milestone	Associated Tasks	Start Date	End Date	Responsible Entity
	Create and approve training and scorer qualifying material			coordinates reviews by design committees
	Train scorers using materials with "anchor" responses and annotations			
	Track read behind statistics and validity paper agreement to ensure accurate scoring			
Reporting strategy	Determine report structure	03/01/2012	02/28/2014	Design committees recommend; Governing Board decides; Achieve facilitates
	Determine report content			
	Field test reports and *Interactive Data Tool*			
Field testing	Create field test forms	09/01/2012	06/30/2014	Assessment vendors responsible for leading; design committees provide guidance
	Determine field test sample populations			
	Score items			
	Conduct statistical analysis of items			
Research and evaluation for development	Invite RSG members and TAC members to join committees	10/01/2010	05/31/2014	Governing States, with support from Achieve
	Convene RSG and TAC to develop and begin implementing research agenda for development purposes			
	Convene task forces, as necessary			
Professional development	Create professional development modules	01/01/2011	08/31/2012	Governing States responsible for choosing PD developer with guidance from Design Committees and Achieve.
	Develop additional tools related to the CCSS and the common assessment			
	Build cadre of leaders to drive professional development			

Major Milestone	Associated Tasks	Start Date	End Date	Responsible Entity
Technology platform	Select one or more technology development partners through competitive bidding process	10/15/2010	06/30/2012	Governing States responsible for choosing technology vendor(s) with guidance from Design Committees and Achieve.
	Develop templates for each item type			
	Develop testing platform/portal			
	Develop open source software to link state data systems			
	Develop professional development training platform/portal			
	Develop reporting platform/portal			
	Build formative test			
	Develop and populate open-source item bank			
	Develop online system specifications and minimum school and district technology requirements			
	Schools develop and implement specific plans to address technology barriers			
Test construction	Create test forms for 2014–15	01/01/2014	06/30/2014	Assessment vendor with guidance from design committees; facilitated by Achieve
Alignment review	Analyze the test forms to assure alignment to the standards	07/01/2014	07/31/2014	Achieve
Higher education engagement	Name *College-Ready Advisory Committee* representing all of the Partnership states	10/01/2010	05/31/2014	Achieve coordinates
	Partnership states identify higher education outreach and engagement liaisons			

Major Milestone	Associated Tasks	Start Date	End Date	Responsible Entity
	College Ready Advisory Committee & liaisons recruit faculty to serve on Partnership college-career ready working groups			
	Higher education liaisons engage faculty from participating IHEs to broaden understanding of the CCSS			
	Higher education system and institution leaders explore policies to support use of the new assessments			
	Partnership college-ready working groups collaborate with K–12 educators and vendors to develop and review test items			
	Partnership college-ready working groups collaborate with K–12 educators and vendors to participate in scoring pilot items and field tests and develop scoring rubrics			
	Higher education institutions participate in predictive validity studies verify validity of high school assessments			
Public outreach and stakeholder engagement plan	Establish Partnershipwide *Outreach and Communications Committee* with state policy and communications experts	10/1/2010	9/30/2014	Achieve coordinates
	Establish Partnership state outreach and communications teams (internal state-based teams)			
	Create tools, communications and outreach materials geared toward key stakeholders			

Major Milestone	Associated Tasks	Start Date	End Date	Responsible Entity
	Create state-based coalition building strategies with targeted outreach strategy deployed around critical time frames (after assessment design, during field testing, during standards setting)			
	Create targeted "college-ready" outreach campaign tools for high school parents and students			

PART I .I. COMPETITION PRIORITIES

Absolute Priority – Comprehensive Assessment Systems Measuring Student Achievement Against Common College- and Career-Ready Standards.

Under this priority, the Department supports the development of new assessment systems that will be used by multiple States; are valid, reliable, and fair for their intended purposes and for all student subgroups; and measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts. To meet this absolute priority, an eligible applicant must demonstrate in its application that it will develop and implement an assessment system that—

(a) Measures student knowledge and skills against a common set of college- and career-ready standards (as defined in the NIA) in mathematics and English language arts in a way that—

(i) Covers the full range of those standards, including standards against which student achievement has traditionally been difficult to measure;

(ii) As appropriate, elicits complex student demonstrations or applications of knowledge and skills;

(iii) Provides an accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students; and

(iv) Provides an accurate measure of student growth over a full academic year or course;

(b) Consists of assessment components in mathematics and in English language arts that include, for each subject, one or more summative assessment components that—

(i) Are administered at least once during the academic year in grades 3 through 8 and at least once in high school; and

(ii) Produce student achievement data and student growth data (both as defined in the NIA) that can be used to determine whether individual students are college- and career-ready (as defined in the NIA) or on track to being college- and career-ready (as defined in the NIA);

(c) Assesses all students, including English learners (as defined in the NIA) and students with disabilities (as defined in the NIA); and

(d) Produces data, including student achievement data and student growth data, that can be used to inform—

(i) Determinations of school effectiveness for purposes of accountability under Title I of the ESEA;

(ii) Determinations of individual principal and teacher effectiveness for purposes of evaluation;

(iii) Determinations of principal and teacher professional development and support needs; and

(iv) Teaching, learning, and program improvement.

Directions: *The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

Competitive Preference Priority: Collaboration and Alignment with Higher Education (*up to 20 points*)

The Department gives eligible applicants competitive preference points based on the extent to which they have promoted collaboration and alignment between member States' public elementary and secondary education systems and their public IHEs (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) or systems of those IHEs. Eligible applicants addressing this priority must provide, for each IHE or IHE system, a letter of intent that—

(a) Commits the IHE or IHE system to participate with the consortium in the design and development of the consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness;

(b) Commits the IHE or IHE system to implement policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system; and

(c) Is signed by the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system.

All letters of intent must provide the total number of direct matriculation students (as defined in the NIA) in the partner IHE or IHE system in the 2008-2009 school year. An eligible applicant must also provide the total number of direct matriculation students (as defined in the NIA) in public IHEs in the consortium's member States.

The Department will award up to 20 competitive preference points based on the strength of commitment demonstrated in the letters of intent and on the percentage of direct matriculation students in public IHEs in the member States who are direct matriculation students in the partner IHEs or IHE systems. To receive full competitive preference points under this priority, eligible applicants must provide letters of intent that demonstrate strong commitment from each partner IHE or IHE system and that represent at least 30 percent of direct matriculation students in public IHEs in member States. No points will be awarded for letters of intent that represent fewer than 10 percent of direct matriculation students in public IHEs in member States.

Directions: *To be eligible to receive points for this competitive preference priority, provide a narrative that addresses the priority in the space below. In addition, submit a Letter of Intent for each participating IHE or IHE system and summarize these letters in the table below. For attachments included in the Appendix, note the location where the attachments can be found.*

Tables and/or Attachments:

- ✓ *Summary Table for Competitive Preference Priority*
- ✓ *Attachments: Letters of Intent (See Appendix IHE-A-i through Appendix IHE-C-ii)*

Recommended maximum response length: 2 pages (excluding tables and/or attachments).

All 26 Partnership states place great value the involvement of higher education in the design, development and implementation of the common high school assessments, which will measure whether students have the knowledge and skills students necessary to be successful in entry-level, credit-bearing courses at public colleges and universities. That value is reflected throughout the Partnership's grant proposal, including the core goals driving the theory of action, the plan for designing and developing college-ready assessments in mathematics and ELA/literacy, the Partnership's communications and coalition-building strategies, and research and evaluation studies to validate placement decisions based on results from the high school assessments.

The Partnership's Vision for College-Ready Assessments. Participating institutions and systems of higher education will use results from the Partnership's college-ready assessments in high school mathematics and literacy as an indicator of students' readiness for entry-level, credit-bearing coursework that satisfies general education requirements. Because assessments in earlier grades will clearly signal to students whether they are on track to reach college readiness, students and families will be able to focus on preparing for college beginning in grade 3 rather than being surprised when students fail college placement tests.

Students, parents and K–12 educators will use information provided by the Partnership's assessments to address gaps in students' knowledge and skills *before* they enroll in college, and IHEs will receive a greater proportion of students who are prepared to take credit-bearing courses right away. These students will not need to spend time and money on remedial courses, and they will have a greater likelihood of persisting through college and graduating with a degree or certificate.

Importance of Collaboration with Higher Education. Currently, many states' high school tests do not provide a valid measure of students' preparation to succeed in entry-level, credit-bearing courses in public two- and four-year institutions of higher education. Instead, institutions rely on placement tests that many students are not aware they will have to pass until it is too late. Aligning high school assessments with the expectations for entry-level courses will focus high school preparation on ensuring students acquire the knowledge and skills they will need in college and 21st century careers.

Higher Education's Role in the Partnership. Partnership states know that in order to realize this vision, leaders and faculty from higher education systems and institutions must be involved in the design, development and implementation of the common assessment system from start to finish. Building a common set of college-ready measures into high school assessment simply cannot be accomplished without early and continuous involvement from postsecondary leaders and faculty.

To that end, the Partnership has secured commitments from 188 public institutions and systems of higher education across the Partnership, **representing 90.0% percent of direct matriculation students in public IHEs in all Partnership states.** (The letters of intent can be found in Appendix IHE-A-i through Appendix IHE-A-xxvi, and in Appendix IHE-C-i). These institutions and systems have committed to work with their K–12 and higher education colleagues in Partnership states to ensure that the high school assessments the Partnership develops will effectively measure whether students have acquired the knowledge and skills needed for success in entry-level, credit-bearing courses in public institutions of higher education. Furthermore, we have received additional letters of support from several private institutions of higher education that wish to participate in the Partnership's work (see Appendix IHE-B).

Even more important, the Partnership has mapped out a detailed strategy for structuring the engagement of higher education stakeholders in the ongoing design and development of the Partnership's common assessment system.

- A ***College-Ready Advisory Committee***, comprised of system and institution chancellors/presidents from Partnership states, will work over the four-year assessment development period within their institutions, systems, states and nationally to deepen understanding of the Partnership's work and lay the groundwork for IHEs to use the college-ready assessments as an indicator of students' readiness once the assessments have been implemented.
- ***College-ready working groups*** comprised of faculty from mathematics, English, composition and other relevant disciplines will review the common standards to determine what it means to be ready for entry-level courses in their institutions; help develop and review assessment items that measure those content standards; participate in scoring pilot items and field tests, developing scoring rubrics and choosing anchor papers; and participate in a robust, research-based process to set the college-ready achievement levels.
- *College-Ready Advisory Committee* and working group members will work in their states to engage ***representative groups of faculty from participating IHEs*** to identify the academic weaknesses that students chronically bring to their classrooms and how the common standards — and the Partnership's college-ready assessments — can help address those gaps.
- The Partnership's ***Director of Postsecondary Engagement*** will work with the *College-Ready Advisory Committee*, college-ready working groups, and state liaisons to develop and strengthen relationships with critical partners in the higher education community. The Coordinator will also leverage ongoing work undertaken by higher education association partners, seek regular member feedback and promote alignment with the Partnership's work.

In essence, the Partnership will use funds from the RTTT Comprehensive Assessment Systems competition to build the kind of sustainable platform for collaboration that has been missing from past efforts to promote "K–16 alignment." In fact, we anticipate that member states will use the platform to facilitate collaboration on any number of additional policy challenges or opportunities, including the following:

- Better alignment of high school curricula with first-year college courses;

- Development of "bridge courses";
- Exploration of dual enrollment policies that can result in more students graduating from high school with college credit;
- Targeted college readiness supports to help students make the transition from K–12 to postsecondary institutions; and
- Alignment of exit standards in high school with placement expectations of postsecondary systems.

Ensuring the Partnership's Assessments Can Be Used as Indicators of Readiness. The structured engagement plan above will enable higher education and K–12 stakeholders to effectively collaborate on the design and development of high school assessments that provide meaningful measures of students' readiness for college coursework. But Partnership states know that higher education officials will not use results from common high school assessments unless they have sufficient confidence that those results truly measure prerequisite knowledge and skills for entry-level, credit-bearing courses. Therefore, higher education will need to play a robust role in setting the college-ready standards and validating CCR scores as a reliable indicator of students' readiness for college, as described in more detail in section (A)(5).

Higher Education's Commitment to Collaborate with the Partnership. PARCC has received commitments to participate in the Partnership from IHEs that educate 90% of direct matriculation students in public IHEs across all Partnership states. The Summary Table for the Competitive Preference Priority includes data on the number of direct matriculation students in public IHEs in all 26 Partnership states. In nearly all cases, this data was provided to the Partnership directly from institutional, system, or statewide data systems; the Partnership interpreted the U.S. Department of Education's definition of "direct matriculation student" in the NIA as students entering college in 2008-09 who graduated from high school in 2006-07 or 2007-08. To ensure consistency in the way states, institutions, and systems reported this data, we defined the student population in the following way:

- First-time degree- or certificate-seeking students (e.g. BA, AA, or certificate);
- Full-time and part-time students;
- In-state and out-of-state students;

- Students enrolling in college in 2008-09 within 24 months of high school graduation.

In a few states (including New Jersey, New Hampshire, and North Dakota), data from the Integrated Postsecondary Data Education Data System (IPEDS) was used to ensure consistency across all institutions in the state. Because IPEDS does not contain data that precisely meets the definition of direct matriculation student in the NIA, we used the closest approximation: First-time degree- or certificate-seeking undergraduate students in 2008-09 who graduated from high school in the past 12 months.

As illustrated by the 188 Letters of Intent attached to this application to meet the RTTT Comprehensive Assessment Systems program's Competitive Preference Priority, higher education officials in Partnership states have committed to participate in the design and development of the Partnership's high school assessments and an evidence-based process to establish common college-ready achievement standards on those assessments (see Appendix IHE-A-i through Appendix IHE-A-xxvi and Appendix IHE-C-i). When the assessments have been developed and the common, college-ready achievement standards have been validated, participating institutions will establish policies for using results from the Partnership's high school assessments (along with other information) as an indicator of students' readiness for placement into entry-level, credit-bearing courses that satisfy general education requirements in their institutions.

Summary Table for Competitive Preference Priority

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
Alabama	Alabama Southern Community College	Y	Y	Y	362	33,625	96.7%
	Bevill State Community College	Y	Y	Y	682		
	Bishop State Community College	Y	Y	Y	392		
	Calhoun Community College	Y	Y	Y	1,232		
	Central Alabama Community College	Y	Y	Y	396		
	Chattahoochee Valley Community College	Y	Y	Y	247		
	J.F. Drake State Technical College	Y	Y	Y	87		
	Enterprise-Ozark Community College	Y	Y	Y	389		
	Faulkner State Community College	Y	Y	Y	823		
	Gadsden State Community College	Y	Y	Y	1,081		
	Jefferson Davis Community College	Y	Y	Y	187		
	Jefferson State Community College	Y	Y	Y	1,138		
	Lawson State Community College	Y	Y	Y	607		
	L. B. Wallace Community College	Y	Y	Y	252		
	Northeast Alabama Community College	Y	Y	Y	495		
	Northwest -Shoals Community College	Y	Y	Y	633		
	Shelton State Community College	Y	Y	Y	1,060		
	Snead State Community College	Y	Y	Y	492		

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
	Trenholm State Technical College	Y	Y	Y	172		
	G. C. Wallace - Dothan Community College	Y	Y	Y	667		
	G. C. Wallace - Hanceville Community College	Y	Y	Y	960		
	G. C. Wallace - Selma Community College	Y	Y	Y	332		
	Alabama A&M University	Y	Y	Y	1,018		
	Alabama State University	Y	Y	Y	1,262		
	Auburn University	Y	Y	Y	3,965		
	Auburn University at Montgomery	Y	Y	Y	577		
	Jacksonville State University	Y	Y	Y	1,159		
	Troy University	Y	Y	Y	1,482		
	University of Alabama	Y	Y	Y	5,069		
	University of Alabama at Birmingham	Y	Y	Y	1,266		
	University of Alabama in Huntsville	Y	Y	Y	767		
	University of Montevallo	Y	Y	Y	494		
	University of North Alabama	Y	Y	Y	1,008		
	University of South Alabama	Y	Y	Y	1,470		
	University of West Alabama	Y	Y	Y	278		
	Alabama Participating IHE Total				**32,501**		
Arizona	Maricopa Community College District	Y	Y	Y	12,544	**42,022**	**100.00%**
	Arizona Western College	Y	Y	Y	119		
	Central Arizona College	Y	Y	Y	314		
	Cochise College	Y	Y	Y	593		
	Coconino Community College	Y	Y	Y	681		
	Eastern Arizona College	Y	Y	Y	797		

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
	Mohave Community College	Y	Y	Y	375		
	Northland Pioneer College	Y	Y	Y	205		
	Pima Community College	Y	Y	Y	5,689		
	Yavapai College	Y			658		
	Arizona State University	Y	Y	Y	9,702		
	Northern Arizona University	Y	Y	Y	3,563		
	University of Arizona	Y	Y	Y	6,782		
	Arizona Participating IHE Total				**42,022**		
Arkansas	Arkansas State University System	Y	Y	Y	3,254	**21,516**	**68.3%**
	Arkansas Tech University	Y	Y	Y	1,514		
	University of Arkansas System	Y	Y	Y	7,849		
	University of Central Arkansas	Y	Y	Y	2,088		
	Arkansas Participating IHE Total				**14,705**		
California	California Community College System	Y	Y	Y	214,079	**306,547**	**87.8%**
	California State University System	Y	Y	Y	55,104		
	California Participating IHE Total				**269,183**		
Colorado	Colorado Department of Higher Education	Y	Y	Y	65,589	**65,589**	**100.0%**
	Colorado Participating IHE Total				**65,589**		
Delaware	Delaware State University	Y	Y	Y	730	**7,889**	**100.0%**
	Delaware Technical and Community College	Y	Y	Y	3,297		
	University of Delaware	Y	Y	Y	3,862		
	Delaware Participating IHE Total				**7,889**		
District of Columbia	University of the District of Columbia	Y	Y	Y	760	**760**	**100.0%**
	District of Columbia IHE Total				**760**		
Florida	Florida College System	Y	Y	Y	69,863	**103,172**	**100.0%**
	State University System of Florida	Y	Y	Y	33,309		

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
	Florida Participating IHE Total				**103,172**		
Georgia	Technical College System of Georgia (TCSG)	Y	Y	Y	12,921	**64,274**	**100.0%**
	University System of Georgia (USG)	Y	Y	Y	51,353		
	Georgia Participating IHE Total				**64,274**		
Illinois	Illinois Community College System	Y	Y	Y	36,576	**62,135**	**100.0%**
	Chicago State University	Y	Y	Y	321		
	Eastern Illinois State University	Y	Y	Y	1,796		
	Illinois State University	Y	Y	Y	3,406		
	Northeastern Illinois University	Y	Y	Y	908		
	Northern Illinois University	Y	Y	Y	2,675		
	Southern Illinois University	Y	Y	Y	4,206		
	Western Illinois University	Y	Y	Y	1,792		
	University of Illinois	Y	Y	Y	10,455		
	Illinois Participating IHE Total				**62,135**		
Indiana	Ball State University	Y	Y	Y	3,889	**45,246**	**100.0%**
	Indiana State University	Y	Y	Y	1,833		
	Indiana University	Y	Y	Y	14,257		
	Ivy Tech Community College of Indiana	Y	Y	Y	9,841		
	Purdue University	Y	Y	Y	11,609		
	University of Southern Indiana	Y	Y	Y	2,026		
	Vincennes University	Y	Y	Y	1,791		
	Indiana Participating IHE Total				**45,246**		
Kentucky	Council on Postsecondary Education in Kentucky	Y	Y	Y	22,744	**22,744**	**100.0%**
	Kentucky Participating IHE Total				**22,744**		
Louisiana	Louisiana Community and Technical College System	Y	Y	Y	7,091	**27,894**	**100.0%**
	Louisiana State University	Y	Y	Y	6,916		

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
	System						
	University of Louisiana System	Y	Y	Y	12,653		
	Southern University System	Y	Y	Y	1,234		
	Louisiana Participating IHE Total				**27,894**		
Maryland	Anne Arundel Community College	Y	Y	Y	2,948	**37,178**	**72.2%**
	Baltimore City Community College	Y	Y	Y	869		
	Carroll Community College	Y	Y	Y	835		
	Cecil Community College	Y	Y	Y	420		
	Chesapeake College	Y	Y	Y	526		
	College of Southern Maryland	Y	Y	Y	1,472		
	Frederick Community College	Y	Y	Y	1,036		
	Garrett College	Y	Y	Y	207		
	Harford Community College	Y	Y	Y	1,346		
	Howard Community College	Y	Y	Y	1,231		
	Prince George's Community College	Y	Y	Y	1,941		
	Wor-Wic Community College	Y	Y	Y	576		
	University System of Maryland	Y	Y	Y	12,960		
	St. Mary's College of Maryland	Y	Y	Y	458		
	Maryland Participating IHE Total				**26,825**		
Massachusetts[28]	University of Massachusetts	Y	Y	Y	7,543	**27,889**	**100.0%**
	Bridgewater State College	Y	Y	Y	6,394		
	Fitchburg State College	Y	Y	Y			
	Framingham State College	Y	Y	Y			
	Massachusetts College of Art and Design	Y	Y	Y			
	Massachusetts College of Liberal	Y	Y	Y			

[28] The Massachusetts Department of Higher Education can only publish data at the system-level, rather than at the individual institution level. The system totals here represent the institutions within the system that have signed Letters of Intent, which includes all public IHEs in the state.

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
	Arts						
	Massachusetts Maritime Academy	Y	Y	Y			
	Salem State College	Y	Y	Y			
	Westfield State College	Y	Y	Y			
	Worcester State College	Y	Y	Y			
	Berkshire Community College	Y	Y	Y			
	Bristol Community College	Y	Y	Y			
	Bunker Hill Community College	Y	Y	Y			
	Cape Cod Community College	Y	Y	Y			
	Greenfield Community College	Y	Y	Y			
	Holyoke Community College	Y	Y	Y			
	Massasoit Community College	Y	Y	Y			
	Mass Bay Community College	Y	Y	Y			
	Middlesex Community College	Y	Y	Y			
	Mount Wachusett Community College	Y	Y	Y	13,952		
	North Shore Community College	Y	Y	Y			
	Northern Essex Community College	Y	Y	Y			
	Quinsigamond Community College	Y	Y	Y			
	Roxbury Community College	Y	Y	Y			
	Springfield Technical College	Y	Y	Y			
	Massachusetts Participating IHE Total				**27,889**		
Mississippi	Mississippi Institutions of Higher Learning	Y	Y	Y	9,205	**46,020**	**20.0%**
	Mississippi Participating IHE Total				**9,205**		
New Hampshire	Community College System of New Hampshire	Y	Y	Y	2,600	**5,400**	**100.0%**
	University System of New Hampshire	Y	Y	Y	2,800		

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
	New Hampshire Participating IHE Total				**5,400**		
New Jersey	Atlantic Cape Community College	Y	Y	Y	974	**40,036**	**21.9%**
	Camden County Community College	Y	Y	Y	1,620		
	Ocean County College	Y	Y	Y	1,991		
	Salem Community College	Y	Y	Y	170		
	Warren County Community College	Y	Y	Y	224		
	Montclair State University	Y	Y	Y	1,984		
	New Jersey Institute of Technology	Y	Y	Y	885		
	Rutgers University - Newark	Y	Y	Y	907		
	New Jersey Participating IHE Total				**8,755**		
New York	The City University of New York	Y	Y	Y	42,881	**123,541**	**100.0%**
	The State University of New York	Y	Y	Y	80,660		
	New York Participating IHE Total				**123,541**		
North Dakota	Bismarck State College	Y	Y	Y	872	**7,708**	**98.4%**
	Dakota College at Bottineau	Y	Y	Y	137		
	Dickinson State University	Y	Y	Y	335		
	Lake Region State College	Y	Y	Y	172		
	Mayville State University	Y	Y	Y	90		
	Minot State University	Y	Y	Y	437		
	North Dakota State College of Science	Y	Y	Y	622		
	North Dakota State University-Main Campus	Y	Y	Y	2,661		
	University of North Dakota	Y	Y	Y	1,942		
	Valley City State University	Y	Y	Y	159		
	Williston State College	Y	Y	Y	155		

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
	North Dakota Participating IHE Total				**7,582**		
Ohio	Ohio University System	Y	Y	Y	60,521	60,521	100.0%
	Ohio Participating IHE Total				**60,521**		
Oklahoma	Oklahoma State Regents for Higher Education	Y	Y	Y	24,249	24,249	100.0%
	Oklahoma Participating IHE Total				**24,249**		
Pennsylvania	Pennsylvania State System of Higher Education Universities	Y	Y	Y	21,625	89,251	94.2%
	Pennsylvania Commission on Community Colleges	Y	Y	Y	40,755		
	Pennsylvania State University	Y	Y	Y	16,458		
	University of Pittsburgh	Y	Y	Y	5,271		
	Pennsylvania Participating IHE Total				**84,109**		
Rhode Island	Community College of Rhode Island	Y	Y	Y	10,638	29,081	100.0%
	Rhode Island College	Y	Y	Y	7,441		
	University of Rhode Island	Y	Y	Y	11,002		
	Rhode Island Participating IHE Total				**29,081**		
South Carolina	Aiken Technical College	Y	Y	Y	910	57,741	84.4%
	Central Carolina Technical College	Y	Y	Y	816		
	Denmark Technical College	Y	Y	Y	429		
	Florence-Darlington Technical College	Y	Y	Y	1,515		
	Greenville Technical College	Y	Y	Y	4,420		
	Horry-Georgetown Technical College	Y	Y	Y	1,724		
	Midlands Technical College	Y	Y	Y	3,578		
	Northeastern Technical College	Y	Y	Y	324		
	Orangeburg-Calhoun Technical College	Y	Y	Y	855		

State (List all in Consortium)	Name of Participating IHEs/Systems	IHE Committed to Participating w/Consortium?	IHE Committed to Exempting Students from Remediation?	LOI Signed by IHE Leader(s)?	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
	Piedmont Technical College	Y	Y	Y	1,357		
	Spartanburg Community College	Y	Y	Y	1,784		
	Technical College of The Lowcountry	Y	Y	Y	420		
	Trident Technical College	Y	Y	Y	3,593		
	Williamsburg Technical College	Y	Y	Y	153		
	York Technical College	Y	Y	Y	1,469		
	Clemson University	Y	Y	Y	5,880		
	College of Charleston	Y	Y	Y	4,126		
	Francis Marion University	Y	Y	Y	1,362		
	Lander University	Y	Y	Y	1,011		
	University of South Carolina - Aiken	Y	Y	Y	1,053		
	University of South Carolina - Beaufort	Y	Y	Y	500		
	University of South Carolina - Columbia	Y	Y	Y	8,057		
	University of South Carolina - Upstate	Y	Y	Y	1,381		
	Winthrop University	Y	Y	Y	2,026		
	South Carolina Participating IHE Total				**48,743**		
Tennessee	University of Tennessee System	Y	Y	Y	7,811		
	Tennessee Board of Regents Universities and Community Colleges	Y	Y	Y	25,865	**33,676**	**100.0%**
	Tennessee Participating IHE Total				**33,676**		
TOTAL	n/a	n/a	n/a	n/a	1,247,690	1,385,704	90.0%

PART I.J. BUDGET

OVERVIEW

The 26-state Partnership for Assessment of Readiness for College and Careers has developed the following budget to support the design and development of an innovative common assessment system that will be anchored in college and career readiness; measure rigorous content throughout the school year; leverage technology for innovation, cost efficiency and speed; and provide educators with timely reports of student performance and practical tools to improve instruction based on achievement results.

The Partnership is requesting a total of $149,994,386 in Level 1 budget modules over the four-year grant period to support this bold new assessment system. The Partnership also is requesting a total of $19,995,886 in Level 2 budget modules for a total budget request of $169,990,272 for the entire project.

The Partnership has organized this budget around the structure of the selection criteria and competition priorities outlined in the Notice Inviting Applications for the Race to the Top Assessment Program: Comprehensive Assessment Systems, and we have cross-walked each budget item against the project timeline and deliverables outlined in section (A)(8)(b) of the proposal. The Level 1 budget modules are:

- Governance;
- Fiscal Agent Budget;
- Support for Governing States;
- Assessment Design and Development;
- Research and Evaluation;
- Professional Capacity and Outreach;
- Technology;
- Higher Education Engagement; and
- Project Management.

The budget also includes requests for the following two Level 2 modules:

- Formative Assessment Tools for K-2 (Priority 1); and
- Technology Enhancements (Priority 2).

More than 70 percent of the budget request outlined in the pages that follow represents direct spending on the design, development and technology associated with the proposed summative assessment system and formative assessment tools. In addition, the proposed budget invests heavily in engaging state officials, higher education representatives and K–12 educators — the on-the-ground stakeholders whose involvement will be critical for ensuring the success of the common assessment system — in the design and development process.

The budget priorities also reflect the recognition that the Partnership will need a sophisticated strategy for coordinating the work of this consortium given the number of states collaborating together and the complexity and significance of the assessments the Partnership envisions. Because of its extensive experience managing multi-state consortia, and its understanding of the importance of investing in people and in time for collaboration, the Partnership has chosen Achieve to serve as the project management partner for the consortium.

In addition to the request for funds in this budget proposal, the Partnership intends to seek support from and collaborate with others to build this new assessment system. For example, as described in section (A)(3), the Partnership will work with member states to collaborate and share existing and planned formative assessment tools. New York City has agreed to contribute separately funded research toward the development of the Partnership's Text Complexity Diagnostic Tool. The Partnership also anticipates that nonprofit organizations, such as Battelle, may provide resources or make in-kind contributions. Achieve will donate the time that its President, Michael Cohen, spends on this project.

In accord with the assurances the U.S. Department of Education has asked applicants to provide, the Partnership is committed to following all federal regulations regarding procurement. All procurement transactions associated with this grant will be conducted in a manner providing full and open competition, consistent with the standards in 34 CFR Part 80.36.

Budget Part A: Budget Summary Table

Budget Part A: Summary Budget Table					
Budget Module	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
Level 1 Budget Modules					
1. Governance	$ 582,000	$ 598,296	$ 732,563	$ 753,074	$ 2,665,933
2. Fiscal Agent Budget	$ 490,728	$ 503,068	$ 515,754	$ 528,795	$ 2,038,345
3. Support for Governing States	$ 1,755,000	$ 1,804,140	$ 1,854,656	$ 1,906,586	$ 7,320,382
4. Assessment Design and Development	$ 131,000	$ 5,778,107	$ 24,973,400	$ 49,604,956	$ 80,487,463
5. Research and Evaluation	$ 928,000	$ 836,734	$ 3,104,216	$ 3,627,433	$ 8,496,382
6. Professional Capacity and Outreach	$ 1,584,000	$ 1,614,352	$ 2,145,554	$ 1,177,629	$ 6,521,535
7. Technology	$ 1,500,000	$ 7,750,000	$ 7,250,000	$ 6,000,000	$ 22,500,000
8. Higher Education Engagement	$ 529,200	$ 937,298	$ 1,258,540	$ 1,269,139	$ 3,994,177
9. Project Management	$ 4,477,668	$ 3,786,679	$ 3,996,706	$ 3,709,114	$ 15,970,168
10. **Total Funds Requested — Level 1 Budget Modules** (lines 1–9)	$ 11,977,596	$ 23,608,673	$ 45,831,388	$ 68,576,729	$ 149,994,386
Level 2 Budget Modules					
11. Formative Assessment Tools for K–2/Priority 1	$ -	$ 725,219	$ 3,069,818	$ 6,200,849	$ 9,995,886
12. Technology Enhancements/Priority 2	$ -	$ 4,000,000	$ 3,000,000	$ 3,000,000	$ 10,000,000
13. **Total Funds Requested — Level 2 Budget Modules** (lines 11–12)	$ -	$ 4,725,219	$ 6,069,818	$ 9,200,849	$ 19,995,886
14. **Total Funds Requested for Comprehensive Assessment System** (lines 10 plus 13)	$ 11,977,596	$ 28,333,892	$ 51,901,206	$ 77,777,578	$ 169,990,272

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Part B: Level 1 Budget Modules — Summary Table

Budget Part B: Level 1 Budget Modules — Summary Table					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ 3,459,380	$ 3,556,243	$ 3,655,817	$ 3,758,180	$ 14,429,620
2. Fringe Benefits	$ 1,044,814	$ 1,074,069	$ 1,104,143	$ 1,135,059	$ 4,358,084
3. Travel	$ 1,966,350	$ 1,903,188	$ 2,078,007	$ 2,093,714	$ 8,041,259
4. Equipment	$ 23,700	$ -	$ -	$ -	$ 23,700
5. Supplies	$ 167,640	$ 172,334	$ 177,159	$ 182,120	$ 699,253
6. Contractual	$ 4,886,000	$ 16,461,097	$ 38,362,149	$ 60,940,828	$ 120,650,074
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 11,547,884	$ 23,166,930	$ 45,377,276	$ 68,109,901	$ 148,201,990
10. Indirect Costs	$ 429,712	$ 441,744	$ 454,113	$ 466,828	$ 1,792,396
11. Total Costs (add lines 9–10)	$ 11,977,596	$ 23,608,673	$ 45,831,388	$ 68,576,729	$ 149,994,386
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 11,977,596	$ 23,608,673	$ 45,831,388	$ 68,576,729	$ 149,994,386

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — GOVERNANCE

Budget Part B: Level 1 Budget Module — Detailed Table Name: *GOVERNANCE*					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ 414,000	$ 425,592	$ 534,733	$ 549,705	$ 1,924,030
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 168,000	$ 172,704	$ 197,830	$ 203,369	$ 741,903
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 582,000	$ 598,296	$ 732,563	$ 753,074	$ 2,665,933
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Total Costs (add lines 9–10)	$ 582,000	$ 598,296	$ 732,563	$ 753,074	$ 2,665,933
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 582,000	$ 598,296	$ 732,563	$ 753,074	$ 2,665,933

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module: GOVERNANCE

Rationale: Through the Partnership for Assessment of Readiness for College and Careers (PARCC), 26 states will share a common assessment system that measures students' progress toward college and career readiness. The Partnership budget proposal for governance reflects an effort to engage every member state in designing and developing components of this new assessment system according to the level of time and resources state leaders can commit. The governance budget includes resources to convene the states to build consensus on complex issues and allow for maximum input and efficient decisionmaking — with the end goal of delivering a cutting-edge assessment system that states can fully implement no later than 2014–15.

Associated Work Plan

Activity/Deliverable	Criteria Addressed	IHE Priority Addressed	Start Date	End Date
Governing Board Meetings	(A)(1)(b)	✓	10/1/2010	9/30/2014
PARCC Biannual General Assembly Meetings	(A)(1)(b)	✓	2/1/2011	9/1/2014

Expenses by Budget Category

Travel

NOTE: All travel costs for each module in this budget – including travel, hotel and per diem rates – are calculated based on current industry averages and published GSA rates for the District of Columbia, since most Partnership convening described across the various budget modules will take place in Washington D.C.

Florida, the fiscal agent for PARCC, authorizes the consortium to reimburse all travelers, with the exception of representatives of the fiscal agent state (Florida), based on the federal GSA rates for the District of Columbia in effect at the time of travel. Travelers authorized to be reimbursed at these rates include representatives of all states except Florida, staff of the project management partner (Achieve), expert consultants, and all other persons traveling for authorized grant

purposes who are eligible for reimbursement with grant funds. Staff from the fiscal agent state will be reimbursed at the rates established by the Florida State Legislature.

- **Governing Board Travel.** The budget includes travel support for quarterly two-day meetings of the chief state school officers (or designees) from all Governing States. The budget assumes that there are 15 Governing States at the outset of the grant period and 25 Governing States by year 3 of the grant period. The budget includes travel for two staff members from each state (for a total of 30 in years 1–2 and 50 in years 3–4) as well as travel support for five experts or speakers to attend each quarterly meeting of the Governing Board.

  Explanation: The Governing Board meetings are essential for maintaining a governing structure for the Partnership and facilitating the decisionmaking process of the Governing Board. The Governing Board meetings allow Governing States to make major policy and operational decisions on behalf of the Partnership, including decisions related to the overall design of the assessment system, common achievement levels for the assessments, the Partnership's procurement strategy, and modifications to the Partnership's governance structure and decisionmaking process.

GOVERNING BOARD TRAVEL			
Governing Board Meetings	**Number of Travelers**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
8 Quarterly Meetings of the Governing Board (years 1–2)	35	$1,150	$326,508
8 Quarterly Meetings of the Governing Board (years 3–4)	55	$1,150	$542,221

Note: The total number of meeting attendees is higher than the number of travelers because meeting costs account for additional attendees who do not require travel support.

- **Biannual "General Assembly" Meeting Travel.** The budget includes travel support for leadership teams from all member states (assumes 30 total member states for one annual two-day meeting for leadership teams from all member states and one annual two-day meeting for the chief state school officers from all member states). The budget for General Assembly meetings

of leadership teams provides for travel support for five officials from up to 30 member states (150 people total) plus five additional experts and invited speakers. Leadership teams will be comprised of state education agency officials, state board of education members, representatives from higher education and staff members from governors' offices. The budget for General Assembly meetings of chief state school officers includes support for two officials from up to 30 member states (60 people total) plus five invited experts and speakers.

Explanation: These meetings will provide a forum for key individuals from Partnership states (including those from new member states and newly elected or appointed officials from existing member states) to receive detailed reports on major projects and activities across the work plan, important assessment design and development proposals, and specific plans related to upcoming milestones.

GENERAL ASSEMBLY MEETING TRAVEL			
General Assembly Meetings	**Number of Travelers**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
4 Annual General Assembly Meetings of State Leadership Teams	155	$1,150	$743,505
4 Annual General Assembly Meetings of Chiefs	65	$1,150	$311,795

Note: The total number of meeting attendees is higher than the number of travelers because meeting costs account for additional attendees who do not require travel support. The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR GOVERNANCE TRAVEL SUMMARY					
Travel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Governing Board Quarterly Travel to Washington, D.C.	$ 161,000	$ 165,508	$ 267,366	$ 274,853	$ 868,727
Biannual General Assembly Travel to Washington, D.C.	$ 253,000	$ 260,084	$ 267,366	$ 274,853	$ 1,055,303
Total	**$ 414,000**	**$ 425,592**	**$ 534,733**	**$ 549,705**	**$ 1,924,030**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Contractual

- **Meeting Support for Partnership Governance.** The budget includes meeting support for the Partnership's Governing Board and General Assembly meetings.

GOVERNING BOARD MEETINGS			
Governing Board Meetings	**Number of Meeting Attendees**	**Base Per Meeting Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
8 Quarterly Meetings of the Governing Board (years 1–2)	55	$21,200	$171,975
8 Quarterly Meetings of the Governing Board (years 3–4)	75	$26,000	$222,888

Note: The total number of meeting attendees is higher than the number of travelers because meeting costs account for additional attendees who do not require travel support. The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

GENERAL ASSEMBLY MEETINGS			
General Assembly Meetings	**Number of Meeting Attendees**	**Per Meeting Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
4 Annual General Assembly Meetings of State Leadership Teams	190	$53,600	$223,575
4 Annual General Assembly Meetings of Chiefs	90	$29,600	$123,466

Note: The total number of meeting attendees is higher than the number of travelers because meeting costs account for additional attendees who do not require travel support. The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR GOVERNANCE CONTRACTUAL SUMMARY					
Contractual	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Quarterly Governing Board Meetings	$ 84,800	$ 87,174	$ 109,906	$ 112,983	$ 394,863
Biannual General Assembly Meetings	$ 83,200	$ 85,530	$ 87,924	$ 90,386	$ 347,040
Total	**$ 168,000**	**$ 172,704**	**$ 197,830**	**$ 203,369**	**$ 741,903**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — FISCAL AGENT BUDGET

Budget Part B: Level 1 Budget Module — Detailed Table
Name: *FISCAL AGENT BUDGET*

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 280,000	$ 287,840	$ 295,900	$ 304,185	$ 1,167,924
2. Fringe Benefits	$ 91,000	$ 93,548	$ 96,167	$ 98,860	$ 379,575
3. Travel	$ 3,450	$ 3,547	$ 3,646	$ 3,748	$ 14,390
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 200,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 424,450	$ 434,935	$ 445,713	$ 456,793	$ 1,761,890
10. Indirect Costs	$ 66,278	$ 68,133	$ 70,041	$ 72,002	$ 276,455
11. Total Costs (add lines 9–10)	$ 490,728	$ 503,068	$ 515,754	$ 528,795	$ 2,038,345
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 490,728	$ 503,068	$ 515,754	$ 528,795	$ 2,038,345

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module: **FISCAL AGENT BUDGET**

Rationale: This section of the budget provides funds for the Florida Department of Education to fulfill its role as the fiscal agent for the Partnership. The budget includes funds for personnel, grants management-related travel/meetings and consulting services to assist Florida in managing its fiduciary and procurement duties efficiently and effectively.

Associated Work Plan

Activity/Deliverable	Criteria Addressed	IHE Priority Addressed	Start Date	End Date
Grant Management Personnel	A(1)(b)(vi)		10/1/2010	9/30/2014
Grants Management Meetings	A(1)(b)(vi)		8/1/2011	8/1/2014
Grants Management Consulting	A(1)(b)(vi)		10/1/2010	9/30/2014

Expenses by Budget Category

Personnel

- **Grant Management Personnel.** The budget includes support for four full-time employees (FTEs) at the Florida Department of Education at an annual base salary of $70,000 each for four years.

Explanation: This staff time will enable Florida, as the fiscal agent for this grant, to fulfill its management and reporting responsibilities as well as to advance the critical work of the Partnership, including issuing RFPs to procure goods and services on behalf of the Partnership and working with organizations such as the project management partner described in section (A)(8).

FISCAL AGENT PERSONNEL			
Fiscal Agent Management Personnel	**Percent FTE**	**Base Annual Salary**	**Fringe**
Project Manager	100%	$70,000	32.5%
Procurement Specialist	100%	$70,000	32.5%
Comptroller/Monitoring Specialist	100%	$70,000	32.5%
Fiscal Officer	100%	$70,000	32.5%

Fringe Benefits

- The budget includes $379,575 in fringe benefits based on a rate of 32.5% x 4 FTEs.
- A 2.8% cost-of-living adjustment is factored into the salaries for years 2–4 of the grant.

Travel

- **Grant Management Meetings.** The budget includes travel support for three Florida Department of Education employees to travel to Washington, D.C., for one annual two-day trip for project and grant management purposes.

Explanation: The travel support for fiscal agent personnel will allow the grants management team to attend meetings at the U.S. Department of Education and meetings with project management staff at Achieve, Inc. These trips will be critical to ensure very close coordination and planning among Florida as the fiscal agent, Achieve as the project management partner and the U.S. Department of Education.

FISCAL AGENT TRAVEL			
Fiscal Agent Meetings	**Number of Travelers**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
4 Grants Management Meetings for Florida Fiscal Staff	3	$1,150	$14,390

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Contractual

- **Grant Management Consulting.** The budget includes $50,000 per year for four years, for a total of $200,000, to provide support for consulting.

  Explanation: These funds will assist Florida in fulfilling its fiduciary responsibilities to manage grant funds received under the RTTT Comprehensive Assessment system grant program.

Indirect Costs

- An indirect cost rate of 17.7% is being applied by Florida to the personnel, fringe benefits and travel costs associated with this budget module.

YEAR-BY-YEAR FISCAL AGENT SUMMARY					
Activity	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
4 Staff Salaries @ $70,000	$ 280,000	$ 287,840	$ 295,900	$ 304,185	$1,167,924
Fringe Benefits of 32.5% Applied to Salaries	$ 91,000	$ 93,548	$ 96,167	$ 98,860	$ 379,575
Travel Support for 3 Staff Members to Make an Annual Project Management Trip to Washington, D.C. (4 trips total)	$ 3,450	$ 3,547	$ 3,646	$ 3,748	$ 14,390
Consulting Support for Fiscal Agent	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 200,000
Indirect Cost Rate of 17.7 % on Personnel, Fringe and Travel	$ 66,278	$ 68,133	$ 70,041	$ 72,002	$ 276,455
Total	**$ 490,728**	**$ 503,068**	**$ 515,754**	**$ 528,795**	**$2,038,345**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — Support for Governing States

Budget Part B: Level 1 Budget Module — Detailed Table Name: *Support for Governing States*					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ 1,350,000	$ 1,387,800	$ 1,426,658	$ 1,466,605	$ 5,631,063
2. Fringe Benefits	$ 405,000	$ 416,340	$ 427,998	$ 439,981	$ 1,689,319
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ -	$ -	$ -	$ -	$ -
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 1,755,000	$ 1,804,140	$ 1,854,656	$ 1,906,586	$ 7,320,382
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Total Costs (add lines 9–10)	$ 1,755,000	$ 1,804,140	$ 1,854,656	$ 1,906,586	$ 7,320,382
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 1,755,000	$ 1,804,140	$ 1,854,656	$ 1,906,586	$ 7,320,382

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module: SUPPORT FOR GOVERNING STATES

Rationale: In this budget module, the Partnership includes funds sufficient to provide each of the initial 15 Governing States in the Partnership with support for the equivalent of one full-time staff member to advance the basic collaborative work of designing and developing the common assessment system, enable the Governing Board to efficiently make key decisions, keep key in-state stakeholders informed about and committed to the Partnership's activities, and build support for the new assessment system at each stage of its development. States have discretion in how they use these funds and may decide to use these funds to supplement state assessment offices, participate on assessment design committees, communicate with key state and local leaders and stakeholders, help secure participation by local schools and education agencies in pilot tests and field tests, or identify barriers to successful implementation of the common assessment system.

Expenses by Budget Category

Personnel

- **Governing State Support.** The budget includes financial support for the equivalent of one FTE in each Governing State at a $90,000 annual base salary.

  Explanation: The purpose of this support is to help defray costs associated with staff time devoted to governing the consortium, designing the assessment, and maintaining intrastate communications and engagement. This cost estimate is based on the assumption that there will be 15 Governing States within year 1.

Fringe Benefits

- The budget includes fringe benefits at a rate of 30%.
- A 2.8% cost-of-living adjustment is factored into the salaries for years 2–4 of the grant.

YEAR-BY-YEAR SUPPORT FOR GOVERNING STATES SUMMARY					
Activity	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
15 FTEs @ $90,000	$ 1,350,000	$ 1,387,800	$ 1,426,658	$ 1,466,605	$ 5,631,063
Fringe Benefits of 30% Applied to Salaries	$ 405,000	$ 416,340	$ 427,998	$ 439,981	$ 1,689,319
Total	**$ 1,755,000**	**$ 1,804,140**	**$ 1,854,656**	**$ 1,906,586**	**$ 7,320,382**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — ASSESSMENT DESIGN AND DEVELOPMENT

Budget Part B: Level 1 Budget Module — Detailed Table
Name: *ASSESSMENT DESIGN AND DEVELOPMENT*

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ 78,200	$ 80,390	$ 82,641	$ 42,477	$ 283,707
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 52,800	$ 5,697,717	$ 24,890,759	$ 49,562,480	$ 80,203,757
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 131,000	$ 5,778,107	$ 24,973,400	$ 49,604,957	$ 80,487,464
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Total Costs (add lines 9–10)	$ 131,000	$ 5,778,107	$ 24,973,400	$ 49,604,957	$ 80,487,464
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 131,000	$ 5,778,107	$ 24,973,400	$ 49,604,957	$ 80,487,464

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module: **ASSESSMENT DESIGN AND DEVELOPMENT**

Rationale: The Partnership proposes a sophisticated summative assessment system that incorporates four features designed to significantly improve the quality and usefulness of large-scale assessments: The system will be anchored in college and career readiness, performance tasks and computer-enhanced items will enable measurement of the full range of knowledge and skills necessary to succeed in college and 21st-century careers, a distributed structure will enable learning to be measured throughout the school year, and technology will enable timely reporting of results. The Partnership's summative assessment system will consist of four components distributed throughout the year in English language arts/Literacy (ELA/literacy), three components distributed throughout the year in mathematics and one end-of-year component in each subject area. Overall, the assessment system will include a mix of constructed-response items; performance tasks; and computer-enhanced, machine-scored items. This section of the budget includes funds for the key design and development processes necessary to create the common assessment system.

Associated Work Plan

Activity/Deliverable	Criteria Addressed	IHE Priority Addressed	Start Date	End Date
Assessment Design Team and Assessment Design and Development Committees	A(4)(a)	✓	10/1/2010	9/30/2014
CCSS Standards Review	A(4)(a)	✓	10/1/2010	2/28/2011
Test Blueprint	A(4)(a)	✓	10/1/2010	2/28/2011
Accommodations Manual	A(3)(b)(iii), A(4)(b)		3/1/2011	8/31/2012
Item Development	A(4)(a)	✓	7/1/2011	6/30/2012
Item Review	A(4)(a)	✓	7/1/2011	6/30/2012
Pilot Testing	A(4)		9/01/2011	5/31/2012
Scoring/Rangefinding	A(3)(c)(vi), A(4)(c)	✓	7/01/2012	8/31/2014
Reporting	A(3)(c)(vii), A(4)(d)	✓	3/01/2012	2/28/2014
Field Testing	A(4)(e)		9/01/2012	6/30/2014

Test Construction	A(4)	✓	1/01/2014	6/30/2014
Alignment Review	A(4)	✓	7/01/2014	7/31/2014

Expenses by Budget Category

Travel

- **Assessment Design Team and Design Committees.** The budget includes support for the travel and convening of a 12-person Assessment Design Team made up of assessment experts, psychometricians and content experts. The team will be the organizing body for a number of smaller design committees convened by the Governing Board, as explained in section (A)(1), including the specific committees described in section (A)(4). The Assessment Design Team also will be the organizing body for the Partnership's content teams described in sections (A)(4) and (A)(6). The budget assumes travel for 12 Assessment Design Team members plus five invited speakers or technical partners every quarter during the first three years of the grant and two meetings during the last year of the grant. Each meeting will be for two days.

  Explanation: The Assessment Design Team will provide technical oversight and support for the Partnership's design committees and content teams. Meetings of the Assessment Design Team will provide a forum to advance the "hands-on" work of design committees and other working groups charged with specific assessment design and development tasks as described throughout the application. The Assessment Design Team and design committees will take advantage of technologies that enable distance collaboration whenever possible, but regular face-to-face meetings will be necessary for members to work through complicated issues and make high-impact decisions with direct support from leading experts in the field.

ASSESSMENT DESIGN TEAM TRAVEL			
Assessment Design Team Meetings	**Number of Travelers**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
14 Assessment Design Team Meetings	17	$1150	$283,707

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

NOTE: The funding support for the design committees is subsumed under the estimated cost for a vendor or vendors to develop the assessment system, as described below. Please see the table at the end of this budget module for a breakdown of costs for specific design committees to meet over the four years of the grant period. For budget details on the content teams, see the budget module for professional capacity and outreach.

YEAR-BY-YEAR ASSESSMENT DESIGN AND DEVELOPMENT TRAVEL SUMMARY					
Travel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Travel to Washington, D.C., Quarterly Through Year 3 and Twice in Year 4	$ 78,200	$ 80,390	$ 82,641	$ 42,477	$ 283,707
Total	**$ 78,200**	**$ 80,390**	**$ 82,641**	**$ 42,477**	**$ 283,707**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Contractual

- **Partnership *Accommodations Manual.*** The budget includes $50,000 for the Partnership to develop a common *Accommodations Manual* to be adopted by each state prior to full operational implementation of the common assessment system.

Explanation: This manual will provide states with a uniform guide to the selection and use of

allowable accommodations for the Partnership's common assessment system. It will include the key policy definitions and decisions related to students with disabilities and English learners described in Table (A)(1)(b)(v). Development of the manual will be guided by the best thinking among experts based on cutting-edge research, including the National Center on Educational Outcomes (NCEO), the Center for Applied Special Technology (CAST), the National Accessible Reading Assessment Projects (NARAP) and NARAP's member projects including the Technology Assisted Reading Assessment (TARA).

- **Assessment Design Team and Committee Meetings.** The budget includes funds to host meetings of the Assessment Design Team and related committees appointed by the Governing Board.

ASSESSMENT DESIGN TEAM MEETINGS			
Assessment Design Team Meeting	**Number of Meeting Attendees**	**Per Meeting Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
14 Assessment Design Team Meetings	30	$13,200	$191,557

Note: The total number of meeting attendees is higher than the number of travelers because meeting costs account for additional attendees who do not require travel support. The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

- **Design and Development of Assessment System.** The project budget includes $79,962,200 in funding to support a vendor or set of vendors to design and develop the Partnership's assessment system as described in the application.

Explanation: The Partnership collaborated with the Assessment Solutions Group (ASG) to assist in the estimation of the price of the proposed assessment system. ASG has developed a proprietary assessment cost model, based on real assessment data and the extensive testing industry experience of the members of the group. To make the assessment system as cost-efficient and affordable as possible to states, the Partnership and ASG refined assumptions around the design of the assessments, how certain operational functions will be carried out, how assessments will be delivered to students and the various scoring methodologies that will be used

to score the different item types. All of the key variables required to provide the necessary inputs for the ASG cost model to use in generating expected assessment development and operational costs were jointly developed by the Partnership. In addition, ASG conducted independent research into the potential costs of new testing technologies and development of innovative item types, and the results of that research are included in the analysis, where appropriate.

An iterative process was used to arrive at the final assessment design and operational structure and resulting development and ongoing operational costs. While the basic idea and design of the assessment system were settled upon soon after the start of the process, several iterations around the actual content of the assessment system, the methodology related to scoring of open-ended items and how various operational procedures were to be implemented were made to develop an assessment that would be affordable not only in the development period but also in the ongoing operational years.

The following key assumptions were made to estimate the development costs of the assessment system:

- Eight test forms for ELA/literacy and mathematics in grades 3–8 and three high school years/courses;
- 21.4 million tested students;
- 27,000 total items and almost 13,000 operational items developed (including breach form development), representing 1.6 years worth of operational testing items;
- 40% of the items appearing on each form in common across the forms;
- Approximately $11 million into research and development of innovative items;
- Annual item release rate of roughly 30%;
- 100% release rate for performance tasks;
- Computer-based assessments;
- System fees estimated at $3 per student per year; and
- Robust human-scoring methodology combined with AI scoring — AI scoring at $4,500 per item training fee and $.20 per score for ELA/literacy and $.50 for mathematics.

The figures below are reported in real dollars, assuming an annual inflation rate of 2.8%. The costs calculated and key assumptions by major functional area are as follows.

Content Development: $41,493,750

In calculating the number of items required to be developed, a test blueprint was created, which details the number of items, by item type, that are to be included on each test according to content area and grade level. The major expense item in this category is the cost of research and development of the items, estimated at $28,007,098.

ITEM DEVELOPMENT FOR SUMMATIVE ASSESSMENT			
	Base Item Development Costs	**Total Items Developed**	**Operational Items Developed**
Selected-Response	$ 300	18,246	9,828
Constructed-Response	$ 600	2,898	1,521
Technology-Enabled*	$ 750	5,184	1,296
Performance Tasks*	$ 5,000	1,044	234

*Assumes purchase from third party.

NOTE: The base item rates above do not equal the total cost of item development. Vendor overhead and other related costs are not included in the table above. Also, the difference between the total and operational items developed results from assumptions about item fall-out rates at committee review (content, bias/sensitivity, accessibility) and field testing. Since not all items survive evaluation at committee review and subsequent data reviews from field testing, a larger number of items than will ultimately be used for the operational test must be developed. The assumptions used in the model were that 1.85 items are required to be developed for each selected-response and constructed-response operational item required and that four performance tasks and technology-enabled items are required to be developed for each operational one needed.

Additional content development costs calculated include content acquisition, item acquisition, ancillary development, art procurement, costs to secure permissions to use certain items, costs for construction of paper forms and costs to translate the assessment into a foreign language. Estimates for these costs are:

- Content acquisition is estimated at $358,222;
- Item acquisition is estimated at $1,408,594;
- Ancillary development and graphic information/art is estimated at $3,632,713;
- Permissions costs for new items developed by the consortium are estimated at $4,203,313;
- Forms construction costs are estimated at $2,046,494; and
- Translations are estimated at $1,837,316.

Labor-Related Functions: $5,409,969

Labor costs were calculated for technology, program management, psychometrics and quality assurance. Labor rates for these functions are determined from up-to-date Department of Labor rate tables. The costs are estimated below.

- Information Technology — The costs for integrating different scoring systems and developing consolidated reports and reporting formats are included in this category. Costs for this function have been estimated at $1,636,217.
- Program Management — Program management labor is provided by the assessment vendor to help ensure the PARCC program is delivered on schedule, that contractors do their work and with the quality required, and that the Partnership is kept informed of all activities during the development period. The number of personnel required is calculated based on the number of students, states and domains assessed. Costs for program management labor are estimated at $1,710,344.
- Psychometrics — The labor to evaluate the items that are developed and test results to ensure that the test is valid, reliable and technically sound are included in the psychometrics function. Major activities to be performed by psychometricians assigned to the Partnership include item analysis, differential item functioning (DIF) analysis, computation of reliability indices, equating, scaling (both horizontal and vertical), dimensionality analysis and other types of validity studies. Psychometrics labor has been budgeted at $1,878,718.
- Quality Assurance — The labor to review test decks, scoring systems and other programs are provided by the vendor's quality assurance team. The size of the team assigned to the contract is based on the number of procedural areas the vendor and customer elect to closely monitor and the complexity of the data and/or processes to be checked. The cost for the quality assurance function has been projected at $184,690.

Online Delivery: $1,800,528

The costs for an online assessment test delivery system including scoring of selected-response and technology-enabled items, hosting, maintenance, and other associated system costs has been estimated at $3 per student per year based on the nature of the assessment system for a total of

$400,000. Per test one-time charges to prepare the system, generate the scoring programs and render the items in the online environment are also included in the cost estimates at $1,400,528.

Production, Manufacturing and Distribution/Receiving; Document Staging; Scanning; and Editing: $759,703

It is anticipated that a small number of students in grades 6–11 will not be able to take the Partnership online assessments and will need paper-and-pencil formats. This estimate includes the costs for design and composition, film, prep and plate, paper, print and binding, and warehouse/logistics. Those students taking the assessment in paper-and-pencil format will have to have their answer sheets scored. Labor for receiving returned paper tests/answer sheets, staging the documents, slitting, scanning and editing the paper-based tests have been included. Receiving and staging labor and slitting, scanning and editing costs are based on the number of documents received.

Accommodations: $1,634,049

Accommodations costs for the items that will be rendered by the online delivery system are also modeled. Data were gathered from each state on the types of accommodation needed and the number of students requiring the accommodation and then built into the model.

Reporting: $97,872

It is anticipated that some reporting may be done during the field test phase of the new assessment system. All reports will be distributed online.

Scoring: $24,226,381

Scoring costs are a key component of total assessment costs, and much care has been taken to estimate the projected scoring costs as accurately as possible. Several different types of scoring methods will be used by PARCC. Selected-response and technology-enabled items will be scored by the online test delivery system; constructed-response and performance events will be scored by both AI and human (third-party vendor) scoring systems. A percentage (10–20%) of the constructed-response items and performance events in the assessment will also be doubled scored, and a portion (10–20%) will have an additional read behind by humans to ensure accuracy of scores.

For budgeting purposes, a 50/50 mix of site-based and distributed scoring was assumed for vendor third-party scoring.

- AI scoring system costs were calculated with both a fixed and variable cost component. The fixed cost/system per item training fee was estimated at $4,500 per item. Per score costs were estimated at $.20 an item for ELA/literacy and $.50 for mathematics for a total of $8,685,825.
- Vendor scoring costs include the cost of the temporary labor used to score the items (including training time) and the overhead associated with a scoring facility including rent, utilities, computers, and staffing overhead for team leaders, room leaders and other vendor management personnel. Finally, vendor overhead and margin are applied against these costs for a total of $15,540,556.

Travel and Meetings: $4,539,948

Travel costs for development, program management and open-ended scoring are included in the costs of the assessment system. Development travel includes meetings for content, bias/sensitivity, accommodations and accessibility, and data review committees, as described in section A(4). Program management travel has been included to account for trips the vendor managers of the assessment function required to ensure the program is being carried out as planned. The table below provides a more detailed breakdown of costs for the Design and Development Committee meetings necessary to conduct this work.

ASSESSMENT DESIGN AND DEVELOPMENT COMMITTEES			
Meeting Type	**Attendees**	**Number of Meetings**	**Total Cost for Meetings**
Test Item Review Committee	121	6	$1,681,800
Passage & Media Review Committee	56	6	$768,283
Data Review Committee	112	2	$518,343
Bias Review and Sensitivity Committee	38	6	$405,649
Rangefinding Committee (and Establishing Anchors)	112	2	$518,343

Alignment Studies*	56	2	$235,580
Accessibility & Accommodations Committee	5	9	$60,901
Vendor Program Management	15	12	$246,664
Scoring Committee	19	3	$104,384
Total Cost			**$4,539,948**

*Note: Alignment reviews are for 2014–15 operational test form only.

YEAR-BY-YEAR ASSESSMENT DESIGN AND DEVELOPMENT CONTRACTUAL SUMMARY					
Contractual	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Assessment Design Team Meetings	$ 52,800	$ 54,278	$ 55,798	$ 28,680	$ 191,557
Accommodations Handbook		$ 50,000			$ 50,000
Assessment System Development		$ 5,593,439	$ 4,834,961	$ 49,533,800	$ 79,962,200
Total	**$ 52,800**	**$ 5,697,717**	**$ 24,890,759**	**$ 49,562,480**	**$ 80,203,757**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — RESEARCH AND EVALUATION

Budget Part B: Level 1 Budget Module — Detailed Table
Name: *RESEARCH AND EVALUATION*

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ 368,000	$ 260,084	$ 218,754	$ 224,879	$ 1,071,718
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 560,000	$ 576,650	$ 2,885,461	$ 3,402,554	$ 7,424,665
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 928,000	$ 836,734	$ 3,104,216	$ 3,627,433	$ 8,496,382
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Total Costs (add lines 9–10)	$ 928,000	$ 836,734	$ 3,104,216	$ 3,627,433	$ 8,496,382
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 928,000	$ 836,734	$ 3,104,216	$ 3,627,433	$ 8,496,382

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module: **RESEARCH AND EVALUATION**

Rationale: In addition to the Partnership's investment in innovative items and performance tasks (described in the Assessment Design and Development budget module), the consortium recognizes that a variety of serious research and evaluation projects will be critical to the success of such an ambitious endeavor. Therefore, the Partnership budget includes funds for a robust research and validation program that spans multiple years, beginning with the collection of cutting-edge knowledge and research to inform the earliest stages of assessment development, and carrying through to series of studies to evaluate the reliability and validity of the new assessment system.

Associated Work Plan

Activity/Deliverable	Criteria Addressed	IHE Priority Addressed	Start Date	End Date
Research Strategy Group	A(5)	✓	10/01/2010	05/31/2014
Technical Advisory Committee	A(5)	✓	10/01/2010	05/31/2014
Issue Task Forces	A(5)	✓	10/01/2010	05/31/2014
Critical Evaluation Studies	A(5)(a)(b)	✓	10/1/2012	9/30/2014

Expenses by Budget Category

Travel

- **Research Strategy Group (RSG).** The budget includes travel support for a 15-member RSG to meet three times a year in the design and development phase of the grant in years 1–2. During years 3–4, the RSG will meet twice annually. Each meeting will last two days.

  Explanation: This high-level advisory group of leaders and national experts will provide strategic advice on research to inform the design, development, evaluation and implementation of the Partnership's common assessment system.

- **Technical Advisory Committee (TAC).** The budget includes travel support for a group of 15 leading technical and psychometric experts to meet three times a year in the design and development phase of the grant in years 1–2. During years 3–4, the full membership of TAC will meet twice annually. The budget includes travel support for five other guests to attend each of these meetings. Each meeting will be for two days.

  Explanation: TAC will provide guidance on assessment design and development challenges, including an evidence-based psychometric architecture for the common assessment system that can provide reliable results to inform valid instructional and accountability decisions.

- **Issue-Focused Task Forces.** The budget provides travel support for 10 special task forces with 10 members each. The budget provides for two meetings in the first year of the grant and one annual meeting thereafter for a total of five meetings over the course of the grant. Each meeting will be for two days.

  Explanation: The task forces will tackle challenges related to technical assessment topics such as standard setting, equating, comparability, technology and testing students with special needs.

RESEARCH/EVALUATION TRAVEL			
Meetings	**Number of Travelers**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
10 RSG Meetings	20	$1,150	$238,517
10 TAC Meetings	20	$1,150	$238,517
5 Task Force Meetings (10 task forces with 10 members each)	100	$1,150	$594,683

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR RESEARCH AND EVALUATION TRAVEL SUMMARY					
Travel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
RSG travel to Washington, D.C., Triannually in Years 1–2 and Biannually in Years 3–4	$ 69,000	$ 70,932	$ 48,612	$ 49,973	$ 238,517
TAC Travel to Washington, D.C., Triannually in Years 1–2 and Biannually in Years 3–4	$ 69,000	$ 70,932	$ 48,612	$ 49,973	$ 238,517
10 Task Forces Travel to Washington, D.C., Biannually in Year 1 and Annually in Years 2–4	$ 230,000	$ 118,220	$ 121,530	$ 124,933	$ 594,683
Total	**$ 368,000**	**$ 260,084**	**$ 218,754**	**$ 224,879**	**$ 1,071,718**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Contractual

- **Analysis of Assessment Scoring Options.** The budget includes funds to double score a large portion of field test items to study the reliability of the Partnership's scoring models. The double scoring enables analysis of human-to-human comparisons for inter-rater reliability and of human-to-AI comparisons for reliability across types of scorers. Further, the read behind provides an assurance of reliability of the scores. ($2,110,701)

- **Research and Validation Studies.** This budget includes $4,825,000 to support the comprehensive and critical evaluation studies that can occur within the timeline of the grant, including studies of the implementation of the Partnership's assessment system, the reliability of results, validity of inferences and decisions based on results, and the extent to which the system improves college and career readiness. The Partnership conferred with a group of evaluation experts and former state assessment directors to estimate costs for the set of studies below.

PROPOSED PARCC RESEARCH AND VALIDATION STUDIES	
Study Description	**Cost Estimate**
1. A study to verify that the assessment components, taken together, measure the full range of the CCSS.	See Project Management module
2. A study to verify that the assessment components, taken together, provide a precise measure of student achievement across the full performance spectrum, particularly for very high-performing and very low-performing students.	$200,000
3. A study to verify that each assessment component is accessible to all types of student populations, including students with disabilities and English learners.	$250,000
4. A study to verify when during the school year each component of the assessment system should be administered such that enough instructional time has passed that assessed topics have been covered, including analyzing when certain topics are typically taught in relation to when students are assessed on the topic.	$200,000
5. A study of how much time it takes students to complete each item and task.	$125,000
6. A study to analyze what growth model would best represent growth for this assessment system.	$200,000
7. A study to analyze the inter-rater reliability of human scorers (whether teachers or vendor-hired) and AI scoring.	$150,000

8. A study of the efficacy of younger students taking the various components online.	$200,000
9. A set of studies to evaluate the structure of the assessments to provide evidence that items and tasks are actually measuring the intended construct or constructs (construct validity).	$600,000 (assumes 3 studies)
10. A set of studies to verify that scores produced by the assessment are valid and comparable, while meeting the competing needs of standardization and flexibility across the states for administration, content and scoring.	$600,000 (assumes 3 studies)
11. A study to verify that the body of evidence that is collected about a student's ability can be generalized across the full body of content knowledge presented in the CCSS.	$200,000
12. A set of studies to verify the reliability and generalizability of assessment results with particular attention to the reliability of results across relevant subgroups of students.	$300,000 (assumes 2–3 studies)
13. A set of studies to verify that the results enable valid inferences about student achievement by each kind of stakeholder identified in sections (A)(2) and (A)(3), as well as valid decisions by those stakeholders based on those data.	$800,000 (assumes 4 studies)
14. A study to verify that the formative tools developed by the Partnership and described in section (A)(3) (e.g., the Text Complexity Diagnostic Tool) produce results that enable classroom teachers to make valid inferences about student achievement and valid instructional decisions based on those inferences.	$250,000
15b. A study to analyze the ELA/literacy and mathematics content measured by the Partnership's high school assessments against the content measured by the primary college admissions tests currently used (e.g., SAT and ACT), as well as placement tests such as ACCUPLACER and COMPASS.	See Project Management module
15d. A study to verify that the content and constructs being measured by the Partnership's high school assessments reflects the prerequisite knowledge and skills necessary for entry-level, credit-bearing college courses in English and mathematics.	See Project Management module
16b. A content validity study to investigate the extent to which the assessments based on the CCSS cover content that is consistent with content included on key international assessments, as implied by the CCSS, including such as TIMSS, PISA, PIRLS and others as determined necessary.	See Project Management module
17. A set of studies in collaboration with other consortia of states to compare the results of student performance across the various assessment systems and the performance of the cohorts of students in higher education.	$750,000 (assumes 3 studies)
Total	**$4,825,000**

- **Meeting support for RSG, TAC and Task Forces.** The budget includes funds to support the convening of the RSG, TAC and special task force groups.

RESEARCH/EVALUATION MEETINGS			
Meetings	**Number of Attendees**	**Per Meeting Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
10 RSG Meetings	35	$14,400	$149,333
10 TAC Meetings	35	$14,400	$149,333
5 Task Force Meetings (10 task forces with 10 members each)	120	$36,800	$190,299

Note: The total number of meeting attendees is higher than the number of travelers because meeting costs account for additional attendees who do not require travel support. The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR RESEARCH AND EVALUATION CONTRACTUAL SUMMARY					
Contractual	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
RSG Meetings	$ 43,200	$ 44,410	$ 30,435	$ 31,288	$ 149,333
TAC Meetings	$ 43,200	$ 44,410	$ 30,435	$ 31,288	$ 149,333
Task Force Meetings	$ 73,600	$ 37,830	$ 38,890	$ 39,979	$ 190,299
Analysis of Assessment Scoring Options	$ -	$ -	$ 1,110,701	$ 1,000,000	$2,110,701
Research and Validation Studies	$ 400,000	$ 450,000	$ 1,675,000	$ 2,300,000	$4,825,000
Total	**$ 560,000**	**$ 576,650**	**$ 2,885,461**	**$ 3,402,554**	**$7,424,665**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — PROFESSIONAL CAPACITY AND OUTREACH

Budget Part B: Level 1 Budget Module — Detailed Table Name: *PROFESSIONAL CAPACITY AND OUTREACH*					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ 828,000	$ 851,184	$ 875,017	$ 899,518	$ 3,453,719
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 756,000	$ 763,168	$ 1,270,537	$ 278,112	$ 3,067,816
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 1,584,000	$ 1,614,352	$ 2,145,554	$ 1,177,629	$ 6,521,535
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Total Costs (add lines 9–10)	$ 1,584,000	$ 1,614,352	$ 2,145,554	$ 1,177,629	$ 6,521,535
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 1,584,000	$ 1,614,352	$ 2,145,554	$ 1,177,629	$ 6,521,535

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module: **PROFESSIONAL CAPACITY AND OUTREACH**

Rationale: The Partnership has developed a plan to help educators understand the new common assessment system and — for those who must provide certification and assurances that relevant test administration policies have been followed — to become trained and certified to implement the system in ways that ensure reliable and valid results. The plan also includes tools and training opportunities for teachers to become familiar with the kinds of student achievement results that different components of the Partnership's assessment system will provide, become adept at accurately interpreting those results, and consider different ways they might choose to adjust instruction based on what they learn from the through-course and end-of-year assessments. The plan includes four main components: building a leadership cadre of content experts, developing training tools to help educators implement the assessment system, developing training tools for them to interpret and use assessment results, and sharing advice to help educators and administrators understand and address the curricular and instructional implications of the CCSS and the Partnership's aligned assessments.

NOTE: The budget items related to Partnership outreach strategies in section A(6) are discussed in the Project Management Partner budget module, as the Partnership's Governing States have designated that Achieve will take the lead on communications and outreach activities.

Associated Work Plan

Activity/Deliverable	Criteria Addressed	IHE Priority Addressed	Start Date	End Date
Content Teams	A(6)(a)	✓	1/1/2011	9/30/2014
Online Professional Development Courses	A(6)(a)		01/01/2011	08/31/2012

Expenses by Budget Category

Travel

- **Content Teams.** The budget includes travel support for the work of state teams of ELA/literacy and mathematics educators who will work to "unpack" the new CCSS and serve as experts on them and the common assessments in their home states. These content teams will alternate meeting in Washington, D.C., and on location in Partnership states, to the extent possible. The teams will meet quarterly. Each team is made up of two educators/content experts from each of up to 30 partner states plus a higher education content specialist from each state (90 people total for each subject).

Explanation: Only through the careful, multi-step process described in section (A)(4) can the Partnership ensure that we develop assessment items and components that produce reliable results that can inform valid inferences and decisions about the performance of all students and all student groups. These content teams will participate in that assessment development process and also will form a cadre of educator leaders that can serve as facilitators and experts on implementing the CCSS and the common assessment system in each Partnership state. As such, the content teams serve both to help develop the assessment system and the professional capacity of educators in Partnership states.

CONTENT TEAM TRAVEL			
Content Team Meetings	**Number of Travelers**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate in years 2–4)**
16 ELA/Literacy Content Team Meetings	90	$1,150	$1,726,859
16 Mathematics Content Team Meetings	90	$1,150	$1,726,859

The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR PROFESSIONAL CAPACITY AND OUTREACH TRAVEL SUMMARY					
Travel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
ELA/Literacy Content Team Quarterly Travel Alternating Between Washington, D.C., and Other Locations in the States	$ 414,000	$ 425,592	$ 437,509	$ 449,759	$1,726,859
Mathematics Content Team Quarterly Travel Alternating Between Washington, D.C., and Other Locations in the States	$ 414,000	$ 425,592	$ 437,509	$ 449,759	$1,726,859
Total	**$ 828,000**	**$ 851,184**	**$ 875,017**	**$ 899,518**	**$3,453,719**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Contractual

- **Online Professional Training.** The budget provides support of the development of a set of online training and professional development courses/modules and materials. ($2,000,000)

Explanation: Each basic course is estimated at $75,000, with some enhanced courses tailored to different stakeholders estimated at $100,000 each. Courses include five to six online sessions with an additional online orientation session and about 25 to 30 hours of content. Each session will include goals, online readings focused on key topics, interactive on- or off-line activities, and focused online discussion prompts to guide each session's discussions. The courses will also incorporate one or more short videos or other media demonstrating effective practices, student work and other content; a focused culminating project to enable educators to demonstrate what they have learned and share their learning with other colleagues; and built-in assessments to gauge what participants learn. Courses can be designed to be implemented in multiple course management systems based on local needs. Cost estimates for these courses were determined based on discussions with state assessment directors, experts on technology and professional development specialists.

PROFESSIONAL DEVELOPMENT COURSEWORK	
Professional Development Modules	**Per Module Cost Estimate**
"Common Assessments 101" will provide educators and a wide range of stakeholders with opportunities to learn "the basics" about the Partnership's proposed assessment system, including the overall design of the assessment system; what each component looks like, how it will be administered and what it is meant to accomplish; and types of student performance information each component will produce.	1 overview course tailored for stakeholders = $100,000.
"Common Assessments 102" will provide more in-depth training for school and district personnel who need technical training in how to administer the new assessment system. The training tools will cover issues critical to ensuring valid and reliable test results, such as the roles and responsibilities of teachers, principals, school site testing directors and others in administering each of the Partnership's specific summative assessment components; the technologies used to deliver various assessment tasks and items; how student responses will be submitted for various items and tasks; how items and tasks will be scored; test security procedures; general test administration procedures; and accommodations for students with disabilities and English learners.	1 overview course tailored for stakeholders = $100,000.
"Common Assessments 103" will provide targeted technical training and certification for school and district personnel who have official responsibility for administering specific assessments. It will take the form of a bundle of separate training modules, each focused on one specific assessment component, offering the opportunity for individuals to complete as many courses as necessary given their specific roles and responsibilities in assessment administration. This training will include material focused on the particular issues related to administering assessments to students with IEPs and students who need accommodations on assessments.	Assumes separate courses for math and ELA/literacy; separate for elementary (3–5) and middle school (6–8) and two courses (end-of-domain and end-of-course) for high school. Separate series for math and ELA/literacy longer through-course components (performance task). Total = 12 courses @ $75,000 = $900,000.

"Common Assessments 201" will offer training for teachers and school instructional leaders to learn how to interpret results from the various assessment components. As part of this training, individuals will receive examples of assessment items and student responses that illustrate performance at each achievement level, an item analysis, online assessment guides, and protocols and tools for analyzing achievement data. The training also will employ videos of teachers collaborating and discussing student achievement data from the Partnership's field tests.	Assume separate courses for math and ELA/literacy; separate for elementary (3–5), middle (6–8) and high school. Total = 6 courses @ $75,000 = $450,000.
"Common Assessments 202–204" will offer more in-depth training for teachers and school instructional leaders on interpreting results from the various assessment components.	Assume separate courses for math and ELA/literacy; separate for elementary (3–5), middle (6–8) and high school. Total = 6 courses @ $75,000 = $450,000.

- **Meeting Support for Content Teams.** The budget includes meeting support for convening the content teams over the course of the grant period.

CONTENT TEAM MEETINGS			
Content Team Meeting	**Number of Meeting Attendees**	**Per Meeting Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
16 ELA/Literacy Content Team Meetings	100	$32,000	$533,908
16 Mathematics Content Team Meetings	100	$32,000	$533,908

Note: The total number of meeting attendees is higher than the number of travelers because meeting costs account for additional attendees who do not require travel support. The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR PROFESSIONAL CAPACITY AND OUTREACH CONTRACTUAL SUMMARY					
Contractual	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
ELA/Literacy Content Team Meetings	$ 128,000	$ 131,584	$ 135,268	$ 139,056	$ 533,908
Mathematics Content Team Meetings	$ 128,000	$ 131,584	$ 135,268	$ 139,056	$ 533,908
Online Professional Development Modules	$ 500,000	$ 500,000	$ 1,000,000	$ -	$2,000,000
Total	**$ 756,000**	**$ 763,168**	**$ 1,270,537**	**$ 278,112**	**$3,067,816**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — TECHNOLOGY

Budget Part B: Level 1 Budget Module — Detailed Table
Name: *TECHNOLOGY*

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 1,500,000	$ 7,750,000	$ 7,250,000	$ 6,000,000	$ 22,500,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 1,500,000	$ 7,750,000	$ 7,250,000	$ 6,000,000	$ 22,500,000
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Total Costs (add lines 9–10)	$ 1,500,000	$ 7,750,000	$ 7,250,000	$ 6,000,000	$ 22,500,000
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 1,500,000	$ 7,750,000	$ 7,250,000	$ 6,000,000	$ 22,500,000

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
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Budget Module: **TECHNOLOGY**

Rationale: Partnership states are committed to administering and scoring the assessment system's through-course components and end-of-year assessments by computer for all students in grades 6 through high school starting in 2014–15. Although 100% computer-based administration for most grades will require many states to accelerate efforts to expand technology infrastructure in their schools, using full computer administration in the first year of operational assessments will have significant advantages. First, it will save on costs because the Partnership will not develop comparable paper-and-pencil assessment or answer forms except for students who require specific accommodations (and for students in grades 3–5). Second, it will allow the Partnership to use computer-enhanced item types to better measure the full range of the CCSS while leveraging technology to score and report results in a more cost-effective, efficient and secure manner. The Partnership budget proposal for technology is intended to move states toward modular, best-of-breed technology solutions for assessment administration, scoring and reporting that can be built more quickly and less expensively. Given the size of the Partnership, this approach will create significant incentives for technology firms and experts in the education technology sector to drive innovation and improvement in the reliability, quality, speed and cost of the technologies needed to deliver the common assessments.

Associated Work Plan

Activity/Deliverable	Criteria Addressed	IHE Priority Addressed	Start Date	End Date
Assessment Platform (Infrastructure, Software, Data Warehousing, Security)	A(7)(a)		10/15/2010	06/30/2012
Content Management and Partnership Resource Center	A(7)(a)	✓	10/15/2010	06/30/2012
Text Complexity Diagnostic Tool	A(7)(a)		10/15/2010	06/30/2012

Expenses by Budget Category

Contractual

- **Assessment Platform.** The budget includes $22,500,000 for the technology components of the Partnership's assessment system.

Explanation: To make cost estimates regarding technology, the Partnership asked a collection of education technology experts to convene to outline a technology infrastructure and budget for the PARCC assessment system. The result is a focused investment in a high-tech platform to support assessment delivery, scoring and reporting that will be critical to achieve the Partnership's aim for administering most components in an online, computer-based mode. The proposal also includes the PRC to provide a critical resource enabling schools and teachers to align curriculum, instruction and ongoing formative assessment with the CCSS and the common assessment system so that the common assessments function as part of a coherent instructional system. A Text Complexity Diagnostic Tool will provide useful guidance to inform instruction from the beginning of the school year and will help teachers adapt instruction to meet the specific needs of students throughout the year.

TECHNOLOGY COST ESTIMATE	
Infrastructure: The technology infrastructure for PARCC includes servers and hosting for all Web-based systems, including day-of-test administration. This solution assumes a cloud computing architecture that can easily ramp up for test days and time-sensitive reporting events.	$5,000,000
Software Licensing: This includes database servers, application server operating system and services, reporting software packages and a content management package.	$3,000,000
Online Test Delivery and Scoring	*Costs included in Assessment Design and Development Budget Module*

Reporting and Data Warehousing (including the Interactive Data Tool): States will contribute data to the data warehouse to allow for online delivery of assessment to students. The data the test generates are then stored in the warehouse, reported on and made available back to states. This amount includes funds to develop the Interactive Data Tool, which will provide immediate and flexible access to performance data for teachers, parents, students, administrators, policymakers and the public, as described in section (A)(3).	$2,500,000
Identity and Access Management: Security solutions require controls at the state level. States will be responsible for maintaining their user data — the assessment system will allow appropriate access based on locally determined data.	$7,000,000
Content Management (including PRC): This portion of the technology infrastructure involves sharing and managing assessment and professional development content including the PRC described in section (A)(3), which will provide a vehicle for housing and sharing released items and tasks as well as model curriculum frameworks and exemplar lessons plans/student work.	$3,000,000
Text Complexity Diagnostic Tool: This will help meet the demands of the CCSS for assessing the level of text complexity students can handle and help teachers to conduct formative assessment of their students' capacities to read text at various levels to chart a realistic path for students to build their skills toward meeting the standards. As described in section (A)(3), states will contribute high-quality text examples, and PARCC will leverage existing investments in states and districts to reduce costs.	$2,000,000
Total Cost Estimate	**$22,500,000**

YEAR-BY-YEAR TECHNOLOGY SUMMARY

Activity	Year 1	Year 2	Year 3	Year 4	Total
Technology Development	$1,500,000	$7,750,000	$7,250,000	$6,000,000	$22,500,000
Total	**$1,500,000**	**$7,750,000**	**$7,250,000**	**$6,000,000**	**$22,500,000**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — HIGHER EDUCATION ENGAGEMENT

Budget Part B: Level 1 Budget Module — Detailed Table
Name: *HIGHER EDUCATION ENGAGEMENT*

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ 230,000	$ 236,440	$ 315,978	$ 324,826	$ 1,107,244
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 299,200	$ 700,858	$ 942,562	$ 944,313	$ 2,886,933
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 529,200	$ 937,298	$ 1,258,540	$ 1,269,139	$ 3,994,177
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Total Costs (add lines 9–10)	$ 529,200	$ 937,298	$ 1,258,540	$ 1,269,139	$ 3,994,177
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 529,200	$ 937,298	$ 1,258,540	$ 1,269,139	$ 3,994,177

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
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Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module: HIGHER EDUCATION ENGAGEMENT

Rationale: As described in section (A)(6) and in the Competitive Preference Priority Narrative, engaging higher education is a critical lynchpin of the Partnership's overall strategy in the proposal; the Partnership cannot credibly incorporate college readiness standards into its high school assessments without early and continuous involvement of postsecondary leaders and faculty. The Partnership intends to use significant resources to help drive the process in each state — ensuring that all key higher education stakeholders in all Partnership states have an opportunity to learn about the Partnership and its assessments, be engaged in the assessment design and development process, and provide input and feedback at key junctures. Through the establishment of a College-Ready Advisory Committee and a network of college-ready working groups that will participate on the Partnership's assessment design committees and content teams, higher education will be front and center in the design and development of the new assessment system, particularly the high school assessments. The Partnership will work with systems and IHEs to establish policies for using results from the Partnership's common high school assessments as an indicator of students' readiness for placement in entry-level, credit-bearing college coursework.

Associated Work Plan

Activity/Deliverable	Criteria Addressed	IHE Priority Addressed	Start Date	End Date
College-Ready Advisory Committee	Priority	✓	10/01/2010	05/31/2014
Higher Education Experts	Priority	✓	10/01/2010	9/30/2014

Expenses by Budget Category

Travel

- **College-Ready Advisory Committee.** The budget for this section will support the travel expenses for a 60-member College-Ready Advisory Committee that will be involved in all aspects of the Partnership's assessment development. The primary responsibility of the committee will be to lead the Partnership's efforts to work with IHEs to develop college-ready

standards for the common high school assessments, the results of which will be used to make college course placement decisions. The committee will meet twice a year for two-day meetings that include two representatives from each partner state and up to 10 invited guests for a total of 70 travelers.

Explanation: This committee is a critical feature of the Partnership's overall strategy for engaging higher education as described in the application. The committee will work to deepen understanding of the Partnership's goals and lay the groundwork for systems and IHEs to use the results of the common high school assessments as an indicator of students' readiness for entry-level, credit-bearing courses.

COLLEGE-READY TRAVEL			
College-Ready Advisory Committee Meetings	**Number of Travelers**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
8 College-Ready Advisory Committee Meetings	70	$1,150	$671,556

The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

- **Higher Education Site Visits.** The budget includes support for two expert consultants to visit each Governing State two to four times over the course of the grant period.

Explanation: During these visits, the higher education experts described below will work with higher education officials in the states to develop a comprehensive outreach and engagement plan that includes helping key freshman faculty understand the CCSS, discussing how the standards will address the gaps that students chronically bring to their classrooms, and gathering input on how the Partnership's high school assessments can measure the CCSS so results can ultimately be used for placement decisions.

HIGHER EDUCATION SITE VISIT TRAVEL			
Higher Education Site Visits	**Number of Travelers Per Site Visit**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
180 Higher Education Site Visits	2	$1,150	$435,688

The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR HIGHER EDUCATION TRAVEL SUMMARY					
Travel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
College Ready Advisory Committee Biannual Travel to Washington, D.C.	$ 161,000	$ 165,508	$ 170,142	$ 174,906	$ 671,556
Higher Education Site Visits	$ 69,000	$ 70,932	$ 145,836	$ 149,920	$ 435,688
Total	**$ 230,000**	**$ 236,440**	**$ 315,978**	**$ 324,826**	**$1,107,244**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Contractual

- **Higher Education Experts.** The budget includes $1,440,000 in support for two higher education expert consultants in years 1–2 of the grant and four higher education experts in years 3–4 of the grant. Consultant rate is estimated at $1,000 per day for 10 days per month.

  Explanation: These consultants will support the work of the higher education working groups by working within the Partnership states to forge a close working relationship between K–12 and higher education leaders at critical junctures in the assessment system design and implementation.

- **Subgrants to States for Higher Education Engagement.** The budget provides $1,200,000 to provide 15 to 20 grants to Governing States for higher education engagement activities.

  Explanation: These subgrants to states will support efforts to engage IHEs in the Partnership's work. Systemwide and institution-level engagement will deepen understanding of the Partnership's plan among faculty in higher education institutions in all member states, a prerequisite for ensuring the assessments will be accepted and used by member systems and IHEs. As outlined above, each state will have a detailed plan developed in consultation with the higher education experts.

- **Meeting Support for College-Ready Advisory Committee.** This budget includes funds to provide for meeting support for convening the College-Ready Advisory Committee.

COLLEGE-READY MEETINGS			
College-Ready Advisory Committee Meetings	**Number of Meeting Attendees**	**Per Meeting Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
8 College-Ready Advisory Committee Meetings	90	$29,600	$246,933

Note: The total number of meeting attendees is higher than the number of travelers because meeting costs account for additional attendees who do not require travel support. The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR HIGHER EDUCATION ENGAGEMENT CONTRACTUAL SUMMARY					
Contractual	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
State Grants for Higher Education Engagement	$ -	$ 400,000	$ 400,000	$ 400,000	$1,200,000
College Ready Advisory Committee Meetings	$ 59,200	$ 60,858	$ 62,562	$ 64,313	$ 246,933
Expert Consultants: 2 in Years 1–2 @ $120,000 per Year; 4 in Years 3–4 @ $120,000 per Year	$ 240,000	$ 240,000	$ 480,000	$ 480,000	$1,440,000
Total	**$ 299,200**	**$ 700,858**	**$ 942,562**	**$ 944,313**	**$2,886,933**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Level 1 Budget Module — PROJECT MANAGEMENT

Budget Part B: Level 1 Budget Module — Detailed Table Name: *PROJECT MANAGEMENT*					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ 1,829,380	$ 1,880,603	$ 1,933,260	$ 1,987,391	$ 7,630,633
2. Fringe Benefits	$ 548,814	$ 564,181	$ 579,978	$ 596,217	$ 2,289,190
3. Travel	$ 44,700	$ 45,952	$ 47,238	$ 48,561	$ 186,451
4. Equipment	$ 23,700	$ -	$ -	$ -	$ 23,700
5. Supplies	$ 167,640	$ 172,334	$ 177,159	$ 182,120	$ 699,253
6. Contractual	$ 1,500,000	$ 750,000	$ 875,000	$ 500,000	$ 3,625,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ 4,114,234	$ 3,413,069	$ 3,612,635	$ 3,314,289	$ 14,454,226
10. Indirect Costs	$ 363,434	$ 373,610	$ 384,071	$ 394,825	$ 1,515,941
11. Total Costs (add lines 9–10)	$ 4,477,668	$ 3,786,679	$ 3,996,706	$ 3,709,114	$ 15,970,168
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ 4,477,668	$ 3,786,679	$ 3,996,706	$ 3,709,114	$ 15,970,168

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module: **PROJECT MANAGEMENT**

Rationale: Achieve will use an integrated project team to manage the common assessment project and ensure that the Partnership receives the high-quality service, advice and support Achieve has become known for delivering. Funds requested under this budget module will enable Achieve to build such a team by blending existing staff members with new personnel, outside subject matter experts, technical partners and vendors. In addition, this budget module provides support for Achieve to undertake significant communication and outreach activities for the Partnership, coordinate the development of model curriculum frameworks to be made available through PRC as described in section (A)(3), and secure necessary procurement assistance and legal advice. Finally, funds requested under this module will enable Achieve to conduct several of the evaluation studies described in section (A)(5), which Achieve is best positioned to undertake.

Associated Work Plan

Activity/Deliverable	Criteria Addressed	IHE Priority Addressed	Start Date	End Date
Project Management Team	A(8)(a)	✓	10/1/2010	9/30/2014
PARCC Communications/Outreach Campaign	A(6)(b)	✓	10/1/2010	9/30/2014
PARCC Research Studies	A(5)	✓	1/1/2013	9/30/2014
PARCC Curriculum Frameworks	A(2)(b), A(2)(c)	✓	10/15/2010	10/15/2011
Legal/Procurement Counsel	A(1)(d)		10/1/2010	9/30/2014

Expenses by Budget Category

Personnel

Project Management Staff. The budget includes support for Achieve, the project management partner to the consortium. See section A(8)(a) for details on the quality and qualifications of the

project management partner as well information on the importance of each personnel position to the success of the Partnership's work.

PROJECT MANAGEMENT PERSONNEL			
Name/Position	**Percent FTE**	**Base Annual Salary**	**Fringe**
GOVERNANCE			
Michael Cohen, President*			
Matthew Gandal, Executive Vice President	20%	(b)(2)	30%
Margaret Horn, Director State Leadership and Policy Development	25%		30%
Alissa Peltzman, Associate Director State Leadership and Policy Development	50%		30%
Lesley Muldoon, Policy Analyst	100%		30%
ASSESSMENT DESIGN AND DEVELOPMENT			
Laura Slover, Vice President, Content and Policy Research	20%	(b)(2)	30%
Kaye Forgione, Senior Associate, Mathematics	50%		30%
Douglas Sovde, Senior Associate, Mathematics	50%		30%
Joanne Eresh, Senior Associate, English Language Arts	100%		30%
Director, Assessment	100%	$150,000	30%
Tracy Halka, Associate Director, Assessment	100%	(b)(2)	30%
Senior Project Associate, Assessment	100%	$85,000	30%
Allison Barr, Policy Analyst	100%	(b)(2)	30%
Project Associate	100%	$60,000	30%
PROJECT MANAGEMENT			
Director, PARCC	100%	$175,000	30%
Associate Director, PARCC	100%	$90,000	30%
Director, Finance & Federal Reporting	100%	$110,000	30%
Meeting Planner	100%	$60,000	30%
Project Associate	100%	$60,000	30%
RESEARCH AND EVALUATION			
John Kraman, Associate Director, Research Projects	25%	(b)(2)	30%
PROFESSIONAL CAPACITY AND OUTREACH			
Director, Education Community Outreach	100%	$120,000	30%

HIGHER EDUCATION ENGAGEMENT			
Director, Postsecondary Engagement	100%	$200,000	30%
Project Associate	100%	$60,000	30%

* As president, Mr. Cohen will provide overall leadership for Achieve's work in support of PARCC but will not be considered key personnel to the project.

Explanation: Achieve employs personnel that meet or exceed the requirements for successfully fulfilling the role of project management partner for the PARCC. However, with an effort of this size and scale, Achieve will also need to add additional capacity to deliver the level of support required by the Partnership. Relevant professionals with experience and expertise in large-scale multi-state K–12 assessment including specific expertise in assessment, ELA/literacy, mathematics, research, higher education, communication, educator and district capacity-building, and implementation and sustainability will be dedicated to the efforts of the PARCC. Achieve knows how to manage and staff multi-state projects to effectively meet the needs of the Partnership; anticipate challenges; and solve problems during design, development and implementation of the new assessment system.

Fringe Benefits

- The budget includes $2,289,190 in fringe benefits based on a rate of 30% for each staff member.
- A 2.8% cost-of-living adjustment is factored into the salaries for years 2–4 of the grant.

YEAR-BY-YEAR PROJECT MANAGEMENT SALARY SUMMARY					
Activity	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Staff Salaries	$ 1,829,380	$ 1,880,603	$1,933,260	$ 1,987,391	$ 7,630,633
Fringe Benefits of 30% Applied to Salaries	$ 548,814	$ 564,181	$ 579,978	$ 596,217	$ 2,289,190
Total	**$ 2,378,194**	**$ 2,444,783**	**$2,513,237**	**$ 2,583,608**	**$ 9,919,823**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Travel

- **Achieve Staff Travel to Key Partnership Meetings.** The budget includes support for 11 Achieve staff to attend two two-day meetings per year outside the Washington, D.C., area throughout the four-year grant. The budget also provides an additional one day of travel support for six of the Achieve staff members to attend to on-site logistics and set up for meetings that occur outside of Washington, D.C.

- **Travel to Postsecondary Conferences.** The budget provides funds for two project staff to attend seven key postsecondary association meetings per year to engage higher education officials in the Partnership's assessment development and implementation process.

ACHIEVE STAFF TRAVEL			
Meetings and Conferences	**Number of Travelers**	**Per Person/Trip Cost**	**Total Cost Over Grant Period (including 2.8% inflation rate built into years 2–4)**
8 Partnership Meetings for Achieve Staff	5	$1,150	$47,968
8 Partnership Meetings for Assessment Design and Development Team	6	$1,425	$71,327
28 Postsecondary Conferences	2	$1,150	$67,156

The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR PROJECT MANAGEMENT TRAVEL SUMMARY					
Travel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Achieve (5 Staff Members) Travel to Out-of-State Content Team Meetings Twice a Year for 2 Days	$ 11,500	$ 11,822	$ 12,153	$ 12,493	$ 47,968
Achieve (6 staff members) Travel to	$ 17,100	$ 17,579	$ 18,071	$ 18,577	$ 71,327

Out-of-State Content Team Meetings Twice a Year for 3 Days					
Achieve (2 Staff Members) Travel to 7 Postsecondary Conferences per Year	$ 16,100	$ 16,551	$ 17,014	$ 17,491	$ 67,156
Total	**$ 44,700**	**$ 45,952**	**$ 47,238**	**$ 48,561**	**$ 186,451**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Equipment

- The budget includes laptop computers and blackberries for each of 11 new Achieve staff members (11 laptops at $1,800 each and 11 blackberries at $150 each) as well as 5 printers at $450 each.

YEAR-BY-YEAR PROJECT MANAGEMENT EQUIPMENT SUMMARY					
Equipment	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Equipment (11 Laptops and Blackberries @ $1950 per Person and 5 Printers Total)	$ 23,700	$ -	$ -	$ -	$ 23,700

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Supplies

- A monthly cost for supplies and support is calculated for all 22 Achieve staff members included in the budget. Supplies include telecommunications, IT support, printing, postage and office supplies at a total of $635 per person per month.

YEAR-BY-YEAR PROJECT MANAGEMENT SUPPLIES SUMMARY					
Supplies	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Supplies @ $635 for 22 Staff	$ 167,640	$ 172,334	$ 177,159	$ 182,120	$ 699,253

Contractual

- **Expert Consultants.** The budget includes funds to engage a number of expert standards writers and consultants to help analyze the CCSS and help conduct the gap analysis. In addition, the budget includes support for a group of assessment experts to help shape the test specifications and blueprints and participate in the work of the Assessment Design Team, content teams and related committees as necessary. ($1,200,000)

- **Model Curriculum Frameworks.** The budget includes funds to develop model curriculum frameworks, including exemplar lesson plans and student work to serve as a bridge between the CCSS and the new assessment systems. These frameworks will serve as important instructional supports for teachers. ($500,000)

- **Literature Reviews and Innovative Research Designs.** The Partnership wants to be sure to access the most up-to-date, cutting-edge research on critical challenges and opportunities for assessment design and development, including front-end strategies to maximize validity, reliability, fairness, precision and comparability. Therefore, the Partnership plans to issue a number of RFIs and commission a series of papers and literature reviews at the outset of the grant. ($75,000)

- **Higher Education Studies.** The budget includes funds for commissioning and publishing two to three higher education studies, such as a review of current IHE placement policies and the cost of remediation across the Partnership states. ($100,000).

- **Research and Validation Studies.** The budget includes $825,000 to support a set of critical research studies that Achieve is particularly well-suited to undertake.

- A study to verify that the Partnership's assessment components measure the full range of the CCSS. ($250,000)
- A study to verify that the content and constructs being measured by the Partnership's high school assessments reflect the prerequisite knowledge and skills necessary for entry-level, credit-bearing college courses in ELA/literacy and mathematics. ($200,000)
- A study to analyze the ELA/literacy and mathematics content measured by the Partnership's high school assessments against the content measured by the primary college admissions tests currently used (e.g., the SAT and ACT) and placement tests such as ACCUPLACER and COMPASS. ($175,000)
- A content validity study to investigate the extent to which the assessments based on the CCSS cover content that is consistent with content included on key international assessments, such as TIMSS, PISA, PIRLS and others, as determined necessary. ($200,000)

- **PARCC Web site.** The budget includes funds to contract with a vendor to develop a Web site for the Partnership that will act as a hub of information on the assessment system and member states. ($100,000)

- **Public Outreach, Toolkits and Communication Materials.** The budget includes $400,000 for a retainer with a communications firm for assistance in developing outreach tools for the Partnership's public and targeted outreach materials tailored to Partnership state needs. Also included are resources to develop toolkits and publish and print public outreach communications such as policy briefs and other materials for use and dissemination by states in the Partnership.

- **Procurement Assistance.** Achieve will work with technical consultants and assessment experts to help finalize the cost of the assessment system and assist the Partnership in writing RFPs and evaluating proposals for the assessment design and development work over the four-year grant period. ($225,000)

- **Legal Support.** The budget includes funds to assist with fiscal and procurement issues and compliance with federal requirements. ($200,000)

YEAR-BY-YEAR PROJECT MANAGEMENT CONTRACTUAL SUMMARY					
Contractual	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Expert Consultants	$ 300,000	$ 300,000	$ 300,000	$ 300,000	$ 1,200,000
Model Curriculum Frameworks	$ 500,000	$ -	$ -	$ -	$ 500,000
Literature Reviews and Research Designs	$ 25,000	$ 25,000	$ 25,000	$ -	$ 75,000
Higher Education Studies	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 100,000
Content Validity: Study of Extent to which PARCC Assessments Measure the Full Range of CCSS	$ 250,000	$ -	$ -	$ -	$ 250,000
Content Validity: Study of Extent to which PARCC Assessment Measures Are Consistent with Expectations for Entry-Level Credit-Bearing ELA and Mathematics Courses	$ -	$ -	$ 200,000	$ -	$ 200,000
Benchmark Analyses: College Measures	$ -	$ -	$ 175,000	$ -	$ 175,000
Benchmark Analyses: International	$ -	$ 200,000	$ -	$ -	$ 200,000
PARCC Web site	$ 100,000	$ -	$ -	$ -	$ 100,000
Outreach Toolkits and Communication Tools ($200,000) and Retainer with a Communications Firm ($200,000)	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 400,000
Procurement Assistance	$ 150,000	$ 50,000	$ -	$ 25,000	$ 225,000
Legal Support for PARCC	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 200,000
Total	**$ 1,500,000**	**$ 750,000**	**$ 875,000**	**$ 500,000**	**$ 3,625,000**

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Indirect Costs

- An indirect cost rate of 15% is being applied by Achieve to the personnel, fringe benefits and travel costs associated with this budget module.

YEAR-BY-YEAR PROJECT MANAGEMENT INDIRECT COSTS SUMMARY					
Indirect Costs	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Indirect Cost Rate of 15% on Personnel, Fringe and Travel	$ 363,434	$ 373,610	$ 384,071	$ 394,825	$ 1,515,941

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Part C: Level 2 Budget Module — Formative Assessment Tools

Budget Part C: Level 2 Budget Module — Detailed Table
Name: *Formative Assessment Tools for K–2*
Priority: *Priority 1*

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual		$ 725,219	$ 3,069,818	$ 6,200,849	$ 9,995,886
7. Training Stipends					
8. Other					
9. Total Direct Costs (add lines 1–8)					
10. Indirect Costs					
11. Total Costs (add lines 9–10)		$ 725,219	$ 3,069,818	$ 6,200,849	$ 9,995,886
12. Other Funds Allocated Toward This Work					
13. Total Funds Requested (subtract line 12 from line 11)		$ 725,219	$ 3,069,818	$ 6,200,849	$ 9,995,886

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

Budget Module 2/Priority 1: FORMATIVE ASSESSMENT TOOLS FOR K–2

Rationale: As described in section (A)(3), the Partnership proposes to provide teachers with several "ready-to-use" resources that can support ongoing formative assessment of student learning in the classroom. Two of those resources — the PRC and the Text Complexity Diagnostic Tool — are included in the Level 1 Budget Module for Technology. As its top-priority Level 2 Budget Module, the Partnership is requesting additional funds to develop the third formative resource described that section — "FORM-3: Options for Assessing K–2 Literacy and Mathematics."

Beginning in grade 3, the Partnership's summative assessment system will provide teachers and parents with information about whether students are on track to reaching an evidence-based standard for college and career readiness. But children's development toward college and career readiness begins even earlier. These optional performance tasks will help ensure that schools can measure student knowledge and skills across the full range of the CCSS, including standards in grades K–2, while ensuring that assessments in these early grades are sensitive to children's developmental needs.

The tasks will consist of developmentally appropriate measures, including observations, checklists, running records and on-demand performance events that reflect milestones within given windows during the school year. The measures will produce results that identify appropriate interventions or enrichment activities and are capable of supporting measures of growth. The Partnership also will explore the use of technology innovations such as computer touch screens. To ensure that the K–2 formative tasks are widely available to all teachers across the Partnership, they will be housed within, but exist as a special part of, the PRC.

Specifically, these optional resources will provide teachers with two kinds of information that the National Association for the Education of Young Children deems vital for assessment during early childhood education: information to support learning and instruction and information to identify children who may need additional services. (NAEYC, 2003) Teachers will be able to use the information to adjust instruction for groups of students or provide targeted support to individual students. As a result, more students will enter grade 3 with a solid foundation for learning the knowledge and skills necessary to stay on track for college and career readiness.

Expenses by Budget Category

Contractual

- **K–2 Formative Assessment Tool.** The project budget includes $9,995,886 in funding for a vendor to design and develop the Partnership's optional K–2 formative assessment tools.

K–2 FORMATIVE TOOL COST ESTIMATE	
Content Development: The major expense item in content development is the cost of developing the items. Additional content development costs calculated include ancillary development, art procurement, the costs to secure permissions to use certain items and costs for paper format construction.	$7,201,491
Labor: This includes management of the project as well as psychometric support. The labor costs were calculated for technology, program management, psychometrics and quality assurance. Labor rates for these functions are determined from up-to-date Department of Labor rate tables.	$881,944
Production: This includes composition of assessment tasks and design costs. The costs for design and composition, film, prep and plate, paper, print and binding, and warehouse/logistics costs are included in the cost model. Additionally, it was assumed that test forms would be designed on PDFs and printed locally by teachers, reducing costs.	$717,190
Scoring: This includes funds for scoring field test items during formative assessment development. A key assumption regarding this budget is that the K–2 tools will be administered locally by the teachers and scored during normal classroom hours.	$743,748
Travel and Meetings: Travel costs include meetings necessary for development and program management. This includes support for item development, item review, and other relevant planning and management meetings.	$451,512
Total Budget Estimate	**$9,995,886**

Explanation: This estimate is based on the Partnership's collaboration with Assessment Solutions Group (ASG), which assisted in the estimation of the price of the proposed assessment system. ASG has developed a proprietary assessment cost model, based on real assessment data and the

extensive testing industry experience of the members of the group. The figures in the table above are reported in real dollars, assuming an annual inflation rate of 2.8%.

Note: The numbers in this table reflect whole dollars. The actual budget calculations are executed to two decimal places. Due to rounding of the data to whole dollars, the sum of the individual components may not appear to tie exactly to the totals.

YEAR-BY-YEAR FORMATIVE ASSESSMENT SUMMARY					
Activity	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Development of Formative Assessment Tools for K–2	$ -	$ 725,219	$ 3,069,818	$ 6,200,849	$ 9,995,886
Total	**$ -**	**$ 725,219**	**$ 3,069,818**	**$ 6,200,849**	**$ 9,995,886**

Budget Part C: Level 2 Budget Module — PARCC Technology Enhancements

Budget Part C: Level 2 Budget Module — Detailed Table Name: *PARCC Technology Enhancements* Priority: *Priority 2*					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ -	$ 4,000,000	$ 3,000,000	$ 3,000,000	$ 10,000,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (add lines 1–8)	$ -	$ 4,000,000	$ 3,000,000	$ 3,000,000	$ 10,000,000
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Total Costs (add lines 9–10)	$ -	$ 4,000,000	$ 3,000,000	$ 3,000,000	$ 10,000,000
12. Other Funds Allocated Toward This Work	$ -	$ -	$ -	$ -	$ -
13. Total Funds Requested (subtract line 12 from line 11)	$ -	$ 4,000,000	$ 3,000,000	$ 3,000,000	$ 10,000,000

All applicants must provide a breakdown by the applicable budget categories shown in lines 1–10.
Columns (a) through (d): For each project year for which funding is expended, show the total amount expended for each applicable budget category.
Column (e): Show the total amount expended for all project years.
Line 10: If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Line 12: Show the total funding from other sources being used to offset the costs of this project, if any, and list all such funding sources in the budget narrative.

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Budget Module 2/Priority 2: PARCC TECHNOLOGY ENHANCEMENTS

Rationale: As discussed in sections (A)(3) and (A)(7), as well as in the Level 1 Budget Module for Technology, the Partnership plans to administer and score most items in most grades online by computer in more than two dozen states by 2014–15. With an additional investment of $10,000,000, the Partnership can (1) enhance the technology infrastructure in ways that minimize risk of system overload at any point during administration of the common assessments, and (2) accelerate the development of test delivery and scoring technologies so that more items can be machine-scored on an earlier timeline.

Expenses by Budget Category

Contractual

- **Technology Enhancement.** The project budget includes $10,000,000 to enhance the Partnership's technology infrastructure.

COST ESTIMATE FOR TECHNOLOGY ENHANCEMENTS	
Technology Infrastructure: This is a further investment in technology infrastructure that includes additional servers and hosting for all Web-based systems including day-of-test administration. This solution assumes a cloud computing architecture that can easily ramp up for test days and time-sensitive reporting events.	$5,000,000
Test Delivery and Scoring: This is an additional investment in the online testing system and AI to push the field towards better scoring techniques.	$5,000,000
Total Cost Estimate	**$10,000,000**

Explanation:

1) Infrastructure: The Partnership plans to promote item security and reliability of results by maximizing the number of students per grade level and subject area who will be able to take the through-course and end-of-year assessment components at the same time. However, given the large number of students enrolled by member states, the Partnership deems it prudent to invest additional resources to ensure that the system infrastructure can handle peak load demands. Although the Partnership will use other strategies to deal with system load — such as staggering test delivery by time zone, grade levels and subject areas — this additional $5,000,000 will enable the Partnership to greatly minimize any risk of system overload by strategically enhancing hosted cloud computing capacity (servers, backups, bandwidth) during projected peak periods.

2) Test Delivery and Scoring: As described in sections (A)(3) and (A)(4), to maximize time and cost efficiencies, the Partnership plans to use AI to score as many through-course items and tasks as possible given the current state of the art. However, strategic investments in delivery and scoring technologies would allow the Partnership to accelerate the timeline for enabling 100% of through-course tasks to be AI-scored — a high priority for many Governing States. The Partnership would use these additional funds to push the pace of progress to overcome several specific limitations of current AI scoring: First, AI has difficulty recognizing advanced stylistic elements in student essays and scoring written responses that call for high-level, content-based inferences. Second, AI has difficulty interpreting scanned student writing — particularly formulas — when students are asked to "show their work" on constructed-response items and performance tasks in mathematics. Overcoming the former will require expanding the capabilities of AI software, while overcoming the latter will require improvements in computer-based test delivery so that students can show their mathematics work using the keyboard and mouse rather than writing it out by hand. In addition, the Partnership will use a portion of the funds to drive immediate improvements in the technology for managing asynchronous scoring during the short term — allowing some items and tasks to be scored by AI, others by humans under a distributed approach and others by the vendor.

YEAR-BY-YEAR TECHNOLOGY ENHANCEMENT SUMMARY					
Activity	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Technology Enhancement Development	$ -	$ 4,000,000	$ 3,000,000	$ 3,000,000	$ 10,000,000
Total	**$ -**	**$ 4,000,000**	**$ 3,000,000**	**$ 3,000,000**	**$ 10,000,000**

SUMMARY NOTE

The budget plans and allocations offered in this budget and budget narrative may shift significantly as the Partnership gathers information and experience. For example, we may find it necessary to make more substantial investments up front in reducing testing administration costs to reduce the ongoing costs of administration. While we have submitted a budget that represents the best current thinking of the Partnership, it is essential that there is the flexibility to redeploy resources to design and implement the most efficient and effective assessment program possible.

APPENDIX (A)(1) – A – i

PARTNERSHIP FOR THE ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

MEMORANDUM OF UNDERSTANDING
ADDENDUM 1
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this __ day of June 2010, (the "Effective Date") by and between the State of [*State Name*] and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. **Recommitment to the Consortium**

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. **Application Process For New Members**

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. **Membership Opt-Out Process**

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:

Mailing Address:

Telephone:

Fax:

E-mail:

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of [*INSERT*] hereby joins the Consortium as a [*Participating OR Governing*] State, and agrees to be bound by all of the assurances and commitments associated with the [*Participating OR Governing*] State membership classification. Further, the State of [*INSERT*] agrees to perform the duties and carry out the responsibilities associated with the [*Participating OR Governing*] State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor:	
Printed Name:	Date:
Signature of the Chief State School Officer:	
Printed Name:	Date:
Signature of the State Board of Education President (if applicable):	
Printed Name:	Date:

Maryland Avenue, SW., room 4W414, Washington, DC 20202 or by e-mail: *readytolearn@ed.gov.*

If you use a telecommunications device for the deaf, call the Federal Relay Service, toll free, at 1–800–877–8339.

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Dated: April 5, 2010.

James H. Shelton, III,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. 2010–8168 Filed 4–8–10; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Overview Information; Race to the Top Fund Assessment Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

Catalog of Federal Domestic Assistance (CFDA) Numbers: 84.395B (Comprehensive Assessment Systems grants) and 84.395C (High School Course Assessment Programs grants).

Dates:

Applications Available: April 9, 2010.

Deadline for Notice of Intent To Apply: April 29, 2010.

Date of Technical Assistance Meeting for Prospective Applicants: April 22, 2010.

Deadline for Transmittal of Applications: June 23, 2010.

Deadline for Intergovernmental Review: August 23, 2010.

Full Text of Announcement

I. Funding Opportunity Description

Purpose and Overview of Program: Authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), the Race to the Top Fund Assessment Program provides funding to consortia of States to develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace. These assessments are intended to play a critical role in educational systems; provide administrators, educators, parents, and students with the data and information needed to continuously improve teaching and learning; and help meet the President's goal of restoring, by 2020, the nation's position as the world leader in college graduates.

Through the Race to the Top Fund Assessment Program, the Department expects to award two categories of grants: (A) Comprehensive Assessment Systems grants, and (B) High School Course Assessment Programs grants. In this notice, we are establishing priorities, requirements, definitions, and selection criteria for each grant category. An eligible applicant (*i.e.*, a consortium of States) may apply for grants in both categories, provided it meets the eligibility requirements for each category. The Department will score and rank applications separately in each grant category. Following is an overview of the two grant categories:

(A) *Comprehensive Assessment Systems grants.* Over the past decade, State assessment results have brought much-needed visibility to disparities in achievement among different groups of students and helped meet increasing demands for data that can be used to improve teaching and learning. To fully meet the dual needs for accountability and instructional improvement, however, States need assessment systems that are based on standards designed to prepare students for college and the workplace, and that more validly measure student knowledge and skills against the full range of those standards and across the full performance continuum. Further, States need assessment systems that better reflect good instructional practices and support a culture of continuous improvement in education by providing information that can be used in a timely and meaningful manner to determine school and educator effectiveness, identify teacher and principal professional development and support needs, improve programs, and guide instruction.

This grant category supports the development of such assessment systems by consortia of States. Comprehensive Assessment Systems grants provide funding for the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards (as defined in this notice) in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course. Assessment systems developed with Comprehensive Assessment Systems grants must include one or more summative assessment components in mathematics and in English language arts that are administered at least once during the academic year in grades 3 through 8 and at least once in high school and that produce student achievement data and student growth data (both as defined in this notice) that can be used to determine whether individual students are college- and career-ready (as defined in this notice) or on track to being college- and career-ready (as defined in this notice). In addition, assessment systems developed with Comprehensive Assessment Systems grants must assess all students, including English learners (as defined in this notice) and students with disabilities (as defined in this notice). Finally, assessment systems developed with Comprehensive Assessment Systems grants must produce data (including student achievement data and student growth data) that can be used to inform (a) determinations of school effectiveness; (b) determinations of individual principal and teacher effectiveness for purposes of evaluation; (c) determinations of principal and teacher professional development and support needs; and (d) teaching, learning, and program improvement.

To be eligible for a Comprehensive Assessment Systems grant, an eligible applicant must include at least 15 States, of which at least 5 States must be governing States (as defined in this notice). An eligible applicant receiving a Comprehensive Assessment Systems grant must ensure that the summative assessment components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide in each State in the consortium no later than the 2014–2015 school year.[1] It is the expectation of the Department that States that adopt assessment systems developed with

[1] By requiring that member States fully implement the summative assessment components of the assessment system no later than the 2014–2015 school year, we believe that we are providing an eligible applicant receiving a Comprehensive Assessment Systems grant with an appropriate amount of time to design and develop summative assessments that meet the Absolute Priority and other requirements for this grant category.

Comprehensive Assessment Systems grants will use assessments in these systems to meet the assessment requirements in Title I of the ESEA.

In addition to meeting the need for assessment systems that can be used to determine whether students are college- and career-ready, this grant category seeks to ensure that the results from those systems will, in turn, be used meaningfully by institutions of higher education (IHEs). Under this grant category, we intend to promote collaboration and better alignment between public elementary, secondary, and postsecondary education systems by establishing a competitive preference priority for applications that include commitments from public IHEs or IHE systems to participate in the design and development of the consortium's final high school summative assessments and to implement policies that exempt from remedial courses and place into credit-bearing college courses students who meet the consortium-adopted achievement standard (as defined in this notice) for those assessments. An application that addresses this priority will receive competitive preference points based on the extent to which it demonstrates strong commitment from the public IHEs or IHE systems (as evidenced by letters of intent) and on the percentage of direct matriculation students (as defined in this notice) in public IHEs in the States in the consortium who are enrolled in those IHEs or IHE systems.

(B) *High School Course Assessment Programs grants.* In our nation's high schools, the rigor of courses offered varies and, in many cases, is not sufficient to prepare students for success in college and careers. To promote consistently high levels of rigor in high school courses across a well-rounded curriculum, this grant category supports the development of high school course assessment programs by consortia of States. High School Course Assessment Programs grants provide funding for the development of new assessment programs that cover multiple high school courses (which may include courses in core academic subjects and career and technical education courses) and that include a process for certifying the rigor of the assessments in the assessment program and for ensuring that assessments of courses covering similar content have common expectations of rigor. Each assessment in the assessment program must measure student knowledge and skills against standards from a common set of college- and career-ready standards in subjects for which such a set of standards exists, or otherwise against State or other rigorous standards; and must produce student achievement data and student growth data that can be used to inform (a) determinations of principal and teacher effectiveness and professional development and support needs, and (b) teaching, learning, and program improvement. In addition, assessments in the assessment program must be designed to assess the broadest possible range of students, including English learners and students with disabilities.

To be eligible for a High School Course Assessment Programs grant, an eligible applicant must include at least 5 governing States. An eligible applicant receiving a High School Course Assessment Programs grant must ensure that at least one course assessment developed under the assessment program will be implemented in each State in the consortium no later than the 2013–2014 school year and that all assessments in the assessment program will be operational no later than the 2014–2015 school year.[2] The Department will not require that assessments developed with High School Course Assessment Programs grants be used to meet the assessment requirements in Title I of the ESEA.

We believe that States and high schools will use the assessments in these assessment programs as part of coherent high school improvement efforts that include aligned curricula, instruction, and professional development. In that context, these assessments will play important roles in providing teachers, principals, students, and parents with the information they need to determine whether high school courses are sufficiently rigorous to prepare students for success in college and careers, as well as monitor student progress, adjust instruction, and ultimately improve student outcomes. To ensure that these assessment programs help students prepare for and transition to college successfully, we encourage eligible applicants to collaborate with IHEs in their design and development.

Within this grant category, the Department also seeks to promote the development of rigorous assessment programs for particular courses of high school study. To further the administration's goal of improving teaching and learning in the science, technology, engineering, and mathematics (STEM) subjects, we are establishing a competitive preference priority for applications that include a high-quality plan to develop, within the grant period and with input from one or more four-year degree-granting IHEs, assessments for high school courses that comprise a rigorous course of study designed to prepare high school students for postsecondary study and careers in the STEM fields. To help improve outcomes in career and technical education, we are also establishing a second competitive preference priority for applications that include a high-quality plan to develop, within the grant period and with relevant business community participation and support, assessments for high school courses that comprise a rigorous course of study in career and technical education that is designed to prepare high school students for success on technical certification examinations or for postsecondary education or employment.

As mentioned earlier, the Department supports the development, under both grant categories in this competition, of common assessments by consortia of States. We believe that States working together in consortia benefit from increased assessment resources and expertise and, thus, can develop assessments that are of higher quality than assessments developed by an individual State working on its own. In addition, bringing States together in consortia will improve the efficiency and cost-effectiveness of projects funded under this competition and ensure that the assessments that this competition supports are developed for as many States as possible as quickly as possible. Finally, the development of common assessments will enable the production of comparable data that can be used to identify and promote effective instructional strategies and practices more reliably across States.

In addition, we are requiring that eligible applicants receiving awards under either category in this competition develop assessment items and produce student data in a manner that is consistent with standards for interoperability, and that they make all assessment content (*i.e.*, assessments and assessment items) developed with funds from this competition freely available to States, technology platform providers, or others that request it for purposes of administering assessments, consistent with States' needs and with

[2] By requiring that at least one course assessment developed under the assessment program be implemented in each State in the consortium no later than the 2013–2014 school year and that all assessments in the assessment program be operational no later than the 2014–2015 school year, we believe that we are providing an eligible applicant receiving a High School Course Assessment Programs grant with an appropriate amount of time to design and develop course assessment programs that meet the Absolute Priority and other requirements for this grant category.

consortium or State requirements for test or item security. We believe that these requirements will ensure that assessment content developed with funds from this competition is widely available, including to States that are not part of consortia receiving funds under this competition as well as to commercial organizations wishing to further develop, extend, and incorporate the content into assessment products intended for State use. Moreover, we believe that making assessment content freely available will spur innovation in assessment technology and enable technology providers to compete for States' business on the basis of their developing efficient, effective, economical, and innovative assessment platforms.

The Department recognizes that there are assessment needs—particularly for alternate assessments based on alternate academic achievement standards and assessments of English language proficiency—that we do not attempt to address through this competition. We wish to note that we have plans to address these needs in other ways. For students with the most significant cognitive disabilities, alternate assessments based on alternate academic achievement standards are critical components of a complete assessment system. It is the Department's intent to support States in developing new alternate assessments based on alternate achievement standards, in coordination with this Race to the Top Assessment competition, through a separate competition that will be administered by the Department's Office of Special Education and Rehabilitative Services; we intend to issue a notice inviting applications for this program later this year. For English learners, new assessments of English language proficiency are also needed. The Department intends to set aside other funds in its FY 2011 budget to support State efforts to develop assessments of English language proficiency that are aligned with the college- and career-ready standards in English language arts currently being developed and adopted.

For additional information on the Race to the Top Fund Assessment Program, *see http://www2.ed.gov/programs/racetothetop-assessment/index.html.*

Note about Public and Expert Input Meetings: The design of this Race to the Top Fund Assessment Program competition has benefited significantly from a series of public and expert input meetings held by the Department. At these meetings, invited experts and members of the public provided input in response to questions, published in the **Federal Register** (*see* 74 FR 54795–54800 and 69081–69084), in the following programmatic areas: General and technical assessment issues, technology and innovation in assessment, high school assessments, assessing English learners, assessing students with disabilities, consortium and project management, and procurement. For information about these meetings, including transcripts and presentation materials, as well as other written input provided for this program, *see http://www2.ed.gov/programs/racetothetop-assessment/index.html.*

A. *Comprehensive Assessment Systems:*

Priorities: For the Comprehensive Assessment Systems grant category, we are establishing the following priorities for the FY 2010 grant competition only in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1).

Absolute Priority: This priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority. An eligible applicant should address this priority throughout the application narrative.

The priority is:

Comprehensive Assessment Systems Measuring Student Achievement Against Common College- and Career-Ready Standards. Under this priority, the Department supports the development of new assessment systems that will be used by multiple States; are valid, reliable, and fair for their intended purposes and for all student subgroups; and measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts. To meet this absolute priority, an eligible applicant must demonstrate in its application that it will develop and implement an assessment system that—

(a) Measures student knowledge and skills against a common set of college- and career-ready standards (as defined in this notice) in mathematics and English language arts in a way that—

(i) Covers the full range of those standards, including standards against which student achievement has traditionally been difficult to measure;

(ii) As appropriate, elicits complex student demonstrations or applications of knowledge and skills;

(iii) Provides an accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students; and

(iv) Provides an accurate measure of student growth over a full academic year or course;

(b) Consists of assessment components in mathematics and in English language arts that include, for each subject, one or more summative assessment components that—

(i) Are administered at least once during the academic year in grades 3 through 8 and at least once in high school; and

(ii) Produce student achievement data and student growth data (both as defined in this notice) that can be used to determine whether individual students are college- and career-ready (as defined in this notice) or on track to being college- and career-ready (as defined in this notice);

(c) Assesses all students, including English learners (as defined in this notice) and students with disabilities (as defined in this notice); and

(d) Produces data, including student achievement data and student growth data, that can be used to inform—

(i) Determinations of school effectiveness for purposes of accountability under Title I of the ESEA;

(ii) Determinations of individual principal and teacher effectiveness for purposes of evaluation;

(iii) Determinations of principal and teacher professional development and support needs; and

(iv) Teaching, learning, and program improvement.

Competitive Preference Priority: This priority is a competitive preference priority. Consistent with 34 CFR 75.105(c)(2)(i), we award additional points to an application as specified in the priority.

The priority is:

Collaboration and Alignment with Higher Education. The Department gives eligible applicants competitive preference points based on the extent to which they have promoted collaboration and alignment between member States' public elementary and secondary education systems and their public IHEs (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) or systems of those IHEs. Eligible applicants addressing this priority must provide, for each IHE or IHE system, a letter of intent that—

(a) Commits the IHE or IHE system to participate with the consortium in the design and development of the consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness;

(b) Commits the IHE or IHE system to implement policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the consortium-adopted

achievement standard (as defined in this notice) for each assessment and any other placement requirement established by the IHE or IHE system; and

(c) Is signed by the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system.

All letters of intent must provide the total number of direct matriculation students (as defined in this notice) in the partner IHE or IHE system in the 2008–2009 school year. An eligible applicant must also provide the total number of direct matriculation students (as defined in this notice) in public IHEs in the consortium's member States.

The Department will award up to 20 competitive preference points based on the strength of commitment demonstrated in the letters of intent and on the percentage of direct matriculation students in public IHEs in the member States who are direct matriculation students in the partner IHEs or IHE systems. To receive full competitive preference points under this priority, eligible applicants must provide letters of intent that demonstrate strong commitment from each partner IHE or IHE system and that represent at least 30 percent of direct matriculation students in public IHEs in member States. No points will be awarded for letters of intent that represent fewer than 10 percent of direct matriculation students in public IHEs in member States.

Requirements: For the Comprehensive Assessment Systems grant category, we are establishing the following requirements for the FY 2010 grant competition only in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1).

Eligible Applicants: Eligible applicants are consortia of States.[3]

Eligibility Requirements:

To be eligible to receive an award under this category, an eligible applicant must—

1. Include a minimum of 15 States, of which at least 5 States must be governing States (as defined in this notice);

2. Identify in its application a proposed project management partner and provide an assurance that the proposed project management partner is not partnered with any other eligible applicant applying for an award under this category;[4] and

3. Submit assurances from each State in the consortium that, to remain in the consortium, the State will adopt a common set of college- and career-ready standards (as defined in this notice) no later than December 31, 2011, and common achievement standards (as defined in this notice) no later than the 2014–2015 school year.

Application Requirements:

An eligible applicant's application must—

1. Indicate, consistent with 34 CFR 75.128, whether—

(a) One member of the consortium is applying for a grant on behalf of the consortium; or

(b) The consortium has established itself as a separate eligible legal entity and is applying for a grant on its own behalf;

2. Be signed by—

(a) If one member of the consortium is applying for a grant on behalf of the consortium, the Governor, the State's chief school officer, and, if applicable, the president of the State board of education from that State; or

(b) If the consortium has established itself as a separate eligible legal entity and is applying for a grant on its own behalf, a representative of the consortium;

3. Include an assurance that—

(a) A competitive procurement process based on a "best value" selection[5] will be used for tasks related to assessment design and development; and

(b) All applicable Federal procurement requirements, including the requirements of 34 CFR 80.36, will be met;

4. Include, consistent with 34 CFR 75.128, for each State in the consortium, copies of all Memoranda of Understanding or other binding agreements. These binding agreements must—

(a) Detail the activities that members of the consortium will perform;

(b) Bind each member of the consortium to every statement and assurance made in the application;

(c) Include an assurance, signed by the State's chief procurement official (or designee), that the State has reviewed its applicable procurement rules and determined that it may participate in and make procurements through the consortium; and

(d) Be signed by the Governor, the State's chief school officer, and, if applicable, the president of the State board of education;

5. Include—

(a) An executive summary of the eligible applicant's proposed project;

(b) A theory of action that describes in detail the causal relationships between specific actions or strategies in the eligible applicant's proposed project and its desired outcomes for the proposed project, including improvements in student achievement and college- and career-readiness;

(c) A plan for designing and developing the proposed assessment system;

(d) A plan for research and evaluation of the proposed assessment system;

(e) A plan for implementing the proposed assessment system; and

(f) A project management plan (including a workplan and timeline); and

6. Include a budget that—

(a) Describes in detail how funds from this grant category and other resources will be used to design, develop, implement, and evaluate the proposed assessment system;

(b) Identifies Level 1 budget modules (as defined in this notice) that do not exceed $150 million in total; and

(c) Identifies any Level 2 budget modules (as defined in this notice) that do not exceed $10 million each.

Program Requirements

An eligible applicant awarded a grant under this category must—

1. Evaluate the validity, reliability, and fairness of the summative assessment components of the assessment system, and make available through formal mechanisms (e.g., peer-reviewed journals) and informal mechanisms (e.g., newsletters), and in print and electronically, the results of any evaluations it conducts;

2. Actively participate in any applicable technical assistance activities

[3] Consistent with section 14013 of the ARRA, the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[4] In selecting a proposed project management partner, an eligible applicant must comply with the requirements for procurement in 34 CFR 80.36. Due to the limited time period that eligible applicants have to select a proposed project management partner, we remind eligible applicants that they may, under 34 CFR 80.36, use informal procedures to select a proposed contractor for this purpose. For example, 34 CFR 80.36(d)(1) authorizes simple informal procedures to select contractors under the simplified acquisition threshold of $100,000; the regulations only require that the eligible applicant request offers from an adequate number of qualified sources. In addition, even if the eligible applicant expects that the proposed project management partner would cost more than $100,000, the regulations recognize special cases where a contractor must be selected within a very limited time period. Again, the eligible applicant must request proposals from an adequate number of qualified sources and select the contractor whose proposal is most advantageous to the program, considering price and other selection factors. In these situations, if informal solicitation does not result in an adequate number of proposals, the eligible applicant may select a single bidder so long as the eligible applicant documents the facts that formed the basis for its decision. 34 CFR 80.36(d)(1), (d)(3), and (d)(4).

[5] For example, section 2.101 of the Federal Acquisition Regulation (FAR) defines "best value" as the expected outcome of an acquisition that, in the Government's estimation, provides the greatest overall benefit in response to the requirement.

conducted or facilitated by the Department or its designees, including periodic expert reviews, collaboration with other consortia that receive funds under this program, and other activities as determined by the Department;

3. Work with the Department to develop a strategy to make student-level data that result from the assessment system available on an ongoing basis for research, including for prospective linking, validity, and program improvement studies;[6]

4. Ensure that the summative assessment components of the assessment system in both mathematics and English language arts are fully implemented statewide by each State in the consortium no later than the 2014–2015 school year;

5. Maximize the interoperability of assessments across technology platforms and the ability for States to switch their assessments from one technology platform to another by—

(a) Developing all assessment items to an industry-recognized open-licensed interoperability standard that is approved by the Department during the grant period, without non-standard extensions or additions;[7] and

(b) Producing all student-level data in a manner consistent with an industry-recognized open-licensed interoperability standard that is approved by the Department during the grant period;

6. Unless otherwise protected by law or agreement as proprietary information, make any assessment content (*i.e.*, assessments and assessment items) developed with funds from this grant category freely available to States, technology platform providers, and others that request it for purposes of administering assessments, provided they comply with consortium or State requirements for test or item security;

7. Use technology to the maximum extent appropriate to develop, administer, and score assessments and report assessment results;

8. Use funds from this grant category only for the design, development, and evaluation of the assessment system. An eligible applicant awarded a grant under this category may not use funds for the administration of operational assessments;

9. Comply with the requirements of 34 CFR 75.129, which specifies that—

(a) The applicant (*i.e.*, the State applying on behalf of the consortium, or the consortium if established as a separate legal entity and applying on its own behalf) is legally responsible for—

(i) The use of all grant funds;

(ii) Ensuring that the project is carried out by the consortium in accordance with Federal requirements; and

(iii) Ensuring that indirect cost funds are determined as required under 34 CFR 75.564(e); and

(b) Each member of the consortium is legally responsible to—

(i) Carry out the activities it agrees to perform; and

(ii) Use any grant funds it receives under the consortium's Memoranda of Understanding or other binding agreements in accordance with Federal requirements that apply to the grant;

10. Obtain approval from the Department of any third-party organization or entity that is responsible for managing funds received under this grant category; and

11. Identify any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the proposed assessment system.

B. *High School Course Assessment Programs:*

Priorities: For the High School Course Assessment Programs grant category, we are establishing the following priorities for the FY 2010 grant competition only in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1).

Absolute Priority: This priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority. An eligible applicant should address this priority throughout the application narrative.

The priority is:

High School Course Assessment Programs. Under this priority, the Department supports the development of new and adapted assessments for high school courses that will be used by multiple States and are valid, reliable, and fair for their intended purposes and students. To meet this absolute priority, an eligible applicant must demonstrate in its application that it will develop and implement a high school course assessment program that—

(a) For each course in the assessment program—

(i) Measures student knowledge and skills against standards from a common set of college- and career-ready standards (as defined in this notice) in subjects for which such a set of standards exists, or otherwise against State or other rigorous standards;

(ii) As appropriate, elicits complex student demonstrations or applications of knowledge and skills;

(iii) Produces student achievement data (as defined in this notice) and student growth data (as defined in this notice) over a full academic year or course that can be used to inform—

(*A*) Determinations of individual principal and teacher effectiveness and professional development and support needs; and

(*B*) Teaching, learning, and program improvement; and

(iv) Is designed to assess the broadest possible range of students, including English learners (as defined in this notice) and students with disabilities (as defined in this notice);

(b) Includes assessments for multiple courses that will be implemented in each member State at a scale that will enable significant improvements in student achievement outcomes statewide; and

(c) Includes a process for certifying the rigor of each assessment in the assessment program and for ensuring that assessments of courses covering similar content have common expectations of rigor.

Competitive Preference Priorities: These priorities are competitive preference priorities. Consistent with 34 CFR 75.105(c)(2)(i), we award additional points to an application as specified in these priorities.

The priorities are:

1. *Focus on Preparing Students for Study in STEM-Related Fields.* The Department gives 10 competitive preference points to applications that include a high-quality plan to develop, within the grant period and with input from one or more four-year degree-granting IHEs, assessments for high school courses that comprise a rigorous course of study that is designed to prepare high school students for postsecondary study and careers in the STEM fields, including technology and engineering. Any such course of study may include cross-cutting or interdisciplinary STEM courses (*e.g.*, computer science, information technology, bioengineering) and be designed to address the needs of underrepresented groups.

An eligible applicant addressing this priority must, in addition to addressing the priority throughout the application narrative, provide a separate plan that describes—

(a) The courses for which assessments will be developed;

(b) How the courses comprise a rigorous course of study that is designed to prepare high school students for

[6] Eligible applicants awarded a grant under this program must comply with the Family Educational Rights and Privacy Act (FERPA) and 34 CFR Part 99, as well as State and local requirements regarding privacy.

[7] We encourage grantees under this competition to work during the grant period with the Department and the entities that set interoperability standards to extend those standards in order to make them more functional for assessment materials.

postsecondary study and careers in the STEM fields; and

(c) How input from one or more four-year degree-granting IHEs will be obtained in developing assessments for the courses.

We will award points to eligible applicants addressing this priority on an "all or nothing" basis (*i.e.*, 10 points or zero points). An eligible applicant may not use the same course of study to address both this priority and Competitive Preference Priority 2 (Focus on Career Readiness and Placement).

2. *Focus on Career Readiness and Placement.* The Department gives 10 competitive preference points to applications that include a high-quality plan to develop, within the grant period and with relevant business community participation and support, assessments for high school courses that comprise a rigorous course of study in career and technical education that is designed to prepare high school students for success on technical certification examinations or for postsecondary education or employment.

An eligible applicant addressing this priority must, in addition to addressing the priority throughout the application narrative, provide a separate plan that describes—

(a) The courses for which assessments will be developed;

(b) How the courses comprise a rigorous course of study in career and technical education that is designed to prepare high school students for success on technical certification examinations or for postsecondary education or employment; and

(c) How relevant business community participation and support will be obtained in developing assessments for the courses.

We will award points to eligible applicants addressing this priority on an "all or nothing" basis (*i.e.*, 10 points or zero points). An eligible applicant may not use the same course of study to address both this priority and Competitive Preference Priority 1 (Focus on Preparing Students for Study and Careers in STEM-Related Fields).

Requirements: For the High School Course Assessment Programs grant category, we are establishing the following requirements for the FY 2010 grant competition only in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1).

Eligible Applicants: Eligible applicants are consortia of States.[8]

Eligibility Requirements:

To be eligible to receive an award under this category, an eligible applicant must—

1. Include a minimum of 5 governing States (as defined in this notice); and

2. Identify in its application a proposed project management partner and provide an assurance that the proposed project management partner is not partnered with any other eligible applicant applying for an award under this category.[9]

Application Requirements

An eligible applicant's application must—

1. Indicate, consistent with 34 CFR 75.128, whether—

(a) One member of the consortium is applying for a grant on behalf of the consortium; or

(b) The consortium has established itself as a separate eligible legal entity and is applying for a grant on its own behalf;

2. Be signed by—

(a) If one member of the consortium is applying for a grant on behalf of the consortium, the Governor, the State's chief school officer, and, if applicable, the president of the State board of education from that State; or

(b) If the consortium has established itself as a separate eligible legal entity and is applying for a grant on its own behalf, a representative of the consortium;

3. Include an assurance that—

(a) A competitive procurement process based on a "best value" selection [10] will be used for tasks related to assessment design and development; and

(b) All applicable Federal procurement requirements, including the requirements of 34 CFR 80.36, will be met;

4. Include, consistent with 34 CFR 75.128, for each State in the consortium, copies of all Memoranda of Understanding or other binding agreements. These binding agreements must—

(a) Detail the activities that members of the consortium will perform;

(b) Bind each member of the consortium to every statement and assurance made in the application;

(c) Include an assurance, signed by the State's chief procurement official (or designee), that the State has reviewed its applicable procurement rules and determined that it may participate in and make procurements through the consortium; and

(d) Be signed by the Governor, the State's chief school officer, and, if applicable, the president of the State board of education;

5. Include—

(a) An executive summary of the eligible applicant's proposed project;

(b) A theory of action that describes in detail the causal relationships between specific actions or strategies in the eligible applicant's proposed project and its desired outcomes for the proposed project, including improvements in student achievement and college- and career-readiness;

(c) A plan for designing and developing the proposed assessment program;

(d) A plan for research and evaluation of the proposed assessment program;

(e) A plan for implementing the proposed assessment program; and

(f) A project management plan (including a workplan and timeline); and

6. Include a budget that—

(a) Describes in detail how funds from this grant category and other resources will be used to design, develop, implement, and evaluate the proposed assessment program; and

(b) Does not exceed more than $30 million in funds from this grant category.

Program Requirements

An eligible applicant awarded a grant under this category must—

1. Evaluate the validity, reliability, and fairness of the assessments in its high school course assessment program;

2. Actively participate in any applicable technical assistance activities

[8] Consistent with section 14013 of the ARRA, the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[9] In selecting a proposed project management partner, an eligible applicant must comply with the requirements for procurement in 34 CFR 80.36. Due to the limited time period that eligible applicants have to select a proposed project management partner, we remind eligible applicants that they may, under 34 CFR 80.36, use informal procedures to select a proposed contractor for this purpose. For example, 34 CFR 80.36(d)(1) authorizes simple informal procedures to select contractors under the simplified acquisition threshold of $100,000; the regulations only require that the eligible applicant request offers from an adequate number of qualified sources. In addition, even if the eligible applicant expects that the proposed project management partner would cost more than $100,000, the regulations recognize special cases where a contractor must be selected within a very limited time period. Again, the eligible applicant must request proposals from an adequate number of qualified sources and select the contractor whose proposal is most advantageous to the program, considering price and other selection factors; in these situations, if informal solicitation does not result in an adequate number of proposals, the eligible applicant may select a single bidder so long as the eligible applicant documents the facts that formed the basis for its decision. 34 CFR 80.36(d)(1), (d)(3), and (d)(4).

[10] For example, section 2.101 of the FAR defines "best value" as the expected outcome of an acquisition that, in the Government's estimation, provides the greatest overall benefit in response to the requirement.

conducted or facilitated by the Department or its designees, including periodic expert reviews, collaboration with other consortia that receive funds under this program, and other activities as determined by the Department;

3. Work with the Department to develop a strategy to make student-level data that result from the assessment program available on an ongoing basis for research, including for prospective linking, validity, and program improvement studies;[11]

4. Ensure that at least one course assessment developed under the high school course assessment program will be implemented in each State in the consortium no later than the 2013–2014 school year and that all assessments in the assessment program will be operational no later than the 2014–2015 school year;

5. To the extent that technology is used, maximize the interoperability of assessments across technology platforms and the ability for States to switch their assessments from one technology platform to another by—

(a) Developing all assessment items to an industry-recognized open-licensed interoperability standard that is approved by the Department during the grant period, without non-standard extensions or additions; [12] and

(b) Producing all student-level data in a manner consistent with an industry-recognized open-licensed interoperability standard that is approved by the Department during the grant period;

6. Unless otherwise protected by law or agreement as proprietary information, make any assessment content (*i.e.*, assessments and assessment items) developed with funds from this grant category freely available to States, technology platform providers, and others that request it for purposes of administering assessments, provided they comply with consortium or State requirements for test or item security;

7. Use funds from this grant category only for the design, development, and evaluation of the assessment program. An eligible applicant awarded a grant under this category may not use funds for the administration of operational assessments;

8. Comply with the requirements of 34 CFR 75.129, which specifies that—

(a) The applicant (*i.e.*, the State applying on behalf of the consortium, or the consortium if established as a separate legal entity and applying on its own behalf) is legally responsible for—

(i) The use of all grant funds;

(ii) Ensuring that the project is carried out by the consortium in accordance with Federal requirements; and

(iii) Ensuring that indirect cost funds are determined as required under 34 CFR 75.564(e); and

(b) Each member of the consortium is legally responsible to—

(i) Carry out the activities it agrees to perform; and

(ii) Use any grant funds it receives under the consortium's Memoranda of Understanding or other binding agreements in accordance with Federal requirements that apply to the grant; and

9. Obtain approval from the Department of any third-party organization or entity that is responsible for managing funds received under this grant category.

C. *Definitions:* For the Comprehensive Assessment Systems and High School Course Assessment Programs grant categories, we are establishing the following definitions for the FY 2010 grant competition only in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1).

Accommodations means changes in the administration of an assessment, including but not limited to changes in assessment setting, scheduling, timing, presentation format, response mode, and combinations of these changes, that do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations must be used for equity in assessment and not provide advantage to students eligible to receive them.

Achievement standard means the level of student achievement on summative assessments that indicates that (a) for the final high school summative assessments in mathematics or English language arts, a student is college- and career-ready (as defined in this notice); or (b) for summative assessments in mathematics or English language arts at a grade level other than the final high school summative assessments, a student is on track to being college- and career-ready (as defined in this notice). An achievement standard must be determined using empirical evidence over time.

College- and career-ready (or readiness) means, with respect to a student, that the student is prepared for success, without remediation, in credit-bearing entry-level courses in an IHE (as defined in section 101(a) of the HEA), as demonstrated by an assessment score that meets or exceeds the achievement standard (as defined in this notice) for the final high school summative assessment in mathematics or English language arts.

Common set of college- and career-ready standards means a set of academic content standards for grades K–12 that (a) define what a student must know and be able to do at each grade level; (b) if mastered, would ensure that the student is college- and career-ready (as defined in this notice) by the time of high school graduation; and (c) are substantially identical across all States in a consortium. A State may supplement the common set of college- and career-ready standards with additional content standards, provided that the additional standards do not comprise more than 15 percent of the State's total standards for that content area.

Direct matriculation student means a student who entered college as a freshman within two years of graduating from high school.

English learner means a student who is an English learner as that term is defined by the consortium. The consortium must define the term in a manner that is uniform across member States and consistent with section 9101(25) of the ESEA.

Governing State means a State that (a) is a member of only one consortium applying for a grant in the competition category, (b) has an active role in policy decision-making for the consortium, and (c) is committed to using the assessment system or program developed by the consortium.

Level 1 budget module means a budget module for which an eligible applicant is seeking funds under the Comprehensive Assessment Systems grant category that (a) is necessary to delivering operational summative assessments in both mathematics and English language arts no later than school year 2014–2015, or (b) is otherwise necessary to the eligible applicant's proposed project and consistent with the eligible applicant's theory of action.

Level 2 budget module means any budget module for which an eligible applicant is seeking funds under the Comprehensive Assessment Systems grant category other than a Level 1 budget module. An eligible applicant must prioritize Level 2 budget modules in the order of importance to the implementation of the proposed project.

Moderation system means a system for ensuring that human scoring of complex item types, such as extended

[11] Eligible applicants awarded a grant under this program must comply with FERPA and 34 CFR Part 99, as well as State and local requirements regarding privacy.

[12] We encourage grantees under this competition to work during the grant period with the Department and the entities that set interoperability standards to extend those standards in order to make them more functional for assessment materials.

responses or performance tasks, is accurate, consistent across schools and States, and fair to all students.

On track to being college- and career-ready[13] means, with respect to a student, that the student is performing at or above grade level such that the student will be college- and career-ready (as defined in this notice) by the time of high school graduation, as demonstrated by an assessment score that meets or exceeds the achievement standard (as defined in this notice) for the student's grade level on a summative assessment in mathematics or English language arts.

Performance level descriptor means a statement or description of a set of knowledge and skills exemplifying a level of performance associated with a standard.

Student achievement data means data regarding an individual student's mastery of tested content standards. Student achievement data from summative assessment components must be reported in a way that can be reliably aggregated across multiple students at the subgroup,[14] classroom, school, LEA, and State levels.

Student growth data means data regarding the change in student achievement data (as defined in this notice) between two or more points in time. Student growth data from summative assessment components must be reported in a way that can be reliably aggregated across multiple students at the subgroup, classroom, school, LEA, and State levels and over a full academic year or course.

Student with a disability means, for purposes of this competition, a student who has been identified as a student with a disability under the Individuals with Disabilities Education Act, as amended (IDEA), except for a student with a disability who is eligible to participate in alternate assessments based on alternate academic achievement standards consistent with 34 CFR 200.6(a)(2).

Through-course summative assessment means an assessment system component or set of assessment system components that is administered periodically during the academic year. A student's results from through-course summative assessments must be combined to produce the student's total summative assessment score for that academic year.

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (5 U.S.C. 553), the Department generally offers interested parties the opportunity to comment on proposed priorities, requirements, definitions, and selection criteria. Section 437(d)(1) of GEPA, however, allows the Secretary to exempt from rulemaking requirements regulations governing the first grant competition under a new or substantially revised program authority. This is the first grant competition for the Race to the Top Assessment Program under section 14006 of the ARRA and therefore qualifies for this exemption. In order to ensure timely grant awards, the Secretary has decided to forego public comment on the priorities, requirements, definitions, and selection criteria under section 437(d)(1) of GEPA. (We note that, as discussed earlier, the design of this grant competition has benefited significantly from a series of public and expert input meetings held by the Department.) These priorities, requirements, definitions, and selection criteria will apply to the FY 2010 grant competition only.

Program Authority: American Recovery and Reinvestment Act of 2009, Division A, Section 14006, Public Law 111–5.

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: $350,000,000.

Estimated Size of Awards:

A. Comprehensive Assessment Systems: $160,000,000.

B. High School Course Assessment Programs: $30,000,000.

Estimated Number of Awards

A. *Comprehensive Assessment Systems:* 1–2 awards.

B. *High School Course Assessment Programs:* 1 award.

Note: The Department is not bound by any estimates in this notice. The Department will determine the number of awards to be made in each grant category based on the quality of applications received consistent with the selection criteria. It will also determine the size of an award made to an eligible applicant based on a review of the eligible applicant's budget. However, with respect to Comprehensive Assessment Systems grants, an eligible applicant may not submit Level 1 budget modules exceeding $150 million in total, and with respect to High School Course Assessment Programs grants, an eligible applicant may not submit a budget exceeding $30 million. Applications requesting budget amounts that exceed these maximum amounts will not be reviewed for funding. An eligible applicant awarded a Comprehensive Assessment Systems grant will receive funding for the Level 1 budget modules identified in its application, and may receive funding for one or more Level 2 budget modules identified in its application if those modules do not exceed the maximum amount of $10 million each and funds are available. The Department will rank and fund separately applications under each grant category. The Department may use any unused funds designated for this competition to make awards in Phase 2 of the Race to the Top Fund Program (CFDA Number 84.395A).

Project Period: Up to 48 months.

III. Application and Submission Information

A. *Address to Request Application Package:* Prospective applicants can obtain an application package for either grant category in this competition via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via the Internet, use the following address: *http://www2.ed.gov/programs/racetothetop-assessment/index.html.* To obtain a copy from ED Pubs, write, fax, or call the following: Education Publications Center, P.O. Box 1398, Jessup, MD 20794–1398. Telephone, toll free: 1–877–433–7827. FAX: (301) 470–1244. If you use a telecommunications device for the deaf (TDD), call, toll free: 1–877–576–7734.

Prospective applicants can also contact ED Pubs at its Web site: *http://www.ed.gov/pubs/edpubs.html* or at its e-mail address: *edpubs@inet.ed.gov.*

If requesting an application from ED Pubs, be sure to identify this competition as follows: CFDA Number 84.395B (Comprehensive Assessment Systems grants) or CFDA Number 84.395C (High School Course Assessment Programs grants).

Individuals with disabilities can obtain a copy of the application package in an accessible format (*e.g.*, braille, large print, audiotape, or computer diskette) by contacting the person listed under **FOR FURTHER INFORMATION CONTACT** in section VI of this notice.

B. *Content and Form of Application Submission:* Requirements concerning

[13] The term *on track to being college- and career-ready* is used in place of the term "proficiency" used in section 1111(b)(3) of the ESEA.

[14] Eligible applicants receiving funds under this competition must aggregate data using the student subgroups in section 1111(b)(3)(C)(xiii) of the ESEA (*i.e.*, by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged, except that such aggregation is not required in a case in which the number of students in a subgroup is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student). When using the term "subgroup" throughout this notice, we mean these student subgroups.

the content of an application, together with the forms an applicant must submit, are in the application package for each grant category in this competition.

Page Limit: The application narrative (Part I.G of the application for each grant category) is where the applicant addresses the selection criteria that reviewers use to evaluate applications. The Department recommends that applicants limit the application narrative for a Comprehensive Assessment Systems grant to no more than 60 total pages, and for a High School Course Assessment Programs grant to no more than 45 total pages, using the following standards:

- A page is 8.5" × 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Each page is numbered.
- Line spacing is set to 1.5 spacing, and the font used is 12 point Times New Roman font.

An applicant must limit the executive summary of its proposed project (Part I.D of the application for each grant category) to no more than two pages using the standards above. We will not read information on any pages that exceed this page limit.

C. *Submission Dates and Times:*

Applications Available: April 9, 2010.

Deadline for Notice of Intent to Apply: April 29, 2010.

The Department will be able to develop a more efficient process for reviewing grant applications if we have a better understanding of the number of applications we will receive. Therefore, we strongly encourage each prospective applicant to send an e-mail notice of its intent to apply for funding under a grant category in this competition to the e-mail address *racetothetop.assessment@ed.gov* by April 29, 2010. The notice of intent to apply is optional; an applicant may still submit an application if it has not notified us of its intention to apply.

Date of Technical Assistance Meeting for Prospective Applicants: April 22, 2010.

To assist prospective applicants in preparing an application and to respond to questions, the Department will host a Technical Assistance Meeting for Prospective Applicants on April 22, 2010. Detailed information about this meeting (including the meeting location) will be posted on the Department's Web site at *http://www.ed.gov/programs/racetothetop-assessment*. Attendance at the meeting is strongly encouraged. Announcements of any other technical assistance opportunities for prospective applicants will also be available at the Web site above.

Deadline for Transmittal of Applications: June 23, 2010.

An applicant must submit an original and one paper copy of its application for either grant category under this competition. An applicant may submit its application by mail or hand delivery. E-mailed applications will not be read. For more information about how to submit an application, please refer to the *Other Submission Requirements* later in this section.

The Department will not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VI of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: August 23, 2010.

D. *Intergovernmental Review:* This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for each grant category in this competition.

E. *Funding Restrictions:* We reference regulations outlining funding restrictions in the *Requirements* and *Applicable Regulations* in section I of this notice.

F. *Other Submission Requirements:* An applicant must submit an original and one paper copy of its application for either grant category under this competition. An applicant may submit its application by mail or hand delivery. E-mailed applications will not be read.

If an applicant's application includes content that cannot be presented in a paper copy, the applicant may submit that content separately in one or more electronic files on a CD–ROM or DVD–ROM. The application content must reside on the CD–ROM or DVD–ROM; the Department will not review material in external references or links. The files may be in any of the following formats: .DOC/.DOCX (Microsoft Word Document), .PDF (Adobe Portable Document Format), .PPT/.PPTX (Microsoft Powerpoint), .HTML (Hypertext Markup Language), .JPEG (Joint Photographic Experts Group Image), .GIF (Graphics Interchange Format), .PNG (Portable Network Graphics), .TIFF (Tagged Image Format), .XLS/.XLSX (Microsoft Excel), .XML/.XSD (Extensible Markup Language/XML Schema), .CSV (Comma Separated Values), .TXT (Text File), and .ZIP (Compressed Package). If an applicant is submitting data files, it should include in its application a description or schema of the data elements within the files. If an applicant submits a file type other than the types specified in this paragraph, the Department will not review that material. Applicants should not password-protect these files. Each electronic file name should clearly identify the part of the application to which the content is responding. The CD–ROM or DVD–ROM should be clearly labeled with the applicant's name and any other relevant information. An applicant must provide 10 copies of any CD–ROM or DVD–ROM it submits with the original and paper copy of its application.

The Department must receive all applications by 4:30 p.m., Washington, DC time, on the application deadline date. We will not accept an application for this competition after 4:30 p.m., Washington, DC time, on the application deadline date. Therefore, we strongly recommend that applicants arrange for mailing or hand delivery of their applications in advance of the application deadline date.

(1) *Submission of Applications by Mail.* An applicant for either grant category may submit its application (*i.e.*, the original and one paper copy of the application and, if necessary, 10 copies of an accompanying CD–ROM or DVD–ROM with any electronic files of application content that cannot be included in the original or paper copy of the application) by mail (either through the U.S. Postal Service or a commercial carrier). We must receive applications no later than 4:30 p.m., Washington, DC time, on the application deadline date. Therefore, to avoid delays, we strongly recommend sending applications via overnight mail. Mailed applications for Comprehensive Assessment Systems grants must be mailed to the Department at the following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.395B), LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202–4260. Mailed applications for High School Course Assessment Programs grants must be mailed to the Department at the following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.395C), LBJ Basement Level

1, 400 Maryland Avenue, SW., Washington, DC 20202–4260.

If we receive an application after the application deadline, we will not consider that application.

(2) *Submission of Applications by Hand Delivery.* An applicant for either grant category may submit its application (*i.e.*, the original and one paper copy of the application and, if necessary, 10 copies of an accompanying CD–ROM or DVD–ROM with any electronic files of application content that cannot be included in the original or paper copy of the application) by hand delivery (including via a courier service). We must receive applications no later than 4:30 p.m., Washington, DC time, on the application deadline date. Hand-delivered applications for Comprehensive Assessment Systems grants must be received at the following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.395B), 550 12th Street, SW., Room 7041, Potomac Center Plaza, Washington, DC 20202–4260. Hand-delivered applications for High School Course Assessment Programs grants must be received at the following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.395C), 550 12th Street, SW., Room 7041, Potomac Center Plaza, Washington, DC 20202–4260. The Application Control Center accepts hand deliveries daily between 8 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

If we receive an application after the application deadline, we will not consider that application.

(3) *Envelope Requirements and Receipt:* When an applicant submits its application, whether by mail or hand delivery—

(a) It must indicate on the envelope that the CFDA number of the competition under which it is submitting its application is 84.395B (for Comprehensive Assessment Systems grants) or 84.395C (for High School Course Assessment Programs grants); and

(b) The Application Control Center will mail to the applicant a notification of receipt of the grant application. If the applicant does not receive this notification, it should call Joyce Mays at the U.S. Department of Education Application Control Center at (202) 245–6288.

In accordance with 34 CFR 75.216(b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.

Paperwork Reduction Act of 1995

The requirements and selection criteria established in this notice require the collection of information that is subject to review by the Office of Management and Budget (OMB) under the Paperwork Reduction Act of 1995 (44 U.S.C. 3501–3520). An emergency review has been requested in accordance with the Act (44 U.S.C. 3507(j)), since public harm is reasonably likely to result if normal clearance procedures are followed. Approval by OMB has been requested by April 5, 2010.

Burden Hour Estimates for Comprehensive Assessment Systems Grants: We estimate 4 applicants for Comprehensive Assessment Systems grants, and that each applicant would spend approximately 502.25 hours of staff time to address the application requirements and criteria, prepare the application, and obtain necessary clearances. The total number of hours for all applicants for Comprehensive Assessment Systems grants is an estimated 2,009 hours (4 applicants times 502.25 hours equals 2,009 hours).

Burden Hour Estimates for High School Course Assessment Programs Grants: We estimate 2 applicants for High School Course Assessment Programs grants, and that each applicant would spend approximately 363.25 hours of staff time to address the application requirements and criteria, prepare the application, and obtain necessary clearances. The total number of hours for all applicants for High School Course Assessment Programs grants is an estimated 726.5 hours (2 applicants times 363.25 hours equals 726.5 hours).

Total Cost Estimates: Across both grant categories, we estimate the average total cost per hour of the staff who carry out this work to be $30.00 an hour. The total estimated cost for all applicants under both grant categories would be $82,065 ($30.00 times 2,735.5 (2,009 + 726.5) hours equals $82,065).

IV. Application Review Information

A. *Comprehensive Assessment Systems:*

Selection Criteria: For the Comprehensive Assessment Systems category, we are establishing the following selection criteria for the FY 2010 grant competition only, in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1). Eligible applicants may receive up to 200 total points based on the extent to which their applications address these selection criteria. The number of points that may be awarded for each criterion is indicated in parentheses next to the criterion.

(A)(1) *Consortium Governance* (up to 20 points). The extent to which the consortium's proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system. In determining the extent to which the consortium's proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system, we will consider—

(a) The consortium's vision, goals, role, and key deliverables (*e.g.*, assessment components, scoring and moderation system, professional development activities), and the consistency of these with the consortium's theory of action;

(b) The consortium's structure and operations, including—

(i) The organizational structure of the consortium and the differentiated roles that a member State may hold (*e.g.*, lead State, governing State (as defined in this notice), advisory State);

(ii) For each differentiated role, the rights and responsibilities (including the level of commitment to adopting and implementing the assessment system) associated with the role;

(iii) The consortium's method and process (*e.g.*, consensus, majority) for making different types of decisions (*e.g.*, policy, operational);

(iv) The protocols by which the consortium will operate, including the protocols for member States to change roles or leave the consortium and for new member States to join the consortium;

(v) The consortium's plan, including the process and timeline, for setting key policies and definitions for the proposed assessment system, including a common set of college- and career-ready standards (as defined in this notice), a common set of performance level descriptors (as defined in this notice), a common set of achievement standards (as defined in this notice), common assessment administration procedures, common item release and test security policies, a common definition of "English learner," and a common set of policies and procedures for accommodations (as defined in this notice) and student participation; and

(vi) The consortium's plan for managing funds received under this grant category;

(c) The terms and conditions of the Memoranda of Understanding or other binding agreements executed by each member State, including—

(i) The consistency of the terms and conditions with the consortium's governance structure and the State's role in the consortium; and

(ii) The State's commitment to and plan for identifying 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; and

(d) The consortium's procurement process, and evidence of each member State's commitment to that process.

(A)(2) *Theory of Action* (up to 5 points). The extent to which the eligible applicant's theory of action is logical, coherent, and credible, and will result in improved student academic outcomes. In determining the extent to which the theory of action has these attributes, we will consider the description of, and rationale for—

(a) Each component of the proposed assessment system and the relationship of the component to other components in the system;

(b) How the assessment results produced by each component will be used;

(c) How the assessments and assessment results will be incorporated into a coherent educational system (*i.e.*, a system that includes standards, assessments, curriculum, instruction, and professional development); and

(d) How the educational system as a whole will improve student achievement and college- and career-readiness (as defined in this notice).

(A)(3) *Assessment System Design* (up to 55 points). The extent to which the design of the eligible applicant's proposed assessment system is innovative, feasible, and consistent with the theory of action. In determining the extent to which the design has these attributes, we will consider—

(a) The number and types of components (*e.g.*, through-course summative assessments (as defined in this notice), end-of-year summative assessments, formative assessments, interim assessments) in mathematics and in English language arts in the assessment system;

(b) For the assessment system as a whole—

(i) How the assessment system will measure student knowledge and skills against the full range of the college- and career-ready standards, including the standards against which student achievement has traditionally been difficult to measure; and provide an accurate measure of student achievement, including for high- and low-performing students, and an accurate measure of student growth over a full academic year or course;

(ii) How the assessment system will produce the required student performance data (*i.e.*, student achievement data and student growth data (both as defined in this notice) that can be used to determine whether individual students are college- and career-ready (as defined in this notice) or on track to being college- and career-ready (as defined in this notice));

(iii) How the assessment system will be accessible to all students, including English learners and students with disabilities, and include appropriate accommodations (as defined in this notice) for students with disabilities and English learners; and

(iv) How and when during the academic year different types of student data will be available to inform and guide instruction, interventions, and professional development; and

(c) For each component in mathematics and in English language arts in the assessment system—

(i) The types of data produced by the component, including student achievement data (as defined in this notice), student growth data (as defined in this notice), and other data;

(ii) The uses of the data produced by the component, including determining whether individual students are college- and career-ready (as defined in this notice) or on track to being college- and career-ready (as defined in this notice); informing determinations of school effectiveness for the purposes of accountability under Title I of the ESEA; informing determinations of individual principal and teacher effectiveness for the purposes of evaluation; informing determinations of principal and teacher professional development and support needs; informing teaching, learning, and program improvement; and other uses;

(iii) The frequency and timing of administration of the component, and the rationale for these;

(iv) The number and types of items (*e.g.*, performance tasks, selected responses, brief or extended constructed responses) and the distribution of item types within the component, including the extent to which the items will be varied and elicit complex student demonstrations or applications of knowledge and skills (descriptions should include a concrete example of each item type proposed); and the rationale for using these item types and their distributions;

(v) The component's administration mode (*e.g.*, paper-and-pencil, computer-based, or other electronic device), and the rationale for the mode;

(vi) The methods for scoring student performance on the component, the estimated turnaround times for scoring, and the rationale for these; and

(vii) The reports produced based on the component, and for each report, its intended use, target audience (*e.g.*, students, parents, teachers, administrators, policymakers), and the key data it presents.

(A)(4) *Assessment System Development* (up to 35 points). The extent to which the eligible applicant's plan for developing the proposed assessment system will ensure that the assessment system is ready for wide-scale administration in a manner that is timely, cost-effective, and consistent with the proposed design and incorporates a process for ongoing feedback and improvement. In determining the extent to which the development plan has these attributes, we will consider—

(a) The approaches for developing assessment items (*e.g.*, evidence centered design, universal design for learning [15]) and the rationale for using those approaches; the development phases and processes to be implemented consistent with the approaches; and the types of personnel involved in each development phase and process (*e.g.*, practitioners, content experts, assessment experts, experts in assessing English learners, experts in assessing students with disabilities, psychometricians, cognitive scientists, IHE representatives, career and technical education experts);

(b) The approach and strategy for designing and developing accommodations (as defined in this notice), accommodation policies, and methods for standardizing the use of those accommodations for—

(i) English learners; and

(ii) Students with disabilities;

(c) The approach and strategy for ensuring scalable, accurate, and consistent scoring of items, including the approach and moderation system (as defined in this notice) for any human-scored items that are part of the summative assessment components and the extent to which teachers are trained and involved in the scoring of assessments;

(d) The approach and strategy for developing the reporting system; and

(e) The overall approach to quality control; and the strategy for field testing

[15] "Universal design for learning" is used as that term is defined in section 103(24) of the HEA.

assessment items, accommodations, scoring systems, and reporting systems, including, with respect to assessment items and accommodations, the use of representative sampling of all types of student populations, taking into particular account high- and low-performing students and different types of English learners and students with disabilities.

(A)(5) *Research and Evaluation* (up to 30 points). The extent to which the eligible applicant's research and evaluation plan will ensure that the assessments developed are valid, reliable, and fair for their intended purposes and for all student subgroups. In determining the extent to which the research and evaluation plan has these attributes, we will consider—

(a) The plan for identifying and employing psychometric techniques suitable to verify, as appropriate to each assessment component, its construct, consequential, and predictive validity; external validity; reliability; fairness; precision across the full performance continuum; and comparability within and across grade levels; and

(b) The plan for determining whether the assessments are being implemented as designed and the theory of action is being realized, including whether the intended effects on individuals and institutions are being achieved.

(A)(6) *Professional Capacity and Outreach* (up to 15 points). The extent to which the eligible applicant's plan for implementing the proposed assessment system is feasible, cost-effective, and consistent with the theory of action. In determining the extent to which the implementation plan has these attributes, we will consider—

(a) The plan for supporting teachers and administrators in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and

(b) The strategy and plan for informing the public and key stakeholders (including legislators and policymakers) in each member State about the assessment system and for building support for the system from the public and those stakeholders.

(A)(7) *Technology Approach* (up to 10 points). The extent to which the eligible applicant is using technology effectively to improve the quality, accessibility, cost-effectiveness, and efficiency of the proposed assessment system. In determining the extent to which the eligible applicant is using technology effectively, we will consider—

(a) The description of, and rationale for—

(i) The ways in which technology will be used in assessment design, development, administration, scoring, and reporting;

(ii) The types of technology to be used (including whether the technology is existing and commercially-available or is being newly developed); and

(iii) How other States or organizations can re-use in a cost-effective manner any technology platforms and technology components developed under this grant; and

(b) How technology-related implementation or deployment barriers will be addressed (*e.g.*, issues relating to local access to Internet-based assessments).

(A)(8) *Project Management* (up to 30 points). The extent to which the eligible applicant's project management plan will result in implementation of the proposed assessment system on time, within budget, and in a manner that is financially sustainable over time. In determining the extent to which the project management plan has these attributes, we will consider—

(a) The quality, qualifications, and role of the project management partner, as evidenced by its mission, date of founding, size, experience (including past success in implementing similar projects), and key personnel assigned to this project (including their names, curricula vitae, roles, percent of time dedicated to this project, and experience in managing similar projects);

(b) The project workplan and timeline, including, for each key deliverable (*e.g.*, assessment component, scoring and moderation system, professional development activities), the major milestones, deadlines, and entities responsible for execution; and the approach to identifying, managing, and mitigating risks associated with the project;

(c) The extent to which the eligible applicant's budget—

(i) Clearly identifies Level 1 budget modules (as defined in this notice) and any Level 2 budget modules (as defined in this notice);

(ii) Is adequate to support the development of an assessment system that meets the requirements of the absolute priority; and

(iii) Includes costs that are reasonable in relation to the objectives, design, and significance of the proposed project and the number of students to be served; and

(d) For each member State, the estimated costs for the ongoing administration, maintenance, and enhancement of operational assessments in the proposed assessment system and a plan for how the State will fund the assessment system over time (including by allocating to the assessment system funds for existing State or local assessments that will be replaced by assessments in the system).

B. *High School Course Assessment Programs:*

Selection Criteria: For the High School Course Assessment Programs category, we are establishing the following selection criteria for the FY 2010 grant competition only, in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1). Eligible applicants may receive up to 200 total points based on the extent to which their applications address these selection criteria. The total number of points that may be awarded for each criterion and the number of points that may be awarded for each factor within a criterion are indicated in parentheses next to the criterion or factor.

(B)(1) *Consortium Governance* (up to 30 points). The extent to which the consortium's proposed governance structure will enable the successful design, development, and implementation of the proposed high school course assessment program. In determining the extent to which the consortium's proposed governance structure will enable the successful design, development, and implementation of the proposed assessment program, we will consider—

(a) The consortium's vision, goals, role, and key deliverables (*e.g.*, assessments, scoring and moderation system, certification system, professional development activities), and the consistency of these with the consortium's theory of action;

(b) The consortium's structure and operations, including—

(i) The organizational structure of the consortium and the differentiated roles that a member State may hold (*e.g.*, lead State, governing State (as defined in this notice), advisory State);

(ii) For each differentiated role, the rights and responsibilities (including the level of commitment to adopting and implementing the assessment program) associated with the role;

(iii) The consortium's method and process (*e.g.*, consensus, majority) for making different types of decisions (*e.g.*, policy, operational);

(iv) The protocols by which the consortium will operate, including the protocols for member States to change roles or leave the consortium and for new member States to join the consortium;

(v) The key policies and definitions to which all member States will adhere, the rationale for choosing these policies and definitions, and the consortium's

plan (including the process and timeline) for developing them; and

(vi) The consortium's plan for managing funds received under this grant category;

(c) The terms and conditions of the Memoranda of Understanding or other binding agreements executed by each member State, including the consistency of the terms and conditions with the consortium's governance structure and the State's role in the consortium; and

(d) The consortium's procurement process, and evidence of each member State's commitment to that process.

(B)(2) *Theory of Action* (up to 5 points). The extent to which the eligible applicant's theory of action is logical, coherent, and credible, and will result in improved academic outcomes for high school students across the States in the consortium. In determining the extent to which the theory of action has these attributes, we will consider the description of and rationale for—

(a) How the proposed high school course assessment program will be incorporated into a coherent high school educational system (*i.e.*, a system that includes standards, assessments, curriculum, instruction, and professional development);

(b) How the assessment program's rigor will be demonstrated and maintained over time;

(c) How the assessment program will cover diverse course offerings that provide a variety of pathways to students; and

(d) How the assessment program will be implemented at a scale that, across the States in the consortium, increases access to rigorous courses for students who have not typically had such access, and broadly improves student achievement and college and career readiness (as defined in this notice).

(B)(3) *Course Assessment Program Design and Development* (up to 60 points). The extent to which the design and development of the eligible applicant's proposed high school assessment program is feasible, scalable, and consistent with the theory of action. In determining the extent to which the design has these attributes, we will consider—

(a) The high school courses for which the consortium will implement assessments; the rationale for selecting those courses, including a need to increase access to rigorous courses for students who have not typically had such access; and the processes by which new high school course assessments will be added to the assessment program over time and existing course assessments will be updated and refreshed;

(b) How the assessments will measure student knowledge and skills against standards from a common set of college- and career-ready standards (as defined in this notice) in subjects for which such a set of standards exists, or otherwise against State or other rigorous standards;

(c) How the consortium will certify the rigor of each assessment in the assessment program, whether the assessment is new or adapted; and how the consortium will maintain consistent and high levels of rigor over time; and

(d) The general design and development approach for course assessments, including—

(i) The number and types of components (*e.g.*, mid-term tests, through-course summative assessments (as defined in this notice), end-of-course assessments) in a high school course assessment;

(ii) The extent to which, and, where applicable, the approach for ensuring that, assessment items will be varied and elicit complex student demonstrations or applications of knowledge and skills;

(iii) How the assessments will produce student achievement data (as defined in this notice) and student growth data (as defined in this notice);

(iv) The approach and strategy for ensuring scalable, accurate, and consistent scoring of assessments, and the extent to which teachers are trained and involved in the scoring of assessments; and

(v) How the course assessments will be accessible to the broadest possible range of students, including English learners and students with disabilities, and include appropriate accommodations (as defined in this notice) for students with disabilities and English learners.

(B)(4) *Research and Evaluation* (up to 25 points). The extent to which the eligible applicant's research and evaluation plan will ensure that the assessments developed are valid, reliable, and fair for their intended purposes and for all students. In determining the extent to which the research and evaluation plan has these attributes, we will consider—

(a) The plan for verifying validity, reliability, and fairness; and

(b) The plan for determining whether the assessments are being implemented as designed and the theory of action is being realized, including whether the intended effects on students and schools are being achieved.

(B)(5) *Course Assessment Program Implementation* (up to 45 points). The extent to which the eligible applicant's plan for implementing the proposed high school course assessment program will result in increased student enrollment in courses in the assessment program (and therefore improved student academic outcomes) in each member State. In determining the extent to which the implementation plan has these attributes, we will consider—

(a) The approach to be used in each member State for promoting participation in the high school course assessment program by high schools, by teachers, and by students (*e.g.*, voluntary participation, mandatory participation, incentive programs); the plan for implementing the approach, including goals, major activities, timelines, and entities responsible for execution; and the expected participation levels in each member State and across the consortium overall, including—

(i) The number and percentage of high schools expected to implement at least one of the assessments in the high school course assessment program in each of five consecutive years beginning with the 2013–2014 school year;

(ii) For each assessment in the assessment program, the number and percentage of high schools expected to implement the assessment in each of five consecutive years beginning with the 2013–2014 school year; and

(iii) The unduplicated number and percentage of high school students expected to take at least one assessment in the assessment program in each of five consecutive years beginning with the 2013–2014 school year; and

(b) The plan for supporting teachers and administrators in implementing the high school course assessment program and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice.

(B)(6) *Project Management* (up to 35 points). The extent to which the eligible applicant's project management plan will result in implementation of the proposed high school course assessment program on time, within budget, and in a manner that is financially sustainable over time. In determining the extent to which the project management plan has these attributes, we will consider—

(a) The quality, qualifications, and role of the project management partner, as evidenced by its mission, date of founding, size, experience (including past success in implementing similar projects), and key personnel assigned to this project (including their names, curricula vitae, roles, percent of time dedicated to this project, and experience in managing similar projects);

(b) The project workplan and timeline, including, for each key

deliverable (e.g., assessments, scoring and moderation system, certification system, professional development activities), the major milestones, deadlines, and entities responsible for execution;

(c) The extent to which the eligible applicant's budget—

(i) Is adequate to support the development of a high school assessment program that meets the requirements of the absolute priority;

(ii) Includes costs that are reasonable in relation to the objectives, design, and significance of the proposed project and the number of students to be served; and

(d) For each member State, the estimated costs for the ongoing administration, maintenance, and enhancement of operational assessments in the proposed assessment program and a plan for how the State will fund the assessment program over time (including by allocating to the assessment program funds for existing State or local assessments that will be replaced by assessments in the program).

C. *Review and Selection Process:* The Department will screen applications that are received in accordance with the requirements in this notice and determine which applications will be reviewed for funding based on whether the applicant has met the eligibility requirements for the grant category and has requested a budget amount that does not exceed the maximum amount for the grant category as discussed in the *Award Information* section of this notice (section II). Applications from applicants that do not meet the eligibility requirements for the grant category or that request a budget amount that exceeds the maximum amount for the grant category will not be reviewed for funding. Reviewers [16] will then review and score applications using the competitive preference priorities, selection criteria and points included in this notice, and determine whether applications meet the Absolute Priority for the grant category. Applications that do not meet the Absolute Priority will not be considered for funding. The reviewers' scores will be averaged for each application that meets the Absolute Priority for the grant category, and those applications will be rank ordered in each grant category. After the review process is complete, the Secretary will select, consistent with 34 CFR 75.217, the grantees for each grant category after considering the rank order of applications, the funding available, and any other relevant information.

[16] The Department intends to use a panel of expert, independent reviewers who have been chosen from a pool of qualified assessment and management experts. The Department will thoroughly screen all reviewers for conflicts of interest in order to ensure a fair and competitive review process.

V. Award Administration Information

A. *Award Notices:* If an application is successful, the Department will notify the applicant's U.S. Representative and U.S. Senators and send the applicant a Grant Award Notification (GAN). We may also notify the applicant informally.

If an application is not evaluated or not selected for funding, we will notify the applicant.

B. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* in section I of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* in section I of this notice and include these and other specific conditions in the GAN. The GAN also incorporates the approved application as part of the applicant's binding commitments under the grant.

C. *Reporting:* Grantees (*i.e.*, applicants that receive an award) under this program must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may require more frequent performance reports under 34 CFR 75.720(c). At the end of the project period, grantees must also submit a final performance report, including financial information, as directed by the Secretary.

Grantees under this program must also meet the reporting requirements that apply to all programs funded under the ARRA. Specifically, grantees must submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department (ARRA Division A, Section 1512(c)).

In addition, for each year of the program, grantees must comply with the requirements of ARRA Division A, Section 14008, and other performance reporting that the Department may require.

The Department will monitor grantees' progress in meeting project goals, objectives, timelines, and budget requirements; and may require grantees to enter into a cooperative agreement with the Department.

D. *Performance Measures:* We are establishing the following Government Performance and Results Act of 1993 (GPRA) performance measures for the Race to the Top Assessment Program:

Comprehensive Assessment Systems Grants

The performance measures for Comprehensive Assessment Systems grants are:

1. Number of States that have formally adopted a common set of college- and career-ready standards in mathematics and English language arts;

2. Number of States that have fully implemented the summative assessment components of the assessment systems;

3. Number of IHEs that are working with grantees to design and develop the final high school summative assessments in mathematics and English language arts;

4. Number of IHEs that have implemented policies that exempt from remedial courses and place into credit-bearing college courses students who meet the achievement standard for the final high school summative assessments in mathematics and English language arts and any other placement requirements; and

5. Percentage of direct matriculation students (as defined in this notice) in public IHEs who are enrolled in IHEs that are working with grantees to design and develop the final high school summative assessments in mathematics and English language arts and/or have implemented policies that exempt from remedial courses and place into credit-bearing college courses students who meet the achievement standard for the final high school summative assessments in mathematics and English language arts.

High School Course Assessment Programs Grants

The performance measures for High School Course Assessment Programs grants are:

1. Number of courses for which assessments have been developed under the high school assessment programs;

2. Number of States implementing the high school course assessment programs;

3. Percentage of LEAs in each State implementing at least one assessment in the high school course assessment programs;

4. Percentage of high schools in each State implementing at least one assessment in the high school course assessment programs;

5. For each assessment in the high school course assessment programs,

percentage of high schools in each State implementing the assessment;

6. Percentage of students in each State taking at least one assessment in the high school course assessment programs; and

7. Percentage of high schools in each State that incorporate courses in the high school course assessment programs into requirements for high school diplomas or certificates.

VI. Agency Contacts

For Further Information Contact: James Butler, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C106, Washington, DC 20202–6400. Telephone: (202) 453–7246 or by e-mail: *racetothetop.assessment@ed.gov.*

If you use a TDD, call the FRS, toll free, at 1–800–877–8339.

VII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (*e.g.*, braille, large print, audiotape, or computer diskette) on request to the program contact person listed under *For Further Information Contact* in section VI of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: *http://www.ed.gov/news/fedregister.* To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

Note: The official version of this document is the document published in the **Federal Register.** Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: *http://www.gpoaccess.gov/nara/index.html.*

Dated: April 6, 2010.

Arne Duncan,

Secretary of Education.

[FR Doc. 2010–8176 Filed 4–8–10; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

National Institute on Disability and Rehabilitation Research (NIDRR)—Disability and Rehabilitation Research Projects and Centers Program—Rehabilitation Engineering Research Centers (RERCs)

Catalog of Federal Domestic Assistance (CFDA) Number: 84.133E–1 and 84.133E–3.

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice of proposed priorities for two RERCs.

SUMMARY: The Assistant Secretary for Special Education and Rehabilitative Services proposes two priorities for the Disability and Rehabilitation Research Projects and Centers Program administered by NIDRR. Specifically, this notice proposes two priorities for RERCs: Universal Design in the Built Environment and Technologies for Children with Orthopedic Disabilities. The Assistant Secretary may use these priorities for competitions in fiscal year (FY) 2010 and later years. We take this action to focus research attention on areas of national need. We intend these priorities to improve rehabilitation services and outcomes for individuals with disabilities.

DATES: We must receive your comments on or before May 10, 2010.

ADDRESSES: Address all comments about this notice to Donna Nangle, U.S. Department of Education, 400 Maryland Avenue, SW., room 5142, Potomac Center Plaza, Washington, DC 20202–2700.

If you prefer to send your comments by e-mail, use the following address: *donna.nangle@ed.gov.* You must include the term "Proposed Priorities for RERCs" and the priority title in the subject line of your electronic message.

FOR FURTHER INFORMATION CONTACT: Donna Nangle. Telephone: (202) 245–7462 or by e-mail: *donna.nangle@ed.gov.*

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

SUPPLEMENTARY INFORMATION:

This notice of proposed priorities is in concert with NIDRR's Final Long-Range Plan for FY 2005–2009 (Plan). The Plan, which was published in the **Federal Register** on February 15, 2006 (71 FR 8165), can be accessed on the Internet at the following site: *http://www.ed.gov/about/offices/list/osers/nidrr/policy.html.*

Through the implementation of the Plan, NIDRR seeks to: (1) Improve the quality and utility of disability and rehabilitation research; (2) foster an exchange of expertise, information, and training to facilitate the advancement of knowledge and understanding of the unique needs of traditionally underserved populations; (3) determine best strategies and programs to improve rehabilitation outcomes for underserved populations; (4) identify research gaps; (5) identify mechanisms of integrating research and practice; and (6) disseminate findings. This notice proposes two priorities that NIDRR intends to use for RERC competitions in FY 2010 and possibly later years. However, nothing precludes NIDRR from publishing additional priorities, if needed.

Furthermore, NIDRR is under no obligation to make awards for these priorities. The decision to make an award will be based on the quality of applications received and available funding.

Invitation to Comment: We invite you to submit comments regarding this notice. To ensure that your comments have maximum effect in developing the notice of final priorities, we urge you to identify clearly the specific proposed priority that each comment addresses.

We invite you to assist us in complying with the specific requirements of Executive Order 12866 and its overall requirement of reducing regulatory burden that might result from these proposed priorities. Please let us know of any further ways we could reduce potential costs or increase potential benefits while preserving the effective and efficient administration of the program.

During and after the comment period, you may inspect all public comments about this notice in room 6030, 550 12th Street, SW., Potomac Center Plaza, Washington, DC, between the hours of 8:30 a.m. and 4:00 p.m., Washington, DC time, Monday through Friday of each week except Federal holidays.

Assistance to Individuals with Disabilities in Reviewing the Rulemaking Record: On request we will provide an appropriate accommodation or auxiliary aid to an individual with a disability who needs assistance to review the comments or other documents in the public rulemaking record for this notice. If you want to schedule an appointment for this type of accommodation or auxiliary aid, please contact the person listed under **FOR FURTHER INFORMATION CONTACT.**

Purpose of Program: The purpose of the Disability and Rehabilitation Research Projects and Centers Program is to plan and conduct research, demonstration projects, training, and related activities, including international activities; to develop methods, procedures, and rehabilitation technology that maximize the full inclusion and integration into society, employment, independent living, family support, and economic and social self-sufficiency of individuals with disabilities, especially individuals with the most severe disabilities; and to

ADDENDUM 2:
[*STATE NAME*] ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of *[State Name]*

ADDENDUM 3:
[*STATE NAME*] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of [*STATE NAME*] on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that [*STATE NAME*] may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

ADDENDUM 3:
[*STATE NAME*] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, [*NAME*], in my capacity as the chief procurement official for [*STATE NAME*], confirm by my signature below that [*STATE NAME*] may, consistent with the procurement laws and regulations of [*STATE NAME*], participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

_____
[NAME/TITLE/STATE NAME]

_____
[DATE]

APPENDIX (A)(1) – A – ii

ALABAMA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the State of Alabama and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Gloria Turner

Mailing Address: 3306 Gordon Persons Building, P. O. Box 302101, Montgomery AL 36130-2101

Telephone: 334-242-8038

Fax: 334-242-7341

E-mail: gturner@alsde.edu

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Alabama hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of Alabama agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

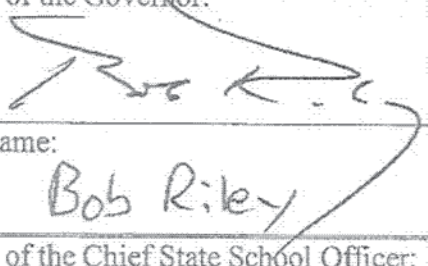
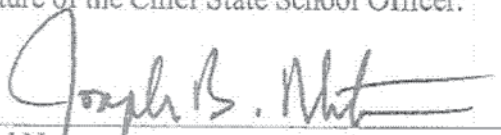
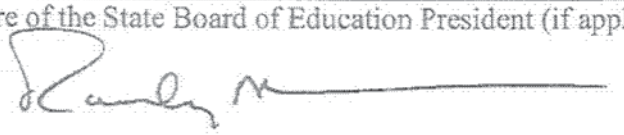
Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of Alabama	
Signature of the Governor: 	
Printed Name: Bob Riley	Date: 6/9/2010
Signature of the Chief State School Officer: 	
Printed Name: Joseph B. Morton	Date: 6/10/2010
Signature of the State Board of Education President (if applicable): 	
Printed Name: Randy McKinney	Date: 6/10/2010

ADDENDUM 2:
ALABAMA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
for
Race To The Top -- Comprehensive Assessment Systems Grant Partnership for Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 10, 2010

Plan for Alabama

Timeline:

Activity	Target Date to Begin	Target Date to Complete
Alignment study between old and new content standards	June 2010	Nov. 2010
Participate in development of new assessment system	Summer 2010	Summer 2015
Adoption of Common Core Standards by Board of Education	Nov. 2010	Dec. 2010
Adoption of Comprehensive Assessment System developed by PARCC	Nov. 2010	Dec. 2010
Professional development for new content standards and assessment system	2011-2012	2011-2012
State budget approved by legislature to begin preparation for 2014-2015 administration	Jan. 2013	May 2013
Required implementation of Common Core Standards by LEAs	2013-2014	2013-2014
Participate in pilot testing of new assessment system	2012-2013	2013-2014
State budget approved by legislature to implement new assessment system	Jan. 2014	May 2014
Administer new assessment system	2014	2015

ADDENDUM 2:
ALABAMA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

Barriers:

- State budget may get cut by legislature
- State may not adopt common core standards
- Transition from old content standards to new content standards while satisfying ESEA alignment issues and fairness to LEAs

Funding Sources:

- State monies
- Federal monies

ADDENDUM 3:
ALABAMA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Alabama on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Alabama may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
ALABAMA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Warren Craig Pouncey, in my capacity as the chief procurement official for Alabama, confirm by my signature below that Alabama may, consistent with the procurement laws and regulations of Alabama, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Dr. Warren Craig Pouncey
Deputy State Superintendent
Alabama State Department of Education

June 10, 2010
[DATE]

APPENDIX (A)(1) – A – iii

ARIZONA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 12 day of June 2010, (the "Effective Date") by and between the State of Arizona and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. **Recommitment to the Consortium**

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. **Application Process For New Members**

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. **Membership Opt-Out Process**

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: *Roberta Alley*

Mailing Address: *1535 W. Jefferson Bin # 6*

Telephone: *602 364 1164*

Fax: *602 542 5467*

E-mail: *Roberta.alley@azed.gov*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Arizona hereby joins the Consortium as a *Governing* State, and agrees to be bound by all of the assurances and commitments associated with the *Governing* State membership classification. Further, the State of Arizona agrees to perform the duties and carry out the responsibilities associated with the *Governing* State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:
Signature of the Governor: Janice K. Brewer
Printed Name: Janice K. Brewer / Date: 6-11-10
Signature of the Chief State School Officer: Tom Horne
Printed Name: Tom Horne / Date: 6-10-10
Signature of the State Board of Education President (if applicable): Vicki Balentine
Printed Name: Dr. Vicki Balentine / Date: 6-10-10

ADDENDUM 2:
ARIZONA'S ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 10, 2010

Plan of *Arizona*

Arizona strongly believes that students must exit high school, college and career ready, and that the assessment system proposed in the PARCC Grant Application will promote that readiness of students in our State. Arizona is committed to administering the PARCC assessment system to students in Arizona and being an active partner in the development of the assessments.

Assumptions:

- June 28, 2010, State Board of Education will adopt the Common Core Standards for English Language Arts and Mathematics as the state's academic standards, replacing currently adopted standards.
- Arizona will adopt the PARCC Assessment(s) to meet the following state assessment requirements:
    - Under State Statute 15-741, "The state board of education shall: 2. Adopt and implement an Arizona instrument to measure standards test to measure pupil achievement of the state board adopted academic standards in reading, writing and mathematics in at least four grades designated by the board."
    - Under Statute 15-741, "The state board of education shall: 3. Adopt and implement a statewide nationally norm-referenced achievement test in reading, language arts and mathematics..."
    - Under Statute 15-755, "...a standardized, nationally-normed written test of academic subject matter given in English shall be administered at least once each year..."
- Arizona will adopt the assessments developed by PARCC Consortium for Grades 3-8 and high school to meet ESEA requirements.
- It is the intent of Arizona to use the assessments developed by PARCC Consortium to fulfill the requirements for both federal and state accountability.
- The Arizona Department of Education under the leadership of the Superintendent of Public Instruction will be the primary contact for Arizona and PARCC in the development of the new assessment system.
- Arizona will maintain the current assessment system while preparing schools and districts for the new assessments in order to meet state and ESEA requirements.

ADDENDUM 2:
ARIZONA'S ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

Current Assessment System:

- Item writing for current assessment will be focused on writing higher Depth of Knowledge (items with greater cognitive demand) selected-response items for reading and mathematics. — June 2010
- Complete Crosswalk of Common Core Standards to current Arizona Academic Standards. — 2010/2011
- Complete Alignment Study of AIMS items to Common Core Standards using Arizona educators. -- October 2011
- Gaps in item bank identified in the Alignment Study will be used to guide item development.
- Meet with TAC for suggestions on movement to Common Core Standards on current assessment prior to the PARCC assessments.
- Write and field test selected response items for current assessment (embedded field test items) that align to Common Core Standards. – 2012, 2013, and 2014
- Incorporate Common Core Standards aligned items in AIMS for Grades 3-8 in 2012.
- If needed, change test blueprint to incorporate Common Standards.
- Incorporate Common Core Standards aligned items in AIMS HS by 2014. The timeline and plan for high school is dependent upon the design of the PARCC high school assessment model.

Moving to PARCC Assessment Model in 2015

- Implement Common Core Standards.
- Convene K-3 Assessment Task Force to review assessment models for K-2, reviewing proposed optional assessments in PARCC.
- Survey districts and schools for technology readiness.
- Submit the plan to increase technology readiness to the State Board of Education and a request for funding to the Legislative Joint Budget Committee, and the education committees in the Arizona Legislature. -- Summer 2011 for legislative action Spring 2012
- Participate in pilot and field testing for PARCC (Districts must participate in state mandated field testing.)
- Request that the PARCC assessments be used to meet the nationally normed assessment requirements in state statute since the assessment results will allow for multi-state comparison. -- January 2013
- Add "new" item types that align to the Common Core Standards to the Formative Assessment Item Bank on IDEAL -- 2012 and beyond. Based on the results of the pilot testing of item types by PARCC
- Develop plan to move the Grade 10 end-of-domain assessment to the CCR model as defined in the PARCC Consortium.

ADDENDUM 2:
ARIZONA'S ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

Plan for Communication:

- Rollout of Common Core Standard. – October 1, 2010
- Expand the State's Assessment Advisory Committee. – July 2010
- Establish an Arizona Communication Team that will work with the PARCC
    - Starting Fall 2010 and continuing throughout the development and implementation of the PARCC Assessment Model, meet with K-12 educators, business and community leaders, higher education leaders, and other constituent groups explaining the PARCC Assessment System and the impact it will have on Arizona.
    - Develop informational documents, PowerPoint(s), and trainings that can be used by in-state advocates to promote the PARCC assessment model.
- Promote the PARCC suggested professional development option throughout the state for K-12 educators, both teachers and administrators, and pre-service faculty and students.
- Introduce end-of-course syllabus for high school courses.

ADDENDUM 3:
ARIZONA'S ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Arizona on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Arizona may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Jean A.Clark, in my capacity as the chief procurement official for Arizona, confirm by my signature below that Arizona may, consistent with the procurement laws and regulations of Arizona, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Jean A. Clark
State Procurement Administrator
State of Arizona

June 8, 2010
June 8, 2010

APPENDIX (A)(1) – A – iv

ARKANSAS

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 8th day of June 2010, (the "Effective Date") by and between the State of ARKANSAS and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. **Recommitment to the Consortium**

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. **Application Process For New Members**

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. **Membership Opt-Out Process**

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Dr. Gayle Potter

Mailing Address: Four Capitol Mall, Room 105-A, Little Rock, AR 72201

Telephone: (501) 682-4558

Fax: (501) 682-4886

E-mail: gayle.potter@arkansas.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of ARKANSAS hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of ARKANSAS agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

Signature of the Governor:

Printed Name: Governor Mike Beebe	Date: 6-11-2010

Signature of the Chief State School Officer:

Printed Name: Dr. Tom W. Kimbrell	Date: June 8, 2010

Signature of the State Board of Education President (if applicable):

Printed Name: Dr. Naccaman Williams	Date: 06/08/2010

ADDENDUM 2:
ARKANSAS ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of *ARKANSAS*

Arkansas Code Annotated §§ 6-15-401 et seq. requires the State Board of Education to "develop a single comprehensive testing, assessment, and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information." Specifically, the Arkansas Department of Education is required to "develop and implement an augmented, criterion-referenced, or norm-referenced assessment program that is valid, reliable, externally linked to a national norm, and vertically scaled for public school students in grades three through eight (3-8), which measures application of knowledge and skills in reading and writing literacy and mathematics" as well as end-of-course examinations in the areas of reading and writing literacy and mathematics in grades 9-12.

As stated in the Code, this comprehensive testing, assessment, and accountability program must include the following components or characteristics:

- Assessment of academic achievement at grade levels selected to be tested by the department;
- Longitudinal and trend data collection for the purposes of improving student and school performance;
- A variety of assessment methods;
- Construction of a database composed of academic performance indicators that shall apply to every school and school district in the state that will allow the department, over time, to identify those schools and school districts that are performing at or below proficient levels;
- Meaningful comparisons of Arkansas students with those of other states, regions, and the nation through the National Assessment of Educational Progress Examination and norm-referenced examinations; and
- Review and assistance to the department in developing the comprehensive testing, assessment, and accountability program by a panel of external psychometric experts.

The process and plans outlined in the Partnership for Assessment of Readiness for College and Careers (PARCC) multi-state consortium proposal are in-line with current Arkansas law and procedures for development of a comprehensive assessment system. Therefore, Arkansas forsees and is committed to ensuring a smooth transition to implementation of the common assessments proposed by PARCC in the 2014-2015 school year.

ADDENDUM 3:
ARKANSAS ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of ARKANSAS on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that ARKANSAS may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis according to the criteria set forth in the requests for proposals.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis according to the criteria set forth in the request for proposals;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis according to the criteria set forth in the request for proposals;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, JANE BENTON, in my capacity as the chief procurement official for ARKANSAS, confirm by my signature below that ARKANSAS may, consistent with the procurement laws and regulations of ARKANSAS, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Jane Benton

JANE BENTON, DIRECTOR
OFFICE OF STATE PROCUREMENT
STATE OF ARKANSAS

6/10/10
DATE

APPENDIX (A)(1) – A – v

CALIFORNIA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 11, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 11th day of June 2010, (the "Effective Date") by and between the State of California and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote.Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:	*Deborah V.H. Sigman, Deputy State Superintendent*
Mailing Address:	*1430 N Street, Suite 5602* *Sacramento, CA 95814*
Telephone:	*(916) 319-0812*
Fax:	*(916) 319-0100*
E-mail:	*dsigman@cde.ca.gov*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of California hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of California agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: California	
Signature of the Governor:	
Printed Name: Arnold Schwarzenegger	Date: June 11, 2010
Signature of the Chief State School Officer:	
Printed Name: Jack O'Connell	Date: June 11, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name: Theodore R. Mitchell	Date: June 11, 2010

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 11, 2010

Plan of **California**

In accordance with Assurance 6 in Section X of the MOU, California will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers through standard practices and protocols in order to implement the full summative assessment system by 2014-15. This will include, but not be limited to, promulgating changes to existing codes and regulations and requesting required adjustments to existing budget appropriations.

ADDENDUM 3:
STATE OF CALIFORNIA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of the State of California on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that the State of California may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

ADDENDUM 3:
STATE OF CALIFORNIA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Jim Butler, in my capacity as the chief procurement official for the State of California, confirm by my signature below that the State of California may, consistent with the procurement laws and regulations of the State of California, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Jim Butler
Deputy Director, Department of General Services, State of California

June 9, 2010

APPENDIX (A)(1) – A – vi

COLORADO

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 11th day of June 2010, (the "Effective Date") by and between the State of Colorado and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. **Recommitment to the Consortium**

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. **Application Process For New Members**

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. **Membership Opt-Out Process**

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Jo O'Brien

Mailing Address: 201 E. Colfax, Room 502, Denver, CO 80218

Telephone: 303-866-6852

Fax:303-866-6682

E-mail: obrien_j@cde.state.co.us

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Colorado hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of Colorado agrees to perform the duties and carry out the responsibilities associated with the ParticipatingState membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

STATE SIGNATURE BLOCK

State of: Colorado	
Signature of the Governor: Bill Ritter Jr.	
Printed Name: Bill Ritter Jr.	Date: June 9, 2010
Signature of the Chief State School Officer: D	
Printed Name: Dwight D. Jones	Date: 6/8/2010
Signature of the State Board of Education President (if applicable): Bob Schaffer	6-10-10
Printed Name: Bob Schaffer	Date:

ADDENDUM 2:
[*STATE NAME*] ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of *Colorado*

Per Colorado state law, our assessment system is adopted by the state board of education and for our Post-Secondary and Workforce Readiness assessment, Council of Higher Education. We have maintained close connections with our Board on the 2010 assessment revision process and this would continue throughout the transition period ending in 2014-15.

It is of paramount importance to the Colorado Department of Education (CDE) that the state assessment system is both valid and reliable. In order to support this effort, consistent communication and training protocols between CDE and school districts would be maintained. Our current system maintains a strong relationship with District Assessment Coordinators (DACs), who oversee the administration and all data reporting for the state assessments in their subsequent school districts. We foresee this relationship continuing with PARCC assessments, and would rely greatly on our DACs' expertise and leadership in order to work jointly with the state at the district and collegiate levels in providing numerous professional development and training opportunities around the new assessments.

CDE also provides school districts with supplemental materials that clarify and describe the appropriate procedures around the development, administration, and data reporting for the state assessments. These include a procedures manual, accommodations manuals, proctors/examiners manuals, data interpretation guides, technical reports, and guides to test interpretation. We would revise these materials as needed, while continuing to produce additional documents when necessary. In addition, CDE would consult our assessment Technical Advisory Committee (TAC), DAC Management Team, Assessment Stakeholders Committee, and Colorado Growth Model experts to ensure the PARCC assessments in the state system would be seamless, thoughtful and worthwhile to Colorado's school districts, students, teachers and parents.

Colorado
~~[STATE NAME]~~ ADDENDUM 3:
ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Colorado on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Colorado may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

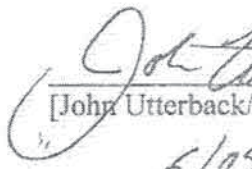
        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, John Utterback, in my capacity as the chief procurement official for Colorado, confirm by my signature below that Colorado may, consistent with the procurement laws and regulations of Colorado, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.



[John Utterback/Purchasing Director/CO]

6/09/10

[DATE]

APPENDIX (A)(1) – A – vii

DELAWARE

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this third day of June 2010, (the "Effective Date") by and between the State of Delaware and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;

- Recommend common achievement levels;
- Recommend common assessment policies; and
- Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans, strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the

Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:

         (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

         (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

         (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

         (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

         (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

    a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

    b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

    a. Recommendations are made on a consensus basis, with input from the Participating States.

    b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

a. Participation in conference calls and/or webinars;

b. Written responses to draft documents; and

c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:

    a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

    a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

    b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

    c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

    d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct

damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Dr. Linda B. Rogers

Mailing Address: *401 Federal Street, Suite 1, Dover, DE 19901*

Telephone: *302.735.4200*

Fax: *302.739.3744*

E-mail:*lrogers@doe.k12.de.us*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Delaware hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of Delaware agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: Jack Markell	
Printed Name: Jack Markell, Governor, State of Delaware	Date: 6/9/2010
Signature of the Chief State School Officer: Lillian M. Lowery	
Printed Name: Dr. Lillian M. Lowery, Secretary of Education, State of Delaware	Date: 6/7/2010
Signature of the State Board of Education President (if applicable): Teri Quinn Gray	
Printed Name: Dr. Teri Quinn Gray, Delaware State Board of Education, President	Date: 6/10/2010

ADDENDUM 2:
DELAWARE ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of Delaware

The Delaware Department of Education, with consultation of the State Board of Education and the Governor's Office, will work closely with the State Legislature to enact any legislation that would be necessary to support the adoption of an assessment system that would support the Common Core set of standards.

The Delaware Department of Education, with consultation of the Governor's Office, will work closely with the State Board of Education to modify any regulation that would be necessary to support the adoption of an assessment system that would support the Common Core set of standards.

The Delaware Department of Education's Financial Reform and Resource Management office, with consultation of the Governor's Office, will work diligently to make the adoption of an assessment system that would support the Common Core set of standards financially sustainable.

The Delaware Department of Education will endeavor to adopt an assessment system that would support the Common Core set of standards that offers students, parents, teachers, school and district administrators, state and federal leadership, and the general public no less information than would be currently provided by the state assessment system.

ADDENDUM 3:
DELAWARE ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Delaware on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Delaware may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Karen Field Rogers, in my capacity as the chief procurement official for Delaware, confirm by my signature below that Delaware may, consistent with the procurement laws and regulations of Delaware, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Consortium Members.

Karen Field Rogers
Associate Secretary/Chief Financial Officer
Financial Reform & Resource Management

6/10/10
Date

APPENDIX (A)(1) – A – viii

DISTRICT OF COLUMBIA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the District of Columbia and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. **Recommitment to the Consortium**

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. **Application Process For New Members**

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as

otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

(i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

    a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

    a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

    b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

    a. Participation in conference calls and/or webinars;

    b. Written responses to draft documents; and

    c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:

    a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

    a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

    b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

    c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

    d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, and subject to availability of appropriations, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Patrick Rooney

Mailing Address: 810 First St, NE, 9th Floor, Washington DC 20002

Telephone: 202-654-6108

Fax: 202-299-2130

E-mail: Patrick.Rooney@dc.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The District of Columbia hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the District of Columbia agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: District of Columbia	
Signature of the Governor:	
Printed Name: Adrian Fenty Mayor	Date: June 10, 2010
Signature of the Chief State School Officer:	
Printed Name: Kerri L. Briggs, Ph.D. State Superintendent	Date: 8 June 2010
Signature of the State Board of Education President (if applicable):	
Printed Name: Teb Trabue Ted Trabue	Date: June 8, 2010

ADDENDUM 2:
DISTRICT OF COLUMBIA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of District of Columbia

In order to implement the assessments described in this memorandum of understanding in 2014-2015, the District of Columbia will have to contract with a vendor to develop and disseminate test materials. The District intends to follow the procurement process indicated in addendum three (which Mr. David Gragan, the Chief Procurement Officer for the District of Columbia has assured is consistent with local procurement laws and regulations). As such, the District of Columbia will use cooperative purchasing authority to place orders or make purchases, as necessary, to administer the assessments in 2014-2015.

While it is not possible to anticipate the total cost or revenue projections for 2014-2015, the District anticipates that the funding for these assessments will use the same mix of local and federal funds that the District currently employs for its statewide assessment system.

The District of Columbia will follow all local rules and regulations regarding securing these services. This entails review by the Office of the State Superintendent of Education (OSSE), working in close contact with the Office of Contracts and Procurement. Local regulations in the District of Columbia require that any contract of more than $1 million be submitted to the DC City Council for review and approval prior the contract being enacted. OSSE will ensure that these steps are followed in sufficient time to permit the District to administer the assessments in 2014-2015.

ADDENDUM 3:
DISTRICT OF COLUMBIA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of the District of Columbia on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that the District of Columbia may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, David Gragan, in my capacity as the chief procurement official for the District of Columbia, confirm by my signature below that the District of Columbia may, consistent with the procurement laws and regulations of the District of Columbia, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

David P. Gragan
Chief Procurement Officer
District of Columbia

6/8/10
DATE

APPENDIX (A)(1) – A – ix

FLORIDA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 15 day of June 2010, (the "Effective Date") by and between the State of Florida and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Kris Ellington, Assistant Deputy Commissioner, Office of Assessment

Mailing Address: 325 West Gaines Street, Suite 414, Tallahassee, Florida, 32399-0400

Telephone: (850) 245-0513

Fax: (850) 245-0793

E-mail: Kris.Ellington@fldoe.org

AND

Name: Linda Champion, Deputy Commissioner

Mailing Address: 325 West Gaines Street, Suite 1214, Tallahassee, Florida, 32399-0400

Telephone: (850) 245-0406

Fax: (850) 245-9378

E-mail: Linda.Champion@fldoe.org

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Florida hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership

classification. Further, the State of Florida agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

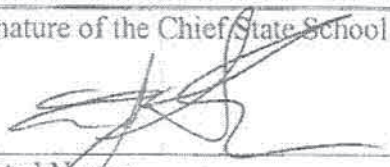
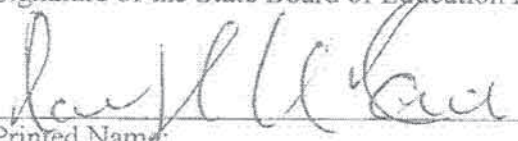
Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor:	
Printed Name: Charlie Crist	Date: June 12, 2010
Signature of the Chief State School Officer: 	
Printed Name: Eric J. Smith	Date: June 15, 2010
Signature of the State Board of Education President (if applicable): 	
Printed Name: T. Willard Fair	Date: June 15, 2010

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of Florida

Florida conducted a review of State laws, regulations and policies to identify current barriers to implementing the proposed assessment system. As a result of this review, Florida found several laws that would need to be revised to fully transition to a new assessment system, as well as several rules that would need to be revised to implement these revised laws. While revisions in laws and rules will be required, these revisions are not considered to be barriers to implementing the new common assessments because current Florida law authorizes the Commissioner of Education to design and implement student testing programs, for any grade level and subject area, in addition to those required in law. The revisions to Florida law would allow for the new assessments to replace the current assessment program.

The following references in the Florida Statutes (F.S.) are directly related to the statewide assessment program and would need to be revised to fully transition to the new assessments in grades 3-8 and high school:

- Section 1008.22, F.S., defines the statewide K-12 assessment program, its purposes, and its components; requires the State Board of Education to approve student performance standards in various subject areas and grade levels which form the basis for the statewide assessment tests; requires public school students to earn passing scores on the Grade 10 statewide assessment test or an alternative test to qualify for a standard high school diploma; and authorizes the use of alternative tests to the Grade 10 FCAT when concordant scores can be determined and establishes certain requirements for the use of concordant scores. CHANGES REQUIRED: Amendments would be needed to specify new assessment requirements based on the new Common Core State Standards.

- Section 1008.25, F.S., requires districts to have a comprehensive program for student progression that incorporates statewide assessment results; specifies participation in the statewide assessment tests is required for all students; requires students scoring at a Level 1 on the statewide assessment test in reading for Grade 3 to be retained; and provides for good cause exemptions to the required retention. CHANGES REQUIRED: Amendments would be needed to specify new requirements based on the new assessments.

- Section 1008.34, F.S., specifies the requirements for Florida's school grading system, including the assessments that are used in school grades calculations. CHANGES

ADDENDUM 2:
FLORIDA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

REQUIRED: Amendments would be needed to specify new requirements based on the new assessments.

In addition, the following State Board of Education rules relate to the various assessment requirements and accountability programs that would need to have references and requirements related to FCAT changed to the new standards and assessments, and references to the new college readiness assessments incorporated:

- 6A-1.09422, Florida Administrative Code (F.A.C.), Florida Comprehensive Assessment Test® Requirements
- 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities
- 6A-1.09432, F.A.C., Assessment of Limited English Language Learners
- 6A-1.094221, F.A.C., Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion
- 6A-1.094222, F.A.C., Standards for Mid-Year Promotion of Retained Third Graders
- 6A-1.09981, F.A.C., Implementation of Florida's System of School Improvement and Accountability
- 6A-10.0315, F.A.C., College Preparatory Testing, Placement, and Instruction

Florida's Commissioner of Education will work closely with Florida's Governor and legislative leaders to propose the required changes to Florida's laws through the annual, routine process of preparing for Florida's legislative session. This process includes working with legislative staff to prepare amendments to current statute based on educational priorities and implementation schedules. Once amendments are proposed, they are supported throughout the legislative session with briefings and other support systems to ensure that legislative leaders fully understand, and are able to support, the changes to the assessment system. As changes are made to Florida law, these changes will be implemented in the appropriate State Board of Education rules.

While Florida has conducted this review of current laws and rules, Florida will continue to conduct periodic reviews of Florida laws, regulations and policies to identify any barriers to implementing new aspects of the proposed assessment system, if applicable, and will address any such barriers prior to full implementation of the summative assessment components of the system. The necessary steps required to amend Florida laws, regulations and policies will follow the same routine processes that Florida has in place and has used successfully to increase educational standards over the years.

Timeline:

- January—May 2013: The Commissioner will hold legislative workshops to begin the development of changes required in Florida laws to fully transition to the new assessment system in 2014-15.
- June—August 2013: The Commissioner will prepare the 2014-15 legislative budget request to include the necessary funding to support the new assessment system.
- September—November 2013: The Commissioner will recommend the final changes to Florida laws and the final legislative budget request to the State Board of Education for

approval. Once approved, the Department's legislative package will be transmitted to the Governor for approval and use during the 2014 legislative session.

- March—May 2014: The Commissioner will seek legislative approval for changes to Florida laws and for the legislative budget request.
- May—July 2014: The Commissioner will seek State Board of Education approval on required rule modifications to implement revised Florida laws.
- August 2014: Florida begins full implementation of the new assessment system.

ADDENDUM 3:
FLORIDA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Florida on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Florida may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the procurement documents;
    b. Receive and evaluate responses to the procurement;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the procurement documents, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responses;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Linda South, in my capacity as the chief procurement official for Florida, confirm by my signature below that Florida may, consistent with the procurement laws and regulations of Florida, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Linda H. South, Secretary
Department of Management Services
State of Florida
June 9, 2010

APPENDIX (A)(1) – A – x

GEORGIA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the State of Georgia and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Melissa Fincher

Mailing Address: Georgia Department of Education, 1554 Twin Towers East, 205 Jesse Hill Jr. Drive, Atlanta, GA 30334

Telephone: 404-651-9405

Fax: 404-656-5976

E-mail: mfincher@doe.k12.ga.us

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Georgia hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of Georgia agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of Georgia	
Signature of the Governor: Sonny Perdue	
Printed Name: Sonny Perdue	Date: 6/8/10
Signature of the Chief State School Officer: Kathy Cox	
Printed Name: Kathy Cox Kathy Cox	Date: 6/8/2010
Signature of the State Board of Education President (if applicable): Wanda I. Barrs 4/8/2010	
Printed Name: Wanda Barrs	Date:

ADDENDUM 2:
[*STATE NAME*] ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of Georgia

Barrier	Issue
Funding	Additional funding will be required to support operational administration. The Georgia Department of Education will work with the Governor's Office and the State Legislature to secure funding.
Technology	Once minimum system requirements are determined for the administration of the assessment system, the Georgia Department of Education will evaluate district readiness. Implementation may require additional infrastructure (such as hardware and bandwidth) for some districts.
State Board of Education Policies and Regulations	As the assessment systems is developed, including administration policies and protocols, Georgia policies and regulations will be reviewed and updated as needed.

ADDENDUM 3:
GEORGIA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Consortium Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 9, 2010

The signature of the chief procurement official of the State of Georgia on Addendum 3 to the Memorandum of Understanding for Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Consortium Members constitutes an assurance from that the chief procurement official has determined that the Georgia Department of Education may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the RFP;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. The Georgia Department of Education (as a participating Consortium State other than the Lead State for Procurement) may place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under Georgia's state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

APPENDIX (A)(1) – A – xi

ILLINOIS

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

i. The Georgia Department of Education may execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the Georgia Department of Education; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Tim Gibney, in my capacity as the chief procurement official for the State of Georgia, confirm by my signature below that the Georgia Department of Education may, consistent with the procurement laws and regulations of the State of Georgia, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Partnership for Assessment of Readiness for College and Careers Consortium Members. Nothing in this Addendum 3 or the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Partnership for Assessment of Readiness for College and Careers Consortium Members shall obligate the Georgia Department of Administrative Services or any other state agency to be financially responsible for any purchases made pursuant to this Addendum 3 or the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Partnership for Assessment of Readiness for College and Careers Consortium Members.

Tim Gibney, Assistant Commissioner-Purchasing
Georgia Department of Administrative Services

June 9, 2010
[DATE]

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the State of Illinois and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Christopher A. Koch, Ed. D., State Superintendent of Education

Mailing Address: Illinois State Board of Education, 100 N. First Street, Springfield, IL 62777

Telephone: (217) 782-2223

Fax: (217) 785-3972

E-mail: Chris.koch@isbe.net

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Illinois hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of Illinois agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of Illinois	
Signature of the Governor: Pat Quinn	
Printed Name: PAT QUINN	Date: 6/7/10
Signature of the Chief State School Officer: Christopher A. Koch	
Printed Name: Christopher A. Koch	Date: 6/10/10
Signature of the State Board of Education President (if applicable): Jesse H. Ruiz	6/8/10
Printed Name: Jesse H. Ruiz	Date: 6/8/10

ADDENDUM 2:
ILLINOIS' ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of the State of Illinois

In accordance with Assurance 6 in Section X of the MOU, Illinois will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers through standard practices and protocols in order to implement the full summative assessment system as required under ESEA by 2014-15. This will include, but not be limited to, promulgating changes to existing codes and regulations and requesting required adjustments to existing budget appropriations.

ADDENDUM 3:
ILLINOIS' ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of the Illinois State Board of Education on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that the Illinois State Board of Education may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

ADDENDUM 3:
ILLINOIS' ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Christopher A. Koch, Ed.D., in my capacity as the chief procurement official for the Illinois State Board of Education, confirm by my signature below that the Illinois State Board of Education may, consistent with the procurement laws and regulations of Illinois, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Christopher A. Koch, Ed.D.
State Superintendent of Education
Illinois State Board of Education

6/3/10
DATE

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INDIANA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 11 day of June 2010, (the "Effective Date") by and between the State of **Indiana** and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:Todd Huston, Chief of Staff, Indiana Department of Education

Mailing Address: Room 228 State House, Indianapolis, Indiana 46204-2798

Telephone: 317-232-6614

Fax: 317-232-8004

E-mail: thuston@doe.in.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of **Indiana** hereby joins the Consortium as a ***Governing*** State, and agrees to be bound by all of the assurances and commitments associated with the ***Governing*** State membership classification. Further, the State of **Indiana** agrees to perform the duties and carry out the responsibilities associated with the ***Governing*** State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: M E Daniels, Jr	
Printed Name: Mitchell Daniels	Date: June 11, 2010
Signature of the Chief State School Officer:	
Printed Name: Dr. Charles A. Bennett	Date: June 10, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name:	Date:

ADDENDUM 2:
INDIANA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 14, 2010

Plan of Indiana

The Indiana Department of Education has already begun the work necessary to implement both the Common Core State Standards and the Common Assessment System proposed by our consortium.

- July 2010 - Teachers, curriculum specialists, and university professors will work in teams this summer to assess the gaps between Indiana's Academic Standards and the Common Core State Standards.
- August 2010 – The Indiana Education Roundtable and the Indiana State Board of Education adopt the of the Common Core State Standards
- August 2010 to April 2011 – The Indiana Department working with educators from across the state will develop curriculum maps for the Common Core State Standards
- August 2011 – Indiana's diagnostic tools (Wireless and Acuity) will be aligned to Common Core State Standards
- 2011-12 school year – Professional development schools will begin teaching the Common Core State Standards
- 2012-13 school year – supplementary items aligned with the Common Core State Standards will be added to Indiana's current assessment to also provide information on student mastery of the Common Core.
- 2012-13 and 2013-14 school years – Indiana participates in pilot and field test of Common Assessments
- Jan 2013-May 2013 – Legislature adopts biennial state assessment budget which will fund the operational Common Assessment System in 2014-15
- 2013-14 school year The Indiana Education Roundtable and the Indiana State Board of Education adopt the "the form and content" of the Common Assessment System
- 2014-15 school year – Indiana schools administer the Common Assessment System

ADDENDUM 2:

INDIANA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

Potential Barriers

Current law requires parent access to constructed response items, and further gives parents the right to the rescoring of any constructed response item they believe was scored in error. Current law requires the annual release of certain constructed response test items and scoring rubrics.

Funding

Indiana will fund the Common Assessment System with a combination of state assessment funds and federal Title VI funds. The current annual state funding for "Assessment and Remediation" is $39,000,000.

ADDENDUM 3:
Indiana ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of **Indiana** on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that **Indiana** may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

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Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

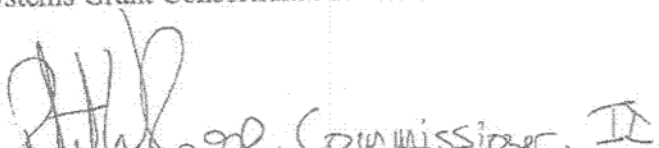
    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
Indiana ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Rob Wynkoop, Commissioner, Indiana Department of Administration, in my capacity as the chief procurement official for **Indiana**, confirm by my signature below that **Indiana** may, consistent with the procurement laws and regulations of **Indiana** participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.



[NAME/TITLE/ **Indiana**

6/11/2010

[DATE]

APPENDIX (A)(1) – A – xiii

KENTUCKY

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 9th day of June 2010, (the "Effective Date") by and between the State of Kentucky and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

ORIGINAL

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

    a. Recommendations are made on a consensus basis, with input from the Participating States.

    b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

    c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

    d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Ken Draut

Mailing Address:

Kentucky Department of Education, Office of Assessment and Accountability
500 Mero Street Capital Tower Plaza, 18th Floor
Frankfort, KY 40601

Telephone: (502) 564-2256

Fax: (502) 564-7749

E-mail: Ken.Draut@education.ky.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Kentucky hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with Participating State membership classification. Further, the State of Kentucky agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

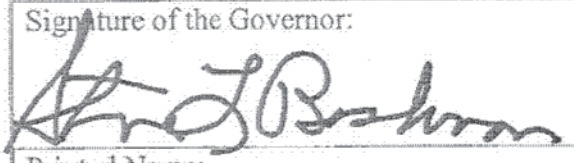
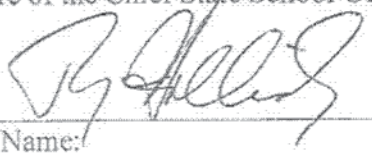
Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: 	
Printed Name: **Steve Beshear, Governor**	Date: 6-9-10
Signature of the Chief State School Officer: 	
Printed Name: **Terry Holliday, Ph.D**	Date: 6-9-10
Signature of the State Board of Education President (if applicable):	
Printed Name: **Joe Brothers, Chair**	Date: 6-9-10

ADDENDUM 2:
KENTUCKY ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 10, 2010

Plan of Kentucky

With the passage of Senate Bill 1 (SB1) in the 2009 session of the Kentucky General Assembly, the Commonwealth of Kentucky is embarking on a new era in public school assessment and accountability. SB1 addresses many areas – what will be tested, how subjects will be tested, when tests are given, what should comprise the public school accountability system and more.

SB 1 requires standards that are nationally and internationally benchmarked to ensure Kentucky students may be competitive globally. Kentucky has adopted Common Core standards for English/Language Arts (including writing) and Mathematics from the work facilitated by the Council of Chief State School Officers (CCSSO) in February, 2010.

Although the timeframe for the PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) assessments is not congruent with the mandates of SB1, Kentucky Department of Education representatives are communicating with lawmakers to keep them abreast of the efforts on a national level. Key legislatures are supportive of national assessments.

Working with our National Technical Advisory Panel on Assessment and Accountability (NTAPAA), Kentucky has outlined the steps that will lead us to the adoption of the PARCC assessments.

2010-2011

- Teachers are exposed to new Common Core standards through training and professional development.
- The Kentucky Core Content Test measuring Kentucky's Core Content for Assessment 4.1 is administered for the last time and reported for federal accountability.
- An RFP will be issued and a contract awarded for the 2011-2012 assessment for all content areas.
- Begin the development of a new accountability model including inputs and outputs; Kentucky's model for 2012-2014 will be modeled on the PARCC assessments in order to allow an easier transition to PARCC tests in 2015.
- Continue the dialogue with NTAPAA on the transition to the PARCC assessments and new accountability measures.

- Participate in annual meetings, conference calls, webinars and Google group.

2011-2012

- The new Common Core Assessments in English/Language Arts, Mathematics assessment system begins.
- Continue the development of a new accountability model including inputs and outputs.
- Communication and training on assessment and accountability measures.
- Continue the dialogue with NTAPAA on the transition to the PARCC assessments and new accountability measures.
- Participate in annual meetings, conference calls, webinars and Google group.

2012-2013

- Continue the new assessment system on the Common Core standards.
- Involve the Council on Postsecondary Education in the development of the assessments.
- Educate legislative decision makers on the financial need of PARCC assessments.
- Sign Memorandum of Understanding for field test of PARCC assessments.
- Participate in annual meetings, conference calls, webinars and Google group.

2013-2014

- Continue the new assessment system on the Common Core standards.
- Field test questions from the PARCC assessment.
- Involve the Council on Postsecondary Education in the development of the assessments.
- Process a contract change with testing vendor in anticipation of new PARCC assessments being administered.
- Participate in annual meetings, conference calls, webinars and Google group.

2014-2015

- Transition to PARCC assessments in ELA and Mathematics. Continue assessments of other content areas with current vendor.
- Revise KAR 5:160 to include new testing system administration procedures.
- Revise KAR 5:001 based on PARCC's set of common performance level descriptors.
- Educate legislative decision makers on the financial need of PARCC assessments on a continuing basis.
- Obtain commitments from the Council on Postsecondary Education to use the assessment along with any other placement requirement as entry into credit bearing courses.
- Draft ESEA reports based on PARCC assessment systems to meet the assessment requirements in Title I.
- Participate in annual meetings, conference calls, webinars and Google group.

ADDENDUM 3:
KENTUCKY ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Kentucky on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Kentucky may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, JONATHON MILLER, in my capacity as the chief procurement official for Kentucky, confirm by my signature below that Kentucky may, consistent with the procurement laws and regulations of Kentucky, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Name, Title SECRETARY OF FINANCE

9-10

DATE

APPENDIX (A)(1) – A – xiv

LOUISIANA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this eight day of June 2010, (the "Effective Date") by and between the State of *Louisiana* and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Scott N. Norton

Mailing Address: P.O. Box 94604, Baton Rouge, LA 70804

Telephone: (225) 342-1308

Fax: (225) 219-0474

E-mail: Scott.Norton@LA.GOV

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Louisiana hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of Louisiana agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor:	
Printed Name: Bobby Jindal	Date: 6/9/10
Signature of the Chief State School Officer:	6/8/10
Printed Name: Paul G. Pastorek	Date: 6/8/10
Signature of the State Board of Education President (if applicable):	
Printed Name: Keith Guice	Date: 6/8/10

ADDENDUM 2:
LOUISIANA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 13, 2010

Plan of *Louisiana*

Louisiana State laws and board policies were reviewed to identify current barriers to implementing the proposed assessment system. As a result of this review, Louisiana has already revised one state law and found several others that may need minor revisions prior to transitioning to a new assessment system. In addition, there are several board policies that will need revision prior to new assessments being implemented in 2014-2015. These revisions to Louisiana laws and policies would allow for the new assessments to replace the current assessment program.

The following references in the Louisiana Revised Statutes (R.S.) are directly related to the statewide assessment program and have been revised or will need to be revised to fully transition to the new assessments in grades 3-8 and high school:

- Act 116 of the 2010 Regular Legislative Session expands the options for types of tests that are allowed at grades 3, 5, 6, 7 and 9 in Louisiana. Prior to this Act, tests at those grades included norm-referenced testing components, resulting in an augmented norm-referenced test model. The PARCC consortium will use a criterion-referenced model, so this change will allow for Louisiana's participation. Tests at other grades already used the criterion-referenced test model so no additional changes are needed regarding test type.

- Louisiana Revised Statutes 17:24.4 contain references to Louisiana's current testing program, and some additional minor updating may be helpful, although none of the remaining language would prohibit participation in the PARCC-developed assessments.

- In addition, Louisiana's assessment programs are detailed in *Bulletin 118: Statewide Assessment Standards and Practices* (http://www.doa.louisiana.gov/osr/lac/28v111/28v111.doc) , the official assessment policy manual of the Louisiana State Board of Elementary and Secondary Education (BESE). This document contains numerous references to the current assessment programs (LEAP, iLEAP, GEE) that will need to be updated.

ADDENDUM 3:
[*STATE NAME*] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of **Louisiana** on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that **Louisiana** may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, **Denise Lea**, in my capacity as the chief procurement official for **Louisiana** confirm by my signature below that **Louisiana** may, consistent with the procurement laws and regulations of **Louisiana**, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Denise Lea

Name: Denise Lea
Title: Chief Procurement Officer
10/15/10
[DATE]

APPENDIX (A)(1) – A – xv

MARYLAND

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 14th day of June 2010, (the "Effective Date") by and between the State of Maryland and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

    a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

    a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

    b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

    a. Participation in conference calls and/or webinars;

    b. Written responses to draft documents; and

    c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law and to the extent of available appropriations, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Janet Bagsby

Mailing Address: *Division of Accountability and Assessment; Maryland State Department of Education; 200 West Baltimore Street; Baltimore, MD 21201*

Telephone: *(410)767-0048*

Fax: *(410)333-2017*

E-mail: *jbagsby@msde.state.md.us*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of *Maryland* hereby joins the Consortium as a *Governing* State, and agrees to be bound by all of the assurances and commitments associated with the *Governing* State membership classification. Further, the State of *Maryland* agrees to perform the duties and carry out the responsibilities associated with the *Governing* State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

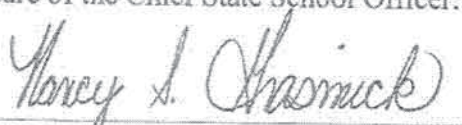
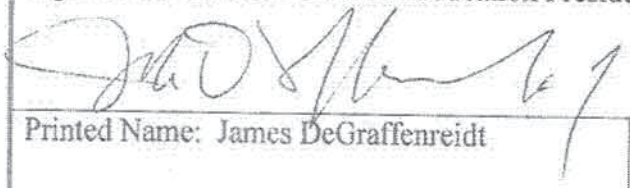
Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: MARYLAND	
Signature of the Governor:	
Printed Name: Martin O'Malley	Date: June 14, 2010
Signature of the Chief State School Officer: 	
Printed Name: Nancy S. Grasmick	Date: June 9, 2010
Signature of the State Board of Education President (if applicable): 	
Printed Name: James DeGraffenreidt	Date: June 9, 2010

ADDENDUM 2:
MARYLAND'S ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of Maryland

Maryland has already begun the process for eventual implementation of the assessment systems to be developed by the Consortium and implemented in the 2014-15 school year. Maryland's recent Race To The Top application submitted in June, 2010 details the plans the state will implement with regards to transitioning to the new assessment system. Key milestones directly related to the implementation of the assessments are:

- May 2010 – The Maryland State Board of Education endorsed the Common Core State Standards based on earlier drafts of the documents.
- June 2010 – The Maryland State Board of Education will adopt the Common Core State Standards. Maryland Education Code Ann. §2-205(h), gives the State Board authority to adopt standards for all public schools in Maryland.
- July 2010 – Maryland Department of Education in collaboration with educators statewide will begin a year-long process to revise curriculum to align with the new Common Core Standards. Classroom educators, instructional coaches, and Local Education Agency curriculum, assessment, and accountability leaders will refine and align the current Maryland State Curriculum with the Common Core State Standards.
- June 2011 – The new State Curriculum will be provided to the Maryland State Board of Education for adoption.
- Budgeted state and federal assessment funds will be used for the phase out of the current assessments and the implementation of the new assessment system.
- The year prior to the 2014-15 operational administration of the new assessments the Code of Maryland Regulations will be changed to reflect the Common Core Assessment System. The regulation will be presented in accordance with the Procedure for Promulgation of Regulations as defined in the Code of Maryland Regulations, PREFACE, P-3.

ADDENDUM 3:
MARYLAND'S ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of MARYLAND on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that MARYLAND may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
[*STATE NAME*] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Joel Leberknight, in my capacity as the chief procurement official for MARYLAND, confirm by my signature below that MARYLAND may, consistent with the procurement laws and regulations of MARYLAND participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Joel Leberknight, Chief of Procurement
Maryland Department of Budget and Manangement

6/10/2010
June 10, 2010

APPENDIX (A)(1) – A – xvi

MASSACHUSETTS

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3
TRANSMITTAL LETTER

MEMORANDUM OF UNDERSTANDING: MASSACHUSETTS
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 2, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 17th day of June 2010, (the "Effective Date") by and between the State of Massachusetts and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The position of Governing Board Chair shall rotate among the Governing States on an annual basis, such that each individual serving as Governing Board Chair shall have a 12-month term.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:	*Bob Bickerton, Associate Commissioner*
Mailing Address:	*Dept. of Elementary & Secondary Ed., 75 Pleasant St. Malden Ma 02148*
Telephone:	*781-338-3800* ***Blackberry:*** (b)(2)
Fax:	*781-338-6850*
E-mail:	*rbickerton@doe.mass.edu*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of [*INSERT*] hereby joins the Consortium as a [*Participating OR Governing*] State, and agrees to be bound by all of the assurances and commitments associated with the [*Participating OR Governing*] State membership classification. Further, the State of [*INSERT*] agrees to perform the duties and carry out the responsibilities associated with the [*Participating OR Governing*] State membership classification.

Signatures required:

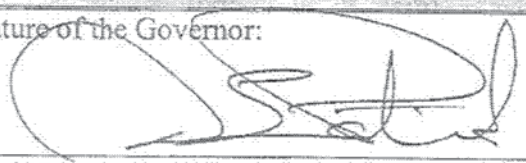
- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Selection Criterion (A)(1)(c) and (A)(8)(d) for the Race to the Top Assessment Program Comprehensive Assessment Systems grant program.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: Massachusetts	
Signature of the Governor: 	
Printed Name: Deval Patrick	Date: June 16, 2010
Signature of the Chief State School Officer:	
Printed Name:	Date:
Signature of the State Board of Education President (if applicable):	
Printed Name:	Date:

STATE SIGNATURE BLOCK

State of: Massachusetts	
Signature of the Governor:	
Printed Name:	Date:
Signature of the Chief State School Officer:	
Printed Name: Mitchell D. Chester	Date: June 17, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name: MAURA O. BANTA	Date: June 17, 2010

ADDENDUM 2:
MASSACHUSETTS ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 10, 2010

Plan of Massachusetts

Massachusetts conducted a review of State laws, regulations and policies to identify current barriers to implementing the proposed assessment system. As a result of this review, Massachusetts finds that the assessment program proposed by the Partnership for Assessment of Readiness for College and Careers (PARCC) is consistent with and can be implemented by the Commissioner of Elementary and Secondary Education under current state law. Regulations that have been promulgated to implement assessment related state statutes will need to be amended. The Board of Elementary and Secondary Education has the authority to propose, enact and amend these regulations. Such revisions to regulations do not constitute a barrier to implementing the new common assessments.

The following references to Massachusetts regulations are directly related to the statewide assessment program and would need to be amended to fully transition to the new assessments in grades 3-8 and high school:

- 603 CMR 30.03 Standards for Competency Determination
  - 603 CMR 30.03 (2) English language arts and mathematics standards
  - 603 CMR 30.03(3) Science and Technology/Engineering standards
- 603 CMR 30.04 Score Appeals
- 603 CMR 30.05 Performance Appeals

Massachusetts Commissioner of Education will work closely with the Governor, Secretary of Education, the Board of Elementary Education (BESE) and educational leaders (subsequently referred to as "state educational leaders and stakeholders") across the state to establish the conditions and regulatory framework required to implement the PARCC common assessments prior to their scheduled statewide implementation in the 2014/2015 school year.

Timeline:

- September 2010—June 2011: The Commissioner will provide regular updates and convene discussions on progress in developing the PARCC assessments including evaluations of how they compare to our state's current assessment system, MCAS.
- September 2011—December 2011: The Commissioner will present draft amendments to the regulations that would support implementation of PARCC assessments by the 2014-15 school year to the BESE and other state education leaders and stakeholders.

ADDENDUM 2:

MASSACHUSETTS ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

- January 2012—March 2012: Proposed amendments to the regulations will be released for public comment. Comments will be summarized for BESE and the proposed amendments to the regulations will be revised as may be indicated.
- April 2012: The Commissioner will seek approval and BESE will vote on adopting the proposed amendments to the regulations.
- April 2012—June 2012: The regulations, if approved, will be recorded by the Secretary of State.

ADDENDUM 3:
MASSACHUSETTS ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Massachusetts on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Massachusetts may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Ellen Bickelman, in my capacity as the chief procurement official for the Commonwealth of Massachusetts, confirm by my signature below that the Commonwealth of Massachusetts may, consistent with the procurement laws and regulations of the Commonwealth of Massachusetts participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Ellen Bickelman

State Purchasing Agent, Operational Services Division
[NAME/TITLE/STATE NAME]

June 14th, 2010
[DATE]

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF EDUCATION
ONE ASHBURTON PLACE • ROOM 1403
BOSTON, MA 02108

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

S. PAUL REVILLE
SECRETARY

TEL: (617) 979-8340
FAX: (617) 727-0049
www.mass.gov/education

June 14, 2010

Mike Cohen, President
Achieve, Inc.
1775 Eye Street NW, Suite 410
Washington, DC 20006

Dear Mr. Cohen:

Thank you for coordinating and leading the work of the Partnership for Assessment of Readiness for College and Careers (PARCC). We are very pleased to be a part of this important work and appreciate your support, as well as that of the PARCC member states.

We are submitting this letter to accompany the attached Memorandum of Understanding in order to clarify Massachusetts' position in two important areas. First, we want to emphasize that Massachusetts will not adopt any set of standards that are not at least as comprehensive and rigorous as, if not more than, our current standards. We have been participating in the Common Core Standards development effort and have set out a timeline for considering them, but we cannot commit to adoption until we are satisfied that they maintain or exceed the high standards that have been developed in Massachusetts over the past 17 years.

Second, it is our intention to use the assessment system that is developed by the PARCC to the extent it serves the best interests of students and teachers. Similar to our above-stated position with respect to standards, we cannot commit to adopting any new system of assessments until it is developed and we can ensure it is as comprehensive and rigorous as, if not more than, our current system. We are excited about the opportunity for Massachusetts to play a key role in the development of the assessment system, both as a governing state in the consortium and through the work of Commissioner Chester, who will serve as chair of the consortium for its first year. Once the new system is developed and we are able to make the determination that the new assessment system is at least as comprehensive and rigorous as our current system in Massachusetts, we will then work to implement it.

With that said, we are committed to working in partnership with the Consortium, leveraging the expertise and experience of other states in this area, and to sharing our own expertise and experience. We are eager to participate in all aspects of this vital work and strongly believe the Consortium's efforts offer tremendous promise for students and families.

Thank you again.

Sincerely,

Paul Reville
Secretary of Education

Mitchell D. Chester
Commissioner of Elementary and Secondary Education

APPENDIX (A)(1) – A – xvii

MISSISSIPPI

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 7th day of June 2010, (the "Effective Date") by and between the State of MISSISSIPPI and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:	***Lynn J. House, PhD***
Mailing Address:	***Mississippi Department of Education***
	PO Box 771
	Jackson, MS 39205
Telephone:	***601-359-3077***
Fax:	***601-359-2566***
E-mail:	***lhouse@mde.k12.ms.us***

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of MISSISSIPPI hereby joins the Consortium as a *Participating* State, and agrees to be bound by all of the assurances and commitments associated with the *Participating* State membership classification. Further, the State of MISSISSIPPI agrees to perform the duties and carry out the responsibilities associated with the *Participating* State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: Mississippi	
Signature of the Governor:	
Printed Name: **Haley Barbour**	Date: 6/7/10
Signature of the Chief State School Officer:	
Printed Name: **Tom Burnham**	Date: 6/8/10
Signature of the State Board of Education President (if applicable):	
Printed Name: **William Jones**	Date: 6/9/10

ADDENDUM 2:
MISSISSIPPI ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of Mississippi

Mississippi will work with the Consortium to ensure that all processes and procedures are implemented to ensure fidelity to the development of an appropriate comprehensive assessment system, as outlined within the application. General steps to occur include:

(1) Discussion with State Board of Education regarding implementation of grant components

(2) Discussion with stakeholder groups including the RttT Advisory Committee regarding implementation of grant components

(3) Work with consortia on adapting timelines to Mississippi Policy and Regulations

(4) Begin development of training and delivery mechanisms

(5) Participate in all appropriate activities of the consortium

(6) Work with design teams as appropriate

(7) Facilitate all aspects of implementation across the state

(8) Engage applicable offices in MDE with all aspects of implementation including financial, accounting, auditing, curriculum and instruction, federal programs, accountability, and assessment

(9) Review all timelines and activities on a monthly basis to validate appropriate progress on implementation

ADDENDUM 3:
MISSISSIPPI ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of MISSISSIPPI on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that MISSISSIPPI may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

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i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Gina Davis Myrick, in my capacity as the chief procurement official for MISSISSIPPI, confirm by my signature below that MISSISSIPPI may, consistent with the procurement laws and regulations of MISSISSIPPI, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Gina Davis Myrick

NAME
Mississippi Department of Finance and Administration, Director, Office of Purchasing, Travel and Fleet Management for the State of Mississippi

06/09/2010

DATE

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NEW HAMPSHIRE

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the State of New Hampshire and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

    a. Recommendations are made on a consensus basis, with input from the Participating States.

    b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

    c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

    d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Paul K. Leather, Deputy Commissioner

Mailing Address: NH Department of Education

101 Pleasant Street

Concord, NH 03301

Telephone: (603) 271-3801

Fax: (603) 271-0056

E-mail: pleather@ed.state.nh.us

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of New Hampshire hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of New Hampshire agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State Board of Education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: NEW HAMPSHIRE	
Signature of the Governor:	
Printed Name: John H. Lynch	Date: June 10, 2010
Signature of the Chief State School Officer:	
Printed Name: Virginia M. Barry, Ph.D.	Date: June 10, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name: John E. Lyons, Jr.	Date: June 10, 2010

ADDENDUM 2:
NEW HAMPSHIRE ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010
New Hampshire Plan

New Hampshire's Plan for reviewing and adopting the Common Core State Standards and a new assessment system based on them was included in our Race To The Top Application.

New Hampshire is currently reviewing and doing a gap/match analysis between the CCSS and our NH standards. The results will be presented to the State Board of Education in July at their public hearing on the CCSS. The Board will then consider adoption.

The New Hampshire Department of Education will work with the other NECAP states to make the transition from NECAP to a new assessment system as smooth as possible as we continue to administer NECAP in 2010, 2011, 2012, & 2013 and administer the new system in 2014-2015.

Articulation of and alignment with the Common Core will begin in the 2010-11 school year, working with local school districts and higher education. This will be a slow and deliberate process.

Budgeted state and federal assessment funds will need to be used for both the continuation and then phase out of the current assessments and the implementation of the new assessments. State budgets are prepared biennially, and in this economy, budgeting could be a major barrier. However, we will continue to work with the Governor's office and the legislature to maintain an assessment system that supports our philosophical beliefs about high quality assessments that offer students, parents, educators, and the public no less, and hopefully more, information than we currently provide.

Possible barriers:

- State budget cuts
- State Board could decide not to adopt the Common Core
- Reauthorization of ESEA and/or major differences between CCSS and NH Standards that might make the transition difficult for LEAs

ADDENDUM 3:
NEW HAMPSHIRE ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of New Hampshire on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that New Hampshire may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
NEW HAMPSHIRE ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Robert Stowell, in my capacity as the chief procurement official for New Hampshire confirm by my signature below that New Hampshire may, consistent with the procurement laws and regulations of New Hampshire, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Robert Stowell, Procurement Official
New Hampshire

June 10, 2010

APPENDIX (A)(1) – A – xix

NEW JERSEY

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 11th day of June 2010, (the "Effective Date") by and between the State of New Jersey and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Sandra Alberti

Mailing Address: *New Jersey Department of Education, 100 Riverview Executive Plaza, Trenton, NJ 08625*

Telephone: *(609) 633-0443*

Fax: *(609) 292-7276*

E-mail: *sandra.alberti@doe.state.nj.us*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of New Jersey hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of New Jersey agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: New Jersey	
Signature of the Governor:	
Printed Name: Chris Christie	Date: 6/11/10
Signature of the Chief State School Officer:	
Printed Name:	Date:
Signature of the State Board of Education President (if applicable):	
Printed Name:	Date:

STATE SIGNATURE BLOCK

State of: New Jersey	
Signature of the Governor:	
Printed Name:	Date:
Signature of the Chief State School Officer:	
Printed Name: Bret Schundler	Date: 6/11/10
Signature of the State Board of Education President (if applicable):	
Printed Name: Josephine E. Hernandez	Date: 6/9/10

ADDENDUM 2:
NEW JERSEY ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of **NEW JERSEY**

The state of New Jersey assures both its partner states in the PARCC consortium and the United States Department of Education that it has processes in place for implementing the assessment system proposed in the PARCC application.

As part of the commitment, New Jersey will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system in 2014-2015.

The state of New Jersey has regularly allocated between $16 million and $20 million annually to support the state assessments since the establishment of standards-based annual assessments in the late 1990s. These funds have been supplemented by formula grants received under Title VI of the last reauthorization of the Elementary and Secondary Education Act, the No Child Left Behind Act of 2001 (NCLB).

The New Jersey Department of Education (NJDOE) currently has 17 professionals assigned to the development and implementation of the statewide assessments, in addition to several support staff. These professionals have, individually and collectively, many years experience with large scale educational assessments: several staff members have 15-20 years experience each; no staff member has fewer than five years experience in assessment.

Thus, most NJDOE assessment staff have experience in the implementation of new assessment programs, going back to the establishment of the Elementary School Proficiency Assessment (ESPA) and Grade Eight Proficiency Assessment (GEPA) in the 1990s, the Highs School Proficiency Assessment (HSPA) in the period 2000-2002, and the New Jersey Assessment of Skills and Knowledge (NJ ASK 3-8) in 2007-2008. This last program represented the most ambitious revision of the state assessment system, comprising 6 grade levels and 3 subject areas. It too was the product of a substantial planning process dating back to September 2005, involving a consensus-based design process and multi-stage implementation.

As a result of its fifteen year history of standards-based assessments, New Jersey has considerable experience in pilot testing and comprehensive due-notice field testing. This

experience includes several years piloting performance assessments in biology, including the training of teachers to score student responses to performance assessments, with n-counts approaching 100,000 in 2008 and again in 2009. All of this experience is germane to the challenges of implementing the proposed PARCC design. New Jersey districts are familiar with field testing and accustomed to participating in field tests and pilot programs. Each district in the state has a designated district test coordinator and each school has a designated school test coordinator. The NJDOE maintains electronic records of these coordinators and their contact information.

It is New Jersey's plan to draw on these fiscal, staffing, and logistical resources to plan for and to implement the assessment system proposed by PARCC. The current state assessment system provides a structure by which New Jersey will implement field-test and other assessment consortium development activities, prior to the start of operational testing in 2014-2015. Our content standards staff are both prepared and eager to participate with their colleagues in other states in the development of the PARCC assessments, and our program coordinators – those responsible for the production and administration of the actual assessments – are likewise prepared by experience and by their function within the NJDOE to conduct the transition from New Jersey's current customized state assessments to the PARCC assessments starting in 2014-2015.

ADDENDUM 3:
NEW JERSEY ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of New Jersey on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that New Jersey may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, [*NAME*], in my capacity as the chief procurement official for New Jersey, confirm by my signature below that New Jersey may, consistent with the procurement laws and regulations of New Jersey, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Robert A Romano

ROBERT A. ROMANO/DEPUTY STATE TREASURER, NEW JERSEY
[NAME/TITLE/STATE NAME]

6/10/10
[DATE]

APPENDIX (A)(1) – A – xx

NEW YORK

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 11th day of June 2010, (the "Effective Date") by and between the State of New York and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the State's Chief State School Officer, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: David Abrams

Mailing Address: New York State Education Department

89 Washington Avenue

Albany, NY 12234

Telephone: (518) 473-7880

Fax: (518) 473-7737

E-mail: dabrams@mail.nysed.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of New York hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of New York agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

STATE SIGNATURE BLOCK

State of: New York	
Signature of the Governor: David A. Paterson	
Printed Name: David A. Paterson	Date: 6/11/10
Signature of the Chief State School Officer:	
Printed Name: David M. Steiner, NYS Commissioner of Education	Date: 6/8/2010
Signature of the State Board of Education President (if applicable): Merryl H. Tisch	
Printed Name: Merryl H. Tisch, Chancellor, NYS Board of Regents	Date: 6/8/10

ADDENDUM 2:
NEW YORK'S ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of New York

For its Grades 3-8 testing program, the New York State Education Department (NYSED) currently issues an RFP for test development services, generally for a 3-5 year term, and the State also enters into translation contracts. The selected vendors, in consultation with NYSED, prepare assessments for the Grades 3-8 testing program, and NYSED prints the examinations in its own printing facility. The materials are shipped to the schools and the schools arrange for administration. Answers are generally scored at the school by teaching staff, and the scores are reported to NYSED.

NYSED also has a high school assessment program. Regents examinations in certain subjects are developed by NYSED using in-house staff and consultant teachers who are hired on a per diem basis to write questions. These exams are also translated. NYSED prints and ships the test materials to the schools, and the examinations are scored by teaching staff.

When the new 3-8 assessments are developed by the PARCC consortium, they will replace the current 3-8 tests. NYSED will time the termination of its current test development contract so that the new 3-8 assessments are field tested and ready for administration immediately after the current contract expires, so that the transition will be seamless. New York's State Finance Law permits the State, upon consent of the Commissioner of General Services, to participate in contracts let by other states [State Finance Law Sections 163(10)(e) and (f)]. Since Florida is the lead procurement state for the Consortium, New York intends to participate in the testing contracts negotiated by Florida. New York reserves its right to use its own resources or pursue its own contracts for certain services, other than cooperative test development, if New York mandates the use of preferred sources (such as for printing), or if the Consortium does not provide translations that New York deems essential, or if there would be a significant savings over the group contracts. New York would utilize the same process for high school assessments developed by the Consortium.

ADDENDUM 3:
NEW YORK ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of New York on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that New York may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement may place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, John C. Egan, in my capacity as the chief procurement official for New York, confirm by my signature below that New York may, consistent with the procurement laws and regulations of New York, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

John C. Egan

John C. Egan, Commissioner
New York State Office of General Services

6/11/10

APPENDIX (A)(1) – A – xxi

NORTH DAKOTA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this Third day of June 2010, (the "Effective Date") by and between the State of North Dakota and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:	Greg Gallagher, Director, Standards and Achievement
Mailing Address:	North Dakota Department of Public Instruction 600 East Boulevard Avenue, Dept 201 Bismarck, ND 58505-0440
Telephone:	(701) 328-1838
Fax:	(701) 328-4770
E-mail:	ggallagher@nd.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of North Dakota hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of North Dakota agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: **North Dakota**	
Signature of the Governor: John Hoeven	
Printed Name: **John Hoeven, Governor**	Date: 6-4-10
Signature of the Chief State School Officer: Wayne G. Sanstead	
Printed Name: **Wayne G. Sanstead,** **State Superintendent**	Date: 06-03-10

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of North Dakota

The State of North Dakota provides assurances that it will adopt new state assessments for all students, as set forth within this proposal, that are aligned to the state's content standards in ELA and mathematics, which are based on the Common Core Standards, for the 2014-15 academic year and for future outlying years.

A. The state will participate as a Participating member state within the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium. The state will remain as a Participating member state of the PARCC Consortium during the design and development phases of the project. The state will participate fully in related design, development, piloting, and implementation, and evaluation activities, as set forth within the PARCC Consortium design, for as long as the state remains as a formally enrolled Participating member state.

B. The state has entered into all agreements regarding its participation as a member state in the PARCC Consortium through the established Memorandum of Understanding (MOU) among the Governor, the State Superintendent, the State Procurement Officer, and the University System, including the Chancellor and the various Presidents of the state's institutions of higher education, effective June 2010 and with any subsequent amendments to the MOU.

C. The Department of Public Instruction will act as primary agent with the PARCC Consortium to facilitate the engagement of state educators in the design, development, implementation, and evaluation phases of the assessment projects. The state will engage its primary assessment advisory committee, the Standards Assessment, Learning and Teaching (SALT) Committee to advise the Department on any planning activities that require the input of educators or which might impact the state's longer term standards, assessment, or accountability reporting efforts. The State Superintendent will approve any administrative or policy matters arising from the multi-state consortia's activities, according to the terms of the MOU and the state's assessment administration protocols.

D. The Department will review the status of the PARCC Consortium's design and development efforts and those efforts of a separate other consortium and determine the assessment system model that will best meet the state's assessment system needs by July 2013. The Department will recommend to the parties of the MOU that

the state select a single multi-state consortium model that best suits the state's longer term needs and will proceed to withdraw from the alternate consortium.

E. The state will prepare any supplemental budget proposals for the 2013 ND Legislative Assembly that will enable the state to fully participate in the best and most efficient consortium's assessment model during the 2013-15 biennium. The SALT Committee and other external associations will advise the Department on the most desirable means of achieving a coherent assessment system, including formative, interim, and summative assessments, that meets the needs of all students.

F. The state will administer the state's current assessment model and supporting contracts through the 2013-14 academic year.

G. The state will transition into and administer the state's new assessment model arising from these multi-state consortium efforts, according to agreeable procurement procedures, during the 2014-15 academic year. The state will administer the various program support components, including professional development, which will arise from the state's selected assessment model.

H. The state will actively engage statewide educators in the process of designing a viable state growth model in collaboration with the selected multi-state consortium's efforts by July 2014. The resulting growth model will be incorporated into the state's accountability system as a means of providing meaningful instructional supports. Additionally, the Department will petition the U.S. Department of Education to adopt the state's proposed growth model as a component of any future accountability reporting plan that would meet the requirements of the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act.

I. The Department will actively engage statewide educators in the process of designing meaningful assessment supports that will aid classroom formative instruction (i.e., formative assessment) by July 2014. This effort will build upon the formative and interim assessment efforts of the two multi-state assessment consortia.

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Consortium Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 2, 2010

The signature of the chief procurement official of North Dakota on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that North Dakota may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

        i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and

lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Angie Scherbenske, in my capacity as the chief procurement official for North Dakota, confirm by my signature below that North Dakota may, consistent with the procurement laws and regulations of North Dakota, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top – Comprehensive Assessment Systems Grant Consortium Members.

Angie Scherbenske
Procurement Officer
State of North Dakota

6-3-10
Date

APPENDIX (A)(1) – A – xxii

OHIO

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 10, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the State of *Ohio* and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Stan Heffner

Mailing Address: *25 S Front St, Mail Stop 601, Ohio Department of Education, Columbus, OH 43215-4183*

Telephone: *614-995-4839*

Fax: 614-995-4495

E-mail: *stan.heffner@ode.state.oh.us*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Ohio hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of Ohio agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: Ted Strickland	
Printed Name: Ted Strickland	Date: 6/10/10
Signature of the Chief State School Officer: Deborah S. Delisle	
Printed Name: Deborah S. Delisle	Date: 6/4/10
Signature of the State Board of Education President (if applicable): Deborah Cain	
Printed Name: Deborah Cain	Date: 6/4/10

ADDENDUM 2:
OHIO ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of Ohio

In accordance with Assurance 6 in Section X of the MOU, Ohio will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system. Once barriers are identified the state of Ohio will address any such barriers through standard practices and protocols in order to implement the full summative assessment system by 2014-2015. This will include, but not be limited to, promulgating changes to existing codes and regulations and requesting required adjustments to existing budget appropriation to support the full implementation of the proposed assessment system.

ADDENDUM 3:
[*STATE NAME*] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of [*STATE NAME*] on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that [*STATE NAME*] may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

ADDENDUM 3:
[*STATE NAME*] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, [*NAME*], in my capacity as the chief procurement official for [*STATE NAME*], confirm by my signature below that [*STATE NAME*] may, consistent with the procurement laws and regulations of [*STATE NAME*], participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Terry E Tyler – Chief Procurement Officer
[NAME/TITLE/STATE NAME]

6/5/10
[DATE]

APPENDIX (A)(1) – A – xxiii

OKLAHOMA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 11 day of June 2010, (the "Effective Date") by and between the State of Oklahoma and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Jennifer Stegman

Mailing Address: 2500 N Lincoln Blvd, Oklahoma City, OK 73105

Telephone: 405-522-6250

Fax: 405-522-6272

E-mail: Jennifer_Stegman@sde.state.ok.us

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Oklahoma hereby joins the Consortium as a *Participating* State, and agrees to be bound by all of the assurances and commitments associated with the *Participating* State membership classification. Further, the State of Oklahoma agrees to perform the duties and carry out the responsibilities associated with the *Participating* State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

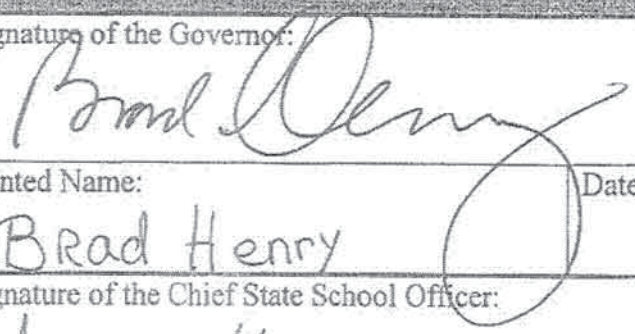
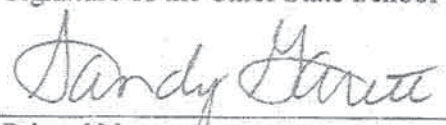
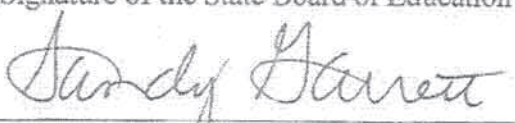
Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: 	
Printed Name: Brad Henry	Date: 6-11-10
Signature of the Chief State School Officer: 	
Printed Name: Sandy Garrett	Date: 6-11-10
Signature of the State Board of Education President (if applicable): 	
Printed Name: Sandy Garrett	Date: 6-11-10

ADDENDUM 2:
OKLAHOMA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of *Oklahoma*

Adopt

- Adopt the Common Core State Standards, which are rigorous, internationally benchmarked standards focused on fewer concepts and deeper learning, to promote college and career readiness and support improved teaching and learning.

Develop

- Build a sustainable and high-quality assessment system by joining a national assessment consortium. This multi-state collaborative partnership will create an assessment system aligned with the Common Core State Standards that will measure and document students' college and career readiness at the end of high school and measure students' progress toward this target throughout the rest of the system. Students meeting the college and career ready standards will be eligible for credit bearing courses rather than remedial courses in all public 2- and 4-year postsecondary institutions of the participating states.
- Develop an interim assessment system that provides formative components for daily and weekly assessment, practice and feedback; diagnostically useful data on the growth toward core mastery at least four times per school year; and evidence of ongoing work in summative results.
- Develop and implement procedures to ensure that the common assessment system returns results with sufficient speed to analyze results, act upon teacher effectiveness and take action to improve student learning (e.g., one to two weeks).
- Establish systems of professional support for teachers, principals and other education leaders in implementing new standards and assessment.

Implement

- Provide intensive professional development to teachers, principals and other education leaders during the transition to new standards and assessments.
- Support educators by investing in curriculum designs that are sharable and easily accessed by educators and trainers through an online portal. The model curriculum materials (including frameworks and course syllabi as well as model courses) will be easy-to-use, aligned with college-ready curriculum and based on schools and classrooms where students have demonstrated impressive achievement gains.
- Redesign and leverage curriculum development and procurement systems (including textbook selection) to focus on the Common Core Standards.
- Encourage and support the use of electronic portfolios to gather student assessments, grades

and other student work to document and illustrate students' progress over time.

Accountability

- Integrate common assessment results with individual classroom grades in a report that provides parents, students, and educators with a comprehensive picture of student performance based on the standards.
- Ensure the common assessment supports analysis of student growth over time and provides a vivid picture of the amount of growth in each grade. Provide reports for parents, teachers and students that make the amount of progress clear and actionable.
- Evaluate and improve accountability measures, including AYP, to incentivize high performance and better identify performance gaps by improving assessments, establishing valid growth models, including college- and career-ready metrics, and ensuring accurate and consistent measurement of student outcome data over time.
- Adjust accountability calculations, modify school accountability ratings and improve statewide support systems so that schools and districts failing to adequately prepare students receive necessary school improvement funding and effective supports and interventions.

ADDENDUM 3:
Oklahoma ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Oklahoma on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Oklahoma may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
Oklahoma ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, [*NAME*], in my capacity as the chief procurement official for ~~[STATE NAME]~~ Oklahoma, confirm by my signature below that Oklahoma may, consistent with the procurement laws and regulations of ~~[STATE NAME]~~ Oklahoma, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

OKLAHOMA STATE PURCHASING DIRECTOR
[NAME/TITLE/STATE NAME]

6/10/2010
[DATE]

APPENDIX (A)(1) – A – xxiv

PENNSYLVANIA

MEMORANDUM OF UNDERSTANDING
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MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the State of Pennsylvania and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership for Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Jane Shoop

***Mailing Address**: Department of education, 10 Floor 333 Market Street Harrisburg, Pa 17126-0333*

***Telephone:** 717-783-9780*

***Fax**: 717-787-7222*

***E-mail**: jshoop@stat.pa.us*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Pennsylvania hereby joins the Consortium as a Participating State, and agrees to be bound by all of the assurances and commitments associated with the Participating State membership classification. Further, the State of Pennsylvania agrees to perform the duties and carry out the responsibilities associated with the Participating State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: Pennsylvania	
Signature of the Governor: Edward G Rendell	
Printed Name: Edward G. Rendell	Date: June 8, 2010
Signature of the Chief State School Officer:	
Printed Name: Thomas E. Gluck	Date: June 8, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name: Joseph M Torsella	Date: June 8, 2010

STATE SIGNATURE BLOCK

State of: Pennsylvania	
Signature of the Governor:	
Printed Name: Edward G. Rendell	Date: June 8, 2010
Signature of the Chief State School Officer:	
Printed Name: Thomas E. Gluck	Date: June 8, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name: Joseph M Torsella	Date: June 8, 2010

ADDENDUM 2:
PENNSLVANIA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

In accordance with Assurance 6 in Section X of the MOU, Pennsylvania will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers through standard practices and protocols in order to implement the full summative assessment system by 2014-15. This will include, but not be limited to, promulgating changes to existing codes and regulations and requesting required adjustments to existing budget appropriations.

ADDENDUM 3:
PENNSYLVANIA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Pennsylvania on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Pennsylvania may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Anne Rung, in my capacity as the chief procurement official for Pennsylvania, confirm by my signature below that Pennsylvania may, consistent with the procurement laws and regulations of Pennsylvania, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Anne Rung
Deputy Secretary for
Administration and Procurement
Pennsylvania

June 8, 2010
June 8, 2010

APPENDIX (A)(1) – A – XXV

RHODE ISLAND

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 14th day of June 2010, (the "Effective Date") by and between the State of Rhode Island and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as

otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

(i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda:

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:

   a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

   a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

   d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Mary Ann Snider, Chief
Educator Excellence and Instructional Effectiveness

Mailing Address: *255 Westminster Street Providence, RI 02840*

Telephone: *(401)222-8492*

Fax: *(401) 222-3605*

E-mail: maryann.snider@ride.ri.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of *Rhode Island* hereby joins the Consortium as a *Governing* State, and agrees to be bound by all of the assurances and commitments associated with the *Governing* State membership classification. Further, the State of *Rhode Island* agrees to perform the duties and carry out the responsibilities associated with the *Governing* State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

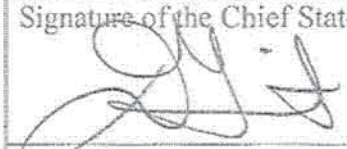
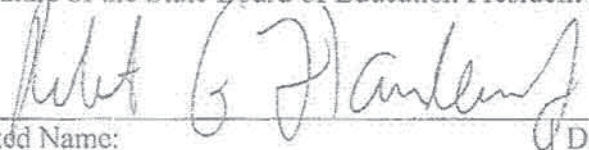
Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor:	
Printed Name: Donald L. Carcieri, Governor	Date: 6/14/10
Signature of the Chief State School Officer: 	
Printed Name: Deborah Gist, Commissioner	Date: 6/14/10
Signature of the State Board of Education President (if applicable): 	
Printed Name: Robert G. Flanders, Jr., Chairman	Date: 6/14/10

ADDENDUM 2:
RHODE ISLAND ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of *Rhode Island*

Rhode Island has demonstrated its ability and commitment to implement a common assessment through its experience with the New England Common Assessment Program (NECAP). Rhode Island has been a member of the NECAP Consortium since its inception in 2005. With the Commissioner's approval, Rhode Island jointly developed, implemented, and set standards on a common assessments with New Hampshire and Vermont. The NECAP assessment is administered in grades 3-8 and 11 in reading and mathematics; grades 5, 7, and 11 in writing; and grades 4, 8, and 11 in science.

Rhode Island is committed to implementing the Partnership for Assessment Readiness for College and Career (PARCC) assessments in 2014-2015. Consistent with the process developed with the NECAP assessments, Rhode Island will develop, implement, and set standards on common assessments with the PARCC Consortium. Although there are no regulatory requirements governing the process of the implementation of statewide assessments, the Governor and the Board of Regents will be informed as the development and implementation of the assessments progress.

As with the NECAP assessments, Rhode Island will utilize a combination of state and federal funds, including Title 1 and Title 6, to implement the PARCC assessments. Current budget estimates for the operational PARCC assessments are comparable to the current NECAP assessments. If the current level of state and federal funding is maintained, Rhode Island will be able to implement the PARCC assessments in 2014-2015.

ADDENDUM 3:
RHODE ISLAND ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of *Rhode Island* on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that *Rhode Island* may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Rosemary Booth Gallogly, in my capacity as the chief procurement official for *Rhode Island*, confirm by my signature below that *Rhode Island* may, consistent with the procurement laws and regulations of *Rhode Island*, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Rosemary Booth Gallogly

Rosemary Booth Gallogly,
Director of Administration/Chief Purchasing Officer

6/14/10
[DATE]

APPENDIX (A)(1) – A – xxvi

SOUTH CAROLINA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, by and between the State of South Carolina and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

    a. The eligibility criteria for a Governing State are as follows:

        (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

        (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

        (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as

otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

(i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

    a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

    a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

    b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

    a. Participation in conference calls and/or webinars;

    b. Written responses to draft documents; and

    c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:

    a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

    a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

    b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

    c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

    d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Elizabeth Jones (Liz)

Mailing Address: 603G Rutledge Building
1429 Senate Street
Columbia, SC 29209
***Telephone:** 803-734-8295*

***Fax:** 803-734-8886*

***E-mail:** ejones@ed.sc.gov*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of South Carolina hereby joins the Consortium as a *Participating* State, and agrees to be bound by all of the assurances and commitments associated with the *Participating* State

membership classification. Further, the State of South Carolina agrees to perform the duties and carry out the responsibilities associated with the *Participating* State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: South Carolina	
Signature of the Governor:	
Printed Name: Mark Sanford	Date: 6-10-10
Signature of the Chief State School Officer:	
Printed Name: Jim Rex	Date: 6-9-10
Signature of the State Board of Education President (if applicable):	
Printed Name: Tim Moore	Date: 6-9-10

ADDENDUM 2:
SOUTH CAROLINA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of *South Carolina*

South Carolina is electing to join the PARCC as a participating state. Based on the design and development of the assessment system and before the 2012 field test, the state will notify the consortium as to continued commitment in this assessment system.

South Carolina's barriers for participation include the following.

- The State Board and the Education Oversight Committee (EOC) have not adopted the Common Core State Standards.
- Before committing funds or administering a field test or the assessment system, the state will take affirmative action to remain in the consortium.
- Current legislation is specific and would have to be re-written to allow for administration of the consortium assessment system.
- According to state law, EOC must review test items and item data, recommend actions or modifications, and approve assessment programs following the first statewide field test.
- Districts will need funds for computers, infrastructure, and training to support online administration for all students.
- Potential conflicts exist between the lead procurement state's procurement laws and South Carolina's procurement laws, conflicts that would prevent South Carolina's full participation. The South Carolina Department of Education plans to request either an administrative exemption from conflicting provisions of South Carolina's procurement laws (Section 11-35-710) and/or to request legislative approval. Please note that the South Carolina General Assembly, on April 29, 2010, adopted a Concurrent Resolution stating "That the members of the General Assembly, by this resolution, are supportive of South Carolina submitting an application for a round two Race to the Top award and are fully committed to assist through appropriate legislative remedies, if needed, to strengthen the state's application and to assist with implementation."

  Because the contents of the lead procurement state's solicitation are unknown, potential conflicts exist between the lead procurement state's solicitation and the laws of South Carolina. Upon receipt of a draft solicitation, South Carolina's Materials Management Office will endeavor to resolve any concerns that may arise.

ADDENDUM 3:
SOUTH CAROLINA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of *South Carolina* on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that *South Carolina* may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

NYS 6/10/A

ADDENDUM 3:
SOUTH CAROLINA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. **Assurance Regarding Participation in Consortium Procurement Process**

**I, Voight Shealy, in my capacity as the chief procurement official for South Carolina, confirm by my signature below that South Carolina may, consistent with the procurement laws and regulations of South Carolina, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Voight Shealy, Chief Procurement Officer
State of South Carolina

6/11/10
[DATE]

***Subject to South Carolina's Plans for Implementing Proposed Assessment System, as provided in Addendum 2.*

APPENDIX (A)(1) – A – xxvii

TENNESSEE

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 4th day of June 2010, (the "Effective Date") by and between the State of Tennessee and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. **General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum I (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Timothy K. Webb, Commissioner, Tennessee Department of Education

Mailing Address: Tennessee Department of Education, Andrew Johnson Tower, 6th Floor, 710 James Robertson Parkway, Nashville, TN 37243

Telephone: 615-741-5158

Fax: 615-532-4791

E-mail: tim.webb@tn.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Tennessee hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of Tennessee agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: Tennessee	
Signature of the Governor:	
Printed Name: Phil Bredesen	Date: June 4, 2010
Signature of the Chief State School Officer:	
Printed Name: Timothy K. Webb Timothy K. Webb	Date: June 4, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name: B. Fielding Rolston B. Fielding Rolston	Date: June 4, 2010

ADDENDUM 2:
TENNESSEE ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of *Tennessee*

Tennessee, as a Governing state, will implement the proposed assessment system using the consortium research and developed assessments in English/Language Arts/Reading and math for the 2014-15 school year and future years subject to the proposed assessment system meeting the needs and requirements of Tennessee students, educators, policymakers, and the general welfare and interests of the public with consideration to the availability of funds.

The Tennessee Department of Education (TDOE) will commit to the following understandings for implementation purposes, procedures, and processes.

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. TDOE working with the Tennessee State Board of Education will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, will ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. TDOE will conduct periodic reviews of Tennessee laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:

a. TDOE will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. TDOE will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. TDOE will actively promote collaboration and alignment between the TDOE and its public elementary and secondary education systems and the Tennessee public Institutions of Higher Education ("IHE") or systems of IHEs. TDOE will endeavor to:

   a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

   d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. TDOE will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

11. TDOE will provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

12. TDOE will seek and/or redirect appropriate state and federal funding sources for future operational use of the consortium-developed assessments in English/Language Arts/Reading and math.

ADDENDUM 3:
TENNESSEE ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Tennessee on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Tennessee may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, M.D. Goetz, Jr., in my capacity as the chief procurement official for Tennessee, confirm by my signature below that Tennessee may, consistent with the procurement laws and regulations of Tennessee, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

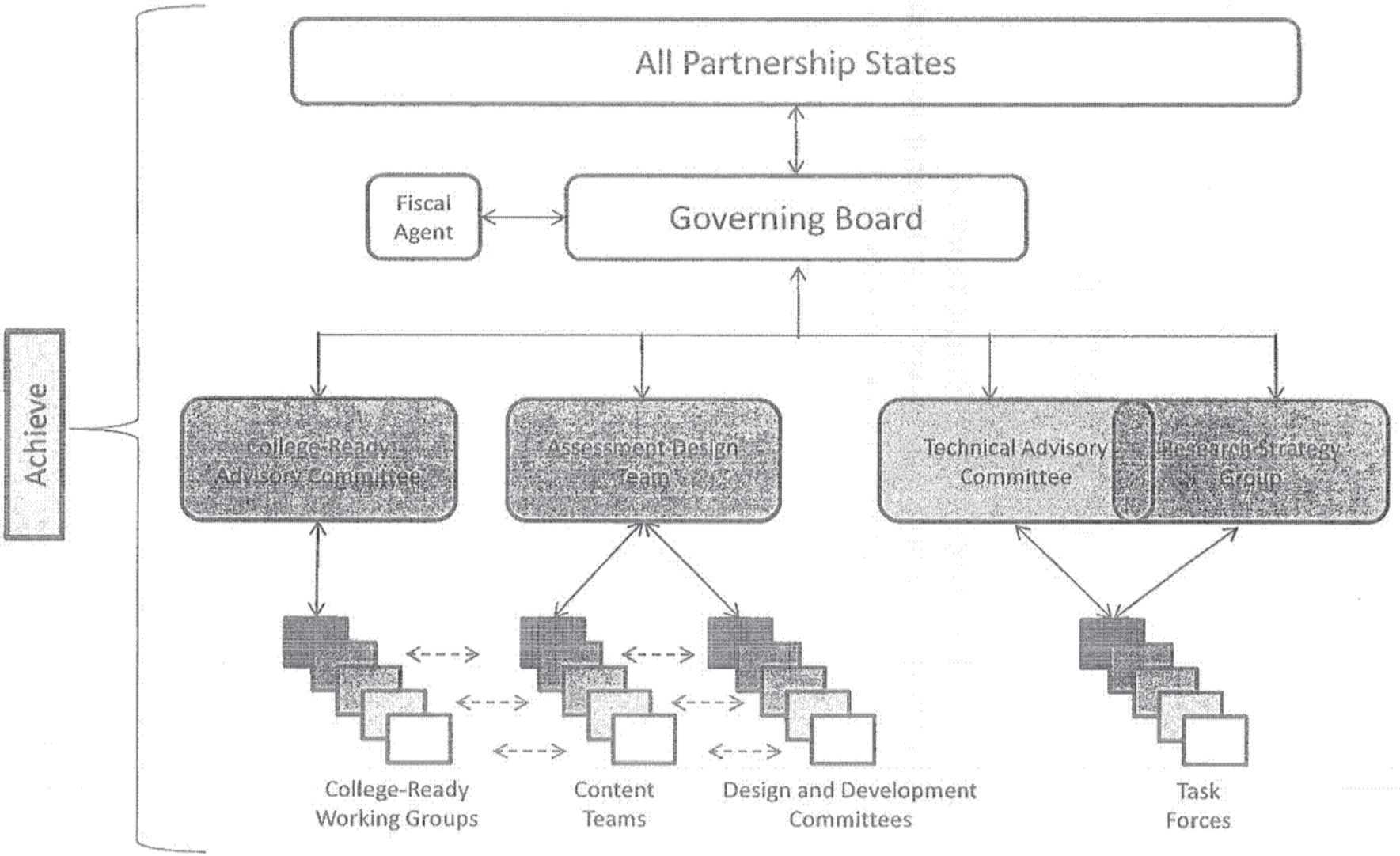
M.D. Goetz, Jr. Commissioner, Department of Finance and Administration
TENNESSEE

June 4, 2010

APPENDIX (A)(1) – B

ORGANIZATIONAL STRUCTURE OF THE PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

Appendix (A)(1) - B: Organizational Structure for the Partnership for Assessment of Readiness for College and Careers



APPENDIX (A)(3) – A

EXAMPLE ITEM TYPES:
ENGLISH LANGUAGE ARTS/LITERACY AND MATHEMATICS

APPENDIX A3-A:
EXAMPLES OF PROPOSED ITEM TYPES

The Partnership proposes a sophisticated summative assessment system that incorporates four features designed to significantly improve the quality and usefulness of large-scale assessments: the system will be anchored in college and career readiness; performance tasks and computer-enhanced items will enable measurement of the full range of knowledge and skills necessary to succeed in college and 21st century careers; a distributed structure will enable learning to be measured throughout the school year; and technology will enable timely reporting of results. The Partnership's summative assessment system will consist of four components distributed throughout the year in English language arts/literacy, three components distributed throughout the year in mathematics, and one end-of-year component in each subject area. Overall, the assessment system will include a mix of constructed response items; performance tasks; and computer-enhanced, computer-scored items – all of which will be tightly aligned to the Common Core State Standards (CCSS).

Appendix A3-A provides a general description of the items and tasks within the various components and includes samples drawn from a variety of sources, including current state and country assessments, as well as the CCSS themselves. These samples were selected to show the kind of deep analytic thinking students should engage in if they are to meet the CCSS and be prepared for college and careers. In addition, a number of computer-enhanced items are included to highlight, to the extent possible at the current time, the ways that innovative, computer-based item types can be used in selected response formats. In general, the provided examples are aligned to high school level standards; however, the computer-enhanced items tend to be more appropriate for students at lower grades (and may not be well aligned to the standards).

All of these items are meant to serve as examples only, with the expectation that through the research and development process, the Partnership will create varied and complex item types for all grades and all components that align to the CCSS and engage students at all performance levels. Further, the innovations cited below are not meant to be exhaustive, nor can they reflect future potential innovation. The Partnership intends to invest heavily in prototyping and testing innovative items during the assessment design and item development process with the hope that,

when operational in 2014-15, the assessment will be considerably more innovative and cutting edge than current tests.

ENGLISH LANGUAGE ARTS/LITERACY EXAMPLES

ELA-1 and ELA-2 Through-Course: Focused Literacy

These through-course components are designed to measure the most fundamental capacity essential to achieving college and career readiness according to the CCSS: the ability to read increasingly complex texts, glean evidence from them, draw logical conclusions, and present analyses in writing. The through-course assessments offer opportunities early in the school year to signal whether students are on track. Each through-course component will likely include up to two extended constructed response items of the following type. These items will be enhanced with a computer-based platform that allows the student to prepare an outline and capture notes as they write their essay.

Examples of Extended Constructed Response Items

Example #1:

Delineate and evaluate the argument that Thomas Paine makes in Common Sense. Assess the reasoning present in his analysis, including the premises and purposes of his essay.

CCSS Match: 11-12.RI.8

Source: CCSS Appendix B: Text Exemplars and Sample Performance Tasks

Example #2:

Analyze how Abraham Lincoln in his "Second Inaugural Address" examines the ideas that led to the Civil War, paying particular attention to the order in which the points are made, how Lincoln introduces and develops his points, and the connections that are drawn among them.

CCSS Match: 9-10.RI.3and 9-10.RI.9

Source: CCSS Appendix B: Text Exemplars and Sample Performance Tasks

Example #3:

Compare two or more recorded or live productions of Arthur Miller's Death of a Salesman to the written text, evaluating how each version interprets the source text and debating which aspects of the enacted interpretations of the play best capture a particular character, scene, or theme.

CCSS Match: 11-12.RL.7

Source: CCSS Appendix B: Text Exemplars and Sample Performance Tasks

Example #4:

Cite strong and thorough textual evidence from John Keats's "Ode on a Grecian Urn" to support an analysis of what the poem says explicitly about the urn as well as what can be inferred about the urn from evidence in the poem. Based on a close reading, draw inferences from the text regarding what meanings the figures decorating the urn convey as well as noting where the poem leaves matters about the urn and its decoration uncertain.

CCSS Match: 11-12.RL.1

Source: CCSS Appendix B: Text Exemplars and Sample Performance Tasks

Example #5

Analyze the concept of mass based on a close reading of Gordon Kane's "The Mysteries of Mass" and cite specific textual evidence from the text to answer the question of why elementary particles have mass at all. Students explain important distinctions the author makes regarding the Higgs field and the Higgs boson and their relationship to the concept of mass.

CCSS Match: 11-12.RST.1

Source: CCSS Appendix B: Text Exemplars and Sample Performance Tasks

ELA-3 Through-Course: Extended Writing/Research

In the examples below, students will be asked to select and read a variety of materials and compose a written essay based on the relevant information over several sessions. These extended performance tasks will be controlled research projects that take advantage of advances in testing technologies to provide students will the materials they need, including multi-media materials. For example, the task might be built to include a searchable environment (i.e., an online "library") in which students locate, evaluate, and select from a set of pre-defined sources, which are of various complexity and relevance to the task (including some that might be irrelevant).

The complexity of the task will in part depend on the extent to which the materials are obviously pertinent to the task or require students to discriminate among them.

Examples of Performance Tasks

Example Topic #1: Science/Technical Texts

Sample Task A: Evaluating evidence. Compare what the latest science tells us about Genetically Modified food against the arguments offered for and against Genetically Modified food. Evaluate the hypotheses, data, analysis, and conclusions of each side, including determining the extent to which each side in the debate over Genetically Modified food relies on the available science, argues from an economic perspective or appeals to political and emotional concerns. Verify the data from each author and corroborate or challenge the conclusions with other sources of information.

CCSS Match: 11-12.RST.8

Source: Achieve

Sample Task B: Making a claim. Read and view different examples of case-making materials related to the GM food debate. Take a position and cite specific textual evidence from your sources, attending to important distinctions each author makes and to any gaps or inconsistencies in the account. Defend your conclusion from counter-claims. Create a presentation of your analysis that highlights key evidence and your strongest claims.

CCSS Match: 11-12.RST.1 and 11-12.RST.9

Source: Achieve

Example Topic #2: Literature: Drama

"In plays, no one arrives on or leaves from the stage without contributing in some way to the complexity of the play." Consider the author's choices of how to have characters enter or exit in the section of the play offered here as well as in scenes from two other plays you have studied and compare the significance and impact of arrivals and departures from the stage.

This example requires students to draw on the play that they are given for the exam as well as their broader knowledge of drama.

CCSS Match: 11-12.RL.3

Source: International Baccalaureate Diploma Programme – English A1 – Higher Level – Paper 2 [November 2005]

Example Topic #3: History/Social Studies Texts

Sample Task A: Analysis of Primary Documents[1] Related to the Major Events Leading to the Civil War. Integrate information from a diverse selection of primary documents into a coherent understanding of the key events that lead to the American Civil war. For example, documents could include the following: the Missouri Compromise (1820), the Nullification Crisis (1832), the Compromise of 1850 (1850), the Kansas-Nebraska Act (1854), Charles Sumner Attacked (1856), the Dred Scott Decision (1857), the Lincoln-Douglas Debates (1858), the John Brown Raid (1859) and the Election of Abraham Lincoln (1860).

CCSS Match: 11-12.RH.9

Source: Achieve

Sample Task B. Analysis of secondary sources. Integrate and evaluate at least three historical interpretations of the events leading to the Civil War in order to answer the following questions: was the Civil War inevitable? Why did the War break out in 1861, rather than decades earlier or later (or did the compromises of 1820 and 1850 maintain the peace or simply delay the war)? How were the North and the South different and how did these differences shape events of the mid 19th Century? Cite specific textual evidence to support your analysis.

CCSS Match: 11-12.RH.1 and 11-12.RH.7

Source: Achieve

ELA-4: End-of-year

The end-of-year component will build on high-quality, authentic texts at the appropriate level of complexity; meaningful distractors for any selected response developed by content experts; and computer-enhanced items such as ones enabling students to view or listen to digital media. The assessment will draw on higher-order skills such as critical thinking and analysis; measure comprehension, language use and vocabulary; be designed to tap deeper into student depth of

[1] Sources could include books, magazines, newspapers, some government documents, reports, advertisements, maps, pamphlets, posters, laws, and court decisions. Ideas for this item came from model curriculum and assessment items published by Massachusetts (http://www.sec.state.ma.us/mus/muspdf/cwcurriculum.pdf).

knowledge; and use digital technologies to assess hard-to-measure skills (for example, by asking students to listen to a poem or a scene from a play).

The examples below are divided into two sections. **Section A** includes examples from the New York State Regents Exam and from the Massachusetts Comprehensive Assessment System that provide models of existing selected response items that require some analytic thinking. Both examples include a text and a series of selected response items. **Section B** includes models of current innovative computer-based features that could be used to enhance items in Section A. We approach the discussion of selected response items in this way since current item design is generally not sophisticated enough to capture the full range of innovative items that the Partnership envisions.

While the items in **Section A** align with the content and performance expectations of the CCSS at the high school level, the innovative computer-based features in **Section B** address less advanced content. The Partnership includes the computer-based features to illustrate how technology offers the opportunity for rich item development aligned with the vision for the PARCC assessment system.

SECTION A: Examples of Selected Response Items from NYS Regents Exam & MCAS

Example #1

Text

When teacher Jeremy Gypton was reviewing the Civil War material for his American history class at Empire High School in Vail, Arizona, he found something he'd never read before, even though he has a degree in history: the complete Constitution of the Confederate States of America.

A traditional textbook might have made a passing reference to the document. But there are no textbooks at Empire.... When Empire High School opened in July of last year [2005], students weren't issued backpack-breaking stacks of textbooks. They were handed an Apple iBook with a wireless Internet connection, because the school eschews textbooks in favor of laptops and electronic content.
In science class, they don't just discuss cell division. They go online and watch it in real time. In Michael Frank's first-year biology class, students access their lab instructions, then organize data and graph the results of their work. Later, they will correlate the data from the experiment in a PowerPoint presentation. In Melinda Jensen's honors math class, students went online to learn about game theory when two game-theory researchers won the Nobel Prize in economics. "It was a great class discussion. You can't do that in a regular classroom," Jensen notes. "It would have been something you had to plan ahead of time."

Plenty of schools have instituted pilot programs using laptops to supplement their traditional curriculum. But Empire is one of very few in the country — perhaps the only school — that has eliminated textbooks almost entirely in grades nine through 12.

"The key to making this work is not having the textbooks," says Calvin Baker, superintendent of the Vail Unified School District. "You walk in any of the classrooms in this school and it's a different feel, different from a textbook school, different from a school where kids just happen to have laptops so they're doing their homework on laptops, but sometimes they use them and sometimes they don't."

"Laptops are part of the fabric of everything that goes on at Empire. That's the way it should be," he adds. "We all use laptops to gather information, store information, and distribute information. That's the way the world turns now."

Of course, there are downsides. The computers crash. A few weeks into the project, students hacked the filters that had prevented them from going to forbidden places online, though security was soon restored. Some tried to get away with playing games during work time. That didn't last long; teachers can view what's on any student's screen at any moment and virtually reach out and throw games in the desktop trash.

"The laptops don't change human nature," Baker says. "Students are always going to be testing limits."

For teachers, it's a matter of monitoring and keeping control, just as always. "It comes down to teaching skills and classroom management," says Matt Donaldson, an assistant principal and math teacher. "Whether you're using computers or a notebook, if the teacher is on top of what's going on in the classroom, you aren't going to have those problems."

Mark Schneiderman, director of education policy for the Software & Information Industry Association, a Washington, D.C.-based trade association, says the most recent survey, two years ago, indicated that about 600 school districts nationwide had pilot programs supplying laptops to individual students. Henrico County Public Schools in Virginia began using laptops for 23,000 middle and high school students in 2001. The state of Maine opened an ambitious program to supply more than 30,000 students in 243 middle schools with laptops in January 2002. Legislators later expanded the program to about a third of the state's high school students. But in those schools and others, laptops are used in tandem1 with old-fashioned textbooks.

"My sense is that the situation in the Vail school is relatively unique," Schneiderman says. "There may be a few other, smaller such efforts under way, but it's pretty unique."

That's just what school officials intended when they began planning a new school to alleviate overcrowding in the district. They were already aggressively using technology, linking schools with a wireless system and showing grades and attendance online in real time. They visited a laptop high school in the California Bay Area and talked to Apple about the resources available.

"There was no question students at the laptop school were more engaged," Baker says. "But we were confident we could do it better."

The schools the Empire planning team visited were using laptops as frosting, as another layer to traditional instruction. "It wasn't fundamentally changing the structure of what was happening in classrooms, so we had the idea that if you really wanted to change what was happening in school, you had to take away textbooks," Baker says.

Empire was a new school without old textbooks. So they simply didn't order any. Making it easier and logical to move away from textbooks, Baker adds, is the national trend of teaching to standards. No longer do teachers start at the beginning of a textbook, make sure they're halfway through by Christmas, and then race through the Vietnam War in May. Even if they use textbooks, they jump back and forth, extracting what they need to meet the standard....

"One of our teachers expressed it well," Baker says. "She said, 'The way I explain it to friends is the difference between teaching in a traditional high school and Empire is the difference between swimming in a pool and swimming in the ocean.' "

Students can go as deep as they want into material. "Books can be very limiting," Jensen says. "It's very interesting to work without the boundaries that are created by a book."

Striding outside those boundaries also means students have to evaluate the material they find, something Gypton thinks provides more teaching moments. "I've come to realize that critical thinking may not be a natural thing," Gypton says. "It is a skill that has to be taught. It has to be developed. And you can't develop critical thinking if your material is shallow and only painted in broad brush strokes."

They also didn't anticipate how clueless students were about using the technology. They may know about video games and myspace.com, but the notion that middle school and high school students are digital experts is overstated, Gypton says.

"It's bunk," he says. "I had kids for three or four weeks who didn't know how to work Microsoft Word. When they'd save something they'd look at me with this sad look in their eyes and say, 'Where did it go?' "

Paper does show up, though rarely. Jensen has her students do math problems on paper. And her honors class wanted textbooks so they could work ahead....

It's too early to gauge the effect on learning at Empire. But a study of Maine's laptop initiative by the Maine Education Policy Research Institute at the University of Southern Maine concluded there were numerous advantages. Among them:

- More than four out of five teachers reported students were more engaged in learning.
- More than 70 percent of teachers reported that the laptops more effectively helped them meet curriculum goals and individualize curriculums.
- Students who took the laptops home were more likely to complete class work.
- Students who no longer had laptops reported getting less work done.

At Empire, students like using laptops, though they chafe2 at the restrictions placed on them — filtering software prevents instant messaging, the teens' communication choice these days, even when they're using the laptop at home. "A lot of people think we should have fewer restrictions when we're at home," says Jason Ash, a 15-year-old sophomore. Ash says he's more organized because everything from assignments to grades is in one place online.

Brad Morse, a 17-year-old junior, liked the fact he could go online and view more illustrations when his class was studying the Continental Congress. "If I don't understand something, I can go on Google and look it up and learn more," he says.
That's typical, Jensen says. "Students come in all the time with websites where they've found helpful resources about what we're learning. It really creates a feeling of community."

Morse and others admit they were initially easily distracted, sometimes using e-mail and playing games during class in the first few weeks. But the school put a stop to that. "Now they have all the teachers monitor us so we're not as easily distracted," says Ashley Coulter, a 15-year-old sophomore.

Jensen, in her fourth year of teaching, is energized daily. "I feel like the kids here are so interesting and so creative and so much fun that every day I look forward to seeing them," she says. "I don't know if they're more interesting because they're more engaged or if we got students who were more willing to think outside the box."

—Jim Morrison [excerpted from "Ending the Paper Chase" -- *Southwest Airlines Spirit*, May 2006]

TABLE

Percentage of children in nursery school and students in grades K-12 using the Internet for specific activities, by sex and grade level: 2003

Internet activity	All Students Percent	Sex		Grade level				
		Female Percent	Male Percent	Nursery School Percent	Kindergarten Percent	Grade 1-5 Percent	Grade 6-8 Percent	Grade 9-12 Percent
Completing school assignments	46	48	45	7	10	31	61	73
E-mail or instant messaging	36	39	33	6	8	19	46	64
Playing games	38	37	39	15	21	32	47	49
News/weather/sports	21	20	23	2	4	10	26	41
Find information on products	21	20	22	3	4	9	24	42
Watch/listen to TV, movies, or radio	13	13	13	2	4	6	15	24
Make purchases	8	7	9	1	1	3	7	19
Phone calls	1	1	1	#	1	1	1	2
Taking a course online	1	1	1	#	#	1	1	3
Find government information[1]	—	—	—	—	—	—	—	13
Find health information[2]	—	—	—	—	—	—	3.6	9
Find a job[1]	—	—	—	—	—	—	—	6
Online banking[1]	—	—	—	—	—	—	—	4
Trading stocks[1]	—	—	—	—	—	—	—	1

— Not available. Data were not collected.
Rounds to zero.
[1]Questions about noted activities were asked only about persons age 15 and older. Estimates for these activities are for students in grades 9 through 12 who are age 15 or older.
[2]Questions about noted activities were asked only about persons age 12 and older. Estimates for these activities are for students in grades 6 through 12 who are age 12 or older.

Source: (adapted) U.S. Census Bureau, "Current Population Survey," October 2003 and National Center for Education Statistics, "Computer and Internet Use by Students in 2003," September 2006

Multiple-Choice Questions

7. As used in line 9, the word "eschews" most nearly means

   (1) reduces

   (2) arranges

   (3) censors

   (4) rejects

8. Empire is different from other high schools in the country because Empire

   (1) has eliminated almost all textbooks

   (2) uses only classroom discussion

   (3) follows a traditional curriculum

(4) has expanded testing

9. Some early problems with Empire's laptop program were a result of

(1) inadvertent training errors

(2) inadequate technical support

(3) inappropriate computer use

(4) insufficient budget allocations

10. According to Matt Donaldson (lines 41 through 44), effective use of computers in the classroom is directly related to a teacher's

(1) knowledge of technology

(2) skill in supervising students

(3) ability to evaluate students

(4) willingness to experiment

11. According to the text, what did Empire hope to achieve with its policy regarding textbooks and laptops?

(1) increase in textbook use

(2) improvement of test scores

(3) uniformity of teaching standards

(4) changes in instructional techniques

12. When Empire started its laptop program, the computer skills of many students were limited to

(1) creating documents

(2) playing games

(3) watching videos

(4) shopping online

13. A conclusion that could be drawn from Maine's "laptop initiative" is that teachers

(1) found the software troublesome

(2) preferred using textbooks

(3) achieved their teaching goals

(4) paid for computer distribution

14. According to the table, what is one Internet activity that is lower for males than females?

(1) using e-mail

(2) reading news

(3) researching products

(4) making purchases

15. The table indicates that children in grades 1 through 5 spend most of their Internet time

(1) doing homework

(2) playing games

(3) watching the news

(4) listening to music

16. According to the table, the greatest percentage of students who use the Internet for schoolwork are those in

(1) kindergarten

(2) grades 1–5

(3) grades 6–8

(4) grades 9–12

CCSS Match: 9-10.RI.2, 9-10.RI.4, and 9-10. RI.6

Source: The University of the State of New York Regents High School Examination Comprehensive Examination in English (Session One)

Example #2

Read the opening of Russell Banks's novel Continental Drift *and answer the questions that follow.*

From CONTINENTAL DRIFT
by Russell Banks

It's December 21, 1979, a Friday, in Catamount, New Hampshire. It's late in the day, windless and cold, bits of snow dropping from a dark, low sky. At this latitude at this time of year, the sun sets at three forty-five, and Catamount, a river town laid north and south between a pair of glacial moraines, settles quickly without twilight into darkness. Light simply gets replaced by cold, and the rest remains the same.

A half foot of old crusty snow has covered the ground since the first week of the month, followed by days and nights of dry cold, so that the snow has merely aged, turning slowly gray in yards and on rooftops and in heaps alongside the streets, pitted and spotted along sidewalks and pathways by dogs and mottled everywhere with candy wrappers, beer cans and crumpled cigarette packs. The parking

lots and sidewalks, plowed and salted weeks ago, are the color of ash, so that new snow gently falling comes as a cleansing fresh coat of paint, a whitewash that hides the old, stained and tainted world underneath.

Robert Raymond Dubois (pronounced locally as "Doo-boys"), an oil burner repairman for the Abenaki Oil Company, walks slowly from the squat, dark brick garage where he has parked the company truck, walks hunched over with careful effort, like a man in a blizzard, though snow is falling lightly and there is no wind. He wears a dark blue trooper coat with a fur collar, and a black watchcap. In one hand he carries a black lunchbox, in the other an envelope containing his weekly paycheck, one hundred thirty-seven dollars and forty-four cents.

Dubois thinks, A man reaches thirty, and he works at a trade for eight years for the same company, even goes to oil burner school nights for a year, and he stays honest, he doesn't sneak copper tubing or tools into his car at night, he doesn't put in for time he didn't work, he doesn't drink on the job—*a man does his work,* does it for eight long years, and for that he gets to take home to his wife and two kids a weekly paycheck for one hundred thirty-seven dollars and forty-four cents. Dirt money. Chump change. Money gone before it's got. No money at all. Bob does not think it, but he knows that soon the man stops smiling so easily, and when he does smile, it's close to a sneer. And what he once was grateful for, a job, a wife, kids, a house, he comes to regard as a burden, a weight that pulls his chin slowly to his chest, and because he was grateful once, he feels foolish now, cheated somehow by himself.

- *Continental Drift* by Russell Banks. Copyright © 1985 by Russell Banks. Reprinted by permission of HarperCollins Publishers.

Reading Comprehension

Read the description from paragraph 2 in the box below.

…the snow has merely aged, turning slowly gray in yards and on rooftops and in heaps alongside the streets, pitted and spotted along sidewalks and pathways by dogs and mottled everywhere…

9. What does the aging snow **most likely** reflect?

A. the needs of Dubois's family

B. the peacefulness of the town

C. the deterioration of Dubois's life

D. the irresponsibility of the townspeople

10. In paragraphs 3 and 4, what is the **most likely** reason the exact amount of Dubois's paycheck is spelled out?

A. to show how hard he works

B. to emphasize his wife's excitement

C. to show the amount of money repairmen make

D. to emphasize the insignificance of the amount

11. Read the sentence fragments from paragraph 4 in the box below.

Dirt money. Chump change. Money gone before it's got. No money at all.

What is the effect of the fragments?

A. They emphasize Dubois's fears.

B. They emphasize Dubois's greed.

C. They emphasize Dubois's disgust.

D. They emphasize Dubois's confusion.

12. Based on the excerpt, what is Dubois's **main** frustration?

A. He lives in a town that provides little opportunity.

B. He has a family and friends that demand too much of him.

C. His hard work and honesty have earned him nothing.

D. His coworkers have found success through cheating.

13. What shift in focus occurs from paragraph 1 to paragraph 4 of the excerpt?

A. from the past to the present

B. from one setting to another

C. from Dubois's feelings to his family's feelings

D. from external description to Dubois's thoughts

CCSS Match: 9-10.RL.1 and 9-10. RL.4

Source: MCAS, English Language Arts, Grade 10, Reading Comprehension

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SECTION B: Examples of Innovative Items

The innovative items below are meant primarily as samples of innovative items types, not as models of specific content in the CCSS. While they are matched to specific standards, they have not yet been designed as measures for those standards. The items below show many ways that computers could allow innovative assessments of literacy in ways that could be further adapted to the specific demands of the CCSI.

Example #1

Drag-and-Drop Example 2

The two passages below give different opinions about making gambling legal. Read each passage and think about the similarities and differences between the two opinions. Using your mouse, click on one sentence from each paragraph that illustrates how the two opinions differ, and drag each sentence into the "Difference" box. Then, click and drag one sentence from each paragraph that shows how the two opinions are similar, and place them in the "Similar" box.

Passage 1	Passage 2
The easiest way for states to raise money during these difficult times is to legalize gambling. Casinos and slot machines are fast and low-resource means for generating state tax revenue. The tax money brought in by these games of chance can be used to fix roads, fund local education, and feed the poor. Clearly, gambling should be legalized to help our struggling communities during these difficult economic times.	If we want to ruin our communities, clearly, we should legalize gambling. Sure, gambling raises money for states. However, studies have shown that gambling leads to increased alcoholism and prostitution within and around the communities in which casinos and slot machines are set up. Moreover, gambling has ruined the lives of many "gamers" who just could not quit. Gambling addicts have lost their family fortunes by spending everything in pursuit of the "next sure win." I can think of no reason that justifies the legalization of gambling.

Difference		Similar	
Passage 1	Passage 2	Passage 1	Passage 2
Clearly, gambling should be legalized to help our struggling communities during these difficult economic times.	I can think of no reason that justifies the legalization of gambling.	The easiest way for states to raise money during these difficult times is to legalize gambling.	Sure, gambling raises money for states.

Note: More than one correct answer exists for the difference task. The scoring key would allow for all possible correct pairings.

CCSS Match: 3.RI.9

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

Example #2

IV. Editing Item Format

Read the paragraph below. Then, using the keyboard, correct all spelling errors you find, including capitalization errors. Some words may be misspelled because of how they are used in a sentence. Therefore, you should also consider word usage in identifying errors in the paragraph.

My favorite spout is soccer. Some peple call soccer football, but in America we call it soccer. It is fun because you have to run alot. I love to run cause I am very fast. My coach likes to play me in the foreward position, and he likes to play me the whole game. I like it two! If you want to make me happy, just put me in a soccer game.

Key:

My favorite spout is soccer. Some **people** call soccer football, but in America we call it soccer. It **s** fun because you have to run **a lot**. I love to run **because** I am very fast. My coach likes to play me in the **forward** position, and he likes to play me the whole game. I like it too! If you want to make me happy, just put me in a soccer game.

Potential Benchmarks Measured. (a) Use correct standard English; (b) Spell commonly used homophones correctly

CCSS Match: 3.L.2.e and 3.L.2.f

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

Example #3

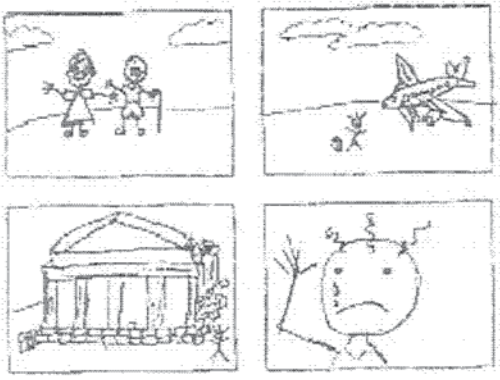
I. Picture Arrangement Item Format

Item 1 refers to the passage below. Read the passage and then complete item 1.

My Trip to Greece

Last week, I boarded a plane to go to Greece! I was so excited. My grandparents live there. They met me at the airport. Then, they took me to their house by the beach. After a fantastic meal and a good night's sleep, my dream came true. We went to the Acropolis, which means "High City." There, I saw the Parthenon, which is all that remains of a famous temple built over 2,000 years ago. I had a great time in Greece. I was sad to leave.

The pictures below show different parts of the story you just read. Place the pictures in the order in which they happened in the story. Click on each picture and drag it to one of the boxes below to arrange them in the correct order. When the pictures are in the correct order, click on "Finished." If you need to change the order, click on "Start Over."



1 2 3 4

CCSS Match: 2.RL.2

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

Example #4

II. Highlighting Text Item Format

Highlight the word in the passage that refers to a famous temple. Use the highlighting tool to click on the word and highlight it.

My Trip to Greece

Last week, I boarded a plane to go to Greece! I was so excited. My grandparents live there. They met me at the airport. Then, they took me to their house by the beach. After a fantastic meal and a good night's sleep, my dream came true. We went to the Acropolis, which means "High City." There, I saw the Parthenon, which is all that remains of a famous temple built over 2,000 years ago. I had a great time in Greece. I was sad to leave.

CCSS Match: 3.RL.4

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

Example #5

Highlighting Text Example 2

Read the passage below and answer the two items that follow.

Remembering Tommy

I have recently had a loss. A good friend of mine died just before Christmas.

My friend Tommy had cerebral palsy and knew it as imprisonment. He spent twenty two years completely speechless. The only sound he made came from a congested throat once treated with a tracheotomy. His best means for communication was rolling his eyes upward to indicate the word "yes." His posture in his wheelchair always needed to be restricted and defined in some way. Physical barriers made it difficult for Tommy to type his thoughts, to expand on them, to build new ones. The people who loved him knew his devotion to the Baltimore Orioles, his love for his parents and family and his home, his wishes to do well in school. Yet all the words that were ever said were somebody else's, never his own.

Tommy fought a never-ending battle with his involuntary movements. He had to struggle to sit still. Any intentional gesture would bring with it, its own wake of extraneous motions, motions that Tommy never really needed. Tommy would never have died of depression. For he had joy, faith, and wisdom to see true life beyond imprisonment. But he died of cardiac arrest. Now all of his movements and leg cramps have ended. I will always remember my friend as a tremendous sign that the soul is eternally more vital than the body.

©1985 Paul Peroutka

1) Highlight one sentence in the passage the author uses to suggest Tommy had a happy life?

2) Highlight one word in the passage that should be hyphenated.

CCSS Match: 6.RL.1, 6.L.2.a, and 6.L.2.b

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

ELA-5 Through-course: Speaking and Listening

For this component, students will be expected to present their analysis and findings from the research conducted for the through-course ELA-3, include multimedia elements as appropriate, and engage in discussion with or answer questions from their classmates and/or teacher. The speaking and listening component will be required but will not be included as part of a student's summative score. The Partnership will develop common rubrics to capture the full range of student performance for teachers to use to evaluate students' speaking skills. Example #1 below is adapted from the guidelines for the New York City Senior Circle Panel presentations. As is the case with all of the items provided in this Appendix, the Partnership will continue to explore innovations in how to best measure speaking and listening and implement this component.

Example #1

Performance Task Example Topic #1, Sample Task A

Presentation: The student will present his/her research and findings on the topic examined in ELA-3 (e.g. Genetically Modified food from Example Topic #1 above), use evidence to support his/her claim(s), and utilize of digital media as appropriate. For example, the student might provide a summary of his/her findings; explain why he/she is either for or against the researched topic, citing evidence from specific articles and research material; and present a visual graphic of data or a compelling video that supports his/her argument.

Clarifying Questions and Collaborative Discussions: The audience (the teacher and classroom) may ask the student to clarify any points that may have been vague or confusing during the presentation or ask the student questions to test the depth of the student's mastery of relevant skills and content. For example, the student might be asked about the opposing side of the argument or to clarify a piece of data from the presentation.

Rubric: Although the Partnership will create rubrics during the development process, during the presentation, students should communicate a clear understanding of his or her ideas and argument, present information logically and concisely, and demonstrate command of formal

English. In addition, the student should answer questions accurately, thoughtfully, and effectively while engaging in thoughtful discourse about their presentation topic with his or her peers.

CCSS Match: 9-10.SL.1C, 9-10.SL.4, and 9-10.SL.6

Source: New York City Department of Education, Guidelines for Senior Circle Panel Presentations

Math-1 and Math-2: Focused Assessments of Essential Topics

The first two through-course components will emphasize standards or clusters of standards from the CCSS that are considered mathematical building blocks for instruction over the school year. Each component will likely be a blend of brief constructed response and extended constructed response items. The example items below highlight the content knowledge and performances expected of students; they should not be considered definitive representations of the cluster/essential topic for any particular through-course component, as these will be identified through the standards unpacking process referenced in (A)(4). The Partnership will explore how technology can enhance these traditional item types.

Examples of Brief Constructed Response Items

Example #1

1. *[Maximum mark: 16]*

Let S_n be the sum of the first n terms of the arithmetic series $2+4+6+\ldots$

(a) Find

(i) S_4;

(ii) S_{100}.

Let $M=\begin{pmatrix}1 & 2\\ 0 & 1\end{pmatrix}$.

(b) (i) Find M^2.

(ii) Show that $M^3=\begin{pmatrix}1 & 6\\ 0 & 1\end{pmatrix}$.

It may now be assumed that $M^n=\begin{pmatrix}1 & 2n\\ 0 & 1\end{pmatrix}$, for $n\geq 4$. The sum T_n is defined by

$$T_n=M^1+M^2+M^3+\ldots+M^n.$$

(c) (i) Write down M^4.

(ii) Find T_4.

(d) Using your results from part (a) (ii), find T_{100}.

CCSS Match: N.VM.7 (b & c) AND N.VM.8 (c) (no CCSS match for a or d)

Source: International Baccalaureate Diploma Programme – Mathematics – Standard Level – Paper 2 [May 2006]

Example #2

2. *[Maximum mark: 18]*

Consider the functions f and g where $f(x) = 3x - 5$ and $g(x) = x - 2$.

(a) Find the inverse function, f^{-1}.

(b) Given that $g^{-1}(x) = x + 2$, find $(g^{-1} \circ f)(x)$.

(c) Given also that $(f^{-1} \circ g)(x) = \frac{x+3}{3}$, solve $(f^{-1} \circ g)(x) = (g^{-1} \circ f)(x)$.

Let $h(x) = \frac{f(x)}{g(x)}$, $x \neq 2$.

(d) (i) Sketch the graph of h for $-3 \leq x \leq 7$ and $-2 \leq y \leq 8$, including any asymptotes.

(ii) Write down the equations of the asymptotes.

CCSS Match: F.BF.4a (a), F.BF.1c (b &c), and F.IF.7d (d)

Source: International Baccalaureate Diploma Programme – Mathematics – Standard Level – Paper 2 [May 2006]

Example #3

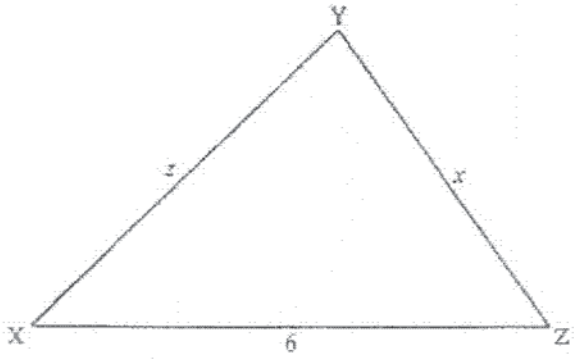
3. *[Maximum mark: 20]*

(a) Let $y = -16x^2 + 160x - 256$. Given that y has a maximum value, find

(i) the value of x giving the maximum value of y;

(ii) this maximum value of y.

The triangle XYZ has $XZ = 6$, $YZ = x$, $XY = z$ as shown below. The perimeter of triangle XYZ is 16.



(b) (i) Express z in terms of x.

(ii) Using the cosine rule, express z^2 in terms of x and $\cos Z$.

(iii) Hence, show that $\cos Z = \frac{5x - 16}{3x}$.

Let the area of triangle XYZ be A.

(c) Show that $A^2 = 9x^2 \sin^2 Z$.

(d) Hence, show that $A^2 = -16x^2 + 160x - 256$.

(e) (i) Hence, write down the maximum area for triangle XYZ.

(ii) What type of triangle is the triangle with maximum area?

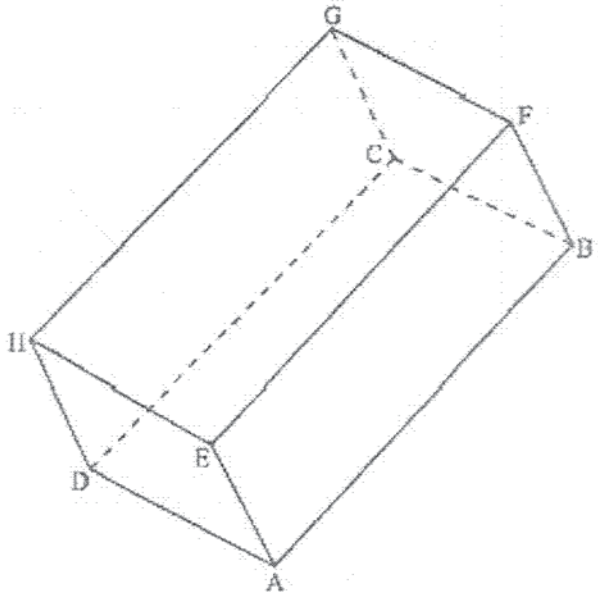
CCSS Match: A.REI.4a (a & e), A.SSE.3b (a & e), Mathematical Practice 3 (a), A.REI.3 (b), A.CED.2 (b), G.SRT.10 (b), G.SRT.9 (c), A.REI.1 (c & e), Mathematical Practice 6 (c), F.TF.8 (d), Mathematical Practice 7(d), and A.REI.4B (e)

Source: International Baccalaureate Diploma Programme – Mathematics – Standard Level – Paper 2 [May 2006]

Example #4

5. *[Maximum mark: 19]*

The following diagram shows a solid figure ABCDEFGH. Each of the six faces is a parallelogram.



The coordinates of A and B are A(7, −3, −5), B(17, 2, 5).

(a) Find

(i) $\vec{AB}$;

(ii) $\left|\vec{AB}\right|$.

CCSS Match: N.VM.1

Source: International Baccalaureate Diploma Programme – Mathematics – Standard Level – Paper 2 [May 2006]

Examples of Extended Constructed Response Items

Example #1

The Federal Communications Commission (FCC) needs to assign radio frequencies to seven new radio stations located on the grid in the accompanying figure. Such assignments are based on several considerations including the possibility of creating interference by assigning the same frequency to stations that are too close together. In this simplified situation it is assumed that broadcasts from two stations located within 200 miles of each other will create interference if they broadcast on the same frequency, whereas stations more than 200 miles apart can use the same frequency to broadcast without causing interference with each other. The FCC wants to determine the smallest number of frequencies that can be assigned to the six stations without creating interference.

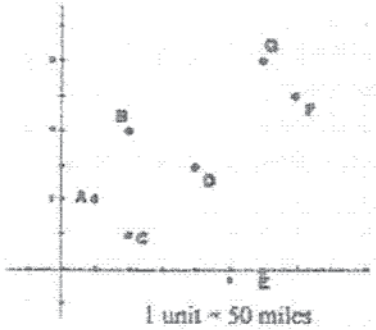


Figure 2

- Student 1 began thinking about the problem by drawing a circle of radius 200 miles centered on each radio station.
- Student 2 began thinking about the problem by drawing line segments to connect pairs of radio stations whenever the two radio stations are within 200 miles of one another.
- Student 3 began thinking about the problem by drawing line segments to connect pairs of radio stations whenever the two radio stations are more than 200 miles from one another.

Which approach seems most promising to you? Use this approach to determine the smallest number of frequencies that can be assigned to the six stations without creating interference. Justify your final answer.

CCSS Match: 7.G.1, 7.G.2, and Mathematical Practices 2 & 3

Source: This item was contributed by Jason Zimba, Professor of Physics and Mathematics, Bennington College: Council of Chief State School Officers, and the National Governors Association – original source unknown.

Example #2

A recommended adult dosage of the cold medication NoMoreFlu is 16 mL. NoMoreFlu causes drowsiness when there are more than 4 mL in one's system, in which case it is unsafe to drive, operate heavy machinery, etc. The manufacturer wants to print a warning label telling people how long they should wait after taking NoMoreFlu for the drowsiness to pass. The typical metabolic rate is such that one quarter of the NoMoreFlu is lost every four hours.

(a) If a person takes the full dosage, how long should adults wait after taking NoMoreFlu to ensure that there will be
   (i) Less than 4 mL of NoMoreFlu in their system?
   (ii) Less than 1 mL in their system?
   (iii) Less than 0.1 mL in their system?

(b) What do you think the warning label should say? Design the label and explain the thinking behind your design.

CCSS Match: F.LE.1c; F.LE.2 and Mathematical Practices 2, 3 & 6

Source: This item was contributed by Jason Zimba, Professor of Physics and Mathematics, Bennington College; Council of Chief State School Officers, and the National Governors Association – original source unknown.

Example #3

If oil should ever be spilled into the Columbia River Estuary, the company responsible for the spill would be liable for monetary damages according to a formula. By Washington state law, the formula in 2009 was given by:[1]

$$D = 0.508GS(A + B + C)$$

In this formula, D is the damage liability in dollars; G is the number of gallons spilled; S is a "vulnerability score" in the range from 1 to 5 that takes into account the wildlife characteristics of any given square kilometer of the estuary[2]; and A, B and C are "chemical penalty scores" in the range from 1 to 5 that take into account the toxicity, harmful mechanical properties, and longevity of the material spilled. For example, kerosene has a toxicity score $A = 1.4$, a harmful mechanical property score $B = 2.4$, and a longevity score $C = 1$.[3] Suppose that a company responsible for a kerosene spill in an area of lowest vulnerability is held liable for $10 million. How many gallons were spilled? How many dollars per gallon was the company charged for the spill? In general, what is a formula for the number of dollars of liability per gallon of spill? What is the maximum possible liability in dollars per gallon?

CCSS Match: 8.EE.7; A.REI.; A.SSE.1a; A.SSE.1b; and Mathematical Practices 2, 3, & 6

Source: This item was contributed by Jason Zimba, Professor of Physics and Mathematics, Bennington College; Council of Chief State School Officers, and the National Governors Association – original source unknown.

Math-3: Extended Assessment

This through-course component will meet the demands of the CCSS by using performance tasks that require depth of understanding and the ability to apply mathematics to real world problems. These problems may not be explicitly stated as math problems but rather as problems to which students will need to apply their conceptual understanding of key mathematical concepts in order to solve. The examples below demonstrate the beginnings of the Partnership's thinking on the kinds of contextual problems students will encounter and the mathematical thinking required as part of this component. However, the Partnership expects that the performance tasks developed during this initiative will require far more investigation, evaluation, and synthesis than is shown by the examples below. For this reason, each example includes some insight into how the items might be enhanced to better illustrate the kinds of thinking and performances that students would be asked to demonstrate. In addition, the Partnership will explore how technology can enhance student engagement within each performance tasks.

Examples of Performance Tasks

Example #1

The mathematical concepts in *Example #1* are indicative of the mathematics that might be required in a performance task; however, to further enhance this item, the Partnership might require students to take measurements of actual staircases, wheelchair ramps, etc; record and analyze their results; and make recommendations for building code guidelines. The item would still introduce the algebraic components of the below item and might include a graphing component as well.

All states have building codes. Many such codes can be interpreted as mathematical inequalities, since they establish limits on what can be done.

Most states have codes related to staircase construction (see the photo).

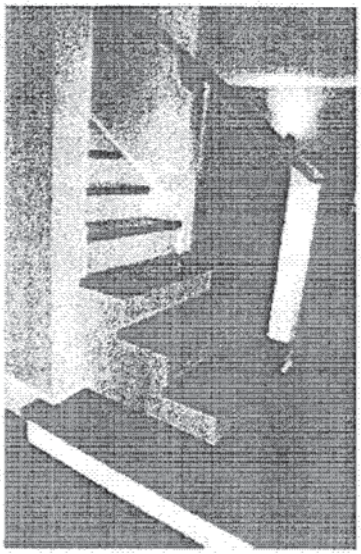


Figure 14

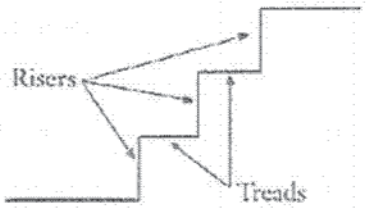


Figure 15

The most basic dimensions of a set of stairs are *riser height* and *tread depth*. A *riser* is the vertical front of a stair. The surface that you step on is called a *tread*. (See the diagram.)

(a) The Massachusetts State Building Code includes this statement:

> Maximum riser height shall be seven inches (178 mm) and minimum riser height shall be four inches (102 mm).

This statement contains two requirements for riser height. Write these requirements in two ways: as a pair of simple inequalities, and also as a compound inequality.

(b) Here is another statement from the Massachusetts State Building Code:

> Minimum tread depth shall be 11 inches (279 mm), measured horizontally between the vertical planes of the foremost projection of adjacent treads at a right angle to the tread's leading edge.

CCSS Match: 6.EE.8 (a & b), 7.EE.4c, A-REI.10 A-REI.12 (d), and Mathematical Practice 3 & 4 (e)

Source: This item was contributed by Jason Zimba, Professor of Physics and Mathematics, Bennington College; Council of Chief State School Officers, and the National Governors Association – original source unknown.

Example #2

To make Example #2 a more robust task, the Partnership might consider having students gather data (from Kelley Blue Book or other sources, for example) on the depreciated value of a used car of their choosing, graph their data using a scatterplot, analyze their graph and determine the

line of best fit (linear, quadratic, exponential, etc), and finally answer questions of the kind presented below. The Partnership values the contextual nature of this problem but would use the development period to strengthen this aspect of the performance task.

> Clara purchased a used car for $8400. She estimates that each year she owns the car it will depreciate (lose value) by 12% of its value the previous year.
>
> (a) According to Clara's assumption, the car's value after 1 year from the purchase date will be $7392. Check this yourself.
> (b) What will be the car's value 2, 3, and 4 years from the date of purchase?
> (c) Clara plans to keep the car until its value reaches $4000. By Clara's assumption, what is the minimum number of years from the date of purchase that the car's value will be less than $4000? Show your work.

CCSS Match: F.LE.1.c, F-LE.2, REI.1, and Mathematical Practice 2

Source: This item was contributed by Jason Zimba, Professor of Physics and Mathematics, Bennington College; Council of Chief State School Officers, and the National Governors Association – original source unknown.

Example #3 and #4

Examples #3 and #4 demonstrate the importance that the Partnership places on students finding and analyzing real-world data and recognizing the mathematics required to solve a given problem. However, they do not fully convey the level of student engagement envisioned for PARCC performance tasks. The Partnership plans to develop performance tasks that cover the full modeling cycle by asking students to recognize the mathematics; find, analyze and use data; employ mathematical procedures as appropriate; and explain and/or defend their response.

> Our school has to select a girl for the long jump at the regional championship. Three girls are in contention. We have a school jump-off. Their results, in meters, are given in the accompanying table.

Elsa	Miki	Aisha
3.25	3.55	3.67
3.95	3.88	3.78
4.28	3.61	3.92
2.95	3.97	3.62
3.66	3.75	3.85
3.81	3.59	3.73

Table 3: Data from the jump-off; distances are given in meters.

> Hans says, "Aisha has the longest average. She should go to the championship."
> Do you think Hans is right? Explain your reasoning.

CCSS Match: 7.SP.4 and Mathematical Practice 2 & 3

Source: This item was contributed by Jason Zimba, Professor of Physics and Mathematics, Bennington College; Council of Chief State School Officers, and the National Governors Association – original source unknown.

> The Trans Alaska Pipeline System is 800 miles long and cost $8 billion to build. Divide one of these numbers by the other. What is the meaning of the answer?

CCSS Match: 6.RP.2, 6.RP.3b, and Mathematical Practice 2

Source: This item was contributed by Jason Zimba, Professor of Physics and Mathematics, Bennington College; Council of Chief State School Officers, and the National Governors Association – original source unknown.

Math-4: End-of-year Assessment

This component will leverage technology to administer innovative, computer-enhanced items that measure the extent to which students have mastered important knowledge and skills. The items for this component will include next-generation selected-response items that not only signal whether students provided a correct answer but also help analyze why some students might have provided an incorrect answer (i.e., by identifying common mathematical errors that suggest common math misunderstandings).

The examples below are divided into two sections. **Section A** includes examples from the New York State Regents Exam that demonstrate a range of existing selected response item types in mathematics. The examples in **Section B** demonstrate current features of innovative computer-based items that could be used to enhance the selected response items in Section A. The Partnership includes the computer-based features to illustrate how technology offers the opportunity for rich item development aligned with the vision for the PARCC assessment system; current item design is generally not sophisticated enough to capture the full range of innovative items that the Partnership envisions.

SECTION A: Examples of Selected Response

Example #1

8 Students in Ms. Nazzeer's mathematics class tossed a six-sided number cube whose faces are numbered 1 to 6. The results are recorded in the table below.

Result	Frequency
1	3
2	6
3	4
4	6
5	4
6	7

Based on these data, what is the empirical probability of tossing a 4?

(1) $\frac{8}{30}$ (3) $\frac{5}{30}$

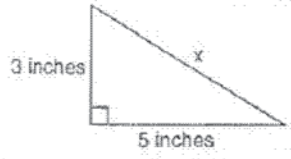
(2) $\frac{6}{30}$ (4) $\frac{1}{30}$

CCSS Match: 7.SP.6

Source: The University of the State of New York – Regents High School Examination: Integrated Algebra (June 2009)

Example #2

9 What is the value of x, in inches, in the right triangle below?



(1) $\sqrt{15}$ (3) $\sqrt{34}$

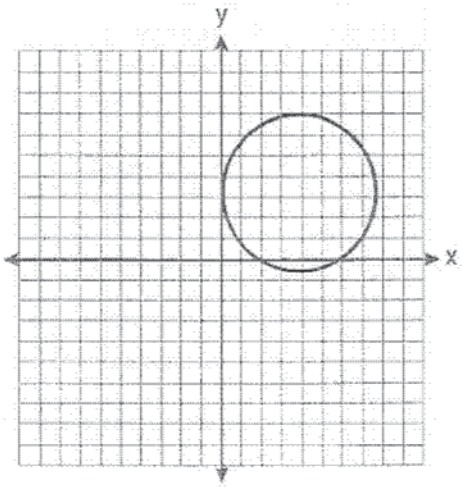
(2) 8 (4) 4

CCSS Match: 8.G.7

Source: The University of the State of New York – Regents High School Examination: Integrated Algebra (June 2009)

Example #3

19 Which statement is true about the relation shown on the graph below?



(1) It is a function because there exists one x-coordinate for each y-coordinate.

(2) It is a function because there exists one y-coordinate for each x-coordinate.

(3) It is *not* a function because there are multiple y-values for a given x-value.

(4) It is *not* a function because there are multiple x-values for a given y-value.

CCSS Match: F.IF.1

Source: The University of the State of New York – Regents High School Examination: Integrated Algebra (June 2009)

Example #4

18 What are the vertex and axis of symmetry of the parabola $y = x^2 - 16x + 63$?

(1) vertex: (8,–1); axis of symmetry: $x = 8$

(2) vertex: (8,1); axis of symmetry: $x = 8$

(3) vertex: (–8,–1); axis of symmetry: $x = -8$

(4) vertex: (–8,1); axis of symmetry: $x = -8$

CCSS Match: A.SSE.3b

Source: The University of the State of New York – Regents High School Examination: Integrated Algebra (June 2009)

SECTION B: *Examples of Innovative Items*

Example #1

Graphing Example 2 (Includes Interactive with Database software):

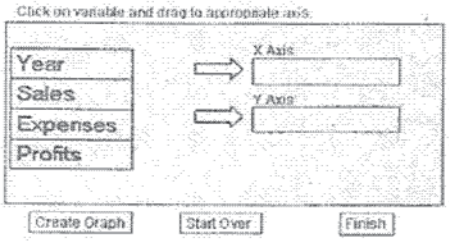
A company wants to create a graph that shows how profits have changed from the year 2000 to the year 2010. The profits for each year are contained in an Excel file that appears below.

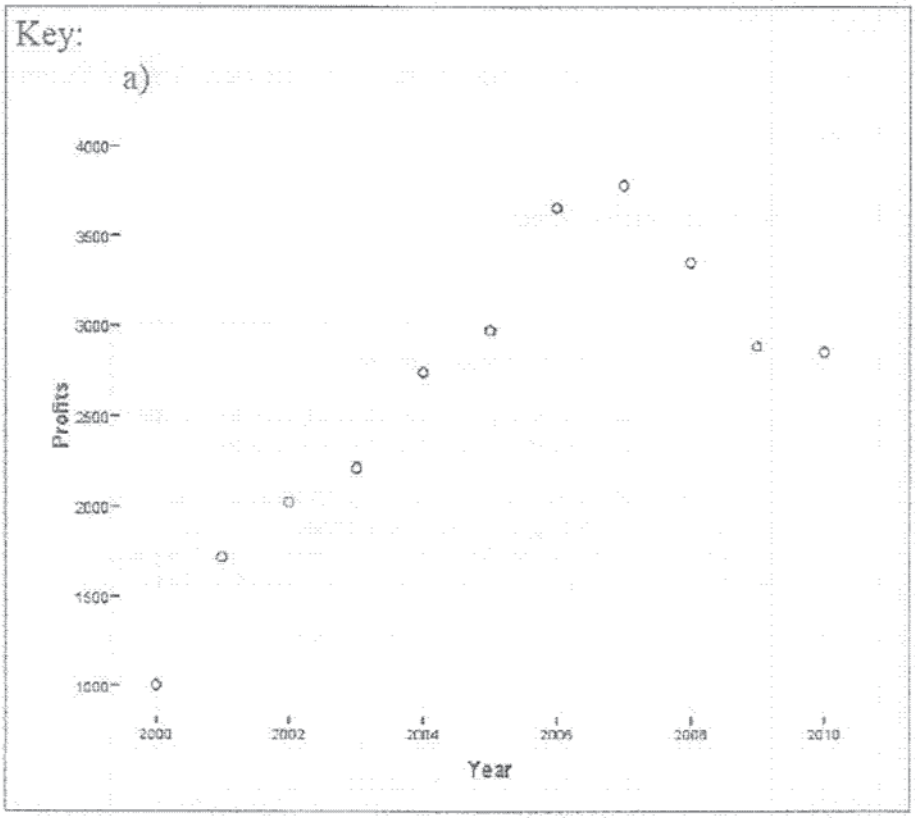
a) Use the chart editor to the left of the Excel file to create the graph. The data from the Excel file can be placed into the chart by double clicking on any column and dragging it to the vertical or horizontal axis in the chart editor. When you are finished, click on "create graph." If you need to redo the graph, click on "start over." When you are satisfied with your graph, click "finish."

Excel File

Year	Sales	Expe
2000	1456	
2001	2247	
2002	2639	
2003	2911	
2004	3478	
2005	3764	
2006	4609	
2007	4792	
2008	4521	
2009	3975	

Chart Editor





CCSS Match: S.ID.6a

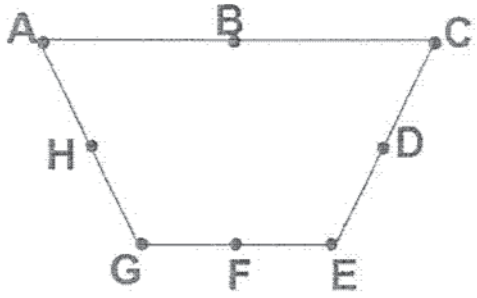
Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

Example #2

VII. Drawing Item Format

Drawing Item Format: Variation 1

A regular trapezoid is presented in the figure below.



Using the drawing tool found in the lower left hand corner of your screen, connect the two points that would connect the line of symmetry for this figure.

CCSS Match: 4.G.3

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

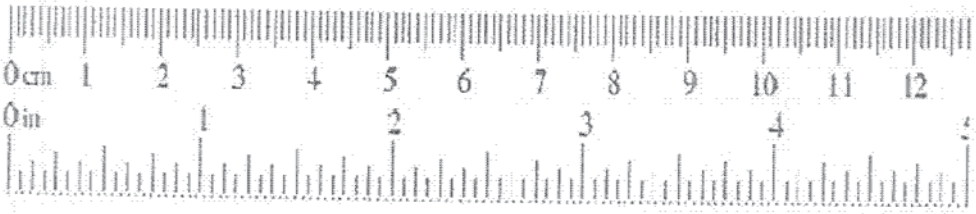
Example #3

Completion Item Example 2

Xiaoying cut a half-circle out of a piece of paper. The half-circle is shown below. She wants to know how long it is across the bottom.

Use the ruler below to measure the half-circle she cut out and enter your measurement in the space provided.

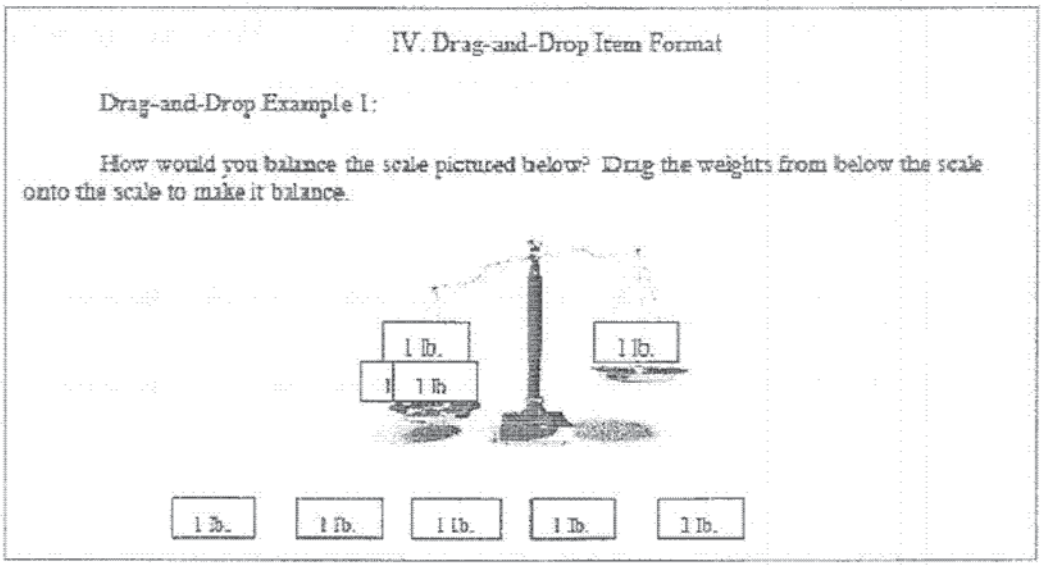
What is the measurement of the half circle along the bottom edge? _____



CCSS Match: 3.MD.4

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

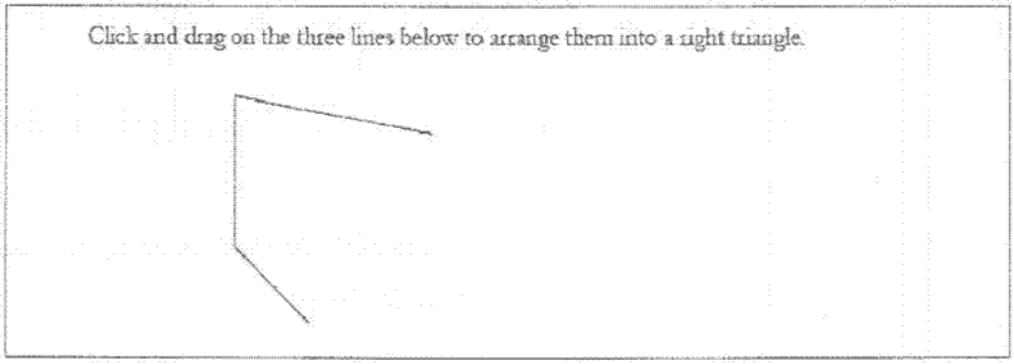
Example #4



CCSS Match: 3.MD.2

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

Example #5



CCSS Match: 1.G.1

Source: "Sample Innovative Items for Assessing Skills in Math and English Language Arts" from Sireci Psychometric Services (May 28, 2010)

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APPENDIX (A)(3) – B

POSSIBLE STANDARD-SETTING PROCESS

APPENDIX (A)(3) - B:
POSSIBLE STANDARD SETTING PROCESS

The Partnership will take three essential steps to set standards that meaningfully signal that students are college-and career-ready (CCR) or on track to be CCR. The Partnership will:

- Establish a set of performance level descriptors (PLDs) that clarify target performances for each subject area and at each grade level;
- Identify a CCR performance target as an anchor at the high school level; and
- Articulate the achievement standards downward across all assessments in the system to establish meaningful "On-Track" benchmarks for earlier grades.

ESTABLISHING PERFORMANCE LEVEL DESCRIPTORS

In developing the PLDs, the Partnership will establish detailed narratives of the knowledge, skills, and abilities possessed by examinees in each performance level and will describe not only what students should know but also how well and in what conditions the knowledge is exhibited. The policy definitions and PLDs will be drafted with input from educators and experts from Partnership states and ultimately approved by the Governing Board.

The Partnership is holding conversations with the Smarter Balanced consortium regarding co-developing policy definitions and PLDs to enable comparability of results across consortia. The Partnership's goal is to ensure comparability of results among and between the states in this Partnership and those in the Smarter Balanced consortium, to the maximum extent possible given their respective assessment system designs.

The Partnership will finalize the PLDs no later than summer 2014 to allow the Governing Board and the member states to adopt them preliminarily prior to the first operational administration in 2014-2015.

SETTING COLLEGE- AND CAREER-READY STANDARDS

The following outlines a possible CCR standard setting process that will be modified as necessary based on input from the RFI and input from the RSG – and ultimately would be decided upon by the Governing Board:

The standard setting process will include the following groups of stakeholders, who will participate on a Standard Setting Committee that recommends cut scores to the Governing Board in English language arts/literacy and mathematics: state content experts; grade level/subject area teachers; higher education faculty; business leaders; and experts on sub-groups such as students with disabilities and English learners. Committee members will be charged with reviewing the data presented to them from the various studies described in (A)(5), and they will each bring their own specific knowledge and experience related to college and career readiness to bear in the Committee's review of the data.

The Committee will hold three rounds of structured discussion and individual "scoring." The first will take place after the initial presentation of data to allow the Committee to talk about their review of the data. During the second round, each Committee member will individually recommend the score point at which he or she believes the college readiness cut score should be set, providing a rationale based on the data. The Committee's individual recommendations will be collected and shared with the group as the mean recommended score, the maximum and minimum recommended scores, and the median score. In the third round, each Committee member discusses his or her recommended cut score and rationale. When the third round is complete, the Committee will render a final recommendation and rationale for establishing a CCR cut score.

An External Review Group comprised of policy makers, psychometricians, postsecondary leaders, and chief state school officers will then review the Committee's recommendation. The Review Group will consider the same data reviewed by the Committee and issue an opinion regarding whether the Committee has recommended an appropriate cut score, including, if appropriate, an additional recommendation for setting the cut score higher or lower on the student performance continuum.

That opinion will be forwarded along with the Committee's policy recommendation to the Partnership's Governing Board, which will have responsibility for making the final policy determination. Regardless of the specific technical approach to standard-setting that the Partnership decides to implement, the Partnership's Governing Board will be charged with deciding the final cut scores, informed by the formal Committee recommendation, the expert

opinion, and an analysis of the impact of recommended cut scores on students and institutions in member states. This decision will be a hefty one, filled with political and educational implications, and the Governing Board will not make it lightly.

ARTICULATING "ON-TRACK" STANDARDS IN EARLIER GRADES

After the CCR standards have been set at the high school level in English language arts/literacy and mathematics, the Partnership will establish cut scores for determining whether students in earlier grades are "On Track" to meet that standard by the end of high school. This process will include a method to articulate the standards across grades and tests to ensure that performance expectations are coherent and provide a meaningful on-track signal. We will use the high school CCR performance level as an 'anchor' and regress backwards to locate the level of performance that demonstrates a student is on-track to achieve CCR. For example, the student growth percentile (SGP) method[1] is a promising approach to inform the articulation process. This could be used to identify the prior scores in which the student is likely to progress to each subsequent target. Superimposed on these CCR standards would be benchmarks comparing different levels of student performance on the Partnership's assessments to average performance in other countries---particularly high performing countries and countries with economies the size of the United States and that might be seen as economic and scientific competitors.

[1] Bettebenner, D. "Norm- and Criterion-Referenced Student Growth." *Educational Measurement: Issues and Practice* 28.4 (2009): 42-51.

APPENDIX (A)(4) – A

UNIVERSAL DESIGN CONSIDERATIONS FOR COMPUTER-BASED TESTS

APPENDIX (A)(4) - A:
UNIVERSAL DESIGN CONSIDERATIONS FOR COMPUTER-BASED TESTS

The following table outlines considerations for universally designed, computer-based test layout and design as discussed in section (A)(4) of the Partnership's proposal.[1]

Category	Consideration
General Considerations	• Sufficient contrast exists between background and text and graphics for easy readability. • Color alone is not relied on to convey important information or distinctions. • Font size and color scheme can be easily modified (through browser settings, style sheets, or on-screen options). • Stimulus and response options are viewable on one screen when possible. • Layout is consistent throughout the test. • Computer interfaces follow Section 508 guidelines (not supposed to hyperlink without referencing content).
Navigation	• Students have received adequate training on use of test delivery system. • Navigation is clear and intuitive (it makes sense and is easy to figure out). • Navigation and response selection is possible by mouse click or keyboard. • Option to return to items and return to place in test after breaks.
Screen Reader Considerations	• Item is intelligible when read by a text or screen reader. • Links make sense when read out of visual context ("go to the next question" rather than "click here"). • Non-text elements have a text equivalent or description. • Tables are only used to contain data, and make sense when read by screen reader.

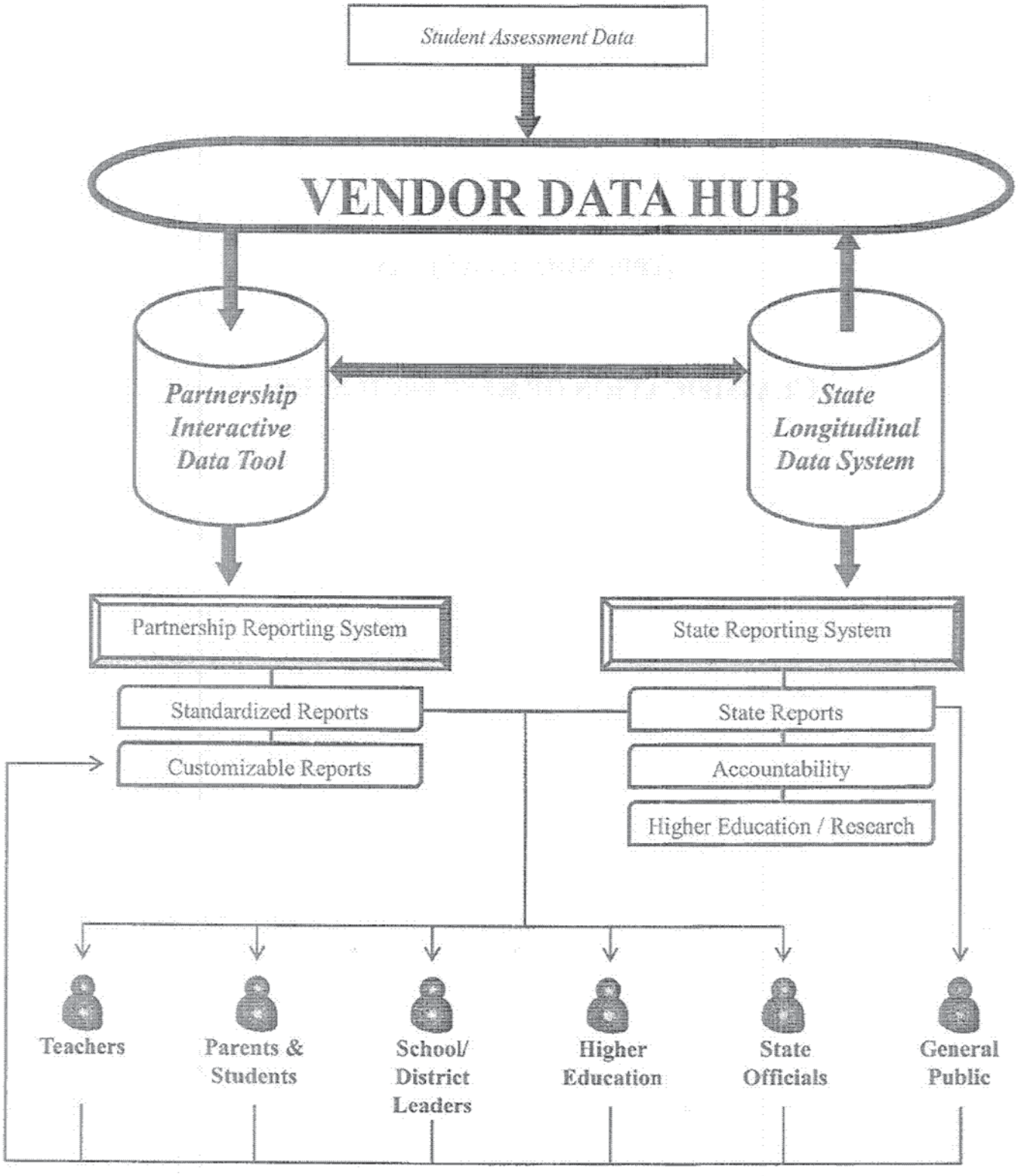
[1] From Geneva Haertel's ongoing IES project

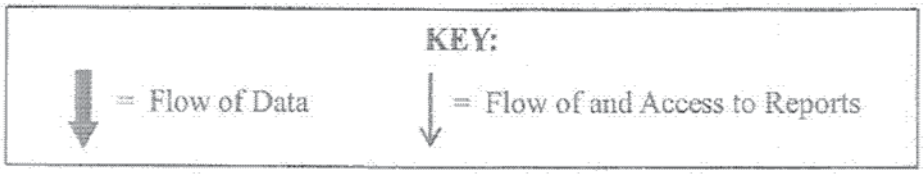
Test Specific Options	• Access to other functions is restricted (e.g., e-mail, Internet, instant messaging). • Pop up translations and definitions of key words or phrases are available if appropriate to the test. • Students writing online can get feedback on length of writing on-demand in cases where there is a restriction on number of words. • Students are able to record their responses and read them back as an alternative to a human scribe. • Students are allowed to create persistent marks to the extent that they are already allowed on paper-based booklets (e.g., marking items for review; eliminating multiple choice items, etc.).
Computer Capabilities	• Volume is adjustable. • Speech recognition is available (to convert user's speech to text). • Test is compatible with current screen reader software. • Computer-based options exist to mask items or text (e.g., split screen). • Computer software for test delivery is designed to be amenable to assistive technology.

APPENDIX (A)(4) – B

PROPOSED REPORTING SYSTEM

APPENDIX (A)(4) - B: PROPOSED REPORTING SYSTEM





APPENDIX (A)(5) – A

CLASSIFICATION OF RESEARCH STUDIES

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
Construct Validity	**RFI-1: Item Development**: How can the Partnership leverage technological innovations in item design and delivery (e.g., performance assessments with drag-and-drop measuring tools, "closed" internet domains, video and audio clips, etc.) while adhering to psychometric standards? *(also content validity)* **RFI-3: Effective, Efficient, and Valid Scoring:** What are the most promising statistical approaches to aggregating results from the various through-course components? What advances in technology can the Partnership leverage to maximize accuracy and efficiency in scoring? What practical implementation challenges should the Partnership anticipate and how might it overcome them? For example, what is the best strategy to deal with the problem of students who change schools frequently over the course of the school year? *(also reliability and fairness)* **Research Studies** 1. A study to verify that the assessment components, taken together, measure the full range of the CCSS. *(also precision across the full performance continuum and content validity)* 4. A study to verify when during the school year each component of the assessment system should be administered such that enough instructional time has passed that assessed topics have been covered, including analyzing when certain topics are typically taught in relation to when students are assessed on the topic. *(also consequential validity)* 5. A study of how much time it takes students to complete each item and task.

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
	8. A study of the efficacy of younger students taking the various components online. *(also fairness)* 9. A set of studies to evaluate the structure of the assessments to provide evidence that items and tasks are actually measuring the intended construct or constructs 13. A set of studies to verify that the results enable valid inferences about student achievement by each kind of stakeholder identified in sections (A)(2) and (A)(3), as well as valid decisions by those stakeholders based on those data. *(also consequential validity)* 14. A study to verify that the formative tools developed by the Partnership and described in section (A)(3) (for example, the Text Complexity Diagnostic Tool) produce results that enable classroom teachers to make valid inferences about student achievement and valid instructional decisions based on those inferences. *(also consequential validity)*
Consequential Validity	**Research Studies** 4. A study to verify when during the school year each component of the assessment system should be administered such that enough instructional time has passed that assessed topics have been covered, including analyzing when certain topics are typically taught in relation to when students are assessed on the topic. *(also construct validity)* 13. A set of studies to verify that the results enable valid inferences about student achievement by each kind of

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
	stakeholder identified in sections (A)(2) and (A)(3), as well as valid decisions by those stakeholders based on those data. *(also construct validity)* **14**. A study to verify that the formative tools developed by the Partnership and described in section (A)(3) (for example, the Text Complexity Diagnostic Tool) produce results that enable classroom teachers to make valid inferences about student achievement and valid instructional decisions based on those inferences. *(also construct validity)*
Predictive Validity	**RFI-7: Setting Standards:** The Partnership's assessment design requires a non-traditional, evidence-based process for setting standards that builds on the best of typical state processes and that also incorporates college readiness data, international benchmarking data, and engagement with external stakeholders. *(also external validity)* **Research Studies** **15a**. A criterion validity study to analyze the statistical relationship between students' performance (results) on the Partnership's assessments and their performance (results) on other exams, including NAEP, EXPLORE, PLAN, ACT, SAT, PSAT, IB, AP, ASVAB, WorkKeys, ACCUPLACER, and COMPASS. *(also external validity)* **15c**. A study to verify validity of the high school assessments (particularly the college- and career-ready anchor) by analyzing the relationship between scores on the Partnership's assessments and actual performance in college courses, conducted by administering the Partnership high school assessments to incoming college

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
	freshmen scheduled to take entry-level, credit-bearing courses in two-year and four-year institutions and then tracking their performance in those courses. **15d**. A study to verify that the content and constructs being measured by the Partnership's high school assessments reflects the prerequisite knowledge and skills necessary for entry-level, credit-bearing college courses in English and mathematics. *(also external validity)* **16a**. A validity study to examine the extent to which the assessments have been internationally benchmarked, conducted by ensuring that a sufficient number of states administer upcoming TIMSS, PIRLS, and PISA assessments and then analyzing the statistical relationship between scores on the Partnership assessments and scores on those international tests. *(also external validity)*
External Validity	**RFI-4: Teacher Effectiveness and Evaluation**: What are the best approaches for evaluating teacher effectiveness using assessment data? What technical requirements must be met to make valid and defensible inferences about teacher effectiveness based on student assessment results? *(also reliability and fairness)* **RFI-7: Setting Standards**: The Partnership's assessment design requires a non-traditional, evidence-based process for setting standards that builds on the best of typical state processes and that also incorporates college readiness data, international benchmarking data, and engagement with external stakeholders. *(also predictive validity)* **Research Studies**

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
	11. A study to verify that the body of evidence that is collected about a student's ability can be generalized across the full body of content knowledge presented in the CCSS. *(also reliability)* **12.** A set of studies to verify the reliability and generalizability of assessment results with particular attention to the reliability of results across relevant subgroups of students. *(also reliability)* **15a.** A criterion validity study to analyze the statistical relationship between students' performance (results) on the Partnership's assessments and their performance (results) on other exams, including NAEP, EXPLORE, PLAN, ACT, SAT, PSAT, IB, AP, ASVAB, WorkKeys, ACCUPLACER, and COMPASS. *(also predictive validity)* **15b.** A study to analyze the English language arts and mathematics content measured by the Partnership's high school assessments against the content measured by the primary college admissions tests currently used (e.g., the SAT and ACT), as well as placement tests such as ACCUPLACER and COMPASS. **15d.** A study to verify that the content and constructs being measured by the Partnership's high school assessments reflects the prerequisite knowledge and skills necessary for entry-level, credit-bearing college courses in English and mathematics. *(also predictive validity)* **16a.** A validity study to examine the extent to which the assessments have been internationally benchmarked, conducted by ensuring that a sufficient number of states administer upcoming TIMSS, PIRLS, and PISA

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
	assessments and then analyzing the statistical relationship between scores on the Partnership assessments and scores on those international tests. *(also predictive validity)* **16b**. A content validity study to investigate the extent to which the assessments based on the CCSS cover content that is consistent with content included on key international assessments, as implied by the CCSS, including such as TIMSS, PISA, PIRLS and others as determined necessary. *(also content validity)*
Reliability	**RFI-3: Effective, Efficient, and Valid Scoring:** What are the most promising statistical approaches to aggregating results from the various through-course components? What advances in technology can the Partnership leverage to maximize accuracy and efficiency in scoring? What practical implementation challenges should the Partnership anticipate and how might it overcome them? For example, what is the best strategy to deal with the problem of students who change schools frequently over the course of the school year? *(also construct validity and fairness)* **RFI-4: Teacher Effectiveness and Evaluation**: What are the best approaches for evaluating teacher effectiveness using assessment data? What technical requirements must be met to make valid and defensible inferences about teacher effectiveness based on student assessment results? *(also external validity and fairness)* **Research Studies** **6**. A study to analyze what growth model would best represent growth for this assessment system.

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
	7. A study to analyze the inter-rater reliability of human scorers (whether teachers or vendor hired) and the artificial intelligence scoring. 11. A study to verify that the body of evidence that is collected about a student's ability can be generalized across the full body of content knowledge presented in the CCSS. *(also external validity)* 12. A set of studies to verify the reliability and generalizability of assessment results with particular attention to the reliability of results across relevant subgroups of students. *(also external validity)*
Fairness	**RFI-3: Effective, Efficient, and Valid Scoring:** What are the most promising statistical approaches to aggregating results from the various through-course components? What advances in technology can the Partnership leverage to maximize accuracy and efficiency in scoring? What practical implementation challenges should the Partnership anticipate and how might it overcome them? For example, what is the best strategy to deal with the problem of students who change schools frequently over the course of the school year? *(also construct validity and reliability)* **RFI-4: Teacher Effectiveness and Evaluation:** What are the best approaches for evaluating teacher effectiveness using assessment data? What technical requirements must be met to make valid and defensible inferences about teacher effectiveness based on student assessment results? *(also external validity and reliability)* **RFI-6: Accessibility and Accommodations**: What advances in universally-designed assessments, including

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
	opportunities to leverage digital technologies, can help meet the goals of the Partnership? **Research Studies** 3. A study to verify that each assessment component is accessible to all types of student populations, including students with disabilities and English learners. *(also content validity)* 8. A study of the efficacy of younger students taking the various components online. *(also construct validity)*
Precision across the Full Performance Continuum	1. A study to verify that the assessment components, taken together, measure the full range of the CCSS. *(also construct validity and content validity)* 2. A study to verify that the assessment components, taken together, provide a precise measure of student achievement across the full performance spectrum, particularly for very-high-performing and very-low-performing students. *(also content validity)*
Comparability within and across Grade Levels	**RFI-8: Vertical Scaling**: What are the strengths and weaknesses of having a vertical scale across the assessments, and, if states decide to pursue the scale, how is it best implemented? **Research Studies** 10. A set of studies to verify that scores produced by the assessment are valid and comparable, while meeting the competing needs of standardization and flexibility across the states for administration, content, and scoring. 17. A set of studies in collaboration with other consortia of states to compare the results of student

APPENDIX (A)(5) - A:
CLASSIFICATION OF RESEARCH STUDIES

NIA Criteria	*Relevant RFI and/or Study*
	performance across the various assessment systems and the performance of the cohorts of students in higher education.
Other: Content Validity	**RFI-1: Item Development:** How can the Partnership leverage technological innovations in item design and delivery (e.g., performance assessments with drag-and-drop measuring tools, "closed" internet domains, video and audio clips, etc.) while adhering to psychometric standards? *(also construct validity)* **RFI-5: Text Complexity**: To ensure that the texts used for the system are at appropriate level of complexity for each grade, the Partnership will need to determine a rigorous methodology for selecting texts for inclusion. **Research Studies** 1. A study to verify that the assessment components, taken together, measure the full range of the CCSS. *(also construct validity and precision across the full performance continuum)* 2. A study to verify that the assessment components, taken together, provide a precise measure of student achievement across the full performance spectrum, particularly for very-high-performing and very-low-performing students. *(also precision across the full performance continuum)* 3. A study to verify that each assessment component is accessible to all types of student populations, including students with disabilities and English learners. *(also fairness)* 16b. A content validity study to investigate the extent to which the assessments based on the CCSS cover

APPENDIX (A)(5) - B:
DRAFT VALIDITY ARGUMENT

The Partnership is committed to designing and executing a validity argument based research and evaluation plan. Using an argument-based approach offers several advantages over more traditional research and evaluation plans. We first explain briefly the structure of an argument and then outline in more detail the argument specific to the Partnership.

Framework

Kane's[1] argument-based approach is the focus of the research and evaluation component of this proposal because it offers several pragmatic advantages over evaluations based on the construct model, primarily in terms of prioritizing studies and synthesizing the results of the various studies. At its simplest, Kane's approach asks the evaluator to search for and evaluate all the threats to the validity of the assessment inferences, i.e., a falsification orientation. If these threats are not substantiated, the inferences drawn from the assessment results may be supported, at least tentatively. For example, part of a validity argument for an assessment of college- and career-ready knowledge and skills could include the claim that the "students who pass the assessment have a significantly higher probability of success in their first year of college." Investigators would then conduct studies to evaluate this claim. The term *validity evaluation* is used to encompass the interpretative and validity arguments, the plan for conducting various validity studies, the studies themselves, and the evaluation of the results.

Kane's[2] interpretative argument outlines what the user/evaluator thinks should occur (and why it should occur) as a result of the testing and related systemic endeavors, whereas the validity argument is essentially the conclusions drawn after weighing the available evidence and logic. Explicitly specifying the proposed interpretations and uses of the assessment (system), developing a measurement procedure consistent with these proposed uses, and then critically evaluating the plausibility of the initial assumptions and resulting inferences is a straightforward approach for focusing the Partnership's research and evaluation efforts.

The interpretative argument is essentially a mini-theory, as it provides a framework for interpretation and use of test scores. Like theory, the interpretative argument guides the data collection and methods for conducting the validity analyses. Most importantly, theories are

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[1] Kane, M.T. "Validation." *Educational Measurement.* 4th ed. Ed. R. L. Brennan New York: American Council on Education, 2006. 17-63.

[2] *ibid*

falsifiable, and making the connection between the interpretative argument and mini-theory is intended to emphasize that validation is not a confirmationist exercise. It is helpful to think of the interpretative argument as a series of "if–then" statements, such as, "If students are determined to be 'on-track' as a result of the grade 7 math assessment, then these students will possess the knowledge and skills necessary to meet 8th grade expectations."

Kane[3] noted two stages of the interpretative argument. The *development stage* focuses on the development of measurement tools and procedures, as well as the corresponding interpretative argument. Kane suggested that it is appropriate to have a confirmationist bias (a stance that favors evidence and interpretations supporting the current state of the assessment system) in this stage, because the developers (state personnel and contractors) are trying to make the program work as well as possible. During the *appraisal stage,* Kane argues that there should be more of a focus on critical evaluation of the interpretative argument. This should be a neutral and "arms-length" standpoint to provide a more convincing evaluation of the proposed interpretations and uses. However, since this grant is focused on the development period only, the Partnership will adopt a confirmationist stance during much of the development phase and build a robust research agenda for the appraisal stage once the assessments are operational.

Kane[4] describes four general components— scoring, generalization, extrapolation, and decision—for making an interpretive argument for a testing program. Under each component, a set of arguments are established and investigated thoroughly until all claims made can withstand all possible counter-arguments. Kane provides the following as examples of arguments being made under "scoring": "the scoring rule is appropriate" and "the scoring rule is applied accurately and consistently." According to Kane, a person would then assess all possible counter-claims and determine whether the arguments for validating the scoring process still hold after investigating different avenues to debunk each stated argument.

Unfortunately, this is an incomplete representation of an interpretative argument for an assessment system as novel and complex as the one being developed by the Partnership. It is critical to carefully describe the theoretical framework and the target constructs prior to

[3] *ibid*
[4] *ibid*

developing items/tasks.[5] Wilson, like Mislevy, described the importance of a careful item design process that would elicit responses mapped to different levels of the construct being measured.[6]

Kane and others[7] suggested that the evaluator must attend to values and consequences when evaluating a decision procedure such as when a testing program is used as a policy instrument, as is the case with essentially all state tests, especially those tests used for high stakes purposes. When conducting such a validity evaluation, the values inherent in the testing program must be made explicit, and the consequences of the decisions as a result of test scores must be evaluated. There might be a lingering theoretical debate regarding whether consequences are integral to construct validity, but most leading validity theorists[8] have argued convincingly that consequences are as much a part of validity as is content or any other source of evidence. However, whether or not one agrees with this view of validity, the Partnership assessments will be used for important policy decisions, and the consequences of these decisions must be considered in validity evaluations. Evaluators must be particularly attentive to unintended negative consequences that may arise from focusing on grade-linked instruction. Therefore, the Partnership's interpretative argument and therefore its research and evaluation plan will be organized according to the following categories:

- Construct development and identification
- Items and task design
- Scoring
- Generalization
- Extrapolation

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[5] Wilson, M. *Constructing Measures, An Item Response Modeling Approach*. Mahwah, NJ: Lawrence Erlbaum, Associates, Inc. 2005.

[6] *Ibid;* Mislevy, R.J. "Evidence and Inference in Educational Assessment. *Psychometrika* 59 (1994): 439-483.

[7] Kane, 2006 and Shepard, L. "Evaluating Test Validity." *Review of Research in Education*. Vol. 19. Ed. L. Darling-Hammond. Washington, DC: American Educational Research Association, 1993. 405-450.

[8] Cronbach, L. J. "Test Validation." *Educational Measurement*. 2nd ed. Ed. R. L. Thorndike. Washington, DC: American Council on Education, 1971. 443–507; Lane, S., & Stone, A. "Strategies for Examining the Consequences of Assessment and Accountability Programs." *Educational Measurement: Issues and Practice* 21.2 (2002): 23–30; Linn, R. L., Baker, E. L., & Dunbar, S.B. "Complex Performance-Based Assessment: Expectations and Validation Criteria." *Educational Researcher* 20.8 (1991): 15–21; Messick, S. "Validity." *Educational Measurement.* 3rd ed. Ed. R. L. Linn (Ed.) New York: American Council on Education, 1989. 13-103; Messick, S. "The Interplay of Evidence and Consequences in the Validation of Performance Assessments." *Educational Researcher* 23, 2 (1995): 13-23; Shepard, L. "The Centrality of Test Use and Consequences for Test Validity. *Educational Measurement: Issues and Practice* 16.2 (1997): 5–24.

- Decision
- Consequences

The draft interpretative argument presented below is just that, a draft. The consortium's Research Strategy Group (RSG), Technical Advisory Committee (TAC), and state leaders will be responsible for finalizing this draft to guide the Partnership's validity evaluation agenda.

The Theory of Action and the Interpretative Argument

Several researchers[9] have suggested that it is helpful, both conceptually and heuristically to develop a theory of action as a starting point for constructing an interpretative argument. In essence, this research and evaluation section is designed to explicate and evaluate the various claims put forth in the Partnership's Theory of Action. This section also incorporates key design decisions into the interpretative argument. Finally, we could generate an extensive number of propositions for an interpretative argument to evaluate an assessment system as complex as the one being proposed by the Partnership, but the goal here was to identify and propose the most salient of these propositions necessary for evaluating the validity of the assessment system.

Purposes and Use

The Partnership is developing its assessment system to serve its key purpose as noted in the Theory of Action: *building its collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace*. This goal will be realized through four intended outcomes:

- Reporting achievement results based on a clear definition of college and career readiness will improve outcomes for students;
- The common assessment system will help make accountability policies better drivers of improvement;
- Classroom teachers will have an assessment system that provides as much for them as it asks from them, one that functions as an integrated element in a larger system of standards, curriculum, and ongoing collaborative, professional work; and

[9] Ryan, K. "Assessment Validation in the Context of High Stakes Assessments. *Educational Measurement: Issues and Practice* 21.1 (2002): 7–15; Marion, S.F., & Perie, M. "Validity Arguments for Alternate Assessments." *Alternate Assessments Based on Alternate Achievement Standards: Policy, Practice, and Potential*. Ed. W. Schafer & R. Lissitz, 2009. 115–127.

- The common assessment system will help education leaders and policymakers make the case for improvement and for sustaining education reforms.

The specific claims and propositions to be tested in the research and evaluation plan are tied to this purpose and these outcomes.

Construct development and identification

This part of the validity argument is designed to examine the ways in which PARCC has translated the domain (in this case the Common Core State Standards—CCSS) into the specified measurement constructs (i.e., test specifications and items). However, the Partnership cannot simply assume that the CCSS describes the knowledge and skills necessary for success in college and careers. These assumptions must be validated and, as a second step, the consortium must document that the items and tasks measure college- and career-ready knowledge and skills as intended. The specific propositions to be evaluated for this aspect of the argument include:

1. The construct being measured, as defined by the CCSS, is specified and defined.
2. Varying levels of success on the construct of being college and career ready are specified and defined such that there are meaningful differences among the various levels.
3. Varying levels of success on the construct of being on-track to college and career readiness are specified and defined such that there are meaningful differences among the various levels.

Item and task development

The CCSS and the Race to the Top NIA specifications indicate the importance of measuring higher order knowledge and skills while serving as the foundations of assessments that can both support high stakes accountability decisions and inform teaching and learning. Claims and propositions in this section of the design will lead to research and evaluation questions about how well the design and selection of items and tasks represent the specified constructs.

1. Existing item types that are selected for use in the Partnership's assessments support measurement of the specified constructs.
2. The selection of items and tasks stimulate responses that indicate the full depth and breadth of the CCSS are being measured.

3. Items and tasks selected stimulate responses that can be mapped to different levels of the constructs.
    - The set of items and tasks selected for the Partnership's assessments allow for measurement of both high and low performing students.
4. Items and tasks selected are free of bias.
5. Performance assessments measure important aspects of college- and career-ready knowledge and skills beyond what can be measured with selected-response items.
6. Other innovative, computer enhanced item types measure important aspects of college and career ready knowledge and skills beyond what can be measured with more traditional item types.

Scoring

The quality—in terms of accuracy and reliability—of scoring is critical for ensuring the success of the Partnership's assessment system. Clearly, the items must be designed so that meaningful scoring rules can be created, but evaluating the scoring rules themselves is critical for evaluating the validity of the overall assessment system. The scoring rules are designed to translate student performances to observed scores on the items and assessments. The possible use of teachers and others as part of distributed scoring system leads to several claims and propositions.

1. The scoring rules are appropriate for defining differences in performance levels of the various constructed-response items and performance tasks.
2. The scoring rules are consistently and accurately applied to all students (i.e., there is no bias in the scoring rules).
3. Distributed scoring of certain components of the assessments by consortium teachers, if pursued by states, can be accomplished cost effectively and can meet turn-around time expectations.
4. Distributed scoring of constructed-response items and performance tasks by consortium teachers can be accomplished without a loss of accuracy and reliability compared to centralized scoring.
5. Innovated computer enhanced items can be automatically scored accurately.
6. Scoring includes checks to identify answer and / or scoring anomalies that may be indicative of fraud by students, teachers, and / or school administrators (e.g., answer copying during or after testing).

7. Scoring should evaluate teacher leniency / severity between schools and districts by incorporating cross-entity scoring.
8. Artificial Intelligence scoring of constructed response items and performance tasks, where appropriate, along with human scoring adds value in terms of increased efficiency.

Generalization

High quality item and task level scoring is critical for ensuring the success of the assessment system, but the inferences about student performance are made at the form or test level. In other words, the collection of items onto forms is a critical component of the validity investigation. The issue of generalization is critical to any validity investigation, but even more so when the Partnership is planning to use scores from assessment components distributed throughout the year to roll up to a summative determination. Kane's use of generalization follows a long line of measurement theory in arguing that while observed scores might be interesting, the extent to which these observed scores can be generalized to a "universe" or domain is the critical measurement issue.

1. The use of assessment components administered during the year, instead of only at the end of the year allows for the measurement of the full depth and breadth of the CCSS.
2. The use of through course assessment components does not result in the atomization of the depth of learning intended in the CCSS.
3. Various sources of error associated with items and tasks including those due to occasion (e.g., time of year), raters, and tasks are minimized.
4. The sample of items and tasks is sufficient for producing student level scores with level of reliability appropriate for the intended uses.
5. Sources of score variability unrelated to students do not distort score interpretations.
6. Any diagnostic information that can be derived should be given to students and teachers in order to inform student specific teaching approaches.

Extrapolation

This section of Kane's framework requires the evaluator to collect evidence to address claims and propositions related to translation among the scores on the various components of the assessments, the aggregate (summative) score, and the performance levels on the constructs of interest. Claims and propositions related to this aspect of the argument follow.

APPENDIX (A)(5) - B:
DRAFT VALIDITY ARGUMENT

1. The scores for the various components of the PARCC assessment system can be aggregated to form a summative score that produces defensible inferences.
    - The components administered throughout the year can be meaningfully and defensibly aggregated into a summative score.
    - The timing of the components administration is appropriate for producing a meaningful summative score.
2. The selected measurement model used to create a summative score provides an interpretation of the distance between different respondents (based on scores) and between different levels on the specified construct.
3. The standard setting methodology results in cut scores yielding credible distinctions on the construct of interest such that the cut scores lead to valid inferences about student performance related to college and career readiness.

Decision

Of course, many of the goals of the Partnership's assessment system are still one step beyond extrapolation and involve the decisions made from the assessment results. These include accountability and instructional decisions based the information generated from the assessment system.

1. The assessment reporting system provides information from the assessment system such that teachers and other educators are able to generate defensible inferences about student, subgroup, and school performance
2. Teachers receive useable information from the assessment system in order to evaluate and adjust their instructional programs in order to improve student learning of the CCSS.
3. The assessment system yields data that can support a growth model for evaluating the extent to which students are on-track to be college and career ready by the time they leave high school.
4. The assessment system produces data and information that can credibly support high stakes accountability decisions about teachers, principals, and schools.
5. The assessment system results are used to make defensible decisions about students' placement into credit-bearing courses in postsecondary institutions.

6. Decisions about schools, teachers, and students are due to actual student achievement and not to student or teacher cheating or due to other test anomalies (e.g., non-standard administration or using erroneous /incorrect instructions).

Consequences

While Kane clearly supports investigating consequences as part of validity evaluation, he does not single it out as a separate category like he does with scoring and generalization, for example. However, given the nature of the Partnership's assessment system, especially in regard to its intended purposes, uses, and ultimate goals, the evaluation of test consequences must be an obviously identifiable aspect of the research and evaluation plan. Propositions guiding the highest priority intended and potential unintended consequences follow.

1. The use of performance assessment and other innovative computer enhanced item types leads (through signaling and modeling) to instructional practices that support more complex thinking and deeper understanding of subject matter than is currently the case.
2. Student learning of college and career ready skills, in part as a result of the assessment expectations, increases such that a greater percentage of students than currently choose to attend postsecondary education or engage in careers (including career training).
3. The link between the knowledge and skills necessary to succeed in postsecondary education are made clear through the assessment system such that the rates of students required to enroll in remedial courses declines.
4. Students placed into credit-bearing postsecondary courses based on the assessment results are able to successfully complete the required college coursework.
5. Teachers will use the released items and performance tasks as well as the instructional components of the assessment system (interim assessments) to improve their capacity to identify students' strength and weaknesses relative to learning the CCSS.
6. Teaching in ways to maximize student success on measures of complex thinking does not distort inferences about student performance (i.e., "teaching to the test" with these sorts of items and tasks still yields valid score information).
7. The accountability information produced from the assessment scores is credible such that it leads to defensible decisions about teacher and school effectiveness.
8. Using the results of the assessment system for high stakes accountability decisions about teachers does not lead to an increase in negative testing practices such as cheating.

9. Using the results of the assessment system for high stakes accountability decisions about teachers and schools does not result in the loss of certain educational opportunities for individuals and specific groups of students.

Research and Evaluation Plan

As noted above, the RSG, TAC, and state leaders will revise and refine this draft interpretative argument. Even with a revised interpretative argument, there will still be too many potential studies outlined for the consortium to accomplish. Therefore, the RSG, TAC, and Partnership leaders will use a variety of approaches to identify the highest priority studies in each of the four years of the grant. Several of these potential studies are outlined in the main body of the proposal in section (A)(5). These prioritized studies will form the foundation of the consortium's validity evaluation plan that will outline which studies will occur when and how the results will be used to adjust and improve the consortium's assessments and related programs.

APPENDIX (A)(8) – A

ACHIEVE'S PROJECT MANAGEMENT QUALIFICATIONS

Appendix (A)(8) – A:
Achieve's Detailed Qualifications

PROJECT NAME: American Diploma Project Assessment Consortium (Algebra I and Algebra II End-of-Course Exams)

STATES:

Arizona

Arkansas

Florida

Hawaii

Indiana

Kentucky

Maryland

Massachusetts

Minnesota

New Jersey

North Carolina

Ohio

Pennsylvania

Rhode Island

Washington

Period of Performance: Fall 2005-present

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Appendix (A)(8) – A:
Achieve's Detailed Qualifications

DESCRIPTION OF PROJECT

The American Diploma Project (ADP) Assessment Consortium is a group of fifteen states that are part of the ADP Network. These states, with leadership from Achieve, voluntarily banded together with the goal of creating high-quality, rigorous mathematics assessments aligned to increased expectations, including an assessment that could serve as an indication of readiness for college mathematics. The resulting end-of-course exams in Algebra I and II represent the largest multistate common assessment effort ever undertaken.

ACHIEVE APPROACH/CONTRIBUTION

Achieve is both the engine driving this work forward and the glue keeping the ADP Assessment Consortium together. Our goal moving forward is to ensure that the exam is of the highest-possible quality and that each state has developed clear strategies for institutionalizing it in both the K–12 and higher education sectors. Our specific strategies include:

Help states build strategies for incorporating the Algebra II exam in their larger assessment system. All participating states view the exam as an opportunity to improve mathematics instruction and curriculum and to provide teachers and students with the tools they need to be successful. However, each participating state will determine how it will use the ADP Algebra I and Algebra II exams.

To ensure the Algebra I and Algebra II exams take hold in the states, Achieve continues to help each state work through how the exams will be used and how they will fit into their broader high school assessment systems. Some states are well ahead in working this out and require limited assistance; others need help thinking through their options and determining how to phase in the exams. Achieve will continue to work with leaders in this Consortium to develop clear strategies for integrating and using the assessments, including plans for institutionalizing both exams in the K–12 system and the Algebra II exam in the higher education systems.

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Achieve's Detailed Qualifications

Ensure a high-quality test. Although primary responsibility for the development of the test resides with the vendor, one of Achieve's primary roles in this effort is to work with the states and the vendor to review the test items and forms as they are developed so that we can validate the quality of the resulting test. Given our role as reviewer and critic of state tests over the years, it is especially important that the Algebra I and Algebra II assessments meet our own standards of quality, including strong alignment with the ADP Algebra I and Algebra II End-of-Course Exam Content Standards.

To monitor the contractor and oversee the progress of the exam, the Coordination and Direction Team (CDT) holds a monthly conference call and meets tri-annually with the vendor to discuss test development, resolve outstanding issues among the states or between the states and the contractor, and coordinate the participation of the states in the overall initiative. Achieve manages the work of the CDT, helping to develop the agenda, identifying critical issues to be addressed and maintaining ongoing contact with the vendor. More generally, Achieve helps the project move forward and meet the tight timetable for test development and implementation. To help secure acceptance of the exam at the postsecondary level, Achieve has formed the Research Alliance — the equivalent of a state technical advisory committee — which is composed of national experts in psychometrics, K–12 mathematics and higher education. The group's mission is to monitor the vendor and the CDT and offer guidance on the technical quality of the test. The group has reviewed and advised on the design of validity studies to be conducted by the vendor. Continued work of the Research Alliance includes helping the vendor and the states determine how the test can be used to promote instructional improvement.

Setting scores to indicate college readiness. During the first operational year, the vendor conducted several validity studies on the Algebra II exam, with guidance from Achieve and the Research Alliance. Well-designed predictive validity studies were important to provide evidence that the Algebra II exam could be used in postsecondary institutions as an indicator of readiness for credit-bearing mathematics courses. This was particularly important to ensure sound evidence that scoring well on the test predicts success in freshman college mathematics courses. Achieve worked with the vendor to identify the appropriate participants for the various studies, as well as ensuring the quality of the studies.

Appendix (A)(8) – A:
Achieve's Detailed Qualifications

In Summer 2009, states and national policy leaders convened to recommend a cut score on the Algebra II exam that indicates readiness for college-level mathematics course work. Student scores in subsequent years will be based on the decisions that were made at this meeting. Establishing these scores, and the validation that these scores are an indicator of college readiness, was a vital piece of this project for the buy-in of postsecondary institutions.

Before and after the standard setting meeting, Achieve met with a subset of Research Alliance members to discuss the educational and political implications of the scores being set. In the meeting before the standard setting, the group met to review the data being presented to familiarize themselves with the outcomes of the validity studies. In the meeting after the standard setting, Achieve and a subset of Research Alliance members considered the recommendations from the standard setting group and determined the college-ready cut scores.

Reporting results. A related responsibility for Achieve was to report the results of the test across the states after the exam standards were set and on an annual basis thereafter. The latest report, written for the 2009 administration is at http://www.achieve.org/2009ADPAnnualReport.

Project evaluation. To monitor the extent to which project objectives are being met, Achieve and the vendor have developed a timeline indicating when critical events in the development and implementation process must occur if the exam is to be ready for the future administrations and the standard setting, as called for in the contract and as required by the states.

Achieve evaluates progress toward the key objectives by monitoring more discrete objectives through bi-weekly conference calls with the vendor, monthly conference calls involving the CDT and the vendor, and tri-annual CDT meetings. Where progress is not being made, Achieve works with the vendor to determine the reasons for delay and help develop and implement a plan for accomplishing each step. Achieve then continues to monitor progress to ensure the project remains on track.

OUTCOMES

By working together, the states hoped to create new, high-quality assessments at a lower cost than if they were bearing all of the development costs alone. In 2006, the ADP Assessment

Appendix (A)(8) – A:
Achieve's Detailed Qualifications

Consortium states, with guidance from Achieve and with Ohio serving as the lead, participated in a joint procurement for the development of an Algebra II end-of-course assessment. After a competitive bidding process, a vendor was chosen as the test developer. The first ADP Algebra II assessment was administered to nearly 90,000 students in the spring of 2008. In spring 2009, the number of Algebra II test takers grew to 102,936. Subsequently, the Consortium developed Algebra I exam standards and an aligned Algebra I exam, which was administered for the first time in 2009 to 33,446 students. Standard setting (the process of determining achievement-level cut scores) for both exams was completed in July 2009.

The ADP Assessment Consortium states anticipated that early test results would be low but recognized the importance of aiming high so that their high school graduates would be prepared for success in college and careers. In developing the exams, all participating states were guided by three main purposes:

- To develop high-quality exams that would ensure a consistent level of content and rigor in Algebra I and II courses within and across states;
- To improve the quality of curriculum and instruction in Algebra I and II courses, within and across states; and
- To examine students' mastery of the content in the course they completed and to provide an indicator of students' readiness for success in mathematics at the next level. With respect to Algebra I, that means providing an indicator for readiness in a higher-level mathematics course, such as Algebra II. For students completing the Algebra II exam, the exam provides an indicator of readiness for the first credit-bearing college mathematics course, typically College Algebra.

Appendix (A)(8) – A:
Achieve's Detailed Qualifications

PROJECT NAME

American Diploma Project Network

STATES

Alabama	Indiana	North Carolina
Arizona	Kentucky	Ohio
Arkansas	Louisiana	Oklahoma
California	Maine	Oregon
Colorado	Maryland	Pennsylvania
Connecticut	Massachusetts	Rhode Island
Delaware	Michigan	Tennessee
Florida	Minnesota	Texas
Georgia	Mississippi	Virginia
Hawaii	Nebraska	Washington
Idaho	New Jersey	Wisconsin
Illinois	New Mexico	

Period of Performance: February 26, 2005- present

POINT OF CONTACT

Jamie Olson McKee
Program Officer
Bill & Melinda Gates Foundation
PO Box 6176
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Appendix (A)(8) – A:
Achieve's Detailed Qualifications

DESCRIPTION OF PROJECT

The American Diploma Project (ADP) is an Achieve initiative created to ensure that all students graduate from high school prepared to face the challenges of work and college. The ADP Network was launched during the National Education Summit on High Schools in 2005. It was designed to help states take bold steps to improve the high school experience for young people and to close the expectations gap that leaves so many of them unprepared for their futures. The ADP Network includes 35 states – educating nearly 85 percent of America's high school students – dedicated to the same goal. The ADP Network works to ensure that all states:

- Align high school standards and assessments with the knowledge and skills required for success after high school.
- Require all graduates to take rigorous courses – aligned to college- and career-ready standards – that prepare them for life after high school.
- Streamline the assessment system so that the tests students take in high school also can serve as placement tests for college and hiring for the workplace.
- Develop reporting and accountability systems that value college and career readiness for all students.

In these states, governors, state education officials, business executives and higher education officials work together to raise high school standards, strengthen assessments and curriculum, and align expectations with the demands of college and careers. Although all Network states have committed to a common set of key policy priorities, there is no one-size-fits-all approach. Each state has developed its own action plan for carrying out the agenda.

Achieve develops and provides resources and support mechanisms for ADP Network states, including peer networking and learning opportunities through participating in an annual convening of the ADP leadership team in each state, issue-based convenings designed to delve into specific policy areas, and a series of focused teleconferences to provide an overview of new research and provide participants an opportunity to ask questions and discuss findings. Achieve's State Leadership Team also delivers direct technical assistance to states. This manifests itself in several ways: providing policy advice and assistance to state executives,

facilitating public forums, testifying before the state legislature or board of education, and engaging postsecondary and business community leaders.

ACHIEVE APPROACH/CONTRIBUTION

While states have their own unique challenges, there is much they can learn from each other about solving tough challenges without reinventing the wheel. The ADP Network convenes states to engage in meaningful and strategic dialogue about best practices, addressing challenges, and policy and political strategies. These conversations allow a cross-fertilization of ideas among states and help Achieve better understand state challenges. States also benefit from the added legitimacy of being part of a well-regarded national effort.

Achieve is committed to fostering "peer networking" among states by providing forums for strategic dialogue about best practices, overcoming challenges, and issue analysis. Over the course of the year, we organize a series of conference calls and webinars for state leadership teams to discuss specific high-priority topics, including the common core state standards, Race to the Top, and college- and career-ready communications strategies.

Annually, we convene cross-sectoral leadership teams from all ADP Network states. In September 2009, Achieve hosted the fifth annual ADP Network Leadership Team Meeting in Washington, D.C. The goal of the annual meeting is to give states a chance to address key challenges and opportunities associated with adopting, implementing and sustaining the college- and career-ready policy agenda. Participants had time to engage with national experts, learn from colleagues in other states, and meet in state teams to plan next steps in their ongoing efforts to advance the ADP policy goals. Prior to the meeting, Achieve hosted a Communications and Outreach Workshop for state communications and policy leaders.

With over 300 participants from the 35 states in the ADP Network at the Leadership Team Meeting—including 20 K-12 chief state school officers; 20 state board of education members and legislative leaders, nearly 40 higher education leaders; over 50 members of states' business, philanthropy and education communities; and over 80 representatives from states' governors offices and departments of education—there was a broad consensus that this was not only

Appendix (A)(8) – A:
Achieve's Detailed Qualifications

Achieve's most well attended annual meeting, but also its most successful to date. While a variety of topics were discussed, there were three major areas of focus throughout the meeting: the Common State Standards Initiative, the Race to the Top Fund competition, and how to deliver and sustain the college- and career-ready agenda.

Throughout the course of the year, Achieve works directly with ADP Network states to provide strategic and technical policy development support. We fulfill quick turnaround research requests from states seeking to learn more about policy trends related to the college-and career-ready agenda. We also spend time on the ground in states engaging in robust conversations with state leaders to help map out strategic plans and advance policy goals. Often times this includes providing expert testimony as relates to aligning standards and graduation requirements with college-and career-ready expectations as well as ways for states to design assessment and accountability systems that measure and incentivize college and career readiness.

Achieve also produces an assortment of research reports and tools to help guide state policymakers. We leverage our research and expertise in key areas, such as mathematics, to identify clear recommendations and actionable strategies. We make these resources publicly available through our websites but focus more specifically on dissemination strategies within the ADP Network. For example, Achieve developed the *Math Works* advocacy kit to provide states resources that make the case for why all students - regardless of their plans after graduation - should engage in rigorous math course-taking throughout their high school experiences. These tools pull together our substantive expertise in mathematics, build upon our partnerships in higher education and business, and utilize our communications skills. We have developed targeted materials, including fact sheets, Power Point presentations, brochures, and white papers, to help states develop and implement college-and career-ready mathematics expectations. In addition to developing the tools, we have worked with individual states to help them craft messages, speak with stakeholders, and both broaden and deepen support for these expectations.

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Achieve's Detailed Qualifications

OUTCOMES

Each year Achieve has conducted a 50-state survey, *Closing the Expectations Gap*, that measures state progress developing policies in the five areas of the ADP Network agenda. This year marks the fifth anniversary since the launch of the ADP Network and the survey results reveal the following changes over the last five years:

- *Standards*: At the time of the National Education Summit in 2005, only three states had end of high school standards aligned with the demands of college and career. Today, 31 states have developed and adopted high school academic standards in English and mathematics that are aligned with college- and career-ready expectations.
- *Graduation Requirements*: In 2005, only three states had established college- and career-ready graduation requirements. Today, 20 states and the District of Columbia require all students to complete such a curriculum to earn a high school diploma.
- *P-20 Data Systems*: In 2005, only three states had operational P-20 longitudinal data systems that link states' student-level K–12 data with similar data from their postsecondary systems. Today, 16 states are matching such data annually.
- *Assessments*: Five years ago, three states administered college- and career-ready high school assessments. Today, 14 states have such exams.
- *Accountability*: In 2005, no state had a comprehensive reporting and accountability system that valued college and career readiness. While progress in this area has been slowest, 22 states have now incorporated at least one of four accountability indicators that Achieve has identified as critical to promoting college and career readiness, with only one state making full use of all of the indicators in its accountability system.

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Achieve's Detailed Qualifications

PROJECT NAME

Achieve Alignment Institute (Cohorts I – IV)

STATES

- Cohort I states (Arkansas, Colorado, Georgia, Louisiana, Massachusetts, and Pennsylvania) began in November 2005.
- Cohort II states (Idaho, Maryland, Michigan, Minnesota, North Carolina, New Jersey, and Oklahoma) began in February 2006.
- Cohort III states (Arizona, Hawaii, New Mexico, Tennessee, Virginia, and Wisconsin) began in March 2007.
- Cohort IV states (California, Florida, Illinois) began in Fall 2008

Period of Performance: Fall 2005 through October 2009

POINT OF CONTACT

Martha Reichrath
Deputy State Superintendent
Georgia Department of Education
(404) 656-2804
mreichra@doe.k12.ga.us

James Lanich,
Director, CSU Center to Close the Achievement Gap
(916) 498-8980
Jlanich@calstate.edu

DESCRIPTION OF PROJECT

The Alignment Institute process was designed for states to develop and adopt Academic Standards for College and Career that close the expectations gap and prepare students for college placement and entry-level employment. States arrived at this end product on different timelines

(generally 12-18 months) depending on the extent to which they could build on their current state efforts – specifically on the high school exit benchmarks and any postsecondary efforts to identify entry-level standards. Legislative and State Board priorities also influence progress. The resulting Academic Standards for College and Career in English and mathematics were intended to be:

- Endorsed, or otherwise recognized by state postsecondary institutions as defining the knowledge and skills necessary for placement into credit-bearing courses;
- Adopted by the state board of education or other appropriate governing body as defining the knowledge and skills in English and mathematics that all students should meet by the end of high school; and,
- Verified or endorsed by employers in the business community as constituting skills necessary to enter and succeed in the 21st century workplace.

States also committed to incorporating these standards into a range of policies and practices, such as high school graduation requirements, course descriptions, assessments and postsecondary admission/placement policies and assessments.

Achieve provided:

- Three cross-state alignment institute convenings per year with on-site technical assistance.
- Initial in-state planning sessions with state leadership and the cross-sector (K-12, postsecondary, business) in-state alignment team to develop work plan and benchmarks.
- Training, tools and technical assistance to plan and lead state alignment process.
- National college- and career- ready benchmarks (ADP, ACT, College Board).
- Side-by-side comparison of state standards and the American Diploma Project (ADP) benchmarks.
- Detailed analysis of what widely used college admissions and placement exams measure.
- Analytics in mathematics and English language arts: (a) Initial gap analysis of the state's standards with the ADP Benchmarks, (b) a two stage Quality Review of subsequent drafts of the state's Academic Standards for College and Career that were developed

during this process, with recommendations for refinements as appropriate, and when requested (c) state visits that included presentations of findings to State Boards of Education, Higher Education, Business Roundtables or other key state stakeholder groups.

ACHIEVE APPROACH/CONTRIBUTION

Over a period of four years (Fall 2005 – Fall 2009), Achieve brought 22 states into the Alignment Institute via a succession of four cohorts. Each cohort generally met three times during the year in cross-state convenings with the other states in their cohort. Each of the 22 states formed state alignment teams with key leadership representing K-12, postsecondary, business, and other key stakeholders in the state.

Initially, Achieve met with the education leaders in the state along with the State Alignment Team to develop a timeline that included development of standards, Achieve reviews, and policy actions such as state board adoption or business and higher education endorsement. Achieve then monitored the state's progress and held states accountable – providing "coaching" and technical assistance as needed and monitoring and adjusting key benchmarks as necessary. Once underway, state alignment teams were regularly consulted with respect to programmatic and budget questions. This "multi-cohort" consortium structure required that Achieve manage all project activities including the cross-state convenings; on-site and in-state technical assistance and convenings; and state visits. The greatest management challenge was scheduling and sequencing the various analytics and Quality I and II reviews in a timely manner so that state boards of education and state partners in business and postsecondary would have findings of these analytics for state-level decision-making and eventual adoption of the Academic Standards for College and Career.

Since Achieve's founding in 1996, the primary focus of our work in states has centered on benchmarking a state's standards to various exemplary national and international standards. Achieve has been commissioned by over 30 states to conduct benchmarking studies of standards and/or analyses of state assessments. With the launch of the ADP Benchmarks in 2004 (see

Ready or Not: Creating a High School Diploma that Counts), these research/evidence-based benchmarks became the referent for state standards. In English language arts and mathematics, Achieve anchored the initial analytics for the 22 Alignment Institute States in a side-by-side comparison of the alignment of the state's standards with these ADP Benchmarks. As each state began to develop its own Academic Standards for College and Career, Achieve conducted a two-stage quality review process that focused on an in-depth analysis of the state's draft standards against our criteria for quality standards including rigor, coherence, focus, specificity, clarity/accessibility, and measurability. The final quality review provided the state with a letter appropriate for the state board of education or legislative body that gave an overview of the alignment process the state went through to develop Academic Standards for College and Career and an evaluation of the final standards presented for adoption – indicating the strength of alignment with the ADP Benchmarks. Because of the connection between college- and career-ready standards and assessment, Achieve completed a study of the most commonly used exams for admission and placement. This landmark 2007 report, *Aligned Expectations? A Closer Look and College Admissions and Placement Tests,* helped to inform the Alignment Institute states as they further investigated the actual level of performance required in credit-bearing entry-level coursework in their states.

Achieve managed all budgets and distribution of funding for the Alignment Activities in each state. Each state required an individual contract and in many cases, in-state foundations contributed to the state's participation in the Alignment Institute resulting in a mixture of public and private funding that Achieve managed. As mentioned previously, Achieve initially met with the education leaders in the state along with the State Alignment Team to develop a timeline that included development of standards, Achieve reviews, and policy actions such as state board adoption or business and higher education endorsement. Achieve had to manage individually and collectively each state's progress on their plan in order to hold states accountable. Achieve then coordinated the allocation of "coaching" and technical assistance as needed and monitoring and adjusting key benchmarks as necessary. Finally, Achieve managed the completion of a total of six sets of analytics for each state – three in each content area – English language arts and mathematics. Each of the 132 analyses had to be scheduled so that states had the baseline side-

by-side comparison to begin their development work and subsequent analyses were scheduled according to individual state timelines and plans for adoption. Achieve contracted with multiple consultants and content experts who are highly experienced to serve in the role of team "coaches" and content analysts.

OUTCOMES

- Out of the 22 states that participated in the Alignment Institute, 19 states had adopted college and career ready standards in mathematics and/or English language arts by February 2010 compared with 3 states that had these standards across the nation in 2005. The remaining states Massachusetts, Illinois, and Hawaii – decided to merge their revision process into the developing Common Core Initiative process started by CCSSO and NGA.
- Achieve reported the emergence of a common core of mathematics and English language arts standards from the work of these Alignment Institute states and others in *Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up* in July 2008. This emergent common core of standards served as a foundation and referent point for the end of high school College- and Career-Ready Standards that were released in June 2009 by CCSSO, NGA, and Achieve and were the forerunner of the K-12 Common Core Standards.

Appendix (A)(8) – A:
Achieve's Detailed Qualifications

PROJECT NAME

The College & Career-Ready Policy Institute

STATES

Arizona	Louisiana	Ohio
Arkansas	Minnesota	Tennessee
Georgia	New Mexico	

Period of Performance:

- Planning: August 2007-May 2008
- Implementation: June 2008-March 2010

POINT OF CONTACT

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Jamie.McKee@GatesFoundation.org

OTHER CONTACTS

- Commissioner Tim Webb, Tennessee Department of Education
- Superintendent Paul Pastorek, Louisiana Department of Education
- Brad Bryant, Member, Georgia State Board of Education
- Paolo DeMaria, Executive Vice Chancellor, Ohio Board of Regents
- Jim Zaharis, Vice President for Education Greater Phoenix Leadership
- Heather Gage, Special Advisor the Commissioner, Arkansas Department of Education
- Karen Klinzing, Assistant Commissioner, Minnesota Department of Education

- Rick Scott, Director, P-20 Policy and Programs, New Mexico Department of Higher Education

DESCRIPTION OF PROJECT

The College & Career-Ready Policy Institute was a multi-partner, multi-state initiative designed to help states put an assessment and accountability system in place that fully reflects and supports the goal of all students graduating college and career-ready. The Policy Institute also helped states develop strategies for building the capacity of districts and schools to help students successfully reach higher standards.

The Policy Institute was a collaborative effort by Achieve, Data Quality Campaign, EducationCounsel, Jobs for the Future, and the National Governors Association Center for Best Practices and was sponsored by the Bill & Melinda Gates Foundation.

ACHIEVE APPROACH/CONTRIBUTION

A management team from Achieve, Data Quality Campaign, EducationCounsel, Jobs for the Future, the National Governors Association Center for Best Practices, and the Bill & Melinda Gates Foundation met monthly to organize, implement and review the work. These meetings were co-led by Achieve and EducationCounsel. In addition, Achieve and EducationCounsel communicated weekly to ensure the work was progressing and to troubleshoot any challenges. The Policy Institute was designed to fully leverage each partner's core strengths and experience, build on and strengthen relationships with state leaders, and to reduce burden on states by relying extensively on cross-partner coordination. The five partner organizations worked together to provide guidance, advice and support to participating state teams. Achieve was responsible for facilitating cross-state convenings and co-facilitating state technical assistance efforts with EducationCounsel.

The partner organizations created a policy framework outlining the key principles and benchmarks of each policy strand that the Policy Institute was designed to address. Each organization was responsible for providing strategic guidance and technical assistance on the preparation of a state-specific policy plan that addresses the Policy Institute outcomes.

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Achieve's Detailed Qualifications

Throughout, the partner organizations provide ongoing access to a state-specific technical assistance team, including a series of in-state visits to provide assistance with policy development. Each of the partners was committed to ensuring maximum coordination of policy agendas and support to states.

The Policy Institute convened high-level cross-sectoral leadership teams from all eight states five times. In between these cross-state meetings, more than 40 individual state team meetings took place on the ground. These convenings provided access to national and state experts, offered opportunities for cross-state fertilization, and allowed focused state team planning time.
In addition to our management and leadership responsibilities, Achieve was accountable for helping states develop substantive and concrete policy plans, including responsibility for framing the policy issues and policy options as well as making state-specific recommendations to advance the policy, for the following outcomes:

A clear proposal for a comprehensive assessment system that is aligned with college and career-ready standards and that measures student progress over time.

- Adopt college and career-ready assessment(s) in high school as the "anchor test(s)" of the entire statewide assessment system.
- Align summative tests with the anchor college and career-ready assessment(s) so that these tests indicate whether students are on track to graduate college- and career-ready.
- Assess the full range of skills needed for college and career readiness—through better summative tests, more performance measures and better classroom-based assessment.

A clear proposal for a coherent system of accountability that makes college and career readiness a central priority.

- Expand the system of indicators used to publicly report on school progress and hold high schools accountable to include indicators such as cohort graduation rates, successful completion of a college- and career-ready course of study, performance on college and career-ready assessments, and college-going and success.

- A clear determination of which measures/indicators should be used for public reporting, school accountability, and positive incentives for schools.

Achieve had dual management responsibilities throughout the Policy Institute. We balanced our cross-partner and cross-state management and convening responsibilities with the responsibility to directly provide substantive technical assistance in the issue areas for which we were accountable for working with states.

Achieve independently managed its own budget for this process. During the course of the Policy Institute, we developed and managed several contracts with consultants to both directly and indirectly support our work. We relied upon a small, select team of consultants on Achieve's State Leadership Team to provide consistent "staffing" support to each state and we maintained a contract with the Center for Assessment to provide technical support to states.

One of the unanticipated challenges that all of the partner organizations faced was helping states integrate their efforts with newly emerging opportunities presented through the Race to the Top grant program. We encouraged states to leverage opportunities to support their vision and policy agenda and worked with each to strongly encourage stakeholder engagement and coherence.

OUTCOMES

The ultimate goal was for each state to develop its own policy plan and formally present the plan to the appropriate governing bodies that will be responsible for directing any state action toward implementation of the policies. To that end, throughout the process, each state team submitted three drafts of a policy action plan. After each draft was received, collectively, the partner organizations provided feedback with regard to the policy actions and processes articulated by the state team. We shared an overview of general feedback regarding each state's plan, and specific feedback on each of the state's policy areas of focus. The final set of feedback was designed for a broader stakeholder audience with the hope that it would be useful as the state works to enact and/or implement its plan. Several states, including Louisiana and Tennessee, attached their feedback memos to their Race to the Top applications. There were also very specific "wins" in individual states directly related to the work. For example:

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- Ohio passed comprehensive legislation that made significant changes to the design of the state's assessment system.
- Tennessee leaders from K-12 and higher education collaborated on a process to set standards in new end-of-course exams in English III and Algebra II in a manner that would have credibility and utility with higher education.
- Georgia leaders from K-12 and higher education collaborated to craft and accept a policy where the "advanced proficient" score on the English Language Arts Georgia High School Graduation Test can be used as an exemption for further testing for "learning supports" in the state's institutions of higher education.
- Arkansas passed a suite of positive incentives tied to rewarding schools for increasing the percent of students who successfully complete a college- and career-ready course of study.

APPENDIX (A)(8) – B

CURRICULA VITAE OF KEY PERSONNEL

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Michael Cohen

President

Achieve

Education
B.A., Sociology
State University of New York at Binghamton
1972

Graduate Study
Ontario Institute for Studies in Education
University of Toronto
1972-1973

ABD
Department of Social Relations
The Johns Hopkins University
1975-1979

Experience
President
Achieve
January 2003 – Present

- Reports to Board of Directors, consisting of sitting governors and business leaders.
- Doubled Achieve's budget from approximately $4 million in 2003 to $8 million in 2010.
- Increased Achieve's visibility and national standing. In 2006, Achieve was named by Education Week as one of the most influential education groups in the nation.
- Formed the American Diploma Project (ADP) Network, currently including 35 states and educating 85 percent of all U.S. public school students.
- Supported the development of a multi-state effort to develop rigorous ADP Algebra I and Algebra II End-of-Course Exams.
- Helped more than 25 states adopt college- and career-ready standards in mathematics and English Language Arts aligned to the ADP benchmarks, demonstrating the feasibility of a state-led effort to create common standards.

Senior Fellow, Program on Education and a Changing Society
Aspen Institute
February 2001 – December 2002

- Led program to develop an action agenda on high school reform for state and urban leaders.

- Convened Aspen Urban Superintendents Forum, an ongoing professional development program for a dozen non-traditional and traditional superintendents from some of the largest urban school districts in the U.S.

Assistant Secretary for Elementary and Secondary Education
United States Department of Education
November 1999 – January 2001

- Managed office with $14 billion budget, 250 staff and more than 14 programs, including Title I, Goals 2000, Class Size Reduction, Eisenhower Professional Development, Comprehensive School reform, 21st Century Community Learning Centers, Reading Excellence Act, Charter Schools and other key federal education programs.
- Led development and implementation of office-wide strategic operating plan and strategic plan for selected department-wide objectives.
- Led program implementation, though technical assistance, compliance monitoring, program evaluation and improved data collection, to help states and local school districts use federal programs and resources to carry out state and local standards-based education reforms.
- Led effort to reauthorize Elementary and Secondary Education Act of 1965, working with Members of Congress, constituency groups, other offices in the Education Departments and Office of Management and Budget, and the White House.
- Oversaw implementation of Education Department initiatives to improve achievement of Hispanic and Native American students, and to help states and school districts turn around low-performing schools.

Special Assistant to the President for Education Policy
The White House
1996 – 1999

- Served as principal education advisor to the President of the United States.
- Responsible for coordinating the formulation, communication and implementation of President Clinton's education agenda.
- Responsible for mobilizing support for Congressional enactment of the President's education agenda, including building support among wide range of education, business and advocacy groups in public at large.

Senior Advisor to the Secretary of Education
United States Department of Education
1993– 1996

- Served as principal advisor to the Secretary of Education on standards-based education reform.
- Responsible for leading all aspects of the development, enactment and implementation of Goals 2000. Worked with Members of Congress, education business and labor groups, the White House and OMB, to secure bipartisan passage of the legislation. Chaired

Goals 2000 Management Council, a department-wide group of Senior Officers responsible for overall program implementation and coordination with other elementary and secondary programs. Served as chief spokesman for goals 2000, and chief strategist for mobilizing continuing support for the program.

Director, National Alliance for Restructuring Education
National Center on Education and the Economy
1990 – 1992

- Launched the National Alliance for Restructuring Education, a new consortium of 15 leading-edge and urban school districts committed to working together to overcome obstacles to implementing a common approach to standards-based reform for all students.
- Directed development and technical assistance program to help Alliance states and districts develop challenging academic standards, manage change, strengthen accountability, engage communities and build public support.

Director of Educational Policy
National Governors Association
1987 – 1990

- Chief advisor to governors at 1989 Charlottesville National Education Summit and for development of National Education Goals.
- Led effort for NGA to develop national education reform agenda based on challenging standards, and assisted governors in development of specific state education reform initiatives.

Director of Policy Development and Planning
National Association of State Boards of Education
1984 – 1987

- Directed State Education Policy Consortium (involving NASBE, CCSSO, NGA, NCSL, and ECS), a project to improve research use by state education policymakers.
- Directed NASBE Task Force on State Board Leadership.

Senior Associate and Team Leader, Effective Schools Team
National Institute of Education
1978 – 1984

- Developed and led the Effective Schools research program.

Research Associate, Finance and Productivity Program
National Institute of Education
1976 – 1978

Research Assistant, Office of Research
National Institute of Education
1973 – 1976

Selected Publications

Transforming the American High School: New Directions for State and Local Policy. Washington D.C.: The Aspen Institute and Boston, MA: Jobs for the Future. 2001.

Educating America: State Strategies for Achieving the National Education Goals. Report of the NGA Task Force on Education. Washington D.C.: National Governors' Association. 1990.

State Actions to Restructure Schools: First Steps. Washington D.C.: National Governors' Association 1990.

"Key Issues Confronting State Policymakers." In Richard F. Elmore and Associates Restructuring Schools: The Next Generation of Education Reform. San Francisco: Jossey-Bass Publishers. 1990.

"Restructuring the Education System: Agenda for the Nineties." In Ray C. Rist (Ed.) Policy Issues for the 1990's. Policy Studies Review Annual. Volume 9. New Brunswick: Transaction Publishers. 1989

"Restructuring the Education System." Society. May/June 1989.

"Designing State Assessment Systems." Phi Delta Kappan. April 1988.

Restructuring the Education System: Agenda for the 1990's. Washington D.C.: National Governors' Association. 1988

"The State Role in Education Research." In Manuel J. Justiz and Lars G. Bjork (Eds.) Higher Education Research and Public Policy. New York: Macmillan Publishing Company. 1988.

"State Boards in an Era of Reform." Phi Delta Kappan. September 1987.

"Improving School Effectiveness: Lessons from Research." In Virginia R. Koehler (Ed.) The Educator's Handbook. New York: Longman. 1986

Tracking Education Policy Among the States. Technical report to the National Institute of Education. State Education Policy Consortium. December 1985.

Meeting the Information Needs of State Education Policymakers. Technical report to the National Institute of Education. State Education Policy Consortium. July 1985.

"Policy Implications of Effective Schools Research." (Guest Editor), Special Issue of the Elementary School Journal. January 1985.

"Instructional, Management and Social Conditions in Effective Schools." In Allan Odden and L. Dean Webb 9Eds.) School Finance and School Improvement: Linkages in the 1980's. Fourth Annual Yearbook of the American Educational Finance Association. Ballinger Publishing Company. 1983.

"Effective Principals: Removing the Roadblocks." With A. Lori Manasse. The School Administrator. November 1982.

"Effective Schools: What Research Tells Us." State Education Leader. Education Commission of the States. Summer 1982.

"Effective Schools: Accumulating Research Findings." American Education. January-February 1982.

"Effective Schools: What the Research Says." Today's Education. April-May 1981.

Selected Professional Activities

Member, National Education Goals Panel
Member, National Assessment of Chapter I Independent Advisory Panel
Member, American Education Research Association
Member, Governmental and Professional Liaison Committee, AERE, 1985-1988
Reviewer, Review of Educational Research, American Educational Research Journal, Sociology of Education
Editorial Board, The Urban Review
Member, Analysis and Reports Committee, National Assessment Planning Project, Council of Chief State School Officers, 1987-1988
Staff Director, NASBE Task Force on State Board Leadership, 1986-1987
Staff Director, NIE Urban Superintendent's Network Study Group on Principals, 1980-1981
Staff Director, NIE Study Group on School Organization and Effects

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Matthew D. Gandal

Executive Vice President

Achieve

Education
B.A. in Philosophy,
Trinity College,
1989

International Studies Program
University of Copenhagen
1988

Experience
Executive Vice President
Achieve
1997 – Present

- Responsible for overseeing Achieve's policy development, state services, national outreach, advocacy and communications. Achieve was voted one of the nation's most influential education organizations in a recent survey by *Education Week* newspaper.
- Lead the American Diploma Project Network, Achieve's highly successful strategy for helping governors and other state executives raise education standards and strengthen accountability systems to prepare all students for success in college and 21st century careers. Currently working with 35 states, a majority of which have adopted higher standards and graduation requirements as a result of this work.
- Oversee organization's technical assistance services for states, including multi-state policy institutes and tailored policy development services for individual states.
- Responsible for organization's strategy for working with state postsecondary education systems to achieve greater alignment between higher education and K-12 expectations and policies.
- Lead organization's state and national advocacy strategy, including successful partnerships with higher education, business, K-12 and civil rights organizations to help mobilize their constituents to support and sustain the reform agenda.
- Played lead role in organizing National Education Summits that brought governors, business leaders and state education officials together to agree on ambitious education reform agendas. Summits involved partnerships with the National Governors Association, Council of Chief State School Officers, Business Roundtable and national higher education organizations.
- Represent Achieve nationally through frequent public speaking and by serving as one of the organization's lead spokespersons with the media.
- Work closely with the president as well as the governors and CEOs on Achieve's board of directors to shape strategic direction and set priorities for the organization. Help lead

ongoing strategic planning for Achieve, including goal setting, resource management and milestone tracking.

Director of Washington Office
Achieve
1997 – 1999

- First employee hired after organization was founded.
- Opened organization's Washington, DC office; hired and managed staff of 20.
- Built and managed organization's programs and services.
- Conceived and launched the American Diploma Project, a substantial research and development effort aimed at making education systems globally competitive and aligned with workforce needs.
- Produced seminal report that defined new educational standards and presented new vision of K-12 education as stepping stone to higher education and successful careers. This work helped to refocus the mission of Achieve and has had significant impact on national and state education policy.

Assistant Director for Educational Issues
American Federation of Teachers
1992 – 1997

- Responsible for policy for the national teachers' union in the areas of academic standards, curriculum, assessment, and accountability.
- Worked with national, state and local AFT leaders to position them to play leadership roles in policy debates around educational standards.
- Conceptualized and launched annual report on the quality of academic standards in the 50 states. Authored major studies comparing academic expectations and achievement in the U.S. with that of other industrialized nations.
- Responsible for creating a series of toolkits designed for use by states and school districts establishing academic standards for their students.
- Acted as spokesperson for the AFT on issues such as academic standards, assessment, and accountability. Frequent public speaking responsibilities before policymakers, educators, and parent groups and frequent contact with television, radio, and print media.
- Prepared articles and speeches for AFT President Albert Shanker.

Assistant Director
Educational Excellence Network
1990 – 1992

- Oversaw research and development and advocacy projects aimed at influencing the education debate nationally and in states and districts.
- Organized and oversaw education reform projects in emerging democracies in Central and Eastern Europe, Latin America and elsewhere.

- Conceived and wrote grant proposals, tracked all grants, developed and maintained organization's budget, and served as liaison between organization and its funders.
- Served as contributing editor for organization's monthly education journal and conducted research and writing for EEN co-founders Chester E. Finn, Jr. and Diane Ravitch.

Public Testimony & Published Works

- Testified before numerous state legislatures, state boards of education, higher education boards, and P-20 councils. Also frequently speak at national and state education summits and conferences.
- Authored or served as executive editor of a variety of national reports on education policy, including:

  - *Making College and Career Readiness the Mission of High Schools: A Guide for State Policymakers*, Achieve & Education Trust, 2008.
  - *Closing the Expectations Gap: An Annual 50-State Report on the Alignment of K-12 Education Policies with the Demands of College and Work*, Achieve, 2006-2009.
  - *National Education Summit Action Agenda for Improving American High Schools*, Achieve & National Governors Association, 2005.
  - *Ready or Not: Creating a High School Diploma that Counts*, Achieve, 2004.
  - *Making Standards Matter: An Annual 50 State Report on Efforts to Raise Academic Standards*, American Federation of Teachers, 1995-1998.
  - *Defining World Class Standards*, a series of reports comparing education standards in the U.S. with other countries, American Federation of Teachers, 1994-97.
  - *Teaching Democracy*, a guide to developing democratic education institutions in emerging democracies, National Endowment for Democracy, 1995.

Community Leadership

President, Bethesda-Chevy Chase High School Educational Foundation, *2000 - Present.*

- Lead all-volunteer organization that sponsors academic support programs for needy high school students. Helped school launch summer academy for low achieving students, after school tutoring programs, and a highly successful college access program for students who are first in their family to pursue college. Also helped school maximize its use of technology and make it available to all students and families to enhance their educational experience.

Board of Directors, Somerset Elementary School Educational Foundation, *2004 – Present*

Mayor, Village of Drummond, Chevy Chase, MD, *2006 – 2007*

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Laura McGiffert Slover

Vice President, Content and Policy Research

Achieve

Education
B.A., English and American Literature
Harvard University
1990

M.A., Secondary Education
University of Colorado
1994

M.P.P., Education
Georgetown University
2001

Experience
Vice President, Content & Policy Research
Achieve
1998 – Present

- Leads Achieve's work on Common Core State Standards, an initiative of CCSSO and NGA.
- Oversees effort to revise the PISA 2012 mathematics framework and PISA mathematics instrument (including reviewing items for quality and alignment) under contract to the OECD.
- Oversees effort to revise the GED framework and assessment for 2015 GED assessment.
- Oversees effort to develop next generation science standards, in collaboration with the NRC, AAAS, and NSTA.
- Oversaw the analysis of the California Early Assessment Program to help California State University determine its viability for use as an indicator of college readiness.
- Built a coalition of 15 states to develop a cross-state Algebra II exam (followed by Algebra I), establishing an unprecedented national benchmark assessment (the first administration was in May 2008). Helped design research agenda to establish exam as a measure of college and career readiness. Oversaw standard setting process in summer 2009 to ensure that performance levels were externally valid for use as an indicator of readiness for placement in credit bearing college mathematic course.
- Helped launch Achieve Alignment Institutes to help 23 ADP states develop college- and career-ready academic standards.
- Helped spearhead the Urban Mathematics Leadership Network that brought together 13 urban districts to collaborate on best practices in math education.

- Leads reviews of the quality and rigor of state standards and assessments for numerous states and districts.
- Oversees research agenda, ongoing state policy research, international benchmarking analyses and protocols, and major reports.
- Regularly presents Achieve's policy agenda to national, state and district audiences.

English Language Arts Teacher
Battle Mountain High School
1994 – 1998

- Designed and taught English courses to students of varying abilities in grades 9-12.
- Provided policy guidance as a member of the district's Curriculum and Assessment Committee.

English Instructor
Colorado Mountain College
1996 – 1998

- Developed and taught a variety of courses to a diverse community of college students.

Additional Relevant Experience

Member, DC State Board of Education, 2007- present. Committees include Assessment and Accountability, Educator Quality, School Climate.

Advisor, Adrian Fenty for Mayor Campaign (Washington, DC), 2005 – 2006. Developed education plan and authored white papers for winning mayoral candidate.

Member, Steering Committee for the National Assessment of Educational Progress (NAEP), 2004.

Peer Reviewer of State Accountability Plans, U.S. Department of Education, 2003.

Selected Publications

Achieve. *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*, 2008.

Achieve, Inc. *Aligned Expectations? A Closer Look at College Admissions and Placement Tests*, 2007.

Achieve, Inc. *Do Graduation Tests Measure Up? A Closer Look at State Exit Exams*, 2004.

Achieve, Inc. *The Expectations Gap: A 50-State Review of High School Graduation Requirements*, 2004.

Gandal, Matthew and Laura McGiffert. "The Power of Testing." *Educational Leadership*, 2003..

Monthly columnist on DC education issues for Capitol Community News publications (i.e., The Hill Rag, East of the River, and DC North), 2005-2007.

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Tracy Halka

Associate Director, ADP Assessment Consortium

Achieve

Education
Master of Science in Measurement and Statistics
Florida State University, Tallahassee, FL
2006

Bachelor of Science in Mathematics Education, Cum Laude
Florida State University, Tallahassee, FL
1997

Experience
Associate Director, ADP Assessment Consortium
Achieve
October 2007 to Present

- Coordinating the day-to-day operations of the development the Algebra I and Algebra II end-of-course exams, with the goal of ensuring the quality and timely delivery of the products.
- Monitor contract issues as necessary, ensuring vendor meets the requirements of the contract. Work closely with vendor and participating states to monitor contract deliverables and ensure that they meet contract specifications and are delivered to states according to stipulated timelines.
- Develop and implement long term timelines and track progress towards those goals.
- Communicate and work directly with the State of Ohio, participating states and vendor as is necessary to ensure successful administration of the contract and the test.
- Act as day-to-day liaison with vendor, Coordination and Direction team (CDT) and state content leads. Correspond regularly with the consortium of states and individual states regarding progress or issues. Mediate between vendor and states as necessary.
- Manage and coordinate conference calls with vendor and the CDT, as necessary.
- Plan, coordinate, and lead quarterly meetings of the CDT, meetings of the state content team, and the Research Alliance as necessary, including managing logistic arrangements (e.g., site selection, meeting oversight, handling reimbursements, etc.).
- Monitor the implementation of the Algebra I and Algebra II end-of-course exams across the participating states and assist in addressing existing policy issues and identifying emerging policy issues that need the attention of the consortium
- Create, monitor, and manage project budgets (e.g., for CDT meetings, content meetings, ongoing consultant work, etc.).
- Work closely and maintain regular communications with Achieve senior staff regarding progress/challenges.

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Research Responsibilities

- Oversee the work of the Research Alliance as it crafts a research agenda for the project. Work with vendor as it implements the research agenda, sharing this information with the public, postsecondary leaders, and other interested parties.
- Work with vendor and states to ensure standard setting process results in performance levels that meet the needs of Achieve and participating ADP states.
- Plan, implement, and oversee the production and release of an annual cross-state report of results in coordination with the release of state-specific results and in consultation with the states and vendor. Present results to state and national audience.

Content Responsibilities

- Working with vendor and the states to ensure effective implementation of a number of key test development activities (e.g., range-finding, data analysis, item review, standard setting, galley proofing) and ensuring appropriate higher education state representation at each of these activities.
- Work with Achieve content team and state content leads to ensure alignment of exam forms with the content standards developed by the ADP Assessment Consortium and that the final test is of high quality and meets the needs of states
- Work with Achieve content team to develop standards for additional related tests as necessary.
- Facilitating conversations with states about effective professional development strategies.

Other Responsibilities

- Publicizing and promoting the test to other states and encouraging them to join this multi-state effort.
- Interact with outside organizations, (e.g., Chief State School Officers, National Council of Teachers of Mathematics, American Council on Education) to promote Achieve's mission in creating this large scale state assessment.
- Assure that the assessment consortium products and services align within the goals of Achieve, Inc.
- Travel nationwide to communicate with interested parties and to attend professional conferences.

High School Mathematics Specialist for the Florida Comprehensive Assessment Test (FCAT)
Florida Department of Education
July 2002 – Present

- Construct Grades 9 and 10 operational and Grade 10 Retake test forms using the 3-parameter IRT.
- Sequence Grades 9 and 10 operational and Grade 10 Retake test forms.
- Review and revise proposed field test forms to ensure appropriate difficulty, suitable cognitive complexity, and balanced content across forms.
- Review and edit test forms using PDF markup in Adobe Acrobat.

- Review and revise items submitted by the contractor, including: ensuring correct answer, use of mathematically sound procedures, adherence to the *FCAT Test Items Specifications*, use of clear and consistent wording, readability level, and adherence to Universal Design practices.
- Facilitate educator committee meetings. Guide committee members to consensus for review and revision of items for field-testing, to determine correct responses for gridded-response items, and to determine scoring guidelines for performance tasks.
- Review and revise training sets proposed by contractor after rangefinding meetings to ensure adherence to Florida Department of Education (FDOE) scoring standards.
- Supervise scorer training and performance task item scoring to ensure adherence to Florida scoring standards.
- Collaborate with educators, contractors, and FDOE staff on the development of various interpretive products targeted to students, educators, and other FCAT stakeholders.
- Develop new assessment framework for a new generation Grade 10 FCAT assessment based on the revised Florida Sunshine State Standards (SSS).
- Establish guidelines on the oral and visual presentation of items in a computer-based testing environment.
- Serve on FDOE request for proposal review committee for new state norm-referenced test contract.
- Create and deliver PowerPoint presentations for state conferences.
- Review and evaluate FCAT results at semi-annual Technical Advisory Committee meetings.
- Initiated discussions of proposed ideal curves based on 3-parameter IRT model to control test characteristic curve drift.
- Analyze field test item statistics for viability of use on operational tests.
- Review and approve statistics of FCAT Mathematics, Reading, and Science tests for final test parameters.
- Participate in discussions on the design of the FCAT Writing+ field test.

Mathematics Educator (Western High School and Piper High School)
Broward County Schools
January 1998 — June 2002

- Taught Advanced Placement Calculus, Honors Calculus, Honors Algebra II, Algebra II, Algebra I, Algebra IA and Algebra IB (two-year Algebra course).
- Chaired committee to vertically align the mathematics curriculum of middle schools and high schools in the same feeder zone within the district. Conducted vertical alignment training, developed, administered, and scored exams to determine matriculating middle school student placement into appropriate mathematics courses at the high school level.
- Served on school-based curriculum committee working with principal and district curriculum specialists to provide guidance and set goals for academic curriculum.
- Administered competitions, coached mathematics teams, and chaperoned teams at competitions as Mu Alpha Theta sponsor.

- Developed and taught curriculum that aligned with the Florida *SSS* in mathematics, incorporating reading and writing into mathematics for an enrichment summer science program.

Conference Presentations

Council of Chief State School Officers (CCSSO) National Conference on Student Assessment (2010)

- Lessons Learned and the Road Ahead for the ADP Assessment Consortium

Carnegie Learning Webinar (2009)

- A National View of End of Course Exams

American Mathematics Association of Two Year Colleges (2008, 2009)

- The ADP Assessment Consortium
- Achieve's ADP Assessment Consortium: Algebra II End-of-Course Exam

American Mathematical Society (2008)

- K-12 and Higher Education: Working together to Improve College Readiness

National Council Teachers of Mathematics (2008, 2009)

- Achieve's ADP Assessment Partnership: Spring 2008 End-of-Course Algebra II Exam
- Achieve's ADP Algebra I and Algebra II Exams – A Multi-State Effort

Florida Council Teachers of Mathematics (FCTM) Leadership Conference (2005, 2006)

- FCAT Update (Provide updates on developments and news occurring in the FCAT program.)
- Training on new FCAT Test Item Specifications

FCTM Annual State Conference (2002-2006)

- FCAT Update
- Scoring short- and extended-response items
- Training on new FCAT Test Item Specifications

Florida Association of Mathematics Supervisors (FAMS) Conference (2005-2007)

- FCAT Update
- Cognitive complexity (Adapted by Florida from Dr. Norm Webb's complexity model.)
- Effects of new standards on FCAT

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Professional Activities and Memberships

- Florida Certification: Mathematics 6-12
- Mathematical Association of America, member
- American Education Research Association, member
- National Council Supervisors of Mathematics, member
- National Council Teachers of Mathematics, member
- Florida Council Teachers of Mathematics (FCTM), board member
- FCTM Annual Conference Committee Member
- Delta Kappa Gamma, member
- College Board Vertical Team Leader
- College Board Certified FCAT Pacesetter Instructor
- College Board Certified Pre-Calculus Pacesetter Instructor

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Kaye Forgione

Senior Associate Mathematics &Team Lead

Achieve

Education
University of Delaware, Newark, DE
Ed.D., Educational Leadership
1990

University of Southern California, Los Angeles, CA
M.S., Systems Management
1978

University of Delaware, Newark, DE
B.A., with Honors, Mathematics/Education
1974

Professional Experience
Achieve
Senior Associate for Mathematics & Team Lead
March 2001 – Present

- Lead Achieve's work with the Organisation for Economic Co-operation and Development (OECD) and the Australian Council for Educational Research (ACER) to develop the mathematics framework for the 2012 Programme for International Student Assessment (PISA).
- Assist with Achieve's work in reviewing and providing feedback on the Common Core State Standards (CCSS)—work being led by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO).
- Lead Achieve's work to analyze the General Educational Development (GED) content specifications for mathematics to determine their alignment with the National Assessment of Educational Progress (NAEP) mathematics framework and the CCSS. This work is intended to bring the GED into alignment with expectations for college and career readiness and establish readiness cut scores.
- Served as one of two Achieve representatives on the College and Career Readiness Standards (CCRS) writing team, convened by the NGA and the CCSSO.
- Served in a lead role for mathematics in Alignment Institutes conducted with four cohorts of states, facilitating cross-state discussions and alignment of state standards to the American Diploma Project (ADP) benchmarks.
- Directed development of Achieve's model middle school and high school courses in mathematics, which were backmapped from the ADP Benchmarks.
- Directed and provided leadership to the ADP benchmark revision process.

- Serve as the senior mathematics content person on staff at Achieve, conducting reviews of state standards and analyzing their alignment with college and career readiness standards.
- Directed and provided leadership to the mathematics work on numerous Achieve studies, such as the high school exit exam study and the admissions/placement test study.
- Serve as the primary author for numerous Achieve mathematics reviews and reports
- Conduct and provide leadership to analyses to determine the degree of alignment between state assessments and state standards.
- Supported development of Achieve's cross-state Algebra I and Algebra II end-of-course assessments.
- Serve as Achieve's liaison with the Urban Mathematics Leadership Network.
- Provided leadership to work with the U.S. Department of Education on international benchmarking of mathematics standards.
- Served as a member of the Technical Working Group for the NAEP Mathematics Validity Study.
- Served as a member of the NCTM High School Curriculum Project Planning Committee.

Assistant Director, Systemic Research Collaborative for Education in Mathematics, Science, and Technology
University of Texas, College of Education
May 2000 – March 2001

- Provided leadership to an NSF-funded research collaborative focused on systemic reform in mathematics education.
- Collaborated with university staff and graduate students to provide professional development for middle and high school teachers.
- Served as an administrator with the UTeach Program for training secondary mathematics and science teachers.

Director of Academic Standards Programs
Council for Basic Education
July 1997 – May 2000

- Directed a team of staff responsible for developing and analyzing standards in mathematics, English language arts, science, social studies, and the arts.
- Advised state-level commissions and state departments of education in the areas of standards and standards development.
- Served as the lead writer on numerous reports.
- Facilitated meetings within states engaged in developing mathematics standards and standards in other content areas.

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Curriculum Supervisor for Mathematics, Gifted and Talented Programs, Student Assessment, and Research
Christina School District
January 1995 – July 1997

- Directed and provided leadership in K-12 mathematics, to include curriculum. development, textbook selection, and professional development.
- Directed and provided leadership for the district's gifted and talented program, including the supervision of a cadre of instructional staff.
- Directed the district's student assessment program and served as the district's liaison to the state assessment program administered by the state department of public instruction.
- Approved and coordinated research studies conducted within the school district.
- Authored a successful grant to the Pew Charitable Trusts and served as a member of the Network Council for the Pew Network for Standards-Based Reform.

Senior Research Associate
Delaware Education Research and Development Center, University of Delaware
November 1993 – December 1994 (on loan from the Delaware Department of Public Instruction)

- Directed and provided leadership to the state's initiative to develop tasks, exemplars, and rubrics to support the work of the Delaware Curriculum Framework Commissions in mathematics, science, social studies, and English language arts.
- Served as Delaware's Site Coordinator for its work with the New Standards Project.
- Served as Delaware's State Liaison with the Pacesetter Curriculum Project (College Board).
- Supported work of Delaware's NSF-funded State Systemic Initiative (SSI) in mathematics and science.

Team Leader and Education Associate, Assessments and Task Development Team,
Accountability and Assessment Branch
Delaware Department of Public Instruction
September 1986 – October 1993

- Directed and provided leadership to the Assessments and Task Development Team, in support of standards developed by the state's Curriculum Framework Commissions.
- Served as Site Coordinator for Delaware's work with the New Standards Project.
- Coordinated work to develop a set of state-level indicators and standards for accountability purposes (as Supervisor of Educational Indicators and Standards).
- Developed process and templates for school profile reports (as Supervisor of School Profiles).
- Provided management and professional development services to support Delaware's statewide student assessment program.
- Wrote reports and delivered presentations to state and local school boards, superintendent and principal groups, and school faculty.

- Managed and trained the cadre of district test coordinators responsible for implementing Delaware's state student assessment program.

Master Teacher and Program Administrator
Big Bend Community College, European Program
May 1981 – October 1983

- Taught high school completion courses in mathematics to military personnel stationed at various military installations in Germany.
- Supervised, trained, and evaluated a cadre of teachers.
- Provided administrative and support services for programs for military students.

Teacher/Instructor
Various Institutions
September 1974 – August 1986

- Taught public high school mathematics for three years in Delaware.
- Taught adult education and GED courses in mathematics in U.S. Armed Forces contracted schools, for an equivalent of five years.
- Taught college courses in mathematics for European military programs (University of Maryland, Embry Riddle Aeronautical University).

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Doug Sovde

Senior Associate, Mathematics

Achieve

Education
M.Ed., 4-12 Curriculum and Instruction
Western Washington University
1996

K-12 Principal Certification, Education Leadership and Policy Studies
University of Washington
2002

B.A., Mathematics
University of Washington
1994

Experience
Senior Associate for Mathematics
Achieve
August 2008 -- Present

- Assisted in a team of staff and consultants in analyzing and benchmarking state, national, and international standards and assessments in mathematics from pre-Kindergarten through college.
- Lead Achieve's work in the creation and analysis of the K-12 Common Core State Standards- work led by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO).
- Lead a team of mathematicians, teachers, professors, state mathematics leaders, and other consultants and Achieve staff in the creation of the Model Course Pathways in Mathematics based on the Common Core State Standards.
- Assisted with mathematics content support in Alignment Institutes conducted with one cohort of states, facilitating cross-state discussions and alignment of state standards to the American Diploma Project (ADP) benchmarks.
- Assisted in the development of Achieve's model middle school and high school courses in mathematics, which were backmapped from the ADP Benchmarks.
- Assisted the ADP benchmark revision process.
- Serve as the second mathematics content person on staff at Achieve, conducting reviews of state standards and analyzing their alignment with college and career readiness standards.
- Conduct and provide leadership to analyses to determine the degree of alignment between state assessments and state standards.

- Supported development of Achieve's cross-state Algebra I and Algebra II end-of-course assessments.
  - Assist in liaising with the Urban Mathematics Leadership Network.
  - Provided leadership to work on international benchmarking of mathematics standards.

Principal
Chinook Middle School, Bellevue Public School
October 2006 – August 2008

- Led instructional development of certified staff, including the use of formative and summative assessments to inform instruction
- Managed the development of grades 6-8 curriculum in Mathematics, Science, and Social Studies
- Managed student body of 920 students

Assistant Principal
Bellevue Public School
July 2002 – September 2006

- Supported instructional development of teaching staff, including the use of formative and summative assessments to inform instruction
- Managed the development of 9-12 curriculum in Mathematics
- Managed student body in grades 9-12

Mathematics Teacher
Bellevue Public School
September 1996 – June 2002

- Designed and implemented curriculum and instruction for courses Pre-Algebra through AP Calculus BC
- Managed case load of 150 students

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

JoAnne Thibault Eresh

Senior Associate, English Language Arts

Achieve

Education
University of Missouri, St. Louis, MO
MA English
1976

Webster College, St. Louis, MO
BA English
1972

Professional Experience
Senior Associate for English Language Arts
Achieve
March 2001—Present

- Developed the Achieve Assessment to Standards Protocol.
- Developed the ELA Protocol for Comparison Studies of Assessments.
- Led the ELA section work of all of the Achieve reports since 2001.
- Consulted to the Common Core Writing Team.
- Main author for Achieve's ELA Reviews.
- Led development process for the American Diploma Project Back-Mapping and the ADP Revision Project.
- Organized and led ELA consultants on various projects.
- Serve as the ELA resource for the organization providing research and reviews to support a variety of projects.

Director of Standards and Literacy Coaches
Community School District Two
July 1997 – February 2001

- Designed and implemented Literacy Coach Model at the Secondary Level.
- Designed and conducted district wide scoring of NY State Reading and Writing Tests.
- Design job description, identify, hire, train, and direct literacy coaches for the districts middle and high schools.
- Design and conduct professional reading groups for principals.
- Assist in the design and organization of monthly principal meetings.
- Serve as the major liaison between the district and the Institute for Learning at the University of Pittsburgh.

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Institute Fellow
Institute for Learning (IFL), Learning Research & Development Center, University of Pittsburgh
June 1994 – July 1997 (on loan from the Pittsburgh Public Schools)

- Founding Fellow of the IFL.
- Designed ELA Interim Assessment System for the Middle and High School Levels for the Los Angeles Unified School District.
- ELA Resource for the IFL.
- Assisted in the design of the original INF as one of the first three Institute Fellows.
- Designed and conducted workshops and presentations on ELA issues for the Institute members.

Director of Alignment Services
New Standards Project
1994 – 1997 (Part-time consultant)

- Designed Protocol for aligning state standards to the New Standards ELA Standards.
- Led the development of the High School New Standards Materials customized for NYC.
- Authored Teacher Guide for New Standards ELA High School Portfolio.
- Meet with state representatives and conduct training sessions in aligning state standards to the ELA New Standards.
- Author reviews on alignment findings.
- Led several workshops with NYC secondary teachers to review student work for inclusion in the NYC New Standards.
- Wrote commentary for NYC selected student work.

Director of the Division of Writing and Speaking
Pittsburgh Public Schools
June 1982 – June 1997

- Designed and implemented a Writing Portfolio System in Collaboration with Harvard Project Zero and ETS (Arts PROPEL).
- Designed and implemented the Pittsburgh Discussion Model funded by the Rockefeller Foundation.
- Developed and implemented the Syllabus Examination Program (SEP) for secondary English.
- Assisted in the design of the Schenley High School Teacher Center, the Greenway Middle School Teacher Center, and led the design work for the Brookline Elementary Teacher Center.
- Designed and implemented the Monitoring Achievement Program (MAP) in ELA, a formative district-wide assessment system for grades 2-12.
- Curriculum Coordinator for ELA, K-12 responsible for design, staff development and implementation of the district's curricula in writing and speech.
- Directed and evaluated a staff of 12 ELA Supervisors and 4 staff workers.
- Developed and maintained a budget of approximately $2 million.

- Drafted numerous proposals for a variety of projects; awarded three major Rockefeller grants.
- District Director of the New Standards Project.
- Developed and monitored a variety of testing and assessment programs in concert with the district's Testing & Evaluation Office.
- Communicated to the district and the general public regarding ELA issues.

Independent Consultant
1985 – Present

Chief Reader and Trainer for the National Writing Project Writing Assessment Project, Local Site Research Initiative
2003 – Present

- Assisted in design and revision of the NWP Scoring Guide.
- Assisted in design and revision of the NWP Scoring Training and training materials.
- Led the standards' setting selection of training and anchor papers.

Chief Reader for the Pennsylvania State Writing Assessment
1992 – 1997

- Assisted in the design of the PA direct writing assessment.
- Designed the training and scoring sessions.
- Assisted in the development of rubrics, scoring guides, and reports.
- Led numerous training sessions throughout the state.

Authentic Assessment Workshop Leader
1990 – 1998

- Designed and presented workshops on a variety of aspects of authentic assessment design and scoring.
- Clients from across PA including Philadelphia public Schools, and numerous sessions nationally including Forth Worth, Texas and San Diego, CA.

Trainer for the scoring of the Massachusetts Direct Writing Assessment, 1979-1982

Fitchburg Public Schools
Fall 1977 – Summer 1982

Secondary English Teacher, 1977 – 1979
Director of the Skills Achievement Monitoring (SAM) System, 1979-1982

As a teacher

- Designed and taught several elective English courses including Advanced Composition, Creative Writing, and Noble Prize Winning Authors

- Class Advisor to the Class of '79

As a curriculum director

- Assisted in the design and administration and conducted the scoring of a Writing Assessment for the District's grades 4 – 12 students
- Designed, trained, and implemented a formative assessment system (SAM) for ELA throughout the district

Presentations and Publications

Presentations

- Topics included presentations on projects such as Arts PROPEL, New Standards, and the Pittsburgh Monitoring System as well as general assessment and curriculum topics such as portfolio assessment and formative assessment systems
- National and local conventions of NCTE, IRA, AERA, and CCSSO
- Special invitation such as California's Beyond the Bubble Conference,1993

Publications

Most publications focused on portfolio assessment such as:

LeMahieu, Paul G., Drew H. Gitomer, and JoAnne T. Eresh. *Portfolios Beyond the Classroom: Data Quality and Qualities*, 1995. Available from: Center for Performance Assessment, Educational Testing Service, Mail Stop 11-P, Rosedale Rd.. Princeton, NJ 08541, (609) 734-5521.

LeMahieu, Paul G., Drew H. Gitomer, and JoAnne T. Eresh. *Portfolios in Large-Scale Assessment: Difficult But Not Impossible.* Located in: Educational Measurement: Issues and Practice 14, Fall 1995, pp. 11-16, 25-28.

LeMahieu, Paul G. & JoAnne T. Eresh, "Coherence, comprehensiveness, and capacity in assessment systems: The Pittsburgh Experience," in *Performance-Based Student Assessment: Challenges and Possibilities. Ninety-Fifth Yearbook of the National Society for the Study of Education, Part I.* Baron, Joan Boykoff, Ed.; Wolf, Dennie Palmer, Ed. Year: 1996 Volume: 95 Issue: 1

LeMahieu, Paul G., Joanne T. Eresh and Richard C. Wallace, Jr *Using Student Portfolios for a Public Accounting.* Located in: The School Administrator 49, December 1992, pp. 8-15.

Honors

- Member of the NCTE Standing Committee on Research, 1983-1986
- Column Editor, Classroom Inquiry, English Journal, NCTE, 1985-1986
- Member of the Publication Review Board, National Center for the Study of Writing, 1989-1995

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

John D. Kraman

Associate Director, Research

Achieve

Education
Brandeis University, History Department
M.A. in History, ABD status conferred
1996

James Madison University, College of Arts and Letters
B.A. in History and Political Science
1992

Professional Experience
Associate Director, Research (January 2009 – Present)
Senior Policy Analyst (January 2006 – December 2008)
Policy Analyst (February 2004 – December 2005)
Achieve
February 2004 – Present

Responsible for comprehensive vision, leadership and management of Achieve's flagship annual report, directing the research, analysis, writing and presentation of key findings:

- Direct team of two researchers and coordinate efforts of seven other members of the Achieve staff and leadership. Efficiently manage $250,000 annual project budget.
- Oversee IT contractor to develop online instrument to survey state K-12 chiefs in all 50 states (and the District of Columbia), as well as the overall information management system.
- Interview senior state policy leaders regarding political and policy developments.
- Write annual report and present findings to a variety of audiences – to the 35 state leadership teams in the American Diploma Project Network, as well as the greater national policy audience.
- Collaborate with prominent national organizations – such as the Data Quality Campaign and the Editorial Projects in Education – regarding related national surveys and the college- and career-readiness agenda.
- The fifth report was released in March 2010 at the National Press Club – on time and budget.
- *"Closing the Expectations Gap" is commonly cited as a trusted resource regarding state policies and reforms – such as by the National Center for Education Statistics (NCES).*

Lead research and analysis for standards and assessments projects, including develop research methodology, create work plan, and contribute to the writing of reports. Recent projects include the following:

- Provide international benchmarking research and policy analysis to the writing teams of the Common Core State Standards Initiative (CCSSI), including evidentiary guidance for the common standards and insights regarding the national and international policy contexts into which the common standards will be released.
- Contribute international benchmarking and research expertise to the ongoing common science standards work. Responsibilities include working closely with science content staff to develop a methodology for analyzing international expectations in science and presenting findings to the National Research Council.
- Analyze data from content evaluations of standards and assessments, and contribute to reports such as "Achieve's Analysis of Mathematics and Science Standards from the APEC Economies" (2009), "Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up" (2008) and "Aligned Expectations? A Closer Look at College Admissions and Placement Tests" (2007).

Collaborate with project staff and coordinate their work across different Achieve units and projects: strategize about new work and connect with existing work in order to achieve broader organizational goals.

- Hire and train project staff, including six policy analysts and more than a dozen interns.
- Help project staff adjust to shifting priorities and competing deadlines in a fast-paced environment.

Research Director
The American Diploma Project, Washington, DC
July 2001 – February 2004

- Coordinated multifaceted, two-year, $2.4 million research effort to identify the benchmark knowledge and skills in English and mathematics that high school graduates require in order to succeed in college and the "high-performance" workplace.
- Performed analysis, writing and editing for all American Diploma Project literature, including the final report: "Ready or Not: Creating a High School Diploma That Counts" (2004).
- Briefed governors, legislators, policy makers, business leaders and teachers on American Diploma Project benchmarks and policy recommendations.

Director of Research
The Center for Education Reform
June 2000 – July 2001

- Conducted research on a broad range of state and federal education reforms.
- Provided research-based policy recommendations to White House and Congressional staff members, state legislators, the media, and grassroots organizations.
- Produced policy reports for internal use and for publications on education reform topics, such as "Charter School Laws: Scorecard and Ranking" (2001).

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Project Supervisor
CACI International Inc.
November 1998 – May 2000

- Conducted legal and historical research for U.S. Department of Justice, Civil Division.
- Developed databases and other research tools, and trained staff to use these tools.
- Supervised multiple teams of six to ten document analysts working to produce reports, prepare court filings, and process other information pertaining to federal litigation.

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Margaret M. Horn

Director, State Leadership and Policy Development

Achieve

Education
Master of Arts, Medical Anthropology
University of North Carolina at Chapel Hill
1993

Vanderbilt University,
Bachelor of Arts, Anthropology and Sociology
1989

Experience
Director, State Leadership and Policy Development
Achieve
February 2010 – Present

State of Tennessee, Office of the Governor
Program Manager, TN Office of Recovery Act Management
2009 – 2010

- Oversee American Recovery and Reinvestment Act (ARRA) implementation in Tennessee's two systems of higher education—the University of TN and the TN Board of Regents.
- Coordinate Tennessee's ARRA "Race to the Top" competitive grant application process.

Senior Management Consultant, State Planning and Policy
2007 – 2010

- Implement the Tennessee Diploma Project and Career and College Ready Policy Institute.
- Research, write, and manage gubernatorial, education-related grant programs.
- Support the Governor's education priorities.

Director, Community Affairs
2004 – 2007

- Coordinated and executed community relations plan through increased minority board appointments, public events, and implementation of new constituent tracking software program.
- Managed staff of seven dedicated to constituent services and boards and commissions activities.
- Directed appointment process for 300 statewide boards and commissions annually.
- Assisted with event coordination for the Office of the First Lady including the Tennessee Executive Residence Restoration Foundation's First Ladies' Luncheon for over 400

guests, the annual Season to Remember event for over 100 attendees, and the Tennessee Executive Residence Restoration groundbreaking.

Director, Constituent Services Office
2003 – 2004

- Managed communication and provided direct assistance to constituent and legislative office contacts.
- Tracked and routed all correspondence addressed to the Governor and responded on his behalf.
- Directed implementation of a new software system, Internet Quorum (IQ) Correspondence Tracking System, Lockheed Martin Technologies, and trained staff of fifty.
- Drafted or edited all correspondence for the Governor's signature.
- Redesigned the process for granting proclamations, grant endorsements, and support letters.

Editor
McGraw Hill Digital Learning
2002 – 2003

- Coordinated content development for standards-based, web-based elementary school mathematics assessment product.

Product Content Manager
Bredex Corporation
1998 – 2002

- Conducted R&D and participated in planning and design of web-based math assessment product.
- Coordinated content development, managed education consultants, and directed quality control for product prototype.

TN Commission on National and Community Service
1996 – 1998

Community Involvement
Democratic Governor's Association
2005

- Coordinated the 2005 Democratic Governor's Association, Fall Policy Conference, for over 250 guests, including Governors and their staffs.

Hands on Nashville
1997 – 2009

- Board of Directors (1997-2001)
- Board Chair (1999-2001)

APPENDIX (A)(8) – B:
CURRICULA VITAE OF KEY PERSONNEL

Alissa Robin Peltzman

Associate Director, State Leadership and Policy Development

Achieve

Education
Columbia University, Teachers College
Leadership, Policy, and Politics, Ed.M.
September 2003 – May 2005

Washington University- College of Arts and Sciences
Graduated *Cum Laude*, BA in Political Science
Honors Thesis on Women in State Legislatures: A Critical Analysis of Representation
August 1995 – May 1999

University of Edinburgh
Participated in study abroad program with coursework in Public Policy
January – June 1998

The Fund for American Studies
Participated in the Institute for Comparative and Economic Systems
Summer 1997

Experience
Associate Director, State Leadership & Policy Development (January 2009 – Present)
Achieve
Summer 2005 – Present

- Facilitate regular communication and serve as Achieve's central point of contact with ADP Network States.
- Lead planning and management of ADP Network convenings (Annual meeting, Issue based convenings, Network conference calls and/or webinars), including development of timelines, budgets, agendas, and materials.
- Work with policy research team to track state policy developments, legislation, and state progress.
- Develop and manage annual budget of $1.5 million.
- Lead team including Policy Analyst, Policy Intern and five consultants.
- Provide direct policy development support to states working to anchor their assessment and accountability system in college and career readiness.
- Assist in the creation of tools (including technical, strategic, and communication materials) to provide policy development support for states as they work towards developing a college-and career-ready strategy.
- Lead planning and execution of five College & Career-Ready Policy Institute cross-state meetings.

- Developed and implemented budget and work plan with timelines and deliverables.
- Coordinated the work of the partner organizations and oversaw the work of the Achieve staff and consultants.
- Lead Achieve planning and execution of *Measures that Matter*.
- Organized advisory group of state and national experts, including meetings and related materials.
- Generated eight publications, providing management of contractors and directly contributing to research, writing and editorial support.
- Conducted research on intersection between assessment models and accountability metrics.
- Contributed to development of tools and resources to use with states in these areas.
- Launched multi-year competitive process; direct collaboration of five national partner organizations designed to provide direct support to eight state.

Fifth Grade Teacher
Teach for America, Amidon Elementary School
June 2000 – June 2003

- Member of a national service corps who commit to teach in under-resourced public schools.
- Multi-Cultural Coordinator, Best Friends mentor, Student Government Advisor, Soccer Coach.
- 100% of class improved on Stanford-Nine; 80% of class tested as Proficient or Advanced.

Public Policy Fellow
Hillel: The Foundation for Jewish Campus Life
June 1999 – June 2000

- Created social justice programming resources.
- Organized national public policy conference for 400 student activists.
- Coordinated communication with 100 partner agencies.

PUBLICATIONS

Peltzman, A. & Jerald C. (December 2006) *High Standards and High Graduation Rates.* The State Education Standard.

Shipps, D., Fowlkes E. & Peltzman, A. (May 2006) *"Journalism and Urban School Reform: Versions of Democratic Decision Making in Two American Cities," American Journal of Education, 112:3 (May 2006), pp. 363-391.*

Peltzman, A. & Saltrick, S. (2005). *Beyond the Classroom Door: Essentials for the 21st Century Teacher* New York: Children's Publishing: School Specialty Inc.

Chatterji, Madhabi (November 2005) *Achievement Gaps and Correlates of Early Mathematics Achievement.* Education Policy Analysis Archives, Volume 13, Number 46. Acknowledged for contributions to article.

HONORS

- Presidential Management Fellowship Finalist (Class of 2005)
- Pi Sigma Alpha (National Political Science Honorary)
- Mortarboard (National Senior Leadership/Academic Honorary)
- Chimes (National Junior Leadership Honorary)
- Lock & Chain (Sophomore Leadership Honorary)
- Phi Lambda Psi (Women's Health Honorary)
- Alpha Epsilon Phi (Sorority), Vice President

APPENDIX IHE – A – i

ALABAMA

HIGHER EDUCATION LETTERS OF INTENT

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Joseph B. Morton
State Superintendent
of Education

Alabama
State Board
of Education

Governor Bob Riley
President

Randy McKinney
District I
Vice President

Betty Peters
District II

Stephanie W. Bell
District III

Dr. Ethel H. Hall
District IV
Vice President
Emerita

Ella B. Bell
District V

David F. Byers, Jr.
District VI

Gary Warren
District VII

Dr. Mary Jane Caylor
District VIII
President Pro Tem

Joseph B. Morton
Secretary and
Executive Officer

June 10, 2010

The Honorable Arne Duncan
U. S. Secretary of Education
U. S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

Alabama is pleased to participate in the Race to the Top Comprehensive Assessment Systems grant competition (CFDA Number 84.395B) with the Partnership for Assessment of Readiness for College and Careers. As you know, the application includes a 20-point competitive preference priority for collaboration and alignment with higher education. To that end, I am enclosing letters from our public institutions of higher education indicating their commitment to participate in the consortium's development of high school assessments in mathematics and English language arts with the goal of using the new measures as part of course placement once the college readiness standards have been established. I am pleased that we have 35 of our 39 public institutions of higher education that receive freshmen that have supplied letters of such commitment. In addition, I am attaching letters of intent from four of our private institutions of higher education.

To facilitate this effort, the Alabama Commission on Higher Education provided the number of direct matriculation students for each of the Alabama public institutions that indicated an interest in participating in the consortium. I am attaching that document as a supplement to the letters of intent from the institutions of higher education.

Sincerely,

Joseph B. Morton
State Superintendent of Education

JBM:BAD
Attachment
cc: Dr. Gloria Turner, Director

GORDON PERSONS BUILDING • P.O. BOX 302101 • MONTGOMERY, ALABAMA 36130-2101 • TELEPHONE (334) 242-9700 • WEB SITE: www.alsde.edu

Alabama Commission on Higher Education
Number of Fall 2008 First-Time
Degree Seeking Undergraduate Students
Less than 20 years old as of September 1, 2008

Alabama Southern Community College	362
Bevill State Community College	682
Bishop State Community College	392
Calhoun Community College	1,232
Central Alabama Community College	396
Chattahoochee Valley Community College	247
Drake State Technical College	87
Enterprise-Ozark Community College	389
Faulkner State Community College	823
Gadsden State Community College	1,081
Jefferson Davis Community College	187
Jefferson State Community College	1,138
Lawson State Community College	607
L. B. Wallace Community College	252
Northeast Alabama Community College	495
Northwest-Shoals Community College	633
Shelton State Community College	1,060
Snead State Community College	492
Trenholm State Technical College	172
G. C. Wallace – Dothan Community College	667
G. C. Wallace – Hanceville Community College	960
G. C. Wallace – Selma Community College	332
Alabama A & M University	1,018
Alabama State University	1,262
Auburn University	3,965
Auburn University at Montgomery	577
Jacksonville State University	1,159
Troy University	1,482
University of Alabama	5,069
University of Alabama at Birmingham	1,266
University of Alabama in Huntsville	767
University of Montevallo	494
University of North Alabama	1,008
University of South Alabama	1,470
University of West Alabama	278
Total of Participating Alabama Public Institutions	**32,501**
Grand Total All Alabama Public Institutions	**33,625**

Source: Alabama Statewide Student Database
Note: Does not include 22 students with unknown date of birth.

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Alabama Southern Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

William O. Blow

Signature [Postsecondary President]

Dr. William O. Blow, Interim President

Printed Name and Title [Postsecondary President]

June 2, 2010

Date

(251) 575-8223

Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Freida Hill

Signature [Chancellor of Postsecondary]

Freida Hill

Printed Name and Title [Chancellor of Postsecondary]

06-10-10

Date

(334) 293-4500

Telephone Number

BEVILL STATE
COMMUNITY COLLEGE

Anne S. McNutt, Ph.D. *President*

June 7, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Bevill State Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

1411 Indiana Avenue • Jasper, AL 35501 • 800-648-3271/205-387-0511 ext. 5402 • Fax 205-387-5192 • amcnutt@bscc.edu • www.bscc.edu

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature [Postsecondary President]

Anne S. McNutt
Printed Name and Title [Postsecondary President]

June 7, 2010
Date

205.387.0511, ext. 5402
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Signature [Chancellor of Postsecondary]

Freida Hill
Printed Name and Title [Chancellor of Postsecondary]

06-10-10
Date

(334) 293-4500
Telephone Number

BISHOP STATE COMMUNITY COLLEGE

351 North Broad Street • Mobile, Alabama 36603-5898

Office of the President

June 8, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101

Dear Dr. Morton:

As the President of Bishop State Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature [Postsecondary President]

James Lowe, Jr., Ph.D., President

Printed Name and Title [Postsecondary President]

June 8, 2010 — Date

(251 405-7130 — Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Signature [Chancellor of Postsecondary]

Freida Hill

Printed Name and Title [Chancellor of Postsecondary]

06-10-10 — Date

(334) 293-4500 — Telephone Number

CALHOUN COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Calhoun Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.

- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Marilyn C. Beck

Signature [Postsecondary President]

Marilyn C. Beck, President

Printed Name and Title [Postsecondary President]

June 4, 2010

Date

256-306-2555

Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Freida Hill

Signature [Chancellor of Postsecondary]

Freida Hill

Printed Name and Title [Chancellor of Postsecondary]

06-10-10

Date

(334) 293-4500

Telephone Number

Central Alabama Community College

Alexander City Campus
1675 Cherokee Road
Alexander City, AL 35010
256-234-6346

Childersburg Campus
34091 US Hwy. 280
Childersburg, AL 35044
256-378-5576

Talladega Center
231 Haynes Street
Talladega, AL 35160
256-460-2066

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Central Alabama Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

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- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Stephen B. Franks
Signature [Postsecondary President]

Stephen B. Franks, President, Central Alabama Community College
Printed Name and Title [Postsecondary President]

June 4, 2010
Date

256.215.4300
Telephone Number

Freida Hill
Signature [Chancellor of Postsecondary]

Freida Hill
Printed Name and Title [Chancellor of Postsecondary]

06-10-10
Date

(334) 293-4500
Telephone Number

Chattahoochee Valley Community College

Laurel M. Blackwell, Ed.D.
President

2602 College Drive
Phenix City, Alabama 36869
1.334.291.4981
1.334.291.4944 (fax)

June 7, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Chattahoochee Valley Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

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- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Laurel M Blackwell
Signature (Postsecondary President)

Dr. Laurel M. Blackwell, President
Printed Name and Title (Postsecondary President)

June 7, 2010
Date

334-291-4981
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Freida Hill
Signature (Chancellor of Postsecondary)

Freida Hill
Printed Name and Title (Chancellor of Postsecondary)

06-10-10
Date

(334) 293-4500
Telephone Number

J. F. DRAKE STATE TECHNICAL COLLEGE
3421 MERIDIAN STREET, NORTH • HUNTSVILLE, AL 35811
P: 256.551.3117 • F: 256.539.7383

OFFICE OF THE PRESIDENT

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of J. F. Drake State Technical College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Helen T. McAlpine

Signature [Postsecondary President]

Helen T. McAlpine, Ed.D., President

Printed Name and Title [Postsecondary President]

6/4/10

Date

256-551-3117

Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Freida Hill

Signature [Chancellor of Postsecondary]

Freida Hill

Printed Name and Title [Chancellor of Postsecondary]

06-10-10

Date

(334) 293-4500

Telephone Number

ENTERPRISE STATE COMMUNITY COLLEGE
ALABAMA AVIATION CENTER
ENTERPRISE • FORT RUCKER • WORLD WIDE WEB • OZARK • MOBILE • ALBERTVILLE • ANDALUSIA

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Enterprise State Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlines for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Review of possible use of the assessment as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework at ESCC.

ENTERPRISE STATE COMMUNITY COLLEGE – ENTERPRISE CAMPUS
P.O. BOX 1300 • 600 PLAZA DRIVE • ENTERPRISE • ALABAMA • 36331
TELEPHONE: (334) 347-2623 • FAX: (334) 393-6223
WWW.ESCC.EDU

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Nancy W. Chandler

Nancy W. Chandler, President

6-4-10

Date

334-347-1157

Telephone Number

Freida Hill

Freida H. Hill, Chancellor
Department of Postsecondary Education

06-10-10

Date

(334) 293-4500

Telephone Number

Faulkner State
BALDWIN COUNTY'S AND ALABAMA'S GULF COAST COMMUNITY COLLEGE
BAY MINETTE, ALABAMA 36507-2698

OFFICE OF THE PRESIDENT

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
Post Office Box 302101
Montgomery, Alabama 36130-2101

Dear Dr. Morton:

As the President of Faulkner State Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Gary L. Branch, President
Faulkner State Community College

6-4-2010
Date

(251) 580-2100
Telephone Number

Freida H. Hill, Chancellor
Alabama Community College System

6-10-10
Date

(334) 293-4524
Telephone Number

GADSDEN STATE
COMMUNITY COLLEGE
President's Office
P. O. Box 227 · Gadsden, Alabama 35902-0227 · www.gadsdenstate.edu

June 7, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
Post Office Box 302101
Montgomery AL 36130-2101

Dear Dr. Morton:

As the President of Gadsden State Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlines for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their

Dr. W. Darryl Harrison, President Phone: 256.549.8221 Fax: 256.549.8288 dharrison@gadsdenstate.edu

parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

W. Darryl Harrison

Dr. W. Darryl Harrison, President
Gadsden State Community College

6/7/10 (256) 549-8221

Date Telephone Number

Freida Hill

Dr. Freida Hill, Chancellor
The Alabama Community College System

06-10-10 (334)293-4500

Date Telephone Number

RECEIVED
JUN 01 2010
STATE SUPERINTENDENT'S OFFICE
ALABAMA DEPARTMENT OF EDUCATION

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Jefferson Davis Community College [INSERT INSTITUTION/SYSTEM] in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

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- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Susan A. McBride
Signature [Postsecondary President]

Susan A. McBride, President, Jefferson Davis Community College
Printed Name and Title [Postsecondary President]

May 27, 2010
Date

251-809-1551
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Freida Hill
Signature [Chancellor of Postsecondary]

Freida Hill
Printed Name and Title [Chancellor of Postsecondary]

06-10-10
Date

(334) 293-4500
Telephone Number

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Jefferson State Community College [INSERT INSTITUTION/SYSTEM] in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Judy M. Merritt
Signature [Postsecondary President]

Judy M. Merritt - President
Printed Name and Title [Postsecondary President]

6/4/2010
Date

205-983-5920
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Freida Hill
Signature [Chancellor of Postsecondary]

Freida Hill
Printed Name and Title [Chancellor of Postsecondary]

06-10-10
Date

(334) 293-4500
Telephone Number

LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road • Birmingham, Alabama 35221
Phone (205) 929-6300 • Fax (205) 923-1649

Office Of The President

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Lawson State Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

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- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Perry W. Ward
Signature

Perry W. Ward, Ph.D., President
Printed Name and Title

June 4, 2010 (205) 929-6300
Date Telephone Number

Freida Hill
Signature [Chancellor of Postsecondary]

Dr. Freida H. Hill, Chancellor, Alabama Department of Postsecondary Education

06-10-10 334) 293-4500
Date Telephone Number

LBW Lurleen B. Wallace Community College

June 4, 2010

RECEIVED
JUN 08 2010
STATE SUPERINTENDENT'S OFFICE
ALABAMA DEPARTMENT OF EDUCATION

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P. O. Box 302101
Montgomery, AL 36130-2130

Dear Dr. Morton:

As the President of Lurleen B. Wallace Community College in Andalusia, Alabama. I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

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- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about

Andalusia Campus
P.O. Drawer 1418
Andalusia, Alabama 36420
(334) 222-6591 Fax (334) 881-2300

Greenville Campus
750 Greenville By-Pass
Greenville, Alabama 36037
(334) 382-2133 Fax (334) 382-2215

MacArthur Campus
P.O. Drawer 910
Opp, Alabama 36467
(334) 493-3573 Fax (334) 493-7003

Luverne Center
P.O. Box 55
Luverne, Alabama 36049
(334) 335-2187 Fax (334) 335-2057

what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts tp improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature [Postsecondary President}

Herbert H. J. Riedel, President
Printed Name and Title [Postsecondary President]

June 7, 2010
Date

334 881-2212
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education)

Signature [Chancellor of Postsecondary]

Dr. Freida Hill, Chancellor
Printed Name and Title [Chancellor Postsecondary]

06-10-10
Date

(334) 293-4500
Telephone Number

Northeast Alabama Community College

Post Office Box 159
Rainsville, Alabama 35986-0159
256-638-4418 or 256-228-6001, ext. 243
Fax: 256-638-3052 www.nacc.edu

Office of the President
Dr. David Campbell

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Northeast Alabama Community College, which is a member of the Alabama Community College System in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

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- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature [Postsecondary President]

Dr. David Campbell, President, Northeast Alabama Community College
Printed Name and Title [Postsecondary President]

June 4, 2010
Date

256-228-6001, ext. 243
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Signature [Chancellor of Postsecondary]

Dr. Freida Hill, Chancellor, Alabama Community College System
Printed Name and Title [Chancellor of Postsecondary]

06-10-10
Date

(334) 293-4500
Telephone Number

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Northwest-Shoals Community College [INSERT INSTITUTION/SYSTEM] in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

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- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Humphrey Lee
Signature [Postsecondary President]

Humphrey Lee
Printed Name and Title [Postsecondary President]

June 3, 2010
Date

256-331-5214
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Freida Hill
Signature [Chancellor of Postsecondary]

Freida Hill
Printed Name and Title [Chancellor of Postsecondary]

06-10-10
Date

(334)293-4500
Telephone Number

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Shelton State Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature [Postsecondary President]

Mark A. Heinrich, President
Printed Name and Title [Postsecondary President]

6-8-10
Date

205-391-5880
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Signature [Chancellor of Postsecondary]

Freida Hill
Printed Name and Title [Chancellor of Postsecondary]

June 10, 2010
Date

334-293-4524
Telephone Number

Snead State Community College
1898

Office of the President

June 4, 2010

RECEIVED
JUN 04 2010
STATE SUPERINTENDENT'S OFFICE
ALABAMA DEPARTMENT OF EDUCATION

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Snead State Community College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Robert J Exley

Signature [Postsecondary ~~President~~]

Dr. Robert J. Exley, President

Printed Name and Title [Postsecondary President]

06-04-10

Date

(256) 840-4100

Telephone Number

Freida Hill

Signature [Chancellor of Postsecondary]

Dr. Freida Hill, Chancellor

Printed Name and Title [Chancellor of Postsecondary]

06-10-10

Date

(334) 293-4524

Telephone Number

TrenholmState
H. Councill Trenholm State Technical College

Samuel Munnerlyn
President

June 9, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of H. Councill Trenholm State Technical College in Montgomery, Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

Post Office Box 10048 · 1225 Air Base Boulevard · Montgomery, Alabama 36108
Telephone: 334-420-4200 Fax: 334-420-4206 www.trenholmstate.edu

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Sam Munnerlyn
President
(334) 420-4216

6/9/10
Date

Freida Hill
Chancellor, Alabama Community College System
(334) 293-4500

06-10-10
Date

WALLACE
COMMUNITY
COLLEGE

Office of the President

Dr. Linda C. Young
1141 Wallace Drive
Dothan, AL 36303
334.556.2234
Fax: 334.983.4255

June 7, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Wallace Community College-Dothan, I would like to express support for the proposed project, *Partnership for Assessment of Readiness for College and Career*. Through the project, the College pledges to work collaboratively with K-12 and higher education colleagues for a better aligned P-20 system that prepares students for college and careers. In addition, we support providing high school students, parents, and teachers with clear and consistent information about postsecondary requirements.

Wallace Community College supports efforts to transition students successfully into our postsecondary system, and we look forward to working with our education partners on this important collaboration.

Sincerely,

Linda C. Young
President

pm

c Chancellor Freida Hill

Freida Hill
Freida Hill, Chancellor
06-10-10 (334) 293-4500

WALLACE STATE
HANCEVILLE

Office of the President

June 7, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Wallace State Community College – Hanceville in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment and the State Board has approved required Postsecondary policy revisions. We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework subsequent to approval of required Postsecondary policy revisions by the Board.

801 Main Street NW • PO Box 2000 • Hanceville, AL 35077-2000
256.352.8130 • Fax 256.352.8276

We strongly support further work to establish a better aligned P-20 education system that will help all Alabama students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition to our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Vicki P. Hawsey

Vicki P. Hawsey
President

Freida Hill

Freida Hill, Chancellor
06-10-10

(334) 293-4500

June 4, 2010

RECEIVED
JUN 03 2010
STATE SUPERINTENDENT'S OFFICE
ALABAMA DEPARTMENT OF EDUCATION

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Wallace Community College Selma [INSERT INSTITUTION/SYSTEM] in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature [Postsecondary President]

James M. Mitchell, President
Printed Name and Title [Postsecondary President]

5/28/2010
Date

(334) 876-9230
Telephone Number

(The signature of the Chancellor of Postsecondary will be obtained by the State Department of Education.)

Signature [Chancellor of Postsecondary]

Freida Hill
Printed Name and Title [Chancellor of Postsecondary]

06-10-10
Date

(334) 293-4500
Telephone Number

Alabama A&M UNIVERSITY

Office of the President
P.O. Box 1357
Normal, Alabama 35762
(Office) 256-372-5230
(Fax) 256-372-5244

June 8, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Alabama A & M University in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Dr. Andrew Hugine, Jr., President, Alabama A&M University

June 8, 2010
Date

256-372-5230
Telephone Number

Dr. Gregory Fitch, Executive Director, Alabama Higher Education

June 8, 2010
Date

334-242-1998
Telephone Number

ALABAMA STATE UNIVERSITY

MONTGOMERY, ALABAMA 36101 · 334 / 229-4200

OFFICE OF THE PRESIDENT

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Alabama State University in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature

William H. Harris, Ph.D. President
Printed Name and Title

June 7, 2010
Date

334/229-4200
Telephone Number

(The signature of the executive officer will be obtained by the State Department of Education.)

Signature [Higher Education Executive Officer]

Gregory G. Fitch
Printed Name and Title [Higher Education Executive Officer]

10 June 10
Date

(334) 242-2123
Telephone Number

AUBURN UNIVERSITY

OFFICE OF THE PRESIDENT

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-
2101

Dear Dr. Morton:

As the President of AUBURN UNIVERSITY in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college ready on their high school assessments can enter credit-bearing coursework without remediation at this institution assuming the students meet the admission and placement standards of Auburn University.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as one indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

107 Samford Hall, Auburn, AL 36849-5113; Telephone: 334-844-4650; Fax: 334-844-6179

www.auburn.edu

We strongly support K-12's efforts to help all Alabama students graduate from high school ready for college and careers. To that end, we commit ourselves to work collaboratively with our K-12 counterparts to provide information to students and their families about what it takes to go to college and to improve associated student outreach, intervention, and academic preparation programs to help ensure that all students have the opportunity to transition from high school to college successfully.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature (Higher Education President)

Jay Gogue
Printed Name and Title (Higher Education President)

6-7-10
Date

(334) 844-4650
Telephone Number

(The signature of the executive officer will be obtained by the State Department of Education)

Signature [Higher Education Executive Officer]

Gregory G Fitch
Printed Name and Title [Higher Education Executive Officer]

10 June 10
Date

(334) 242-2123
Telephone Number

AUBURN
MONTGOMERY
OFFICE OF THE CHANCELLOR

RECEIVED
JUN 08 2010
STATE SUPERINTENDENT'S OFFICE
ALABAMA DEPARTMENT OF EDUCATION

4 June 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the Chancellor of Auburn University at Montgomery in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution, assuming the students meet the admission and placement standards of Auburn University.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support K-12's efforts to help all Alabama students graduating from high school ready for college and careers. To that end, we commit ourselves to work collaboratively with our K-12 counterparts to provide information to students and their families about what it takes to attend college and to improve associated student outreach, intervention, and academic preparation programs to help ensure that all students have the opportunity to transition from high school to college successful.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration, and thank you for your kind attention.

Sincerely,

John G. Veres III, PhD
Chancellor

Signature (Higher Education Executive Officer)

Gregory G. Fitch
Printed name and title (Higher Education Executive Officer)

10 June 10
Date

(334) 242-2123
Phone

JACKSONVILLE STATE UNIVERSITY
700 Pelham Road North
Jacksonville, Alabama 36265-1602

Office of the President

(256) 782-5881 phone
(256) 782-5888 fax

June 2, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Jacksonville State University in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level credit-bearing coursework.

- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college- level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

William A. Meehan

Signature (Higher Education President)

William A. Meehan, President

Printed Name and Title (Higher Education President)

June 2, 2010

Date

256-782-5881

Telephone Number

(The signature of the executive officer will be obtained by the State Department of Education.)

Signature (Higher Education Executive Officer)

Gregory G. Fitch

Printed Name and Title (Higher Education Executive Officer)

10/June 10

Date

334-242-2123

Telephone Number

Troy, Alabama
36082

334-670-3000

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the Chancellor of Troy University in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

Troy, Alabama
36082
334-670-3000

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Jack Hawkins, Jr., Ph.D.
Chancellor

June 4, 2010
Date

3347-670-3200
Telephone Number

(The signature of the executive officer will be obtained by the State Department of Education.)

Signature [Higher Education Executive Officer]

Gregory G. Fitch
Printed Name and Title [Higher Education Executive Officer]

10 June 10
Date

(334) 242-2123
Telephone Number

Office of the President

June 2, 2010

RECEIVED
JUN 03 2010
STATE SUPERINTENDENT'S OFFICE
ALABAMA DEPARTMENT OF EDUCATION

THE UNIVERSITY OF
ALABAMA
FOUNDED 1831

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

On behalf of The University of Alabama, I would like to express our strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of higher education systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validation studies and comparisons with current placement instruments to ensure that the assessments developed are accurate measures of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use the assessments as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

203 Rose Administration Building
Box 870100
Tuscaloosa, Alabama 35487-0100
(205) 348-5100
FAX (205) 348-8377
witt@pres.ua.edu
http://www.ua.edu

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our higher education system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Robert E. Witt

Robert E. Witt
President

Gregory G. Fitch 334-242-2123

10 June 15

THE UNIVERSITY OF
ALABAMA AT BIRMINGHAM

Carol Z. Garrison
President

June 3, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of the University of Alabama at Birmingham, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s) and our institution has agreed to those standards. We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework provided the student meets the admission and placement standards at UAB.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

1070 Administration Building
701 20th Street South
205.934.4636
Fax 205.975.8505

Mailing Address:
AB 1070
1530 3RD AVE S
BIRMINGHAM AL 35294-0110

We strongly support further work to establish a better aligned education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Carol Z Ga

Dr. Carol Z. Garrison, President, University of Alabama at Birmingham

June 3, 2010 — Date

205-934-4636 — Telephone Number

Gregory G. Fitch

(334) 242-2123

10 June 10

UAHuntsville
THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of The University of Alabama in Huntsville, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outline for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions on the Partnership will determine the specific ways in which this new assessment will be used. We are, however prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

OFFICE OF THE PRESIDENT 370 Shelbie King Hall Huntsville, AL 35899
T 256.824.6340 F 256.824.6538 E david.williams@uah.edu

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

D B Williams

Signature [Higher Education President]

David B. Williams, Ph.D., Sc.D., President

Printed Name and Title [Higher Education President]

6-4-10

Date

256-824-6340

Telephone Number

(The signature of the executive officer will be obtained by the State Department of Education.)

Signature [Higher Education Executive Officer]

Gregory G. Fitch

Printed Name and Title [Higher Education Executive Officer]

10 June 10

Date

(334) 242-2123

Telephone Number

THE UNIVERSITY OF
MONTEVALLO

Office of
the President
Station 6001

June 7, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of the University of Montevallo in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments

developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.

- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

John W. Stewart

Signature

Dr. John W. Stewart III, President
Printed Name and Title

June 7, 2010
Date

205.665.6001
Telephone Number

To be obtained by the State Department of Education:

Signature [Higher Education Executive Officer]

Gregory G. Fitch
Printed Name and Title [Higher Education Executive Officer]

10 June 20
Date

(334) 242-2123
Telephone Number

June 7, 2010

University of NORTH ALABAMA 1830

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of the University of North Alabama, I would like to express our strong support for the Partnership for Assessment of Readiness for College and Career (Partnership). We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the Partnership states to develop high school assessments that serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outline for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are accurate measures of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.

- Use of the assessment as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

OFFICE *of the* PRESIDENT
UNA Box 5004, Florence, AL 35632-0001
P: 256.765.4211 | F: 256.765.4644 | www.una.edu
Equal Opportunity / Equal Access Institution

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our higher education system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

William G. Cale, Jr.

William G. Cale, Jr.
President

WGC,JR/rbs

pc: Dr. Donna Jacobs
Dean, UNA College of Education

Gregory G. Fitch 334-242-2123

10 June 10

UNIVERSITY OF SOUTH ALABAMA

OFFICE OF THE PRESIDENT

TELEPHONE: (251) 460-6111
MOBILE, ALABAMA 36688-0002

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of the University of South Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s) and after our institution has agreed to those standards. We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation upon the thorough review and approval of the assessment instrument and process of implementation by the University of South Alabama.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature

V. Gordon Moulton, President, University of South Alabama

Printed Name and Title

June 4, 2010
Date

251-460-6111
Telephone Number

Gregory G. Fitch

(334) 242-2123

10 Guard

THE UNIVERSITY OF WEST ALABAMA
LIVINGSTON

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of the University of West Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s) and our institution has agreed to those standards. We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation upon the thorough review and approval of the assessment instrument and process of implementation by the University of West Alabama, assuming the students meet the admissions and placement standards of the University.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.

Office of the President
Station 1 • Livingston, Alabama 35470 • (205) 652-3527 • Fax (205) 652-3774 • www.uwa.edu

- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Richard D. Holland

Richard D. Holland
President

Gregory G. Fitch

Gregory G. Fitch (334) 242-2123

10 June

APPENDIX IHE – A – ii

ARIZONA

HIGHER EDUCATION LETTERS OF INTENT

MARICOPA COMMUNITY COLLEGES

www.maricopa.edu

Rufus Glasper
Chancellor

2411 West 14th Street
Tempe, AZ
85281-6942

Telephone
480.731.8100

Fax
480.731.8120

Email
r.glasper@domail.maricopa.edu

June 7, 2010

Dear Secretary Duncan:

As the Chancellor of the Maricopa Community Colleges in Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC).** We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with PARCC to ensure that students who score college-ready on high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our

K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Rufus Glasper

Rufus Glasper, Ph.D., CPA
Chancellor

Office of the President
P.O. Box 929
Yuma, Arizona 85366-0929
Voice (928) 344-7500
FAX (928) 344-7709
www.azwestern.edu

June 10, 2010

Dear Secretary Duncan:

As the president of Arizona Western College in Yuma, Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC).** We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with PARCC to ensure that students who score college-ready on high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Glenn E. Mayle

Dr. Glenn E. Mayle, President
Arizona Western College

Central Arizona College

May 27, 2010

Dear Secretary Duncan:

As the President of Central Arizona College in Arizona, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Central Arizona College included 516 direct matriculation students. We are committed to working with PARCC to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Central Arizona College Office of the President
8470 North Overfield Road • Coolidge, Arizona 85228
T 520.494.5200 F 520.494.5575 www.centralaz.edu

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Dennis A. Jenkins,
President/CEO

COCHISE COLLEGE
OFFICE OF THE PRESIDENT

June 8, 2010

Dear Secretary Duncan:

As the president of Cochise College in Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC).** We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with PARCC to ensure that students who score college-ready on high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

4190 WEST HIGHWAY 80 • DOUGLAS, ARIZONA 85607-6190 • (520) 417-4056 • FAX 417-4006
901 NORTH COLOMBO AVENUE • SIERRA VISTA, ARIZONA 85635-2317 • (520) 515-5401 • FAX 515-5406

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

J.D. Rottweiler
President
Cochise College

LONE TREE CAMPUS 2800 S LONE TREE RD FLAGSTAFF AZ 86001-2701

Dear Secretary Duncan:

As the President of Coconino County Community College in Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC).** We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

FLAGSTAFF

GRAND CANYON

PAGE

WILLIAMS

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with PARCC to ensure that students who score college-ready on high school assessments can enter credit-bearing coursework without remediation at this institution.

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- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

OFFICE OF THE PRESIDENT

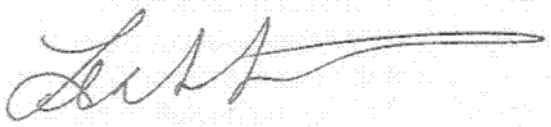
We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with

TEL 928.226.4100 FAX 928.522.2235

clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,



Leah L. Bornstein, Ph.D.
President
Coconino County Community College

EASTERN
ARIZONA
COLLEGE

Mark Bryce
President
Phone: (928) 428-8231 E-mail: mark.bryce@eac.edu

June 2010

Dear Secretary Duncan:

As the President of Eastern Arizona College in Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC).** We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

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- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Very truly yours,

Mark Bryce, J.D.
President

MCC Mohave Community College

Arne Duncan, U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6400

May 27, 2010

Dear Secretary Duncan:

As the President of Mohave Community College in Arizona, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers [PARCC] and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Mohave Community College included 560 direct matriculation students. Of these direct matriculation students, 32% required at least one postsecondary remedial course. We are committed to working with the PARCC to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the [Partnership] on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
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- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Neal Campus - Kingman
1971 Jagerson Ave.
Kingman, AZ 86409
928.757.4331

Henry Campus - Bullhead City
3400 Highway 95
Bullhead City, AZ 86442
928.758.3926

Lake Havasu City Campus
1977 Acoma Blvd. West
Lake Havasu City, AZ 86403
928.855.7812

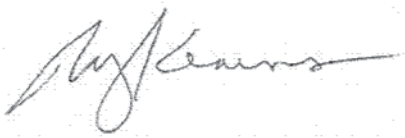
North Mohave Campus
480 S. Central
Colorado City, AZ 86021
928.875.2799
1.800.678.3992

www.mohave.edu
1.866.664.2832

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,



Michael J. Kearns, D.D.S., M.B.A
President
Mohave Community College

NORTHLAND PIONEER COLLEGE
Office of the President

Dear Secretary Duncan:

As the President of Northland Pioneer College in Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC).** We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with PARCC to ensure that students who score college-ready on high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

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- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Navajo County Community College District
Mailing Address: P.O.Box 610, Holbrook, AZ 86025-0610
Voice: 928-524-7418 or 800-266-7845, ext. 7418 • Fax: 928-524-7419 • Email: jeanne.swarthout@npc.edu

NORTHLAND PIONEER COLLEGE

Office of the President

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Jeanne Swarthout, Ph.D.

Jeanne Swarthout, Ph.D.
President
Northland Pioneer College

Navajo County Community College District
Mailing Address: P.O.Box 610, Holbrook, AZ 86025-0610
Voice: 928-524-7418 or 800-266-7845, ext. 7418 • Fax: 928-524-7419 • Email: jeanne.swarthout@npc.edu

PimaCountyCommunityCollegeDistrict

Office of the Chancellor

June 11, 2010

The Honorable Arne Duncan
United States Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the Chancellor of Pima County Community College District in Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC).** We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Roy Flores

Roy Flores, Ph.D.
Chancellor

Yavapai COLLEGE | Office of the President

1100 East Sheldon Street • PMB 6901 • Prescott, Arizona 86301-3297
(928) 776-2307 • FAX: (928) 776-2019

June 11, 2010

Dear Secretary Duncan:

As the President of Yavapai College in Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC).** We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

James F. Horton, Jr. Ph.D.
President, Yavapai College

ARIZONA STATE UNIVERSITY

Dear Secretary Duncan:

As the President of Arizona State University, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC)** and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Office of the President
Fulton Center 410, 300 E. University Drive
PO Box 877705 Tempe, AZ 85287-7705
(480) 965-8972 Fax: (480) 965-0865
www.asu.edu/president

Signature(s) for the State of Arizona:	
Authorized State Signature: Joel Sideman	
Name: Joel Sideman	Date: 6/9/10
Title: Executive Director, Arizona Board of Regents	
Authorized State Signature: Michael Crow	
Name: Michael M. Crow	Date: 6/8/10
Title: President, Arizona State University	

NORTHERN ARIZONA UNIVERSITY

Office of the President

Northern Arizona University
PO Box 4092
Flagstaff, AZ 86011-4092

928-523-3232
928-523-1848 fax
www.nau.edu/president

June 4, 1010

Dear Secretary Duncan:

As the President of Northern Arizona University, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC)** and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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We strongly support further work to establish a better aligned P-20 education system that will help all of Arizona's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Arizona:	
Authorized State Signature:	
Name: Joel Sideman	Date: 6/10/10
Title: Executive Director, Arizona Board of Regents	
Authorized State Signature:	
Name: John D. Haeger	Date: June 4, 2010
Title: President, Northern Arizona University	

THE UNIVERSITY OF ARIZONA.
Office of the President

June 4, 2010

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue SW
Washington DC 20202

Re: Common Core Assessment Grant Support Letter
The University of Arizona

Dear Secretary Duncan:

As the President of the University of Arizona, I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers (PARCC)** and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as

an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Arizona students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Arizona:	
Authorized State Signature: Joel Sideman	
Name: Joel Sideman	Date: 6/9/10
Title: Executive Director, Arizona Board of Regents	
Authorized State Signature: Robert N. Shelton	
Name: Robert N. Shelton	Date: June 4, 2010
Title: President, The University of Arizona	

APPENDIX IHE – A – iii

ARKANSAS

HIGHER EDUCATION LETTERS OF INTENT

UofA
UNIVERSITY OF ARKANSAS SYSTEM

Office of the President

June 10, 2010

Dear Secretary Duncan:

As the President of the University of Arkansas System, I would like to express my support for the Partnership for Assessment of Readiness for College and Career (PARCC), and pledge to work collaboratively with K-12 and higher education colleagues across the country to develop high school assessments that serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in Math and English. I am encouraged by the promise of the new Common Core State Standards to improve college readiness rates for students who directly enter our institutions from high school, and the vision outlined for developing a common, college-ready assessment.

The University of Arkansas System campuses have varying missions. Due to the complexity and diversity of the institutions, our remediation rates vary significantly. The University includes the state's only HBCU, metropolitan campus, predominately rural campus, campus transitioning from community college to four-year baccalaureate status, five community colleges, and the states' flagship, land-grant campus. University of Arkansas campuses share the common goal that all students have the opportunity to move as quickly as possible to credit-bearing courses, thus resulting in improved retention and graduation rates. We are prepared to participate in the design, development and standard setting process of the Partnership as follows:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Review how the new measure(s) may be used in conjunction with existing placement measures established by the University of Arkansas System campuses, as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support a better aligned P-20 education system that will help all Arkansas students graduate from high school ready for college and careers by providing students, their parents, and teachers with clear and consistent information about what it means, and what it takes, to be college-ready. We will continue to work collaboratively with our K-12 partners to improve student outreach, intervention, and academic preparation programs with the goal that all students

2404 North University Avenue / Little Rock, Arkansas 72207-3608 / 501-686-2505 / Fax 501-686-2506

University of Arkansas, Fayetteville / University of Arkansas at Little Rock / University of Arkansas at Pine Bluff
University of Arkansas for Medical Sciences / University of Arkansas at Monticello / Division of Agriculture / Criminal Justice Institute
Arkansas Archeological Survey / Phillips Community College of the University of Arkansas / University of Arkansas Community College at Hope
University of Arkansas Community College at Batesville / Cossatot Community College of the University of Arkansas
University of Arkansas Community College at Morrilton / University of Arkansas at Fort Smith
Arkansas School for Mathematics, Sciences, and the Arts / University of Arkansas Clinton School of Public Service

The University of Arkansas is an equal opportunity/affirmative action institution.

have the opportunity to successfully transition into and graduate from our higher education institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

B. Alan Sugg
President

Signature(s) for the State of: ARKANSAS	
Authorized State Signature:	
Name: Dr. Jim Purcell	Date: 8-11-10
Title: Director, Arkansas Department of Higher Education	

Office of the President

UNIVERSITY OF CENTRAL ARKANSAS

201 Donaghey Avenue
Conway, Arkansas 72035
Telephone: (501) 450-3170

May 28, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
Department of Education Building
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As President of University of Central Arkansas in Conway, Arkansas, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, University of Central Arkansas included 2,088 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

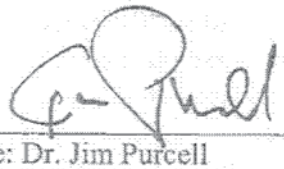
We are prepared to participate with PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help Arkansas's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: ARKANSAS	
Authorized State Signature: 	
Name: Dr. Jim Purcell	Date: 8-11-10
Title: Director, Arkansas Department of Higher Education	
Authorized State Signature:	
Name: Allen C. Meadors, PhD, FACHE	Date:
Title: President, University of Central Arkansas	

OFFICE OF THE PRESIDENT

ASU
ARKANSAS STATE UNIVERSITY SYSTEM

P.O. Box 10
State University, AR 72467-0010

Phone:
870-933-7900

Fax:
870-933-7910

www.asusystem.edu

Jonesboro, Arkansas

June 8, 2010

The Honorable Arne Duncan
U. S. Secretary of Education
Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of the Arkansas State University System in Jonesboro, Arkansas, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Arkansas State University included 3,254 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Arkansas's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: ARKANSAS	
Authorized State Signature:	
Name: Dr. Jim Purcell	Date: 6-11-10
Title: Director, Arkansas Department of Higher Education	
Authorized State Signature:	
Name: Dr. Leslie Wyatt	Date: June 7, 2010
Title: President, Arkansas State University System	

Dear Secretary Duncan:

As the President of Arkansas Tech University in Russellville, Arkansas, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Arkansas Tech University included 1,502 direct matriculation students. Of these direct matriculation students, 36.6% required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Arkansas's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach,

intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: ARKANSAS	
Authorized State Signature:	
Name: Dr. Jim Purcell	Date: 3/11/10
Title: Director, Arkansas Department of Higher Education	
Authorized State Signature:	
Name: Dr. Robert C. Brown	Date: 1 Jun 10
Title: President, Arkansas Tech University	

APPENDIX IHE – A – iv

CALIFORNIA

HIGHER EDUCATION LETTERS OF INTENT

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

State of California

June 7, 2010

Arne Duncan, Education Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the Chancellor of California Community Colleges, I would like to express strong support for the Achieve Assessment Partnership of Readiness for College and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Achieve Assessment Partnership of Readiness for College and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the partnership with the goal of using the new measures as part of our course placement system once the Partnership has set the college readiness standards for the assessments.

In Fall of 2007, the California Community Colleges included approximately 214,079 direct matriculation students, or roughly 2/3 of the incoming class of first-time freshmen in credit courses. Of these, approximately 85% needed remediation in math and 70% needed remediation in English reading or writing or ESL." We are committed to working with Achieve Assessment Partnership of Readiness for College and Careers to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Achieve Assessment Partnership of Readiness for College and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Achieve Assessment Partnership of Readiness for College and Careers on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of California's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Jack Scott

Jack Scott, Ph.D.
Chancellor

THE CALIFORNIA STATE UNIVERSITY

OFFICE OF THE CHANCELLOR

BAKERSFIELD

CHANNEL ISLANDS

CHICO

DOMINGUEZ HILLS

EAST BAY

FRESNO

FULLERTON

HUMBOLDT

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

May 27, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the chancellor of The California State University, I would like to express strong support for the Achieve Assessment Partnership of Readiness for College and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Achieve Assessment Partnership of Readiness for College and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the partnership with the goal of using the new measures as part of our course placement system once the partnership has set the college readiness standards for the assessments.

In the 2008-09 school year, The California State University enrolled over 55,000 direct matriculation students. Of these direct matriculation students, 55 percent required at least one postsecondary remedial course. We are committed to working with the Achieve Assessment Partnership of Readiness for College and Careers to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Achieve Assessment Partnership of Readiness for College and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Achieve Assessment Partnership of Readiness for College and Careers on test design and development.

401 GOLDEN SHORE • LONG BEACH, CA 90802-4210 • (562) 951-4700 • Fax (562) 951-4986 • creed@calstate.edu

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of California's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs. The goal is to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

With kind regards,

Sincerely,

Charles B. Reed
Chancellor

CBR/ef

APPENDIX IHE – A – v

COLORADO

HIGHER EDUCATION LETTERS OF INTENT

STATE OF COLORADO

DEPARTMENT OF HIGHER EDUCATION

Bill Ritter, Jr.
Governor

D. Rico Munn
Executive Director

June 9, 2010

Secretary Arne Duncan
US Department of Education
400 Maryland Avenue, SW
Washington, D. C. 20202

Dear Secretary Duncan:

As the Executive Director of the Department of Higher Education in Colorado, I would like to express strong support for the Partnership For Assessing Readiness For College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership For Assessing Readiness For College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

The Department of Higher Education already provided the requested data on the 2008-09 school year for all public institutions in Colorado. We are committed to working with the Partnership For Assessing Readiness For College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership For Assessing Readiness For College and Career in the following next steps:

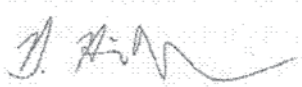
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership For Assessing Readiness For College and Career on test design and development.

1560 Broadway, Suite 1600, Denver, Colorado 80202 • (303) 866-2723 • fax (303) 866-4266
http://highered.colorado.gov

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Colorado's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: Colorado	
Authorized State Signature: 	
Name: D. Rico Munn	Date: June 9, 2010
Title: Executive Director, Colorado Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

APPENDIX IHE – A – vi

DELAWARE

HIGHER EDUCATION LETTERS OF INTENT

DELAWARE STATE UNIVERSITY
Dover, Delaware 19901

OFFICE OF THE PRESIDENT

Dear Secretary Duncan:

As the President of Delaware State University in Delaware, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers Consortium and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Careers Consortium will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Delaware State University included 730 direct matriculation students. We are committed to working with Partnership for Assessment of Readiness for College and Careers Consortium toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Careers Consortium in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Careers Consortium on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator

1200 NORTH DUPONT HIGHWAY
DOVER, DE 19901
(302) 857-6001
(302) 857-6003 (FAX)
WWW.DESU.EDU

of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Delaware students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **Delaware**	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Dr. Harry L. Williams	Date: 6/10/10
Title: President, Delaware State University	

DELAWARE TECH
Orlando J. George, Jr., President
Dover ◆ Georgetown ◆ Stanton ◆ Wilmington

June 8, 2010

The Honorable Arne Duncan
U.S. Department of Education
P.O. Box 1398
Jessup, MD 20794-1398

Dear Secretary Duncan:

As the President of Delaware Technical & Community College, I am committing our institution to work collaboratively with the Partnership for Assessment of Readiness for College and Careers Consortium, our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that will serve as an indicator of readiness for college-level coursework in mathematics and English. I believe the new Common Core State Standards offer a means to improve the college readiness of high school graduates; and I support development of a new assessment based on the Common Core State Standards to measure college readiness.

In the 2008-09 school year, Delaware Tech enrolled 3,297 students directly from high school. Approximately 50% of these students needed developmental education. Clearly we see the need for students to be better prepared for college study. We believe this is critical to increasing our students' retention and graduation.

Commensurate with our resources and in concert with our academic programming and student needs, Delaware Tech will participate in the Partnership process to design, develop, and set standards and then create a new assessment with the goal of using the new measure as one means of course placement at Delaware Tech. It is my expectation that this process, resulting standards and the new assessment will reflect the diverse missions of the postsecondary institutions in the Partnership and each institution will determine the specific ways in which this new assessment will be used for college and program admission and course placement.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

Delaware Technical & Community College
Office of the President
P.O. Box 897, Dover, DE 19903
Phone: (302) 739-4053 Fax: (302) 739-6225 E-mail: pres@dtcc.edu
Equal Opportunity/Affirmative Action Institution

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as one indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support continuing and strengthening the collaborative work underway to establish a better aligned P-20 education system that will help Delaware students graduate from high school ready for college and careers. And, we will continue to work with our K-12 counterparts to improve student outreach, academic preparation programs and create new intervention strategies to help all students have the opportunity to access and succeed in college.

Thank you for providing Delaware students with the opportunity to benefit from this promising collaboration.

Sincerely,

Orlando J. George, Jr.
President

UNIVERSITY OF DELAWARE

OFFICE OF THE PRESIDENT

Patrick T. Harker
President
University of Delaware
104 Hullihen Hall
Newark, DE 19716-0101
Ph: 302/831-2111
Fax: 302/831-1297
E-mail: harker@udel.edu

June 4, 2010

The Honorable Arne Duncan
Secretary of Education
Lyndon Baines Johnson Building
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of University of Delaware in Delaware, I would like to express strong support for the Partnership For Assessment of Readiness for College and Careers Consortium and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Careers Consortium will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, University of Delaware included 3,862 direct matriculation students. We are committed to working with Partnership for Assessment of Readiness for College and Careers Consortium toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Careers Consortium in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Careers Consortium on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Delaware students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: Delaware	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Dr. Patrick T. Harker	Date: 6/8/10
Title: President, University of Delaware	

APPENDIX IHE – A – vii

DISTRICT OF COLUMBIA

HIGHER EDUCATION LETTERS OF INTENT

Allen L. Sessoms
President

Dear Secretary Duncan:

As the President of the University of the District of Columbia, in Washington, DC, I would like to express strong support for the Partnership for Assessment in Readiness in College and Careers (PARCC). We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the PARCC with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the University of the District of Columbia included 760 direct matriculation students. We are committed to working with the PARCC to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

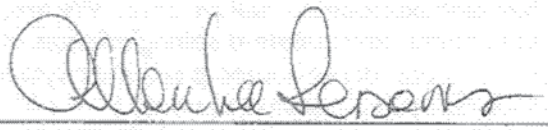
We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the [Partnership] on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

University System of the District of Columbia
4200 Connecticut Avenue, NW Washington, DC 20008 p: (202) 274-6016 f: (202) 274-5304 www.udc.edu

We strongly support further work to establish a better aligned P-20 education system that will help all of Washington, DC's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title:	
Authorized State Signature: 	
Name: Allen L. Sessoms	Date: May 26, 2010
Title: President, University of the District of Columbia	

APPENDIX IHE – A – viii

FLORIDA

HIGHER EDUCATION LETTERS OF INTENT

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

T. WILLARD FAIR, *Chairman*

Members

DR. AKSHAY DESAI

MARK KAPLAN

ROBERTO MARTÍNEZ

JOHN R. PADGET

KATHLEEN SHANAHAN

SUSAN STORY

Dr. Eric J. Smith
Commissioner of Education

Willis N. Holcombe, Chancellor
Division of Florida Colleges

Just Read, Florida!

May 4, 2010

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As Chancellor of the Florida College System, and with the unanimous concurrence of the Council of Presidents representing our 28 colleges, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC). The Florida College System pledges our commitment to working collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states, to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework. We value the promise of the new Common Core State Standards to improve college-readiness rates of direct matriculation high school students and the vision outlined for developing common college-ready assessments.

We further recognize that the unique needs and circumstances of different postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate with partner states in the design, development, and standard setting process, with the goal of using the new assessment(s) as a component of our course placement system. In the 2008-09 school year, The Florida College System enrolled just over 60,000 direct matriculation students, representing 66% of all high school graduates continuing on to postsecondary in Florida. Of these students, 54% required at least one postsecondary remedial course. We are committed to working with PARCC to ensure that students who score college-ready on its approved end of high school assessments can enter credit-bearing coursework without further remediation at our institutions.

Among the next steps we envision are:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders in partner states across PARCC on test design and development.
- A coordinated effort across the partnership consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new high school assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the approved assessments and common standards by postsecondary institutions in partner states as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Florida's students graduate from high school ready for college and careers, by providing students their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Willis Holcombe
Chancellor

WH/jbl

Attachment

c: Eric Smith, Commissioner of Education
Kris Ellington, Assistant Deputy Commissioner of Education
The Florida College System Presidents
Frances Haithcock, Chancellor, Division of Public Schools
Judith Bilsky, Executive Vice Chancellor, Division of Florida Colleges

Signature(s) for the State of: Florida	
Name: Dr. Eric Smith	Title: Commissioner of Education
Authorized State Signature: E A Smith	Date: 5/6/2010
Name: Dr. Willis N. Holcombe	Title: Chancellor, The Florida College System
Signature: Willis Holcombe	Date: 5/6/10
Name: Dr. Charles Dassance	Title: Chair, The Florida College System, Council of Presidents
Signature: Chas Dassance	Date: 5/6/10

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Office of the Chancellor
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399
Phone 850.245.0466
Fax 850.245.9685
www.flbog.edu

June 3, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As Chancellor of the State University System of Florida, and with the unanimous concurrence of the Council of Academic Vice Presidents representing our 11 institutions, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC). The State University System pledges our commitment to working collaboratively with our Florida College System and K-12 state counterparts, as well as our higher education colleagues across the partnership states, to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college-readiness rates of direct-matriculation high school students and the vision outlined for developing common college-ready assessments.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which the new assessments will be used. We are, however, prepared to participate in the design, development, and standard-setting process, with the goal of using the new measures as a component of Florida's course placement system once the Partnership has set the college-readiness standards for the assessments. In 2008-09, the State University System enrolled over 34,000 direct-matriculation students from Florida public high schools, representing 37% of the Florida public high school graduates who continued on to postsecondary in Florida. Of the direct-matriculation students entering the State University System in 2008-09, 5% required remediation in at least one postsecondary subject area, based on the current placement instruments. We are committed to working with PARCC toward ensuring that students who score college-ready on its approved end-of-high-school assessments can enter public postsecondary credit-bearing coursework without remediation.

Among the next steps we envision are:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across PARCC on test design and development.
- A coordinated effort across the partnership consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new high school assessments that signal students' preparation for entry-level, credit-bearing, college-level coursework.
- Use of the approved assessments by postsecondary institutions in partner states, along with any other placement requirement established by an individual institution or the System, as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better-aligned P-20 education system that will help all of Florida's students graduate from high school ready for college and careers by providing students, their families, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our Florida College System and K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into Florida's postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Frank T. Brogan
Chancellor

FTB/jrl

c: Ms. Ava L. Parker, Chair, Board of Governors
Dr. Eric J. Smith, Commissioner, Florida Department of Education
Dr. Will Holcombe, Chancellor, Florida College System
Dr. Dorothy J. Minear, Sr. Assoc. Vice Chancellor, Academic & Student Affairs
Presidents, State University System of Florida
Members, Council of Academic Vice Presidents

APPENDIX IHE – A – ix

GEORGIA

HIGHER EDUCATION LETTERS OF INTENT

TECHNICAL COLLEGE
TCSG
SYSTEM OF GEORGIA

Sonny Perdue
Governor

June 1, 2010

Ronald W. Jackson
Commissioner

Honorable Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As Commissioner of the Technical College System of Georgia, I would like to express our strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC). We pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are prepared, however, to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has established the college readiness standards for the assessment(s).

In the 2008-09 school year, the Technical College System of Georgia included 12,921 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation within our system.

We are prepared to participate with PARCC in the following next steps.

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help Georgia's entire student population graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in Georgia with the opportunity to benefit from such an important collaboration.

Sincerely,

Ronald W. Jackson
Commissioner

RWJ/bj

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

CHANCELLOR ERROLL B. DAVIS, JR.
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE: (404) 656-2202
FAX: (404) 657-6979
EMAIL: CHANCELLOR@USG.EDU

June 1, 2010

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

As the Chancellor of the University System of Georgia, I express strong support for the proposed grant and partnership focused on the development of high school assessments that will serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. Institutions across the University System of Georgia value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

Obviously, we are keenly aware of the diverse missions of our 35 institutions, as well as those across the partnership; however, are confident that we can determine specific ways in which this new assessment will be used. We are prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system.

The total number of first-time freshmen direct matriculation students in the USG in fiscal year 2009 (i.e., Summer 2008, Fall 2008, Spring 2009) was 51,353. Of those, 24 percent (12,346) met the system requirement for learning support (remediation) in at least one of our three areas (Reading, English, or Mathematics).

We are prepared to participate in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the USG Board of Regents, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Through our work with the Alliance of Education Agency Heads, we strongly support further work to establish a better aligned P-20 education system that will help all of Georgia's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We will continue our commitment to work collaboratively with our P-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in Georgia with the opportunity to benefit from such an important collaboration.

Warmest regards,

Erroll B. Davis, Jr.
Chancellor

APPENDIX IHE – A – x

ILLINOIS

HIGHER EDUCATION LETTERS OF INTENT

ILLINOIS BOARD OF HIGHER EDUCATION

431 EAST ADAMS STREET, 2ND FLOOR
SPRINGFIELD, ILLINOIS 62701-1404

Pat Quinn
Governor

Carrie J. Hightman
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Addison E. Woodward, Jr.
Palos Park

Student Members
Dimitri Kametas
Oak Lawn

William Obuchowski
Oak Lawn

Executive Director
Judy Erwin

May 19, 2010

Arne Duncan
United States Secretary of Education
US Department of Education
Investing in Innovation Fund
Office of Elementary and Secondary Education

Dear Secretary Duncan:

As the Executive Director of the Illinois Board of Higher Education, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

The Illinois Board of Higher Education is committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the PARCC in the following next steps:

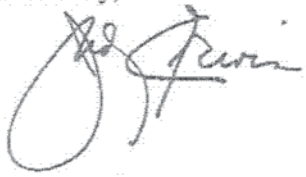
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

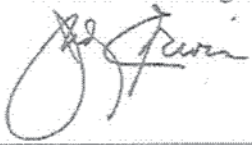
We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,



Judy Erwin
Executive Director

Authorized State Signature for Illinois:	
	
Name: Judy Erwin	Date: May 19, 2010
Title: Executive Director, Illinois Board of Higher Education	

Illinois Community College Board

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

proudly serving the
Illinois Community College System

June 9, 2010

Dear Secretary Duncan:

As the President/CEO of the Illinois Community College Board in Illinois, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are prepared to participate with the PARCC in the following next steps:

1. A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
2. A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
3. A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
4. Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

401 East Capitol Avenue • Springfield, Illinois 62701-1711 • (217) 785-0123 • www.iccb.state.il.us
Fax: (217) 524-4981 TDD: (217) 782-5645
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We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Geoffrey S. Obrzut
President/CEO

Wayne Watson, Ph.D.
President

Telephone: 773 / 995-2400
Fax: 773 / 995-3849
E-mail: wwatson@csu.edu

9501 S. King Drive / ADM 313
Chicago, Illinois 60628-1598

Dear Secretary Duncan:

As the President of Chicago State University, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Chicago State University included 633 (589 full-time) direct matriculation students. Of these direct matriculation students, approximately 85% required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Wayne Watson, Ph.D.	Date: June 11, 2010
Title: [President or Head of Participating IHE or IHE system] President	

Name:Date:
Title: [President or Head of Participating IHE or IHE system]

Provost and Vice President For Academic Affairs

600 Lincoln Avenue
Charleston, Illinois 61920-3099

Office: (217) 581-2121
Fax: (217) 581-6053

EASTERN ILLINOIS UNIVERSITY

June 15, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
LBJ Education Building, 7W311
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the Provost of Eastern Illinois University, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in Mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation. In addition, we are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Blair M. Lord
Provost and Vice President for Academic Affairs

ILLINOIS STATE UNIVERSITY
Illinois' first public university

Office of the President
421 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000
Phone: (309) 438-5677

June 11,2010

Dear Secretary Duncan:

As the President of Illinois State University, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Illinois State University included 3,406 direct matriculation students. Of these direct matriculation students, 21 percent required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Al Bowman, President
Illinois State University

Northeastern
Illinois
University

5500 North St. Louis Avenue
Chicago, Illinois 60625-4699

773 / 442-5400

President of the University

June 9, 2010

Mr. Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of Northeastern Illinois University, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Northeastern Illinois University included 1221 direct matriculation students (fall, spring and summer FY09). Of these direct matriculation students, 75% required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Sharon K. Hahs
President

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: []	
Authorized State Signature:	
Name: Sharon K. Hahs	Date: June 9, 2010
Title: President, Northeastern Illinois University	

NIU NORTHERN ILLINOIS UNIVERSITY

DIVISION OF ACADEMIC AND STUDENT AFFAIRS
OFFICE OF THE PROVOST
ALTGELD HALL 215
DEKALB, ILLINOIS 60115-2857
(815) 753-8387
WWW.NIU.EDU

June 14, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, NW
Washington, DC 20202

Dear Secretary Duncan:

As Provost of Northern Illinois University, I am writing to express strong support for Illinois' Race to the Top Application for Initial Funding. The transformative actions proposed by ISBE will accelerate progress toward P-20 objectives that NIU shares with ISBE and will address in highly innovative ways problems that have in the past seemed intractable, such as low-achieving schools and districts.

NIU intends to support implementation of the following components of the Illinois' RTTT plan.

Improving the effectiveness of teacher and principal preparation. NIU leaders have participated actively in the development of new Illinois standards for teachers and administrators. Beginning in Fall 2010, NIU's 28 educator preparation programs are required to demonstrate integration of the new standards and of Response to Intervention knowledge and skills into their curricula. Most of the 400+ schools where NIU candidates make clinical observations and student-teach are Participating LEAs. NIU students must be prepared to support the RTTT initiatives in all of these schools. NIU's existing, grant-funded projects in two of the Tier II schools (lowest 5%), Rockford East and Jefferson High School, will align their activities with RTTT's expectations.

Providing support to beginning teachers and principals. Mentoring of new teachers and administrators has been a priority at NIU, and we have continued efforts to build mentoring programs despite loss of funds in previous years. A sound infrastructure is in place and ready to become operational.

Data systems to support instruction. As home to the Interactive Illinois Report Card (IIRC), NIU will continue to support the IIRC, participate in its RTTT professional development activities, assist in increasing public access through work with the State Library System and development of multi-lingual versions of the IIRC, and support expansion of local teachers' access to both formative and summative assessment performance data.

Implementing a statewide longitudinal data system. NIU has been a partner in development of the system, providing leadership for policies that protect students' privacy. We are ready to move ahead with implementation.

Planning, development, and implementation of the STEM Learning Exchanges and the Programs of Study. In the past two years, NIU has created three new concentrations for master's degrees in STEM education – Middle School Mathematics, Engineering, and Biology. The first two cohorts of practicing teachers, now trained in multi-disciplinary approaches to STEM subjects, will graduate in May 2011, and more students are in the pipeline. In addition to these academic programs, NIU STEM Outreach,

established in 2008, will align its extensive professional development activities with the work of the STEM Learning Exchanges and its programs for K-12 students with the new standards and the new programs of study. NIU faculty members in four colleges have expressed willingness to participate in the STEM Learning Exchanges. We look forward to joining other university, corporate, and research partners in those endeavors.

Collaborating with the Partnership for the Assessment of Readiness for College and Career (PARCC). NIU will participate in the design, development, and standard setting process of the Partnership. The Partnership's work in setting college readiness standards for the new state assessment will directly support NIU's Transitions Committee, which will launch in Fall 2010 a collaboration with high schools and community colleges in our area to improve students' preparation, reduce remediation, and increase retention. The Transitions Committee's work will prepare the university and our regional partner districts for implementation of the State's new standards and assessments. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment. We also appreciate the importance of PARCC's goal to create an assessment that can be used as part of higher education course placement.

We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

NIU's P-20 Center for Engagement is convening a university-wide group that will identify RTTT's implications and opportunities for the university and will facilitate NIU's participation over the next four years. We appreciate the opportunity for students in our state to benefit from such an important collaboration.

Sincerely yours,

Raymond W. Alden III, Ph.D.
Executive Vice-President and Provost
Northern Illinois University

Cc: John G. Peters, President, Northern Illinois University
Christopher Koch, Superintendent, Illinois State Board of Education
NIU P-20 Task Force

SIU

SOUTHERN ILLINOIS UNIVERSITY

June 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
LBJ Education Building, 7W311
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

As the President of Southern Illinois University and as the Executive Director of the Illinois Board of Higher Education, we would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership, with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Southern Illinois University included 4,608 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on their end-of-high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.

Office of the President, Stone Center - Mail Code 6801, 1400 Douglas Drive, Carbondale, Illinois 62901

Carbondale • Edwardsville • Springfield • Alton • E. St.Louis
Carbondale, Phone 618/536-3331, Fax: 618/536-3404 Edwardsville, Phone 618/650-2426, Fax: 618/650-3216

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better-aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Glenn Poshard
President
Southern Illinois University

Judy Erwin
Executive Director
Illinois Board of Higher Education

WESTERN
ILLINOIS
UNIVERSITY

June 15, 2010

Dan Brown
Division Supervisor
Illinois State Board of Education
100 N 1st Street
Springfield, IL 62777

Dear Mr. Brown:

Western Illinois University's College of Education and Human Services and its sister colleges enthusiastically support collaboration between Western Illinois University and the Illinois State Board of Education (ISBE). We welcome qualified freshman and community college transfer students particularly those representing underserved segments of our population. We are also interested in attracting talented "first generation" university students. We share many of the positions taken by Secretary Duncan and ISBE and value our continuing role in contributing to efforts aimed at under-performing schools.

Sincerely,

B. Nick DiGrino, Dean
College of Education and Human Services

Office of the Dean
College of Education and Human Services, Horrabin Hall 117, 1 University Circle, Macomb, IL 61455-1390
Tel 309.298.1690 Fax 309.298.2222

UNIVERSITY OF ILLINOIS
Urbana-Champaign • Chicago • Springfield

Office of the President
364 Henry Administration Building
506 South Wright Street
Urbana, IL 61801-3689

Stanley O. Ikenberry
President

June 9, 2010

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
LBJ Education Building, 7W311
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the current and incoming Presidents of the University of Illinois, we would like to express support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our Illinois K-12 state counterparts and higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common, college-ready assessment.

We recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

Our goal remains increased student success and college attainment so it is critical that K-12 and higher education work together to ensure Common Core State Standards. We are committed to working with PARCC toward ensuring that students who score college-ready on high school assessments can enter credit-bearing coursework without remediation at the institution to which they have been admitted.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

Urbana • (217) 333-3070 • Fax (217) 333-3072 • E-Mail: stanike@uillinois.edu
Chicago • 1737 West Polk Street • Chicago, Illinois 60612-7228 • (312) 413-9097

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further efforts to establish a better aligned P-20 education system. Our goal is to help all Illinois students graduate from high school ready for college and careers by providing students, their parents and teachers with clear and consistent information about what it means and what it takes to be ready for college. We commit ourselves to work collaboratively with our K-12 counterparts to improve the critical student outreach, intervention, and academic preparation programs which will ensure that all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: Illinois	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Stanley O. Ikenberry, President Michael J. Hogan, President Designate	Date: June 9, 2010

APPENDIX IHE – A – xi

INDIANA

HIGHER EDUCATION LETTERS OF INTENT

Dear Secretary Duncan:

As the President of Ball State University, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and commit to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Indiana's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **INDIANA**	
Title: Commissioner, Indiana Commission for Higher Education	
Name: Teresa Lubbers	Date: 6/3/10
Authorized State Signature: Teresa Lubbers	
Title: President, Ball State University	
Name: JoAnn Gora, Ph.D	Date: June 3, 2010
Authorized State Signature:	

Indiana State University
More. From day one.
Office of the President
May 24, 2010

Dear Secretary Duncan:

As the President of Indiana State University, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and commit to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Indiana State University enrolled 1,590 direct matriculation students. Of these direct matriculation students, 14 percent required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Terre Haute, Indiana 47809
812-237-4000
Fax: 812-237-7948

We strongly support further work to establish a better aligned P-20 education system that will help all of Indiana's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: INDIANA	
Title: Commissioner, Indiana Commission for Higher Education	
Name: Teresa Lubbers	Date: 6/14/10
Authorized State Signature: Teresa Lubbers	
Title: President, Indiana State University	
Name: Daniel J. Bradley	Date: May 24, 2010
Authorized State Signature: Daniel J. Bradley	

INDIANA UNIVERSITY

OFFICE OF THE PRESIDENT

May 26, 2010

The Honorable Arne Duncan
Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the President of Indiana University, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and commit to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the Indiana University system enrolled 13,319 direct matriculation students. Of these direct matriculation students, 14 percent required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help each of Indiana's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Bryan Hall 200
107 S. Indiana Avenue
Bloomington, Indiana
47405-7000
812-855-4613
Fax: 812-855-9586

University Place
Conference Center
850 W. Michigan Street
Suite 243
Indianapolis, Indiana
46202-5198
317-274-3571
Fax: 317-274-5098

iupres@indiana.edu
www.indiana.edu/~pres

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: INDIANA	
Title: Commissioner, Indiana Commission for Higher Education	
Name: Teresa Lubbers	Date:
Authorized State Signature: Teresa Lubbers	5/26/10
Title: President, Indiana University	
Name: Michael A. McRobbie	Date: 5/26/10
Authorized State Signature:	

IVY TECH COMMUNITY COLLEGE

May 28, 2010

Dear Secretary Duncan,

As the President of Ivy Tech Community College of Indiana, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and commit to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Ivy Tech Community College enrolled 8,043 direct matriculation students. Of these direct matriculation students, 68 percent required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

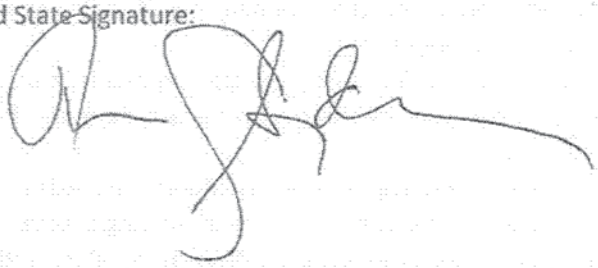
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

50 WEST FALL CREEK PARKWAY NORTH DRIVE
INDIANAPOLIS, IN 46208-5752
P 317-921-4860

Ivy Tech is an accredited, equal opportunity, affirmative action community college.

We strongly support further work to establish a better aligned P-20 education system that will help all of Indiana's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **INDIANA**	
Title: Commissioner, Indiana Commission for Higher Education	
Name: Teresa Lubbers	Date: 5-28-10
Authorized State Signature: Teresa Lubbers	
Title: President, Ivy Tech Community College of Indiana	
Name: Thomas J. Snyder	Date: 5-28-10
Authorized State Signature: 	

PURDUE
UNIVERSITY

OFFICE OF THE PRESIDENT

May 27, 2010

Dear Secretary Duncan:

As the President of Purdue University in Indiana, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and commit to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the Purdue University system enrolled 8,140 direct matriculation students. Of these direct matriculation students, 8 percent required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Hovde Hall, Room 200 ▪ 610 Purdue Mall ▪ West Lafayette, IN 47907-2040 ▪ (765) 494-9708 ▪ Fax: (765) 494-7875

We strongly support further work to establish a better aligned P-20 education system that will help all of Indiana's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **INDIANA**	
Title: Commissioner, Indiana Commission for Higher Education	
Name: Teresa Lubbers	Date: 5/27/10
Authorized State Signature: Teresa Lubbers	
Title: President, Purdue University	
Name: **France A. Córdova**	Date: **May 27, 2010**
Authorized State Signature: France A Córdova	

June 2, 2010

U.S. Department of Education
Office of the Secretary
400 Maryland Ave. SW
Washington, DC 20202

Dear Secretary Duncan:

On behalf of the University of Southern Indiana, I am writing to express support for the Partnership for Assessment of Readiness for College and Career (PARCC). USI will commit to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We are already engaged in the early stages of the process in mathematics.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership.

In the 2008-09 school year, University of Southern Indiana enrolled 1,979 direct matriculation students. Of these direct matriculation students, 22 percent required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments are prepared to enter credit-bearing coursework without remediation.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

Office of the President
8600 University Boulevard · Evansville, Indiana 47712 · 812/464/1756 · FAX 812/464-1956

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the University, IHE, or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Indiana's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. USI has a strong record of collaboration with our K-12 colleagues and will continue to assist in the development of improved student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **INDIANA**	
Title: Commissioner, Indiana Commission for Higher Education	
Name: Teresa Lubbers	Date: 6/2/10
Authorized State Signature: Teresa Lubbers	
Title: President, University of Southern Indiana	
Name: Linda L. M. Bennett	Date: June 2, 2010
Authorized State Signature: Linda L. M. Bennett	

Office of the President
8600 University Boulevard · Evansville, Indiana 47712 · 812/464/1756 · FAX 812/464-1956

VINCENNES UNIVERSITY
RICHARD E. HELTON, PRESIDENT

June 3, 2010

Dear Secretary Duncan:

On behalf of Vincennes University, I am writing to express support for the Partnership for Assessment of Readiness for College and Career (PARCC) and commit to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Vincennes University enrolled 1,612 direct matriculation students. Of these direct matriculation students, 48 percent required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the University IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

(812) 888-4208 • (812) 888-6845 (fax) • 1002 North First Street, Vincennes, Indiana 47591 • president@vinu.edu

We strongly support further work to establish a better aligned P-20 education system that will help all of Indiana's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. Vincennes University continues to work collaboratively with our K-12 colleagues to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **INDIANA**	
Title: Commissioner, Indiana Commission for Higher Education	
Name: Teresa Lubbers	Date: 6/3/10
Authorized State Signature: Teresa Lubbers	
Title: President, Vincennes University	
Name: Dr. Richard E. Helton	Date: June 3, 2010
Authorized State Signature: Richard E Helton	

APPENDIX IHE – A – xii

KENTUCKY

HIGHER EDUCATION LETTERS OF INTENT

Dear Secretary Duncan:

As the President of Council on Postsecondary Education in Kentucky, I would like to express strong support for the Partnership for Assessment of College and Career Readiness and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of College and Career Readiness will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Council on Postsecondary Education in Kentucky included 22,744 direct matriculation students. We are committed to working with Partnership for Assessment of College and Career Readiness to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of College and Career Readiness in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of College and Career Readiness on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Kentucky's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to

work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature: Robert L. King	
Name: Robert L. King	Date: 6/3/10
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system] Not Applicable for Kentucky	

APPENDIX IHE – A – xiii

LOUISIANA

HIGHER EDUCATION LETTERS OF INTENT

Artis L. Terrell, Jr.
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Robert W. Levy
Vice Chair

Mary Ellen Roy
Secretary

Sally Clausen
Commissioner of
Higher Education

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Harold M. Stokes
Roland M. Toups
Joseph C. Wiley
Demetrius D. Sumner, Student

June 10, 2010

Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the Commissioner of Higher Education in Louisiana, I would like to express strong support for the *Partnership for Assessment of Readiness for College and Career Consortium* and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the *Partnership for Assessment of Readiness for College and Career Consortium* will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the University of Louisiana System, Louisiana State University System, Southern University System, and Louisiana Community and Technical College System included 27,894 direct matriculation students. Of these direct matriculation students, at least 2.79% required at least one postsecondary remedial course. We are committed to working with the *Partnership for Assessment of Readiness for College and Career Consortium* toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the *Partnership for Assessment of Readiness for College and Career Consortium* in the following next steps:

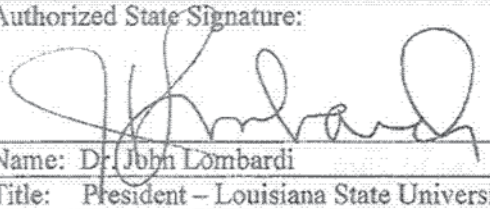
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the *Partnership for Assessment of Readiness for College and Career Consortium* on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE systems, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Louisiana's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

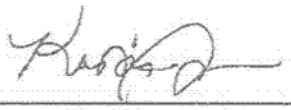
Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: Louisiana	
Authorized State Signature:	
Name: Dr. Sally Clausen	Date: June 10, 2010
Title: Commissioner of Higher Education	

Signature(s) for the University System of: Louisiana Community and Technical College System	
Authorized State Signature:	
Name: Dr. Joe May	Date: June 10, 2010
Title: President – Louisiana Community and Technical College System	

Signature(s) for the University System of: Louisiana State University System	
Authorized State Signature: 	
Name: Dr. John Lombardi	Date: June 10, 2010
Title: President – Louisiana State University System	

Signature(s) for the University System of: University of Louisiana System	
Authorized State Signature:	
Name: Dr. Randy Moffett	Date: June 10, 2010
Title: President – University of Louisiana System	

Signature(s) for the University System of: Southern University System	
Authorized State Signature: 	
Name: Dr. Kassie Freeman	Date: June 10, 2010
Title: Interim President – Southern University System	

APPENDIX IHE – A – xiv

MARYLAND

HIGHER EDUCATION LETTERS OF INTENT

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Kevin M. O'Keefe
Chairman

James E. Lyons, Sr.
Secretary of Higher Education

MHEC
Creating a state of achievement

June 7, 2010

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Secretary,

It is with great pleasure that I offer my support and letters of support from numerous Maryland college presidents for the Partnership for Assessment of Readiness for College and Careers (PARCC). Strengthening students' preparation for college and careers is of critical importance to the economic and social well-being of our country. Common assessments can be an important instrument in our national work to raise standards for all students, and we thank you for your leadership and support of this effort.

The letters we have contributed to the PARCC consortium application for Race to the Top funds for multi-state assessments represent our community colleges, all of the institutions in the University System of Maryland, our public honors college, and also some of our independent colleges, who would like to join their colleagues in public higher education in showing support for this effort to develop common assessments. More than 30 percent of our direct matriculation students in Maryland public higher education are represented by these support letters.

As part of our state application submission, the Maryland Higher Education has provided data identifying the number of direct matriculation students in public institutions of higher education, as well as the number of direct matriculation students from those independent colleges that have elected to send letters of support. We understand that only direct matriculation students in public higher education are counted in the competitive priority category. Two spreadsheets are attached for the use of our consortium and Department reviewers: (A) lists by institution the number of students who graduated from high school in 2008 and then enrolled in a Maryland public college or in of one of the named independent colleges during the 2008-09 academic year; (B) lists by institution the number of students who graduated from a *Maryland public* high school in 2008 and then enrolled in a Maryland public college or in of one of the named independent colleges during the 2008-09 academic year. Both data sets use a headcount number of full- and part-time students, and independent colleges are listed separately.

Again, on behalf of my colleagues in Maryland, I thank you for your leadership in this important work on behalf of our nation's children and our nation's future. We look forward to continuing work with our consortium of states.

Sincerely,

James E. Lyons, Sr.
Maryland Secretary of Higher Education

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.state.md.us

First-time college students who graduated HS in 2008 and enrolled in MD public colleges in 2008-09

Institutions covered by a letter of support are in a cell that is highlighted in yellow, as is this sentence.

College	Number enrolled	
Community Colleges:		
Allegany College of Maryland	712	
Anne Arundel Community College	2948	
Carroll Community College	835	
Cecil Community College	420	letter expected Thursday
College of Southern Maryland	1472	
Chesapeake College	526	
Community College of Baltimore County	2842	
Baltimore City Community College	869	notified of interest but letter not recd (yet?)
Frederick Community College	1036	
Garrett College	207	
Hagerstown Community College	733	
Harford Community College	1346	
Howard Community College	1231	
Montgomery College	4617	
Prince George's Community College	1941	
Wor-Wic Community College	576	
University System of Maryland:		
Bowie State University	750	
Coppin State College	467	
Frostburg State University	1036	
Salisbury University	1243	
Towson University	2473	
University of Baltimore	143	
University of Maryland Baltimore County	1246	
Univ. of Maryland, College Park	5011	
Univ. of Maryland Eastern Shore	591	
Other Public Colleges & Universities:		
Morgan State University	658	
St. Mary's College of Maryland	366	
Total	**36295**	

Total from supporting IHEs: **25444**

portion of total matriculants to publics **0.7010332**

Independent College Participants:

Capitol College
College of Notre Dame of Maryland
Goucher College
Johns Hopkins University
McDaniel College

Anne Arundel Community College

101 College Parkway Arnold, Maryland 21012-1895 410-777-AACC (2222)

Martha A. Smith, Ph.D.
President
410-777-1177
Fax 410-777-4222

May 25, 2010

Secretary Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As the President of Anne Arundel Community College located in Arnold, Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With this understanding, we will work with the Partnership to ensure that students who score college-ready on its end-of-high-school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development;
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness for entry into the first credit-bearing courses;
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework;
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature:	
Name: James E. Lyons, Sr., Ph.D.	Date: 6/7/10
Title: Maryland Secretary of Higher Education	
Authorized State Signature:	
Name: Martha A. Smith, Ph.D.	Date: May 25, 2010
Title: President, Anne Arundel Community College	

Baltimore City Community College

Changing Lives...Building Communities

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Carolane Williams, Ph.D.
President
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Baltimore, MD 21215-7893

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Baltimore, MD 21215-7893

HARBOR CAMPUS
Bard Building
600 E. Lombard Street
Baltimore, MD 21202-4073

BUSINESS AND CONTINUING EDUCATION CENTER
710 E. Lombard Street
Baltimore, MD 21202-4047

REISTERSTOWN PLAZA CENTER
6764A Reisterstown Road
Baltimore, MD 21215-2306

June 3, 2010

Arne Duncan
U.S. Secretary of Education
Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of Baltimore City Community College in Maryland, I would like to express strong support for the *Partnership for Assessment of Readiness for College and Career* and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

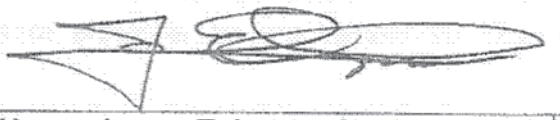
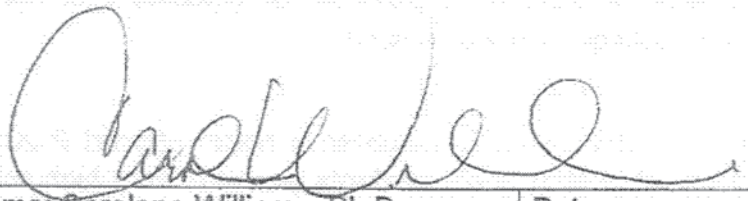
We are committed to working with the Partnership for Assessment of Readiness for College and Career to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Maryland's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: James E. Lyons, Sr.	Date: 6/10/2010
Title: Secretary of Higher Education	
Authorized State Signature: 	
Name: Carolane Williams, Ph.D.	Date: 6/9/10
Title: President, Baltimore City Community College	

OFFICE OF THE PRESIDENT
Dr. Faye Pappalardo

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Julia W. Gouge, *Ex-officio*

May 28, 2010

Secretary Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the President of Carroll Community College, Maryland, I would like to express my strong support for the Partnership for Assessment of Readiness for College and Career. We are prepared to serve students who achieve college-ready scores and are eligible to enter credit-bearing coursework without remediation at Carroll Community College.

Carroll Community College is prepared to participate in the Partnership to work toward accomplishing the following goals:
Colleges and universities recognize that persistence and success to a degree, including access, are essential both for the future well-being of their students and the long-term social and economic viability of our nation.

By submittal of this letter, I commit to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states. Our goal is to develop high school assessments that can indicate readiness for non-remedial, credit-bearing, college-level coursework in Mathematics and English. Carroll Community College values the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students. I endorse the vision outlined for developing a common college-ready assessment.

Additionally, recognize that the various missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways systems and institutions will use this new assessment. Admissions matters and specific course placements are separate issues from readiness for credit-bearing college work. Carroll Community College is, however, prepared to participate in the design, development, and standard-setting process of the Partnership. Our goal is to use the new measure(s) as one part of our course-placement system once the Partnership has set the college readiness standards for the assessment(s).

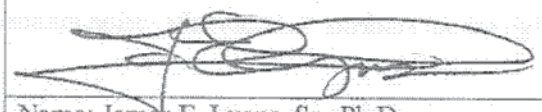
1601 Washington Road · Westminster, MD 21157 · 410-386-8180 · 1-888-221-9748 · Fax 410-876-8855

Carroll Community College is committed to working with the Partnership for Assessment of Readiness for College and Career. We wish to help develop the appropriate assessment(s) and identify performance levels to help students know in advance if they are prepared for non-remedial college courses in English and Mathematics. To do this most effectively, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college readiness.

- With these agreements in place, Carroll Community College will work with the Partnership to ensure that a collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that assessments are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Carroll Community College strongly supports further work to establish a better-aligned P-20 education system. I believe that this coordinated effort will assist all Maryland high school graduates who are ready for college and careers. We can provide students, their parents, and their teachers with clear and consistent information about college readiness. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs. This will ensure that all students have the chance to transition well into our institutions of higher education.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signatures for the State of Maryland	
Authorized State Signature: 	
Name: James E. Lyons, Sr., Ph.D.	Date: 6/7/10
Title: Maryland Secretary of Higher Education	
Authorized State Signature: Faye Pappalardo	
Name: Faye Pappalardo, Ed.D.	Date: June 1, 2010
Title: President of Carroll Community College	

CECIL COLLEGE
Office of the President
One Seahawk Drive | North East, MD 21901 | 410-287-1025 | Fax: 410-287-1026 | www.cecil.edu | spannill@cecil.edu

June 9, 2010

Dear Secretary Duncan:

As the President of Cecil College, in North East, Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

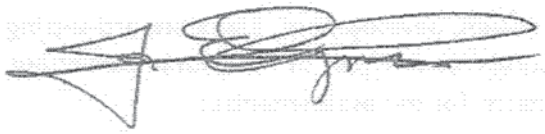
We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: James E. Lyons, Sr.	Date: 6/10/2010
Title: Secretary of Higher Education	
Authorized State Signature:	
Name:	Date: 6-9-10
Title: President Cecil College	

May 21, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

As the President of Chesapeake College in Maryland, I support the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. The new Common Core State Standards and a common college-ready assessment hold significant promise to improve college readiness rates of direct matriculation high school students.

We understand that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership to develop the appropriate assessment(s) and identify performance levels that will help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on the end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

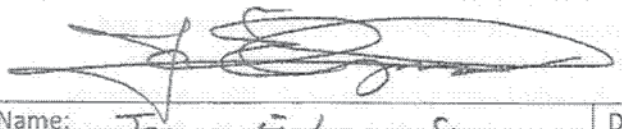
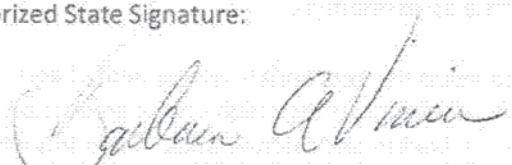
We are prepared to participate with the Partnership to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: James E. Lyons Sr.	Date: 6/7/10
Title: [State's higher education executive officer]	
Authorized State Signature: 	
Name: Barbara A. Viniar	Date: May 21, 2010
Title: President, Chesapeake College	

CSM college of southern maryland
La Plata · Leonardtown · Prince Frederick · Waldorf

Office of the President

June 7, 2010

Arne Duncan
Secretary of Education
LBJ Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of the College of Southern Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature:	
Name: James E. Lyons, Sr.	Date: 6/7/10
Title: Secretary of Higher Education	
Authorized State Signature: Bradley M Gottfried	
Name: Dr. Bradley M. Gottfried	Date: 6-4-10
Title: President, College of Southern Maryland	

May 25, 2010

Secretary Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of Frederick Community College in Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at Frederick Community College.

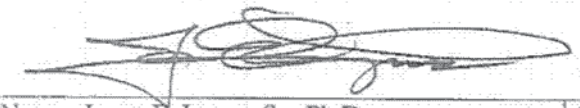
7932 Opossumtown Pike ■ Frederick, Maryland 21702 ■ 301.846.2400 ■ Fax 301.846.2498 ■ www.frederick.edu

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: James E. Lyons, Sr., Ph.D.	Date: 6/7/10
Title: Maryland Secretary of Higher Education	
Authorized State Signature: Carol W. Eaton	
Name: Carol W. Eaton, Ph.D.	Date: May 25, 2010
Title: President of Frederick Community College	

GARRETT COLLEGE

EXPERIENCE. EXPLORE. EXCEL.

Secretary Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of Garrett College in Maryland, I strongly support the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with K-12 state counterparts and higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. Matters of admission and specific course placement are institution-specific and separate from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards. To insure the success of this planning process, we strongly urge that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

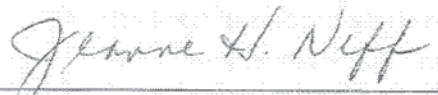
With these understandings in place, we are committed to work with the Partnership for Assessment of Readiness for College and Career to ensure that students who demonstrate themselves to be college-ready through high school assessments may enter credit-bearing coursework without remediation at this institution. Specifically, we are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Maryland's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature:	
Name: James E. Lyons, Sr., Ph.D.	Date: 6/10/2010
Title: Maryland Secretary of Higher Education	
Authorized State Signature: 	
Name: Jeanne H. Neff, D.A.	Date: June 7, 2010
Title: President, Garrett College	

OFFICE OF THE PRESIDENT
HARFORD COMMUNITY COLLEGE

Secretary Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of Harford Community College in Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

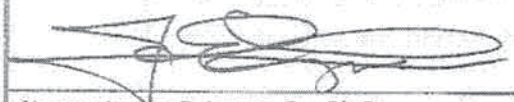
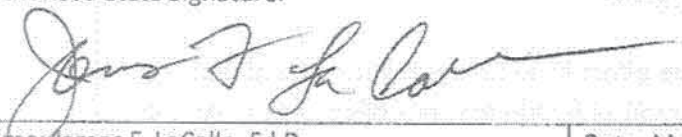
401 Thomas Run Road ▪ Bel Air, MD 21015 ▪ 443.412.2493 ▪ Fax 443.412.2120 ▪ jlacalle@harford.edu ▪ www.harford.edu

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: James E. Lyons, Sr., Ph.D.	Date: 6/10/2010
Title: Maryland Secretary of Higher Education	
Authorized State Signature: 	
Name: James F. LaCalle, Ed.D.	Date: May 19, 2010
Title: President of Harford Community College	

HOWARD
COMMUNITY COLLEGE
You Can Get There From Here.

10901 Little Patuxent Parkway
Columbia, MD 21044-3197
410-772-4820
Fax: 410-772-4964
www.howardcc.edu

May 25, 2010

Secretary Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

It is my pleasure to write this letter of support for the Partnership for Assessment of Readiness for College and Career. Howard Community College (HCC) places great emphasis on our collaborations with the Howard County Public School System (HCPSS). We are currently working with all of the HCPSS high schools to provide placement testing, using the existing Accuplacer test, and to develop interventions for their students in order to maximize the potential for placement in college-level coursework when they enter college. We are eager to work with our colleagues in K-12 and higher education throughout the state to build and expand upon this foundation.

We are committed to working with the Partnership for Assessment of Readiness for College and Career to identify the appropriate assessment(s) and performance levels to be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on their assessments are eligible to enter credit-bearing coursework without remediation at the higher education institution.

We are eager to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test identification.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the identified assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to better align our education systems and help all Maryland's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it takes to be ready for college. We are eager to work collaboratively with our K-12 counterparts to improve student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

James E. Lyons, Sr., Ph.D.
Secretary, Maryland Higher Education Commission

6/7/10
Date

Kathleen Hetherington, Ed.D.
President, Howard Community College

May 25, 2010
Date

PRINCE GEORGES
COMMUNITY COLLEGE

DR. CHARLENE M. DUKES
PRESIDENT

301 Largo Road
Largo, MD 20774-2199
301-322-0400
FAX: 301-350-1230
www.pgcc.edu

Secretary Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively within the State of Maryland with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

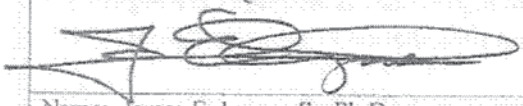
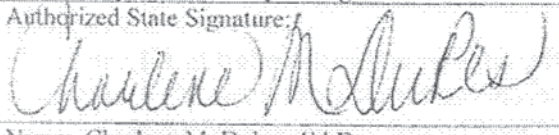
With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment for Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland	
Authorized State Signature: 	
Name: James E. Lyons, Sr. Ph.D.	Date: 6/7/10
Title: Maryland Secretary of Higher Education	
Authorized State Signature: 	
Name: Charlene M. Dukes, Ed.D.	Date: 5-21-2010
Title: President of Prince George's Community College	

WOR-WIC
COMMUNITY COLLEGE

32000 CAMPUS DR
SALISBURY MD 21804
PHONE: (410) 334-2800
www.worwic.edu

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PRESIDENT

Dr. Murray K. Hoy

May 19, 2010

Secretary Arne Duncan
US Department of Education
LBJ Education Building, Room 7W311
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As President of Wor-Wic Community College in Salisbury, Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 local counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We are prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using new measures as one part of our course placement system once the Partnership has set the college readiness standards for assessment.

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics.

Further, we will work with the Partnership to ensure that students who score college-ready on the end of high school assessments are eligible to enter credit-bearing coursework without remediation at Wor-Wic Community College.

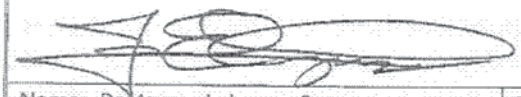
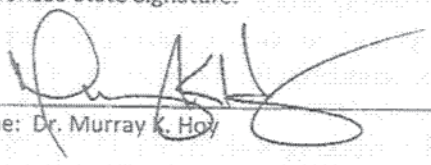
We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: Dr. James L. Lyons, Sr.	Date: 6/7/10
Title: Secretary, Maryland Higher Education Commission	
Authorized State Signature: 	
Name: Dr. Murray K. Hoy	Date: 5/19/10
Title: President, Wor-Wic Community College	

UNIVERSITY SYSTEM OF MARYLAND

OFFICE OF THE CHANCELLOR

May 27, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

1807
University of Maryland, Baltimore

1856
University of Maryland, College Park

1865
Bowie State University

1866
Towson University

1886
University of Maryland Eastern Shore

1898
Frostburg State University

1900
Coppin State University

1925
Salisbury University

1925
University of Baltimore

1925
University of Maryland Center for Environmental Science

1947
University of Maryland University College

1966
University of Maryland, Baltimore County

1985
University of Maryland Biotechnology Institute

Dear Secretary Duncan:

As the Chancellor of the University System of Maryland (USM), I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

USM is committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, higher education faculty in the disciplines must have primary authority for determining the standards of college-ready performance.

With this understanding in place, USM will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

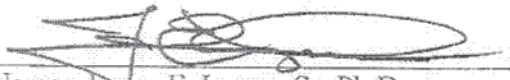
3300 Metzerott Road • Adelphi, MD 20783-1690 • Phone: 301.445.1901 • Fax: 301.445.1931 • www.usmd.edu

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: James E. Lyons, Sr. Ph.D.	Date: 6/10/2010
Title: Secretary, Maryland Higher Education Commission	
Authorized State Signature:	
Name: William E. Kirwan	Date: May 27, 2010
Title: Chancellor, University System of Maryland	

St. Mary's College of Maryland
at Historic St. Mary's City

Office of the President

Dear Secretary Duncan:

As the President St. Mary's College of Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

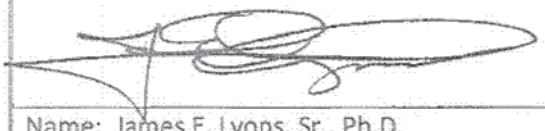
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.

18952 E. Fisher Road, St. Mary's City, Maryland 20686-3001
Tel: 240-895-4410 • www.smcm.edu • FAX: 240-895-4462

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: James E. Lyons, Sr., Ph.D.	Date: 6/10/2010
Title: Secretary of Higher Education, State of Maryland	
Authorized State Signature:	
Name: Joseph R. Urgo, Ph.D.	Date: June 7, 2010
Title: President; St. Mary's College of Maryland, PRESIDENT-ELECT EFFECTIVE JULY 1, 2010	

APPENDIX IHE – A – xv

MASSACHUSETTS

HIGHER EDUCATION LETTERS OF INTENT

University of Massachusetts
UMASS Amherst • Boston • Dartmouth • Lowell • Worcester • UMassOnline

Jack M. Wilson
President

June 14, 2010

The Honorable Arne Duncan
Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

225 Franklin Street | 33rd Floor | Boston, MA 02110 | P: (617) 287-7050 | F: (617) 287-7167 | www.massachusetts.edu

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: Massachusetts	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	

Name: [signature]	Date: 6-15-10
Title: [President or Head of Participating IHE or IHE system] President - University of Massachusetts	

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

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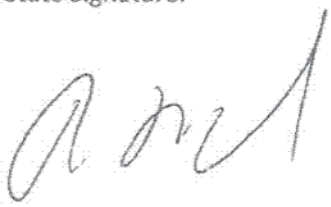
Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

UNIVERSITY OF MASSACHUSETTS
AMHERST

OFFICE OF THE CHANCELLOR

374 Whitmore Administration Building
181 Presidents Drive
Amherst, MA 01003-9313

voice: 413.545.2211
fax: 413.545.2328
www.umass.edu

June 15, 2010

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

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- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

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- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:
Robert C. Holub Chancellor
Authorized State Signature:
Name: | Date:
Title: [State's higher education executive officer]
Authorized State Signature:
Name: | Date:
Title: [President or Head of Participating IHE or IHE system]

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

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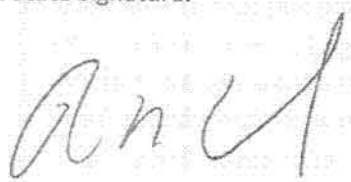
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

UMass | Dartmouth
OFFICE OF THE CHANCELLOR

Dr. Jean F. MacCormack
Chancellor

June 15, 2010

The Honorable Arne Duncan
Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

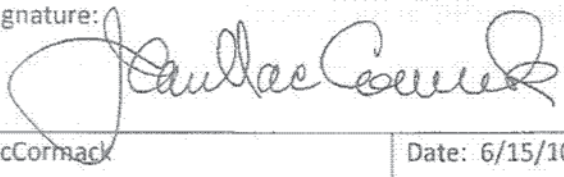
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.

Office of the Chancellor ▪ www.umassd.edu
University of Massachusetts Dartmouth ▪ 285 Old Westport Road ▪ North Dartmouth ▪ MA 02747-2300
Ph: 508.999.8004 ▪ Fax: 508.999.8860

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: 	
Name: Jean F. MacCormack	Date: 6/15/10
Title: Chancellor, University of Massachusetts Dartmouth	

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

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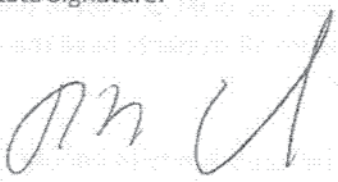
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

UMASS BOSTON
UNIVERSITY OF MASSACHUSETTS BOSTON

Office of the Chancellor
100 Morrissey Boulevard
Boston, MA 02125-3393
P: 617.287.6800
F: 617.265.7243
www.umb.edu

June 15, 2010

The Honorable Arne Duncan
Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

J. Keith Motley, PhD
CHANCELLOR

University of Massachusetts
UMASS Medical School

Office of the Chancellor
University of Massachusetts Medical School
55 Lake Avenue North
Worcester, MA 01655-0002 USA
508.856.8100 (office) 508.856.8181 (fax)
Michael.Collins@umassmed.edu (email)

Michael F. Collins, M.D., F.A.C.P
Senior Vice President for the Health Sciences
and Chancellor
Clinical Professor of Medicine

June 16, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
Department of Education Building
400 Maryland Ave, SW
Washington, DC, 20202

Dear Secretary Duncan:

The University of Massachusetts Medical School joins the four undergraduate campuses of the University of Massachusetts and the state's four- and two- year colleges in expressing strong support for the Partnership for Assessment of Readiness for College and Career. Moreover, our medical school commits to working collaboratively with our state's higher education community, K-12 counterparts and higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. The UMass Medical School and the entire UMass system value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

Further, the UMass Medical School and the entire UMass system recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. The UMass system, however, is prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of the university's course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. Together with the other campuses of the University of Massachusetts and our higher education partners in the state, we are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

Our medical school strongly supports further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

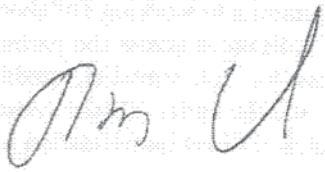
Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Michael F. Collins, MD
Senior Vice President for the Health Sciences and
Chancellor

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

Framingham
STATE COLLEGE

June 15, 2010

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

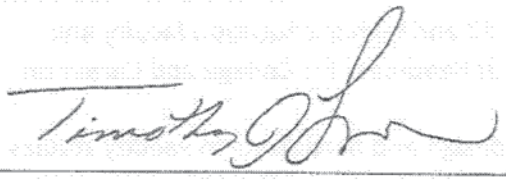
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

OFFICE OF THE PRESIDENT
100 State Street PO Box 9101 Framingham, MA 01701-9101 • T 508-626-4575 F 508-626-4002 • www.framingham.edu

- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Massachusetts:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: 	
Name: Timothy J. Flanagan, PhD	Date: June 15, 2010
Title: President, Framingham State College, Massachusetts	

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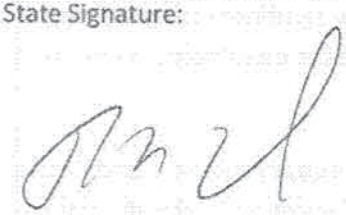
Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

FITCHBURG STATE COLLEGE

160 PEARL STREET, FITCHBURG, MA 01420-2697
TEL: 978.665.3101 FAX: 978.665.3699
RANTONUCCI@FSC.EDU WWW.FSC.EDU

ROBERT V. ANTONUCCI
PRESIDENT

June 15, 2010

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

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- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

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Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: Robert V. Antonucci	
Name: Robert V. Antonucci	Date: 6/15/10
Title: [President or Head of Participating IHE or IHE system]	

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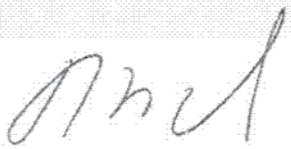
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

MCLA
MASSACHUSETTS COLLEGE OF LIBERAL ARTS

Office of the President

June 15, 2010

Dear Secretary Duncan:

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375 Church Street, North Adams, MA 01247 • 413-662-5201 • fax 413-662-5580 • mgrant@mcla.edu • www.mcla.edu

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Signature(s) for the State of Massachusetts	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: Mary K Grant	
Name: Mary K. Grant, Ph.D.	Date: June 15, 2010
Title: President, Massachusetts College of Liberal Arts	

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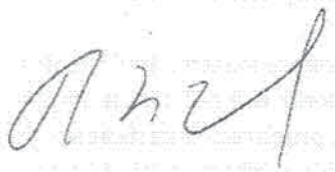
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

OFFICE OF THE PRESIDENT

Salem
STATE COLLEGE

Patricia Maguire Meservey, *President*

June 15, 2010

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352 Lafayette Street | Salem, Massachusetts 01970-5353 | www.salemstate.edu | 978.542.6134 FAX 978.542.6126

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Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: PATRICIA MAGUIRE MESERVEY	Date: June 15, 2010
Title: [President or ~~Head~~ of Participating ~~IHE~~ or IHE system] President	

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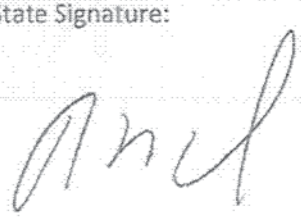
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

OFFICE OF THE PRESIDENT

Westfield
Founded 1838

June 15, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

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The Horace Mann Center
333 Western Avenue
P.O. Box 1630
Westfield, MA
01086-1630

(413) 572-5201
(413) 572-4843 (f)
www.wsc.ma.edu

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Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Evan S. Dobelle	Date: June 15, 2010
Title: President, Westfield State College	

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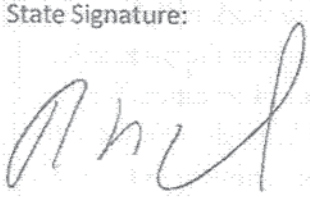
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

WORCESTER STATE COLLEGE

Office of the President
486 Chandler Street • Worcester, MA 01602-2597
508-929-8020 • FAX: 508-929-8191 • email: jashley@worcester.edu

June 15, 2010

The Honorable Arne Duncan
Department of Education Building
400 Maryland Ave. SW
Washington, DC 202001

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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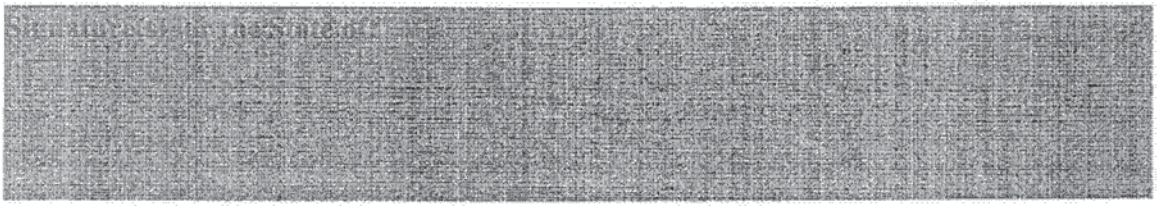

Authorized State Signature:

Name: Date:

Title: [State's higher education executive officer]

Authorized State Signature:

Janelle C. Ashley

Name: Janelle C. Ashley Date: June 15, 2010

Title: President, Worcester State College

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Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature:	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

Berkshire Community College

OFFICE OF THE PRESIDENT

PAUL E. RAVERTA
PRESIDENT

Dear Secretary Duncan:

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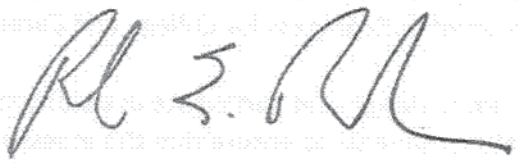
Authorized State Signature: 	
Name: Paul E. Raverta	Date: June 16, 2010
Title: [President or Head of Participating IHE or IHE system]	

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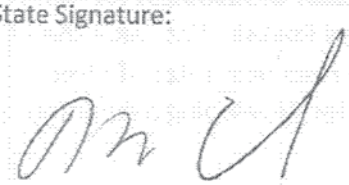
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

Bristol Community College
777 ELSBREE STREET, FALL RIVER, MA 02720 • www.bristol.mass.edu
508.678.2811 ext. 2184 • FAX 508.676.0334
John J. Sbrega, Ph.D., President

June 14, 2010

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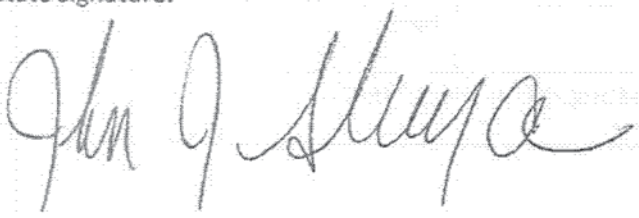
Authorized State Signature: 	
Name: John J. Sbrega, Ph.D.	Date: June 14, 2010
Title: President, Bristol Community College	

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Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature:	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

Bunker Hill Community College

imagine the possibilities

OFFICE OF THE PRESIDENT

June 14, 2010

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

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We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Mary Grant	Date: 6/19/10
Title: [President or Head of Participating IHE or IHE system]	

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Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

CAPE COD COMMUNITY COLLEGE

Office of the President
Telephone: (508) 362-2131 Ex. 4301
Fax: (508) 362-3988
E-mail: kschatzberg@capecod.edu

www.capecod.edu

2240 Iyannough Road
West Barnstable, MA
02668-1599

West Barnstable Campus
508-362-2131

Toll Free
877-846-3672

Hyannis Center
508-375-5000

June 15, 2010

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: Kathleen Schatzberg	
Name: Kathleen Schatzberg	Date: 15 June 2010
Title: President of Cape Cod Community College	

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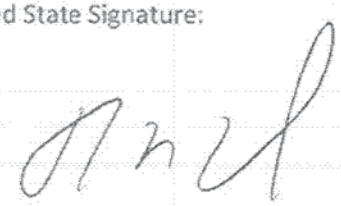
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

GREENFIELD
Community College

Office of the President

Dear Secretary Duncan:

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One College Drive • Greenfield, MA 01301-9739 • www.gcc.mass.edu
VOICE (413) 775-1410 • FAX (413) 774-4676

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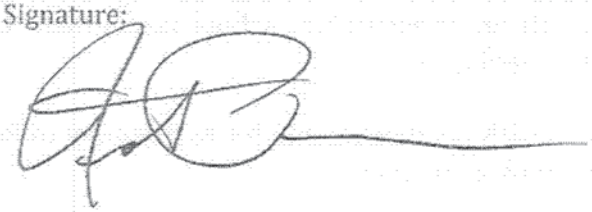
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: 	
Name: Robert L. Pura	Date: 6-15-10
Title: President	

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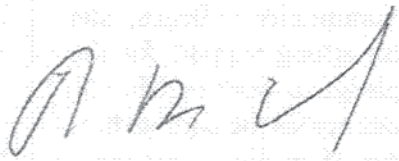
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

HOLYOKE
COMMUNITY COLLEGE

Office of the President

303 Homestead Avenue
Holyoke, MA 01040
(413) 538-7000 • www.hcc.edu

William F. Messner
Phone: (413) 552-2700
Fax: (413) 534-8975
email: wmessner@hcc.mass.edu

June 15, 2010

The Honorable Arne Duncan
Secretary of Education
Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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Sincerely,

William F. Messner

William F. Messner
President

WFM:cc

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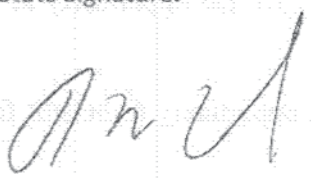
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

MASSBAY
COMMUNITY COLLEGE
Your dreams. Our mission.

Carole M. Berotte Joseph, Ph.D.
President
Wellesley Hills Campus
50 Oakland Street
Wellesley Hills, MA 02481-5307

tel: 781.239.3100
fax: 781.237.1061
cjoseph@massbay.edu

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Authorized State Signature:	
Name:	Date:
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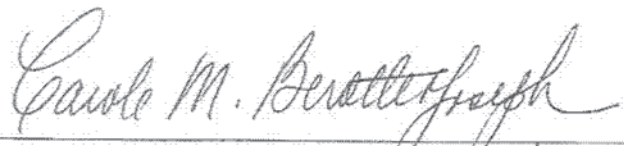
Authorized State Signature: 	
Name: Carole M. Berotte Joseph, Ph.D.	Date: June 15, 2010
Title: President, Massachusetts Bay Community College	

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Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

Middlesex Community College

OFFICE OF THE PRESIDENT
DR. CAROLE A. COWAN

June 14, 2010

cowanc@middlesex.mass.edu
www.middlesex.mass.edu

Arne Duncan
U.S. Secretary of Education
Lyndon Baines Johnson (LBJ)
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

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Bedford Campus
591 Springs Road
Bedford, MA 01730-1197
Tel: (978) 656-3100

Lowell Campus
33 Kearney Square
Lowell, MA 01852-1987
Fax: (978) 452-5545

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Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Carole A. Cowan	Date: 6/15/10
Title: [President or Head of Participating IHE or IHE system] CAROLE A. COWAN, President	

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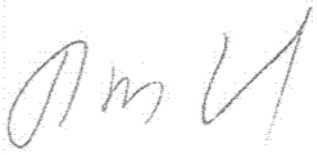
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

Mount Wachusett Community College
444 Green Street, Gardner, MA 01440-1000
(978) 630-9101 • www.mwcc.edu
Office of the President
Fax (978) 632-8925

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Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: DANIEL M. ASQUINO	Date: JUNE 15, 2010
Title: [President or Head of Participating IHE or IHE system]	

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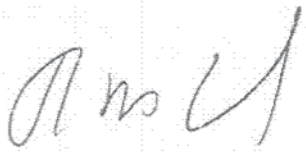
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

North Shore Community College

OFFICE OF THE PRESIDENT
WAYNE M. BURTON, Ed.D.

ONE FERNCROFT ROAD, P.O. BOX 3340
DANVERS, MASSACHUSETTS 01923-0840
PHONE (978) 762-4000/FAX (978) 762-4020
WEBSITE: www.northshore.edu

Dear Secretary Duncan:

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We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

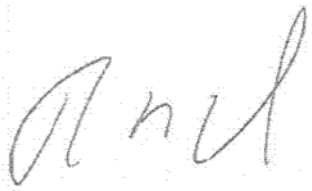
We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **Massachusetts**	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name:	Date: 6/14/2010
Title: [President or Head of Participating IHE or IHE system]	

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

NORTHERN ESSEX
COMMUNITY COLLEGE
Haverhill • Lawrence

OFFICE OF THE PRESIDENT

Telephone 978.556.3855
Fax 978.556.3665
E-mail dhartleb@necc.mass.edu

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

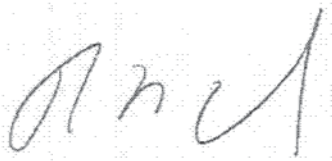
We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: David Hartleb	
Name: David Hartleb	Date: June 15, 2010
Title: President	

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

QUINSIGAMOND
Community College

Office of the President
V: 508.854.4203 • F: 508.856.7374

June 15, 2010

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

670 West Boylston Street • Worcester, MA 01606 • www.QCC.edu

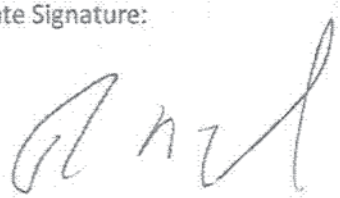
We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name: **Gail E. Carberry**	Date: **June 15, 2010**
Title: [State's higher education executive officer] **President**	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

Roxbury Community College
1234 Columbus Avenue
Roxbury Crossing, Massachusetts 02120-3400

Office of the President

(617) 541-5301

June 14, 2010

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

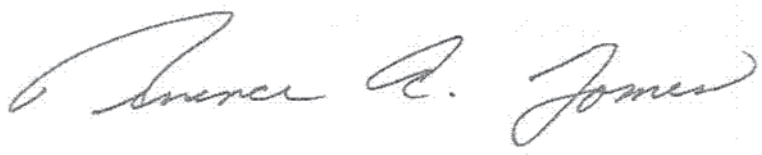
We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

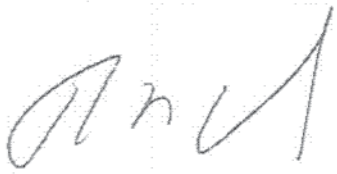
We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: 	
Name: DR. TERRENCE A. GOMES	Date: JUNE 14, 2010
Title: [President or Head of Participating IHE or IHE system] PRESIDENT, ROXBURY COMMUNITY COLLEGE	

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

Springfield Technical Community College
Exceptional Education. Proven Results.

Office of the President
One Armory Square
Suite 1 • PO Box 9000
Springfield, MA 01102-9000
(413) 755-4906 • Fax (413) 755-6308
irubenzahl@stcc.edu • www.stcc.edu

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

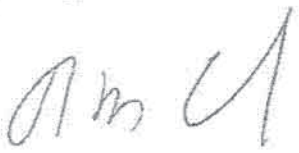
We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: Massachusetts	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Ira H. Rubenzahl, Ph.D.	Date: June 16, 2010
Title: President, Springfield Technical Community College	

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

APPENDIX IHE – A – xvi

MISSISSIPPI

HIGHER EDUCATION LETTERS OF INTENT

STATE OF MISSISSIPPI
INSTITUTIONS OF HIGHER LEARNING
Hank M. Bounds
Commissioner of Higher Education

June 8, 2010

The Honorable Arne Duncan
United States Secretary of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the Commissioner of Higher Education in Mississippi, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the eight public Mississippi Institutions of Higher Learning included 9,205 first-time freshmen students. Of these first-time freshmen students, 3,176 or 34.5% required at least one postsecondary remedial course. We are committed to working with PARCC to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation within our System.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

3825 RIDGEWOOD ROAD • JACKSON, MISSISSIPPI 39211 • TEL: (601) 432-6623 • FAX: (601) 432-6972

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Mississippi's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Hank M. Bounds

Hank M. Bounds
Commissioner of Higher Education

APPENDIX IHE – A – xvii

NEW HAMPSHIRE

HIGHER EDUCATION LETTERS OF INTENT

COMMUNITY COLLEGE
system of New Hampshire

June 10, 2010

Dear Secretary Duncan:

As the Chancellor of the Community College System in New Hampshire, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers' (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Community College System of New Hampshire included 2600 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Careers' (PARCC) in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

26 College Drive, Concord, NH 03301-7407
Phone (603) 271-2722 | (800) 247-3420 | TDD Access: relay NH (800) 735-2964 | Fax (603) 271-2725
www.ccsnh.edu

We strongly support further work to establish a better aligned P-20 education system that will help all of New Hampshire's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Dr. Richard A. Gustafson
Chancellor

University System of New Hampshire
CHANCELLOR'S OFFICE

Dunlap Center
25 Concord Road
Durham, NH 03824-3546
Phone: (603) 862-0918
Fax: (603) 862-0908
www.usnh.edu

June 10, 2010

Dear Secretary Duncan:

As the Chancellor of the University System in New Hampshire, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers' (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

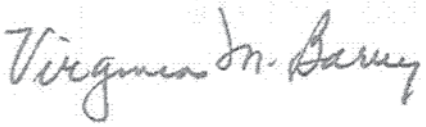
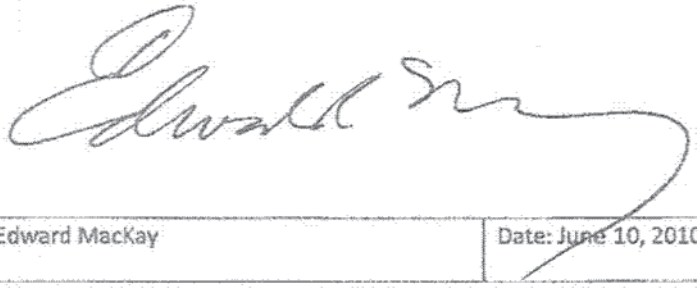
In the 2008-09 school year, the University System of New Hampshire included 23,553 matriculated undergraduate students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Careers' (PARCC) in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Hampshire's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature[s] for the State of: NEW HAMPSHIRE	
Authorized State Signature: 	
Name: Virginia M. Barry, Ph.D.	Date: June 9, 2010
Title: Commissioner, NH Department of Education	
Authorized State Signature: 	
Name: Dr. Edward MacKay	Date: June 10, 2010
Title: Chancellor, the University System of New Hampshire	

APPENDIX IHE – A – xviii

NEW JERSEY

HIGHER EDUCATION LETTERS OF INTENT

ATLANTIC CAPE
COMMUNITY COLLEGE

May 27, 2010

Arne Duncan,
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of Atlantic Cape Community College in New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers. Atlantic Cape is committed to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

ACCC further recognizes that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. Furthermore, we are prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

Finally, Atlantic Cape sees value in enhancing ongoing efforts to better aligned the P-20 education system to help all of New Jersey's students graduate from high school ready for college and careers. This approach will provide students, parents and teachers with clear and consistent information about what it means and what it takes to be ready for college

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

5100 Black Horse Pike Mays Landing, New Jersey 08330-2699
• *Phone* (609) 343-4900 • *Fax* (609) 343-4917 • www.atlantic.edu

ATLANTIC CAPE
COMMUNITY COLLEGE

Institution of Higher Education:	
Authorized Signature: Peter L. Mora	
Name: Peter L. Mora	Date: 5-27-10
Title: President - Atlantic Cape Community College	

5100 Black Horse Pike Mays Landing, New Jersey 08330-2699
• *Phone* (609) 343-4900 • *Fax* (609) 343-4917 • www.atlantic.edu

CAMDEN COUNTY COLLEGE

May 24, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

As the President of Camden County College in New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessments as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Raymond Yannuzzi
President

Blackwood Campus
P.O. Box 200
College Drive
Blackwood, NJ 08012
(856) 374-4937 or 4938
Fax: (856) 374-4894

Camden City Campus
200 North Broadway
Camden, NJ 08102
(856) 338-1817

William G. Rohrer Center
1889 Rt. 70 East
Cherry Hill, NJ 08003
(856) 874-6000

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Raymond Yannuzzi, President

RY/lr

OCEAN
COUNTY COLLEGE

Office of the President

May 27, 2010

Mr. Christopher J. Campisano
Coordinator of Higher Education Programs
New Jersey State Department of Education
100 River View Plaza, P.O. Box 500
Trenton, New Jersey 08625-0500

Dear Mr. Campisano:

As President of Ocean County College, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessments as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Jon H. Larson, Ph.D.
President

JHL:clb

SALEM
COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT
PETER B. CONTINI, ED.D.

May 25, 2010

Arne Duncan, U. S. Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of Salem Community College in New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessments as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

460 Hollywood Avenue, Carneys Point, New Jersey 08069-2799 • (856) 351-2601 • Fax: (856) 351-2639
E-mail: contini@salemcc.edu

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Peter B Contini

Peter B. Contini, Ed.D.
President

PBC/s

Warren
County Community College

475 Route 57 West, Washington, NJ 07882 • (908) 835-9222 • www.warren.edu

May 24, 2010

Dear Secretary Duncan:

As the President of Warren County Community College in New Jersey, I would like to express strong our support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our Pre-K-12 state counterparts and higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in Mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by Pre-K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessments as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work

collaboratively with our Pre-K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

William J. Austin, Ed.D.
President

MONTCLAIR STATE UNIVERSITY

Office of the President
973-655-4212
Fax: 973-655-7195

May 24, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0100

Dear Secretary Duncan:

As the President of Montclair State University, New Jersey's second largest university, with a Fall 2009 enrollment of over 18,000 students, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers may affect the specific ways in which this new assessment will be used. Nevertheless, Montclair State University is prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). Further, we are committed to working with the Partnership to Assess College Readiness and Careers toward ensuring that students who score as college-ready at the end of high school assessments can enter credit-bearing coursework without remediation at this institution.

Specifically, we are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

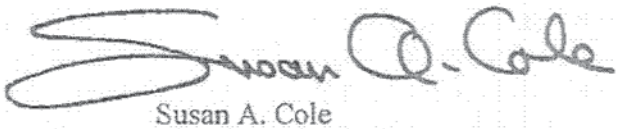
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students to graduate from high school ready for college and careers and that will provide students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure that all students have the opportunity to successfully transition into college.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,



Susan A. Cole
President

SAC:kaz

NJIT
New Jersey's Science & Technology University

New Jersey Institute of Technology
University Heights
Newark, NJ 07102-1982
973.596.3677
973.596.6063 fax
emailcsla@njit.edu

COLLEGE OF SCIENCE & LIBERAL ARTS

Office of the Dean

2010 MAY 27 P 1:5
OFFICE OF THE COMMISSIONER OF EDUCATION

May 25, 2010

Commissioner Bret Schundler
Commissioner of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

As the Dean of the College of Science and Liberal Arts (CSLA) of The New Jersey Institute of Technology (NJIT), I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment. The consortium's efforts align closely with NJIT's mission and ongoing efforts with respect to improving education and fostering economic growth for New Jersey and the country. In particular, the Partnership builds on current NJIT efforts in the area of educational assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2009-2010 school year, NJIT had approximately 1000 first time full time freshmen. Over half of these students were not yet ready for Calculus I, our designated entering freshman level mathematics course. Approximately 10% of incoming freshmen were placed in remedial Language Arts courses. We are committed to working with the Partnership to Assess College Readiness and Careers toward ensuring that students who score college-ready on its end-of-high-school assessments can enter credit-bearing coursework without remediation at NJIT.

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to continuing to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into New Jersey's postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Fadi P. Deek

Fadi P. Deek
Dean and Professor of Information Systems, Information Technology
and Mathematical Sciences

RUTGERS
NEWARK

Office of the Chancellor
Rutgers, The State University of New Jersey
University Heights
123 Washington Street
Newark • New Jersey 07102-3094

Ph.: (973) 353-5541
Fax: (973) 353-1048

Commissioner Bret Schundler
New Jersey State Department of Education
100 River View PO Box 500
Trenton, NJ 08625

May 24, 2010

RE: Letter of Support for Race to the Top Grant

Dear Commissioner Schundler:

As the Chancellor of Rutgers-Newark, The State University of New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of

RUTGERS
NEWARK

students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Institution of Higher Education:	
Authorized Signature:	
Name: Steven J. Diner	Date: 5-24-2010
Title: Chancellor	

APPENDIX IHE – A – xix

NEW YORK

HIGHER EDUCATION LETTERS OF INTENT

The City University of New York

The Chancellor

May 28, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As chancellor of The City University of New York (CUNY), I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, CUNY included 42,881 direct matriculation degree-seeking students who were within two years of high school graduation. We are committed to working with the Partnership for Assessment of Readiness for College and Careers to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

535 East 80th Street, New York, NY 10075 Tel: 212-794-5311 Fax: 212-794-5671 email: chancellor@cuny.edu 1120

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New York's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of New York:	
Authorized State Signature:	
Name: David M. Steiner	Date: 6/11/10
Title: Commissioner of Education and President of the University of the State of New York	
Authorized State Signature:	
Name: Matthew Goldstein	Date: May 28, 2010
Title: Chancellor, The City University of New York (CUNY)	

THE STATE UNIVERSITY of NEW YORK

Nancy L. Zimpher
Chancellor

State University Plaza
Albany, New York
12246

518 320 1355
fax - 518 320 1560

nancy.zimpher@suny.edu
www.suny.edu

June 4, 2010

Mr. Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0001

Dear Secretary Duncan,

On behalf of the 64 campuses of the State University of New York (SUNY), the largest comprehensive system of higher education in the nation, I am pleased to express my strong support for the multi-state consortium called the Partnership for Assessment of Readiness for College and Career ("The Partnership"). SUNY would be pleased to work collaboratively with the K-12 education community in New York State and higher education colleagues in other Partnership states to develop high school assessments in English Language Arts and Mathematics based on the new Common Core State Standards so that these assessments can serve as valid indicators of readiness for credit-bearing, college-level study. The promise of these new assessments to improve the college readiness of high school graduates and smooth their transition to college is perfectly aligned with SUNY's strategic plan, which has the goal of creating a seamless education pipeline from cradle through career for students in New York State.

Although the diverse missions of higher education systems and institutions in the Partnership will determine the specific ways in which the new college-readiness assessments will be used, the State University of New York is committed to participating, as appropriate, in the Partnership's design, development, and standard setting process with the goal of using the new assessments for placing students in credit-bearing courses. We are committed to working with the Partnership toward the shared goal of ensuring that students with college-ready scores on end-of-high-school assessments can enroll in credit-bearing courses without remediation.

The Partnership's assessments have the potential to benefit tens of thousands of "direct matriculation students" per year in New York State, defined for the Partnership as freshmen who had graduated from high school in the prior two years entering public higher education in the state for the first time. In academic year 2008-09, the State University of New York enrolled a total of 80,660 direct matriculation students.

UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS University at Albany • Binghamton University • University at Buffalo • Stony Brook University • SUNY Downstate Medical Center • Upstate Medical University • College of Environmental Science and Forestry • College of Optometry • NYS College of Ceramics at Alfred University • NYS College of Agriculture/Life Sciences at Cornell University • NYS College of Human Ecology at Cornell University • NYS College of Industrial/Labor Relations at Cornell University • NYS College of Veterinary Medicine at Cornell University UNIVERSITY COLLEGES SUNY Brockport • Buffalo State College • SUNY Cortland • Empire State College • SUNY Fredonia • SUNY Geneseo • SUNY New Paltz • SUNY Old Westbury • College at Oneonta • SUNY Oswego • SUNY Plattsburgh • SUNY Potsdam • Purchase College TECHNOLOGY COLLEGES Alfred State College • SUNY Canton • SUNY Cobleskill • SUNY Delhi • Farmingdale State College • Maritime College • Morrisville State College • SUNY Institute of Technology COMMUNITY COLLEGES Adirondack • Broome • Cayuga County • Clinton • Columbia-Greene • Corning • Dutchess • Erie • Fashion Institute of Technology • Finger Lakes • Fulton-Montgomery • Genesee • Herkimer County • Hudson Valley • Jamestown • Jefferson • Mohawk Valley • Monroe • Nassau • Niagara County • North Country • Onondaga • Orange County • Rockland • Schenectady County • Suffolk County • Sullivan County • Tompkins Cortland • Ulster County • Westchester

The State University of New York is prepared to participate, as appropriate, with the Partnership in the following next steps related to assessments:

- a collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development;
- a coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness;
- a thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and
- use of the assessment, along with other placement requirements used by our campuses, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

In addition, SUNY strongly supports an aligned P-20 education system that will help New York State's students graduate from high school ready for college and careers by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. To supplement the assessment work, the University will work collaboratively, as appropriate, with New York State's K-12 education community to improve student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to make a successful transition to college.

Thank you for providing the students in New York State with the opportunity to benefit from the Partnership's collaboration.

Sincerely,

Nancy L. Zimpher
Chancellor

NLZ:zrr

cc: Dr. David K. Lavallee, Provost and Senior Vice Chancellor
Ms. Johanna Duncan-Poitier, Chancellor's Deputy for the Education Pipeline
Dr. Elizabeth Bringsjord, Associate Provost
Dr. Nancy Willie-Schiff, Assistant Provost

Signature(s) for the State of: New York	
Authorized State Signature:	
Name: David M. Steiner	Date: June 4, 2010
Title: Commissioner of Education and President of the University of the State of New York	
Authorized State Signature:	
Name: Nancy L. Zimpher	Date: June 4, 2010
Title: Chancellor, State University of New York	

APPENDIX IHE – A – xx

NORTH DAKOTA

HIGHER EDUCATION LETTERS OF INTENT

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

June 9, 2010

Arne Duncan
U.S. Secretary of Education
Office of Secretary
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

As the Chancellor of the North Dakota University System in North Dakota, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlines for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the IHE System included 5,889 direct matriculation students. We are committed to working with Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies

State Capitol - 600 E Boulevard Ave Dept. 215, Bismarck ND 58505-0230
Phone: 701.328.2960 Fax: 701.328.2961 E-mail: NDUS.office@ndus.edu Web: www.ndus.edu

and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students'; preparation for entry level, credit-bearing coursework.

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

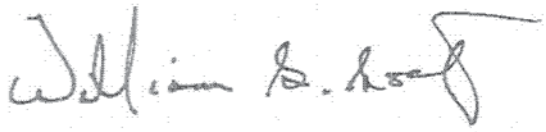
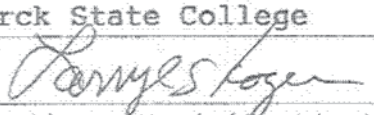
We strongly support further work to establish a better aligned P-20 education system that will help all of Partnership for Assessment of Readiness for College and Career students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system. We have the presidents and campus dean of the following institutions that have signed a nonbinding Letter of Intent in support of this initiative: Bismarck State College, Dickinson State University, Lake Region State College, Mayville State University, Minot State University, Dakota College at Bottineau, North Dakota State College of Science, North Dakota State University, University of North Dakota, Valley City State University, and Williston State College.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

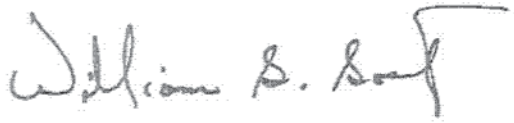
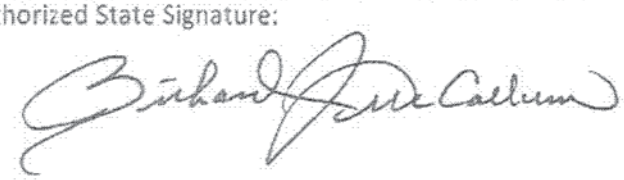
Sincerely,

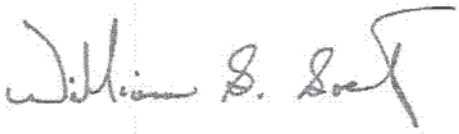
William Goetz
Chancellor

g:\terry\goetz\letters\duncan, ame 6-8-10.docx

Signature(s) for the State of: North Dakota	
Authorized State Signature: 	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature:	
Bismarck State College	
Name: 	Date: June 2, 2010
Title: [President or Head of Participating IHE or IHE system] BSC President	

Signature(s) for the State of: North Dakota	
Authorized State Signature: William L. Goetz	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature:	
Dakota College at Bottineau	
Name: KEN COTROZ	Date: 6-2-10
Title: [President or Head of Participating IHE or IHE system] CAMPUS DEAN	

Signature(s) for the State of: North Dakota	
Authorized State Signature: 	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature: 	
Dickinson State University	
Name: Richard J. McCallum	Date: 6-01-2010
Title: [President or Head of Participating IHE or IHE system] President	

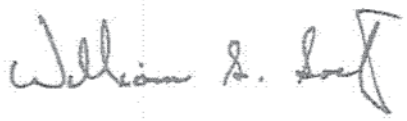
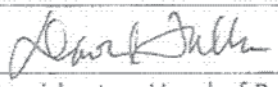
Signature(s) for the State of:
North Dakota
Authorized State Signature: 

Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	

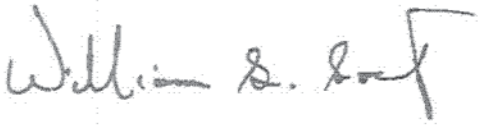
Authorized State Signature:
Lake Region State College, Devils Lake

Name: Mike Brower, PhD	Date: 05-24-10
Title: [President or Head of Participating IHE or IHE system] President	

Signature(s) for the State of: North Dakota	
Authorized State Signature: William S. Goetz	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature:	
Mayville State University	
Name: [signature]	Date: 6-2-10
Title: [President or Head of Participating IHE or IHE system]	

Signature(s) for the State of: North Dakota	
Authorized State Signature: 	
Name: Wiliam Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature:	
Minot State University	
Name: 	Date: May 27, 2010
Title: [President or Head of Participating IHE or IHE system] President - Minot State University	

Signature(s) for the State of: North Dakota	
Authorized State Signature:	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature: ND State College of Science, Wahpeton	
Name: John Richman	Date: 6-2-10
Title: [President or Head of Participating IHE or IHE system] President	

Signature(s) for the State of: North Dakota	
Authorized State Signature: 	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature: North Dakota State University	
Name: Richard A. Hanson	Date: 6/1/2010
Title: (INTERIM President or Head of Participating IHE or IHE system]	

Signature(s) for the State of: North Dakota	
Authorized State Signature: William S. Goetz	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature:	
University of North Dakota, Grand Forks	
Name: Robert O. Kelley	Date: 5/28/10
Title: [President or Head of Participating IHE or IHE system]	

Signature(s) for the State of: North Dakota	
Authorized State Signature: William S. Goetz	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature: Steven W. Shirley	
Name: Steven W. Shirley	Date: 6-2-10
Title: [President or Head of Participating IHE or IHE system] Valley City State University	

Valley City State University

Signature(s) for the State of: North Dakota	
Authorized State Signature: William S. Goetz	
Name: William Goetz	Date: 6/9/10
Title: [State's higher education executive officer] Chancellor, North Dakota University System	
Authorized State Signature:	
Williston State College	
Name: [signature]	Date: 6/10
Title: [President] or Head of Participating IHE or IHE system]	

APPENDIX IHE – A – xxi

OHIO

HIGHER EDUCATION LETTERS OF INTENT

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

June 5, 2010

The Honorable Arne Duncan, Secretary
U. S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Secretary Duncan:

As the Chancellor of the University System of Ohio, I would like to express strong support for the ***Partnership for Assessment of Readiness for College and Careers (PARCC)*** consortium and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the ***Partnership Consortium*** will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

The University System of Ohio already has a history of collaboration along similar lines of the e requirements being sought by partnering university systems. Consider the following:

1. In 2007, the University System of Ohio adopted college readiness expectations in English and Mathematics as a statewide policy. These expectations were developed in cooperation with the Ohio Department of Education.
2. In 2007, the University System of Ohio adopted a statewide placement policy that includes ACT and Compass cutoff scores intended to define college ready. While these scores are not an admission standard, they serve to define when students are prepared to take college level coursework.
3. Over a number of years, the member institutions of the University System of Ohio have provided faculty support to the assessment development work of the Ohio Department of Education.

[illegible]

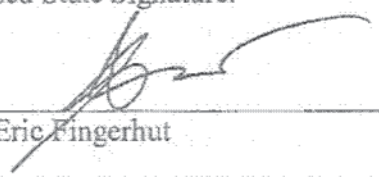
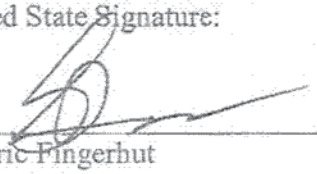
In the 2008-09 school year, the University System of Ohio (a list of the members of which are attached to this letter) included **60,521 direct matriculation students**. We are committed to working with the ***Partnership Consortium*** toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation the institutions of the University System of Ohio.

We are prepared to participate with the ***Partnership Consortium*** in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the ***Partnership Consortium*** on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Ohio's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **Ohio**	
Authorized State Signature: 	
Name: Eric Fingerhut	Date: 6/7/10
Title: Chancellor, Ohio Board of Regents	
Authorized State Signature: 	
Name: Eric Fingerhut	Date: 6/7/10
Title: Chancellor, University System of Ohio	

Higher Education Institutions Comprising The University System of Ohio

- University of Akron
- Bowling Green State University
- Central State University
- University of Cincinnati
- Cleveland State University
- Kent State University
- Miami University
- Northeastern Ohio Universities Colleges of Medicine and Pharmacy
- Ohio State University
- Ohio University
- Shawnee State University
- University of Toledo
- Wright State University
- Youngstown State University
- Belmont Technical College
- Central Ohio Technical College
- Cincinnati State Technical and Community College
- Clark State Community College
- Columbus State Community College
- Cuyahoga Community College
- Edison Community College
- Hocking College
- James A. Rhodes State College
- Eastern Gateway Community College
- Lakeland Community College
- Lorain Community College
- Marion Technical College
- North Central Technical College
- Northwest State Community College
- Owens Community College
- Rio Grande Community College
- Sinclair Community College
- Southern State Community College
- Stark State Community College
- Terra Community College
- Washington State Community College
- Zane State Community College

APPENDIX IHE – A – xxii

OKLAHOMA

HIGHER EDUCATION LETTERS OF INTENT

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

June 8, 2010

Mr. Arne Duncan
United States Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the Chancellor of the Oklahoma System of Higher Education, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measures as part of our course placement system once the Partnership has set the college readiness standards for the assessments.

In the 2008-09 school year, Oklahoma's public system of universities and colleges included 24,249 direct matriculation students. We are committed to working with the Oklahoma State Department of Education and PARCC partners toward ensuring that students who score college-ready on the consortium's implemented assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

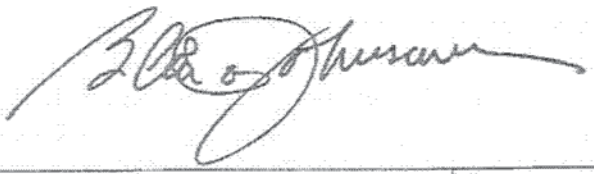
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC consortium on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

655 Research Parkway, Suite 200 - Oklahoma City, Oklahoma 73104-3603
P.O. Box 108850 - Oklahoma City, Oklahoma 73101-8850
www.okhighered.org - Phone: 405.225.9100 - Fax: 405.225.9230

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help Oklahoma's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: Oklahoma	
Authorized State Signature: 	
Name: Glen D. Johnson	Date: June 8, 2010
Title: Chancellor, Oklahoma State Regents for Higher Education	

APPENDIX IHE – A – xxiii

PENNSYLVANIA

HIGHER EDUCATION LETTERS OF INTENT

PASSHE
Pennsylvania State System of Higher Education

Office of the Chancellor, Dixon University Center, 2986 North Second Street, Harrisburg, PA 17110-1201
717-720-4010 | www.passhe.edu

June 9, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
LBJ Education Building, 7W301
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

As Chancellor of the Pennsylvania State System of Higher Education (PASSHE) and on behalf of its fourteen public universities and nearly 117,000 students, I strongly support the Partnership for Assessment of Readiness for College and Careers (PARCC), managed in partnership with Achieve. PASSHE pledges to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of PARCC with the goal of using the new measure(s) as part of our course placement system once PARCC has set the college readiness standards for the assessment(s).

In the 2008-09 school year, PASSHE included 21,625 direct matriculation students. Of these direct matriculation students, 24.5% required at least one postsecondary remedial course. We are committed to working with PARCC to ensure that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across PARCC on test design and development.

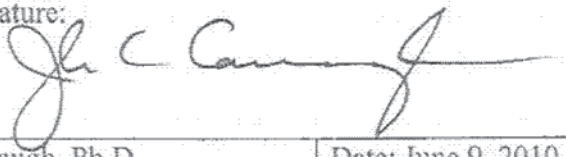
- A coordinated effort across the partnership to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in all the partnership states' postsecondary institutions as one indicator of students' readiness for placement in non-remedial, credit-bearing college- level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Pennsylvania students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing Pennsylvania students with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Pennsylvania	
Authorized State Signature:	
Name: Thomas E. Gluck	Date: June 9, 2010
Title: Acting Secretary of Education	
Authorized State Signature: 	
Name: John C. Cavanaugh, Ph.D.	Date: June 9, 2010
Title: Chancellor, Pennsylvania State System of Higher Education	

PENNSYLVANIA COMMISSION FOR
COMMUNITY COLLEGES

Community College of Allegheny County
www.ccac.edu

Community College of Beaver County
www.ccbc.edu

Bucks County Community College
www.bucks.edu

Butler County Community College
www.bc3.edu

Delaware County Community College
www.dccc.edu

Harrisburg Area Community College
www.hacc.edu

Lehigh Carbon Community College
www.lccc.edu

Luzerne County Community College
www.luzerne.edu

Montgomery County Community College
www.mc3.edu

Northampton Community College
www.northampton.edu

Pennsylvania Highlands Community College
www.pennhighlands.edu

Community College of Philadelphia
www.ccp.edu

Reading Area Community College
www.racc.edu

Westmoreland County Community College
www.wccc.edu

June 4, 2010

The Honorable Arnold Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the Presidents of Pennsylvania's 14 community colleges, we would like to express strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Careers (PARCC) will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Pennsylvania's 14 community colleges included 40,755 direct matriculation students. We are committed to working with the Partnership for Assessment of Readiness for College and Careers (PARCC) toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at these institutions.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Careers (PARCC) in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Pennsylvania's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers, with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Dr. Jerome Parker
President, PA Commission for Community Colleges &
President, Delaware County Community College

Dr. Edna Baehre
Vice President, PA Commission for Community Colleges &
President, Harrisburg Area Community College

Dr. Alex Johnson
President, Community College of Allegheny County

Dr. Joel Forrester
President, Community College of Beaver County

Dr. James Linksz
President, Bucks County Community College

Dr. Nicholas Neupauer
President, Butler County Community College

Mr. Don Snyder
President, Lehigh Carbon Community College

Mr. Thomas Leary
President, Luzerne County Community College

Dr. Karen Stout
President, Montogomery County Community College

Dr. Arthur Scott
President, Northampton Community College

Dr. Walter Asonevich
President, Pennsylvania Highlands Community College

Dr. Stephen Curtis
President, Community College of Philadelphia

Dr. Anna Weitz
President, Reading Area Community College

Dr. Daniel Obara
President, Westmoreland County Community College

Authorized State Signature:

Name: Sandra Edmunds Date: 6-11-2010

Title: Deputy Secretary for Postsecondary & Higher Education

PENNSTATE

Rodney A. Erickson
Executive Vice President and Provost of the University

The Pennsylvania State University
201 Old Main
University Park, PA 16802-1589

814-865-2505
Fax: 814-863-8583
rae@psu.edu

RECEIVED
JUN 11 2010
Secretary's Office

June 10, 2010

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the Executive Vice President and Provost of The Pennsylvania State University, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, The Pennsylvania State University included 16,458 direct matriculation students. We are committed to working with the PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment and Readiness for College and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Pennsylvania's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature: Sandra O. Edmunds	
Name: Sandra O. Edmunds	Date: 6-11-2010
Title: Deputy Secretary of Education of Postsecondary and Higher Education	
Authorized State Signature:	
Name: Dr. Rodney A. Erickson	Date: June 10, 2010
Title: Executive Vice President and Provost, The Pennsylvania State University	

University of Pittsburgh

Chancellor of the University

107 Cathedral of Learning
4200 Fifth Avenue
Pittsburgh, PA 15260
412-624-4200
Fax: 412-624-7539

Mark A. Nordenberg
Chancellor and Distinguished Service Professor of Law

June 9, 2010

RECEIVED
JUN 11 2010
Secretary's Office

Dear Secretary Duncan:

As the Chancellor of the University of Pittsburgh in the Commonwealth of Pennsylvania, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the University of Pittsburgh included 5,271 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE

system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Commonwealth of Pennsylvania students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Pennsylvania:	
Authorized State Signature: Sandra D. Edmunds	
Name: Sandra Edmunds	Date: 6-11-2010
Title: Deputy Secretary of Higher Education	
Authorized University Signature: Mark A Nordenberg	
Name: Mr. Mark A. Nordenberg	Date: 6/9/10
Title: Chancellor, University of Pittsburgh	

APPENDIX IHE – A – xxiv

RHODE ISLAND

HIGHER EDUCATION LETTERS OF INTENT

RHODE ISLAND
COLLEGE

President

June 8, 2010

Dear Secretary Duncan:

As the President of Rhode Island College in the State of Rhode Island, I am pleased to express strong support for the ***Partnership for Assessment of Readiness for College and Careers (PARCC)*** and pledge to work collaboratively with our K-12 state partners and our higher-education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness, resulting in the direct matriculation of students from high school into postsecondary education. The vision outlined for developing a common college-ready assessment will effect great progress toward the goal of increasing college graduation rates in this state and across the country.

While the diverse missions of postsecondary systems and institutions in the ***PARCC*** will determine the specific ways in which this new assessment will be used, we are enthusiastic about participating, as a full and active partner, in the design, development, and standard setting process of the Partnership. Our goal is to use the new measure(s) as part of our course placement system once the college readiness standards for the assessment(s) have been established.

Rhode Island College has participated in the development of the Common Core Standards through state-wide committees and the alignment of the educational systems between high school and college, with particular focus on mathematics and English. As the sole public comprehensive four-year institution in the state, Rhode Island College provides the majority of the baccalaureate education for Rhode Island, with 86% of our undergraduate population being Rhode Island residents. In the 2008-09 school year, Rhode Island College enrolled 7,741 direct matriculation students. Student success at our college can be greatly enhanced by eliminating the need for remediation coursework, which provides no college credit. Thus, we are committed to working with ***PARCC*** to ensure that all students who score college-ready on high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the ***PARCC*** in the following next steps:

Providence, RI 02908-1991
(401) 456-8101
TTY/TDD via RI Relay:
1-800-745-5555

- The alignment of outcomes between K-12 and higher education that ensure readiness to pursue college-level coursework.
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the ***PARCC*** on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support the work needed to establish better alignment in the P-20 education system. Such effort will help more of Rhode Island's students graduate from high school prepared for college and careers by providing students, their parents, and their teachers with clear and consistent information about the knowledge, skills, and attitudes required for college. We stand ready to work collaboratively with our K-12 partners to improve associated student outreach, intervention, and academic-preparation programs to ensure that all students have the opportunity to transition successfully into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Nancy Carriuolo

Nancy Carriuolo
President

THE
UNIVERSITY
OF RHODE ISLAND
OFFICE OF THE
PRESIDENT

THINK BIG WE DO

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.4462 f: 401.874.7149 uri.edu/president

David M. Dooley, Ph.D.
President

June 9, 2010

Dear Secretary Duncan:

As the President of the University of Rhode Island, I would like to express strong support for the ***Partnership for Assessment of Readiness for College and Careers (PARCC).*** I am committed to collaborative efforts with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in Mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the ***PARCC*** will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 academic year, The University of Rhode Island enrolled 13,369 direct matriculation students. We are committed to working with ***PARCC*** toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

The University of Rhode Island is enthused about and has much expertise to contribute to the ***PARCC*** effort. With support, we would be prepared to participate with the ***PARCC*** in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the [Partnership] on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

The University of Rhode Island is an equal opportunity employer committed to the principles of affirmative action.

We strongly support further work to establish a better aligned P-20 education system that will help all of Rhode Island's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We commit to working collaboratively, within the limits of our resources available, with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

David M. Dooley, Ph.D.
President

Rhode Island Board of Governors
for Higher Education
The Shepard Building
80 Washington Street Suite 524
Providence, Rhode Island 02903

Telephone 401 456-6000
Facsimile 401 456-6028
TDD 401 456-6027

RIBGHE

June 10, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As Commissioner of the Rhode Island Board of Governors for Higher Education and also President of the Community College of Rhode Island, I would like to express strong support for the ***Partnership for Assessment of Readiness for College and Careers (PARCC)*** and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the ***PARCC*** will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the Community College of Rhode Island included 10,638 direct matriculation students. Of these direct matriculation students, 70% required at least one postsecondary remedial course. 56% required two or more remedial courses. We are committed to working with ***PARCC*** toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the ***PARCC*** in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the ***PARCC*** on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Rhode Island's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Ray M. DiPasquale
Commissioner
President of the Community College of Rhode Island

APPENDIX IHE – A – XXV

SOUTH CAROLINA

HIGHER EDUCATION LETTERS OF INTENT

Aiken Technical College
Start Here
Succeed Anywhere

Dear Secretary Duncan:

As the President of Aiken Technical College in South Carolina, I would like to express strong support for the PARCC and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Aiken Technical College included 910 direct matriculation students. Of these direct matriculation students, 65% required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

P.O. Drawer 696, Aiken, SC 29802-0696 (803) 593-9231 www.ATC.edu

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Susan A. Winsor	Date: 6-1-10
Title: President of Aiken Technical College	

Dear Secretary Duncan:

As the President of Central Carolina Technical College in South Carolina, I would like to express strong support for the PARCC and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Central Carolina Technical College included 816 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the [Partnership] on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Tim Hardee	Date: June 1, 2010
Title: President	

DENMARK
TECHNICAL COLLEGE

Dear Secretary Duncan:

As the President of Denmark Technical College in South Carolina, I would like to express strong support for the PARCC Consortium and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC Consortium will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Denmark Technical College included 429 direct matriculation students. We are committed to working with PARCC Consortium toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC Consortium in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC Consortium on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

1169

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Michael M. Townsend, Sr.	Date: June 1, 2010
Title: President, Denmark Technical College	

Florence-Darlington Technical College

Growing the economy . . . one graduate at a time.

June 3, 2010

Arne Duncan
U.S. Secretary of Education
LBJ Education Building, Room # 7W311
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of Florence-Darlington Technical College in Florence, South Carolina, I am writing to express my support for the Partnership in Assessment for Readiness in College and Career (PARCC) and to pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership in Assessment for Readiness in College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared and interested in participating in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the PARCC has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Florence-Darlington Technical College's population included 1,515 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

P.O. Box 100548 ● 2715 West Lucas Street ● Florence, S.C. 29501-0548 ● www.fdtc.edu
Phone: (843) 661-8324 ● FAX: (843) 661-8041

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers. This work has every potential to provide students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into postsecondary education.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Charles W. Gould	Date: June 2, 2010
Title: President, Florence-Darlington Technical College	

June 1, 2010

Dear Secretary Duncan:

As the President of Greenville Technical College in South Carolina, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Greenville Technical College included 4,420 direct matriculation students. We are committed to working with the PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach,

intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date:
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Keith Miller, Ph.D.	Date: 6/1/10
Title: President, Greenville Technical College	

Office of the President

H. Neyle Wilson

June 2, 2010

Dear Secretary Duncan:

As the President of Horry-Georgetown Technical College in South Carolina, I would like to express strong support for the Partnership in Assessment for Readiness in College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the PARCC with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2007-08 school year, Horry-Georgetown Technical College included 1,724 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students,

their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: H. Neal Wilson	Date: 6/2/2010
President, Horry-Georgetown Technical College	

Midlands Technical College

June 1, 2010

Dear Secretary Duncan:

As the President of Midlands Technical College in South Carolina, I would like to express strong support for the Partnership in Assessment for Readiness in College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Midlands Technical College included 3,578 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Post Office Box 2408 • Columbia • South Carolina • 29202 • (803) 738-1400

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Marshall (Sonny) White, Jr.	Date: June 1, 2010
Title: President, Midlands Technical College	

Northeastern Technical College

Office of the President

Dear Secretary Duncan:

As the President of Northeastern Technical College in Cheraw, SC, I would like to express strong support for the Partnership in Assessment for Readiness in College and Career Consortium and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership in Assessment for Readiness in College and Career Consortium will determine the specific ways in which this new assessment will be used. We are prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Northeastern Technical College included 324 direct matriculation students. We are committed to working with Partnership in Assessment for Readiness in College and Career Consortium toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in Assessment for Readiness in College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership in Assessment for Readiness in College and Career Consortium on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

1201 Chesterfield Hwy. • Cheraw, SC 29520
Phone (843) 921-6900 FAX (843) 537-6148
www.netc.edu

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Ron Bartley	Date: June 2, 2010
Title: President, Northeastern Technical College	

Dear Secretary Duncan:

As the President of Orangeburg-Calhoun Technical College in South Carolina, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Orangeburg-Calhoun Technical College included 855 direct matriculation students. *Of these direct matriculation students, 57% required at least one postsecondary remedial course*. We are committed to working with the PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach,

intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature: 	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature: 	
Name: Dr. Anne S. Crook	Date: May 27, 2010
Title: President, Orangeburg-Calhoun Technical College	

Dear Secretary Duncan:

As the President of Piedmont Technical College in South Carolina, I would like to express strong support for the Partnership in Assessment in Readiness in College and Career, and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2007-2008 school year, Piedmont Technical College included 1,357 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the [Partnership] on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Dr. L. Ray Brooks	Date: June 2, 2010
Title: President, Piedmont Technical College	

SPARTANBURG COMMUNITY COLLEGE

June 2, 2010

Dear Secretary Duncan:

As the President of Spartanburg Community College in Spartanburg, South Carolina, I would like to express strong support for the *Partnership in Assessment for Readiness in College and Career* (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Spartanburg Community College included 1,784 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

P.O. BOX 4386 BUSINESS INTERSTATE 85 AT NEW CUT ROAD SPARTANBURG, SOUTH CAROLINA 29305
(864)592-4600 1-800-922-3679

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Para M. Jones, Ph.D.	Date: 6/2/2010
Title: President, Spartanburg Community College	

Dear Secretary Duncan:

As the President of the Technical College of the Lowcountry (TCL) in South Carolina, I would like to express support for the PARCC and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the Technical College of the Lowcountry included 420 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments or successfully meet TCL's college placement requirements can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

1187

TECHNICAL COLLEGE
OF THE LOWCOUNTRY

We support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Thomas C. Leitzel	Date: 6/2/10
Title: President	

TRIDENT TECHNICAL COLLEGE

Office of the President

Berkeley Campus | Main Campus | Palmer Campus

June 2, 2010

Dear Secretary Duncan:

As the President of Trident Technical College in South Carolina, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Trident Technical College included 3,593 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will

P. O. Box 118067 | Charleston, SC | 29423-8067 | Tel 843.574.6241 | Fax 843.574.6541 | www.tridenttech.edu

help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Mary Thornley	Date: 6/2/10
Title: President, Trident Technical College	

WILLIAMSBURG TECHNICAL COLLEGE

601 Martin Luther King Jr. Avenue, Kingstree, South Carolina 29556-4197
phone-843.355.4110 toll-free-800.768.2021 fax-843.355.4296

Dear Secretary Duncan:

As the President of Williamsburg Technical College in South Carolina, I would like to express strong support for the Partnership in Assessment for Readiness in College and Career (PARCC) consortium and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC consortium will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the partnership with the goal of using the new measure(s) as part of our course placement system once the partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Williamsburg Technical College included 153 direct matriculation students. We are committed to working with PARCC consortium toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC consortium in the following next steps:

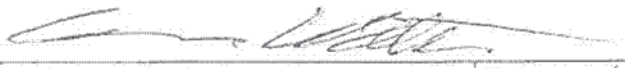
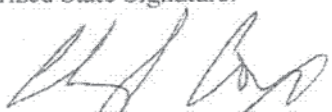
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC consortium on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

Williamsburg Technical College is accredited by the Commission of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404.679.4501) to award associate degrees.

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of South Carolina:	
Authorized State Signature: 	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature: 	
Name: Dr. Cheryl Cox	Date: June 1, 2010
Title: President, Williamsburg Technical College	

York Technical College
One College. Many Opportunities.

June 2, 2010

Dear Secretary Duncan:

As the President of York Technical College in South Carolina, I would like to express strong support for the Partnership in Assessment for Readiness in College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, York Technical College included 1,469 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator

452 S. Anderson Road
Rock Hill, SC 29730
T: 803.327.8000
F: 803.327.8059
www.yorktech.edu
info@yorktech.edu

of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, SC Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Greg F. Rutherford	Date: 6/2/10
Title: President, York Technical College	

May 28, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the President of Clemson University in South Carolina, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Clemson University included 5,880 direct matriculation students. We are committed to working with the PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution. Clemson does not offer remedial coursework.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

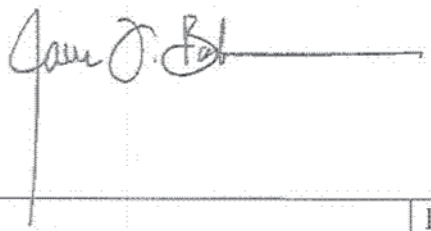
OFFICE OF
THE PRESIDENT

James F. Barker, FAIA
201 Sikes Hall
Clemson, SC
29634-5002

P 864-656-3413
F 864-656-4676

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date: 6/7/10
Title: [State's higher education executive officer]	
Authorized State Signature: 	
Name: James F. Barker	Date: May 30, 2010
Title: President, Clemson University [President or Head of Participating IHE or IHE system]	

COLLEGE of CHARLESTON

Dear Secretary Duncan:

As the President of the College of Charleston in South Carolina, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the College of Charleston included 4126 direct matriculation students. We are committed to working with the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

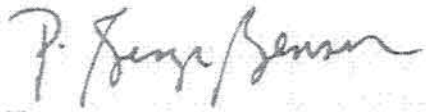
We are prepared to participate with the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

66 GEORGE ST. | CHARLESTON, SC 29424-0001

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: **South Carolina**	
Authorized State Signature: 	
Name: Dr. Garrison Walters	Date: June 3, 2010
Title: Executive Director, South Carolina Commission on Higher Education	
Authorized State Signature: 	
Name: P. George Benson	Date: June 3, 2010
Title: President, College of Charleston	

FRANCIS MARION UNIVERSITY

Office of the President

June 1, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the President of Francis Marion University in South Carolina, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measures as part of our course placement system once the Partnership has set the college readiness standards for the assessments.

In the 2008-09 school year, Francis Marion University included 1,362 direct matriculation students. Of these direct matriculation students, 0% required at least one postsecondary remedial course. We are committed to working with the PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

Box 100547, Florence, South Carolina 29502-0547 • (843) 661-1210 • FAX (843) 661-1366
email - lcarter@fmarion.edu
An Affirmative Action/Equal Opportunity Institution

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, South Carolina Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Luther F. Carter	Date: 6/1/10
Title: President, Francis Marion University	

founded in 1872
LANDER UNIVERSITY
Office of Academic Affairs

Dear Secretary Duncan:

As the President of Lander University in Greenwood, South Carolina, I would like to express strong support for the PARCC Consortium and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC Consortium will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Lander University included 1011 direct matriculation students. We are committed to working with the PARCC Consortium toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC Consortium in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC Consortium on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator

320 Stanley Avenue • Greenwood, South Carolina 29649-2099 • (864) 388-8320 • Fax (864) 388-8998 • www.lander.edu

of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of South Carolina:	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, South Carolina Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Daniel W. Ball	Date: 3 June 2010
Title: President, Lander University	

UNIVERSITY OF SOUTH CAROLINA

HARRIS PASTIDES
PRESIDENT

June 1, 2010

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of University of South Carolina System and on behalf of faculty in the USC System, I am communicating our strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in this partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of PARCC with the goal of using the new measure(s) as part of our course placement system once PARCC has set the college readiness standards for the assessment(s).

Based on data provided by the South Carolina Commission on Higher Education, in the 2008-09 school year, USC-Columbia included 7,561 direct matriculation students and USC's other campuses (Aiken, Beaufort, Lancaster, Salkehatchie, Sumter, Union, and Upstate) included 4,260. As a system, we are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the [Partnership] on test design and development.

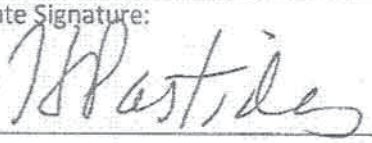
UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-2001 • FAX 803/777-3264

AN EQUAL OPPORTUNITY INSTITUTION

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolinas students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date: 6/7/10
Title: [State's higher education executive officer]	
Authorized State Signature: 	
Name: HARRIS PASTIDES	Date: JUNE 2, 2010
Title: [President or Head of Participating IHE or IHE system]	

UNIVERSITY OF
SOUTH CAROLINA
AIKEN

June 1, 2010

THOMAS L. HALLMAN
CHANCELLOR

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

As the Chancellor of the University of South Carolina Aiken, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the University of South Carolina Aiken included 1,053 direct matriculation students. We are committed to working with the PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

471 UNIVERSITY PARKWAY • AIKEN, SOUTH CAROLINA 29801 • 803/641-3403 • FAX 803/641-3362
EMAIL TOMH@USCA.EDU • WWW.USCA.EDU

AN EQUAL OPPORTUNITY INSTITUTION

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: South Carolina	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: 6/7/10
Title: Executive Director, South Carolina Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Thomas L. Hallman	Date: June 1, 2010
Title: Chancellor, University of South Carolina Aiken	

UNIVERSITY OF
SOUTH CAROLINA
BEAUFORT

Mr. Arne Duncan
U.S. Secretary of Education

Dear Secretary Duncan:

As the Chancellor of the University of South Carolina Beaufort (USCB), I would like to express our support for the Partnership for Assessment of Readiness for College and Careers (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We can see the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the development process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, USCB included 500 direct matriculation students. We are committed to working with the PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution (we do not have remedial classes here at USCB).

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

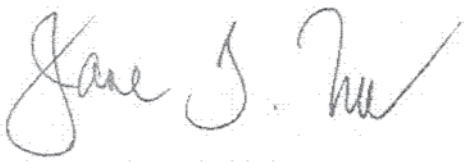
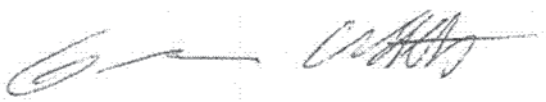
One University Boulevard • Bluffton, South Carolina 29909 • 843/208-8000 • Fax 843/208-8295
www.sc.edu/beaufort/

An Equal Opportunity Institution

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized Signature: 	
Name: Dr. Jane T. Upshaw	Date: 28 May 2010
Title: Chancellor, University of South Carolina Beaufort	
Authorized State Signature:  6/7/10	

Name:	Date:
Title: SC Commission on Higher Education	

UNIVERSITY OF SOUTH CAROLINA UPSTATE

Office of the Chancellor

Dear Secretary Duncan:

As the Chancellor of the University of South Carolina Upstate in South Carolina, I would like to express strong support for the PARCC Consortium and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the PARCC Consortium will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the University of South Carolina Upstate included 1,368 directly matriculating high school students. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the [Partnership] on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

800 University Way · Spartanburg, South Carolina 29303 · 864/503-5200 · Fax 864/503-5201 · EMail: JStockwell@USCUPSTATE.EDU
An Affirmative Action / Equal Opportunity Institution

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: June 4, 2010
Title: Executive Director, South Carolina Commission on Higher Education	
Authorized State Signature:	
Name: Dr. John C. Stockwell	Date: June 4, 2010
Title: Chancellor, University of South Carolina Upstate	

Dear Secretary Duncan:

As the President of **Winthrop University** in South Carolina I would like to express strong support for the **Partnership for Assessment of Readiness for College and Careers Consortium (PARCC)** and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the **PARCC** will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Winthrop University included **2,026** direct matriculation students. We are committed to working with **PARCC** toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the **PARCC** in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the **PARCC** on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of South Carolina's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: SOUTH CAROLINA	
Authorized State Signature:	
Name: Dr. Garrison Walters	Date: June 7, 2010
Title: Executive Director, South Carolina Commission on Higher Education	
Authorized State Signature:	
Name: Dr. Anthony J. DiGiorgio	Date: June 4, 2010
Title: President, Winthrop University	

APPENDIX IHE – A – xxvi

TENNESSEE

HIGHER EDUCATION LETTERS OF INTENT

THE UNIVERSITY of TENNESSEE
KNOXVILLE, CHATTANOOGA, MARTIN, TULLAHOMA, MEMPHIS

PRESIDENT'S OFFICE

June 14, 2010

The Honorable Arne Duncan
Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As the President of The University of Tennessee System in Tennessee, I would like to express strong support for the Race to the Top Assessment Partnership and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Race to the Top Assessment Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, The University of Tennessee System included 37,799 direct matriculation students. We are committed to working with the Race to the Top Assessment Partnership toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Race to the Top Assessment Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Race to the Top Assessment Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

800 Andy Holt Tower • Knoxville, Tennessee 37996-0180 • Phone: (865) 974-2241 • Fax: (865) 974-3753

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Tennessee's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Jan F. Simek
Interim President
The University of Tennessee

Tennessee Board of Regents

1415 Murfreesboro Road - Suite 350 - Nashville, Tennessee 37217-2833
(615) 366-4400 FAX (615) 366-4464

June 14, 2010

Dear Secretary Duncan:

As the Chancellor of the Tennessee Board of Regents, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

Of the 181,937 (students at all levels) undergraduate students who matriculated at a Tennessee Board of Regents university or community college in 2008-09, 19.3 percent took a remedial course. Of first time, full time freshmen, that percentage is much, much greater (69% at the community colleges and 42% at the universities). The Tennessee Board of Regents system is committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at our institutions.

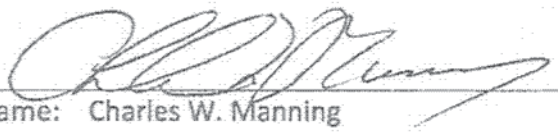
We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Tennessee's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: TENNESSEE	
Authorized State Signature: 	
Name: Charles W. Manning	Date: June 14, 2010
Title: Chancellor, Tennessee Board of Regents	

RICHARD G. RHODA
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605
FAX: (615) 741-6230
www.state.tn.us/thec

PHIL BREDESEN
Governor

May 28, 2010

Dear Secretary Duncan:

As the Executive Director of the Tennessee Higher Education Commission, I would like to express strong support for the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, a total of 33,676 direct matriculation students were reported by all twenty-two Tennessee public colleges and universities. As a collective of state institutions, we are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to

ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Tennessee's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Authorized State Signature: Richard G. Rhoda/ks	
Name: Richard G. Rhoda	Date: May 28, 2010
Title: Executive Director, Tennessee Higher Education Commission	

APPENDIX IHE – B – i

ALABAMA

LETTERS OF INTENT FROM PRIVATE IHES

STILLMAN

Office of the President

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Stillman College in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to e ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Ernest McNealey

Ernest McNealey
President

Post Office Box 1430 • Tuscaloosa, Alabama 35403
Telephone 205-366-8808 • Fax 205-247-8015

1222

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Concordia Colleg[INSERT INSTITUTION/SYSTEM] in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature [Higher Education President]

Rev. Dr. Tilahun Mendedo, President, Concordia College-Selma
Printed Name and Title [Higher Education President]

June 8, 2010
Date

(3340 874-5700 Ext. 19753
Telephone Number

(The signature of the executive officer will be obtained by the State Department of Education.)

Signature [Higher Education Executive Officer]

Printed Name and Title [Higher Education Executive Officer]

Date

Telephone Number

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Miles College [INSERT INSTITUTION/SYSTEM] in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

George T. French, Jr.
Signature [Higher Education President]

George T. French, Jr., President Miles College
Printed Name and Title [Higher Education President]

6/7/2010
Date

205. 929. 1428
Telephone Number

(The signature of the executive officer will be obtained by the State Department of Education.)

Signature [Higher Education Executive Officer]

Printed Name and Title [Higher Education Executive Officer]

Date

Telephone Number

June 4, 2010

Dr. Joseph B. Morton
State Superintendent of Education
Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Dr. Morton:

As the President of Samford University [INSERT INSTITUTION/SYSTEM] in Alabama, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career (Partnership) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s). We are committed to working with the Partnership to ensure that students who score college-ready on their high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all Partnership states' postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing, college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Alabama's students graduate from high school ready for college and careers by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention,

and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Signature [Higher Education President]

Andrew Westmoreland / President
Printed Name and Title [Higher Education President]

6/7/10
Date

205-726-2727
Telephone Number

(The signature of the executive officer will be obtained by the State Department of Education.)

Signature [Higher Education Executive Officer]

Printed Name and Title [Higher Education Executive Officer]

Date

Telephone Number

APPENDIX IHE – B – ii

MARYLAND

LETTERS OF INTENT FROM PRIVATE IHES

McDANIEL
COLLEGE
Changing Lives Since 1867

Office of the President
2 College Hill
Westminster, MD 21157-4390

410/857-2222
410/857-2411 FAX
www.mcdaniel.edu

May 19, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

As the President of McDaniel College in Westminster, Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature:	
Name: James E. Lyons, Sr.	Date: 6/7/10
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Joan Develin Coley	Date: May 19, 2010
Title: President, McDaniel College	

GOUCHER
college

Office of the President
1021 Dulaney Valley Road
Baltimore, Maryland 21204-2794
P: 410-337-6040 | F: 410-337-6055
www.goucher.edu

June 4, 2010

James E. Lyons, Sr., Ph.D.
Maryland Higher Education Commission
839 Bestgate Rd.
Suite 400
Annapolis, MD 21401-3013

Dear Secretary Lyons:

As the President of Goucher College in Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Sanford J. Ungar
President

James E. Lyons
Secretary of Higher Education

CAPITOL COLLEGE

1927

Michael T. Wood, PhD
President

June 7, 2010

Dear Secretary Duncan:

As the President of Capitol College in Maryland, I would like to express our strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as indicators of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the Common Core State Standards to improve college readiness rates and the vision for developing the assessment system.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership will determine the specific ways in which the new assessment will be used by those institutions. Matters of admission and specific course placements are separate issues for the determination of readiness for the threshold level of credit-bearing college work. This is especially true for institutions such as ours dedicated to information technology and engineering, requiring high levels of mathematics and science readiness. We are, however, prepared to participate in the design, development and standard-setting process of the Partnership, with the goal of using the new measures as part of our course placement system.

We are committed to working with the Partnership to develop the assessments and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining standards of college-ready performance.

With these understandings in place, we will work with the Partnership, within staff resources we may have available at the time, to ensure that students who are college-ready on the high end of high school assessments are eligible to enter credit-bearing coursework without remediation at our college.

We also support work to establish a better aligned P-20 system that will help our state's students graduate ready for college and careers. We will work with our K-12 counterparts and community colleges to improve student outreach, intervention and academic preparation to ensure students have the opportunity to successfully transition into our other post-secondary institutions.

Thank you for providing the students of Maryland with the opportunity to benefit from this important collaboration.

Michael T. Wood
President, Capitol College

James E. Lyons, Sr. 6/7/10
Secretary of Higher Education

11301 Springfield Road
Laurel, Maryland 20708
www.capitol-college.edu
t: 301.369.2800
f: 301.953.1442

1234

College of Notre Dame
OF MARYLAND

OFFICE OF THE PRESIDENT

June 7, 2010

Secretary Arne Duncan
U.S. Department of Education

Dear Secretary Duncan:

As the President of College of Notre Dame of Maryland, I would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used by those systems and institutions. Matters of admission and specific course placement are separate issues from the determination of readiness for the threshold level of credit-bearing college work. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership with the goal of using the new measure(s) as one part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are committed to working with the Partnership for Assessment of Readiness for College and Career to develop the appropriate assessment(s) and identify performance levels that could be used to help students know in advance of their high school graduation if they are prepared to enter non-remedial college courses in English and mathematics. To do this most effectively and to ensure the broadest acceptance of the alignment, we strongly recommend that higher education faculty in the disciplines have primary authority for determining the standards of college-ready performance.

With these understandings in place, we will work with the Partnership to ensure that students who score college-ready on its end of high school assessments are eligible to enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career to work toward accomplishing the following goals:

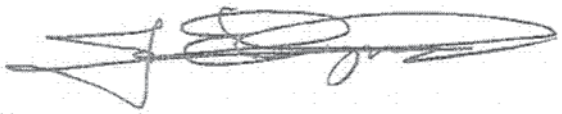
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of readiness for entry into the first credit-bearing courses.

4701 North Charles Street
Baltimore, Maryland 21210
410-532-5300

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.
- Use of the assessment in all partnership states' public postsecondary institutions as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all Maryland's students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary institutions.

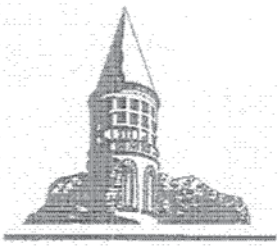
Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of Maryland:	
Authorized State Signature: 	
Name: James E. Lyons, Sr.	Date: 6/7/10
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name: Mary Pat Seurkamp	Date: June 7, 2010
Title: President, College of Notre Dame of Maryland	

APPENDIX IHE – B – iii

NEW JERSEY

LETTERS OF INTENT FROM PRIVATE IHES



Bloomfield College

June 9, 2010

Department of Education
Office of Math and Science Education
Attn: Honorable Arne Duncan
c/o Sandra Alberti
P.O. Box 500
Trenton, NJ 08625

Dear Secretary Duncan:

As the President of Bloomfield College in New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment and creating a strong curriculum core that supports student readiness.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness Careers will determine the specific ways in which this new assessment will be used for entry level students into postsecondary education. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s) and we have reviewed its compatibility with our current successful program.

In the 2008-09 school year, Bloomfield College included 430 direct matriculation students. Of these direct matriculation students, 75 required at least one postsecondary remedial course. We are committed to working with the Partnership to Assess College Readiness and Careers toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.

Bloomfield, NJ 07003
973 748-9000
Fax 973 743-3998
www.bloomfield.edu

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-12 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Respectfully,

Richard A. Levao
President

CALDWELL COLLEGE

May 26, 2010

Mr. Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the President of Caldwell College in New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

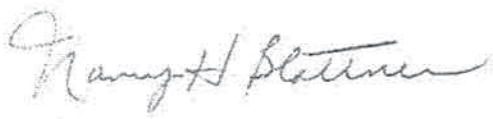
- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Office of the President

120 Bloomfield Avenue • Caldwell, New Jersey 07006-6195
973-618-3217 • Fax 973-618-3900 • www.caldwell.edu

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Institution of Higher Education:	
Authorized Signature: 	
Name: Nancy H. Blattner, Ph.D.	Date: May 26, 2010
Title: President, Caldwell College	

Mailed to

Christopher J. Campisano
Coordinator of Higher Education Programs
New Jersey State Department of Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625-0500

DREW UNIVERSITY
Madison, New Jersey 07940

2010 JUN -4 A 11:31

OFFICE
OF THE COMMISSIONER
OF EDUCATION

May 27, 2010

The Honorable Bret Schundler
Commissioner
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08650-0500

Dear Commissioner Schundler:

As Dean of the College of Liberal Arts at Drew university, I would like to express support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Drew University included 1,535 direct matriculation students. We are committed to working with the Partnership to Assess College Readiness and Careers toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

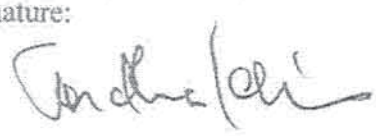
We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.

- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Institution of Higher Education:	
Authorized Signature: 	
Name: Jonathan Levin	Date: May 27, 2010
Title: Dean of the College of Liberal Arts, Drew University	

THE LEADER IN GLOBAL EDUCATION

FAIRLEIGH DICKINSON UNIVERSITY

OFFICE OF THE UNIVERSITY PROVOST &
SENIOR VP FOR ACADEMIC AFFAIRS

Metropolitan Campus
1000 River Road, H-DHI-03
Teaneck, New Jersey 07666
201-692-7080 Voice
201-692-7084 Fax
www.fdu.edu

May 25, 2010

Mr. Arne Duncan
Secretary of Education
Washington, D.C.

Dear Mr. Duncan:

Fairleigh Dickinson University is pleased to support the Partnership to Assess College Readiness and Careers initiative. We approve of and support any effort to make the transition from high school to college more effective. Further, we support closer cooperation between secondary and post-secondary education and look forward to discussion about the extent to which any authority outside our institution may seek to require our compliance with the assessment process.

We strongly support future work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

If we can be of any further assistance, please don't hesitate to contact us.

Sincerely,

Joseph J. Kiernan PhD
University Provost

Cc: V. Cohen
P. Mills

1244

GEORGIAN COURT UNIVERSITY
A tradition of excellence...a future of success

May 26, 2010

The Honorable Arne Duncan, Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

On behalf of Georgian Court University, I write to express support for the Partnership to Assess College Readiness and Careers initiatives. Specifically, we endorse its willingness and intention to work in close collaboration with New Jersey institutions of higher education to develop high school assessments that will evaluate secondary students' knowledge and skill readiness for non-remedial college-level coursework in mathematics and English. This initiative, in conjunction with the alignment of P-12 school curricula with new nationally developed Common Core State Standards, will improve the rates of direct matriculation of high school graduates into credit-bearing courses in college enabling these students to transition to college more seamlessly and complete their degrees more quickly.

We are prepared to work collaboratively with our P-12 and higher education colleagues in New Jersey and across the states to:

- Design and develop assessment instruments mapped to entry-level college courses in mathematics and English;
- Design and implement validity and reliability studies to assure the assessments accomplish the goal of evaluating readiness for entry-level college courses in mathematics and English; and
- Consider the use of the assessments as part of our evaluation and placement protocols for incoming college students.

We look forward to working in collaboration across New Jersey and other states to smooth transition to college by increasing the readiness of high school graduates for college-level course work.

Sincerely,

Jacqueline Kress

Jacqueline Kress, Ed.D.
Dean and Professor
School of Education

C S. Rosemary E. Jeffries, R.S.M, Ph.D, President, Georgian Court University
Evelyn Saul Quinn, Provost, Georgian Court University

MONMOUTH UNIVERSITY
where leaders look forward™

Office of the President

2010 JUN -1 A 11:03
OFFICE
OF THE COMMISSIONER
OF EDUCATION

May 24, 2010

Honorable Brett Schundler
Commissioner of Education, New Jersey
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Schundler:

As the President of Monmouth University in New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Monmouth University included 954 matriculated freshmen students. Of these matriculated students, approximately 9% required one postsecondary remedial course in math. We are committed to working with the Partnership to Assess College Readiness and Careers toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

1246

West Long Branch, New Jersey 07764-1898 Phone: 732-571-3402

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

Paul G. Gaffney II
President

LR/ta

RIDER UNIVERSITY

Office of the President
2083 Lawrenceville Road
Lawrenceville, NJ 08648-3099
T 609 896 5061
F 609 895 5651
[illegible]@rider.edu
www.rider.edu

May 21, 2010

Dear Secretary Duncan:

As the President of Rider University in Lawrenceville, New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers. I also pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-readiness assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

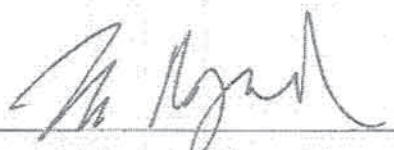
We are committed to working with the Partnership to Assess College Readiness and Careers toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at Rider University.

We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We recognize the value of a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to working collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Institution of Higher Education:	
Authorized Signature: 	
Name: Mordechai Rozanski	Date: May 21, 2010
Title: President, Rider University	

SAINT PETER'S COLLEGE

2641 Kennedy Boulevard
Jersey City, New Jersey 07306

Office of the President

Eugene J. Cornacchia, Ph.D.

Phone: 201. 761. 6010
Fax: 201. 761. 6011
ecornacchia@spc.edu
www.spc.edu

Dear Secretary Duncan:

As the President of Saint Peter's College in New Jersey, I would like to express strong support for the Partnership to Assess College Readiness and Careers and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership to Assess College Readiness and Careers will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, the College of Arts and Sciences and School of Business Administration at Saint Peter's had 560 freshmen students (September 08) and a total of 2,197 direct matriculation (non transfer) students. We are committed to working with the Partnership to Assess College Readiness and Careers toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

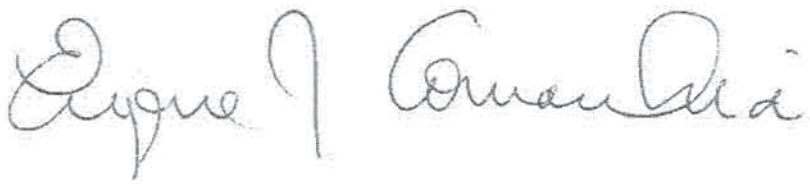
We are prepared to participate with the Partnership to Assess College Readiness and Careers in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership to Assess College Readiness and Careers on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of

students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of New Jersey's students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Institution of Higher Education:	
Authorized Signature: 	
Name: Eugene J. Cornacchia, Ph.D.	Date: May 21, 2010
Title: President	

APPENDIX: IHE – C – i

HIGHER EDUCATION LETTERS OF INTENT

MASSACHUSETTS

(RECEIVED AFTER PRODUCTION OF APPLICATION APPENDICES)

OFFICE OF THE PRESIDENT
621 HUNTINGTON AVENUE BOSTON, MA 02115 USA T 617 879 7100 F 617 879 7090 MassArt.edu

MASSART
MASSACHUSETTS COLLEGE
OF ART AND DESIGN

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

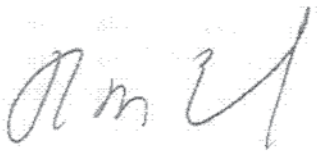
We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature: Katherine Sloan	
Name: Katherine SLOAN	Date: 6/14/10
Title: [President or Head of Participating IHE or IHE system] PRESIDENT, MASSACHUSETTS College of ART + DESIGN	

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

MASSACHUSETTS
Maritime Academy

22 June 2010

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

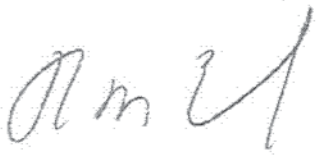
Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Regards,

RADM Richard G. Gurnon
President
Massachusetts Maritime Academy

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

BSC
BRIDGEWATER
STATE COLLEGE

Expect More. Achieve More.

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

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In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.

- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, **as an indicator of students' readiness** for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: **[State's higher education executive officer]**	
Authorized State Signature:	
Name:	Date: June 18, 2010
Title: President	

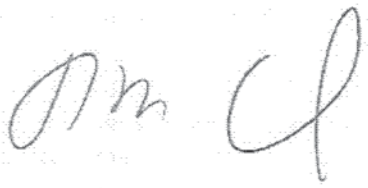
Office of the President
Boyden Hall, Room 200

Bridgewater State College
Bridgewater, MA 02325

508-531-1201
FAX 508.531.1707
www.bridgew.edu

about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

The Commonwealth of Massachusetts
MASSASOIT COMMUNITY COLLEGE
ONE MASSASOIT BOULEVARD
BROCKTON, MASSACHUSETTS 02302-3996
(508) 588-9100

OFFICE OF THE PRESIDENT

Dear Secretary Duncan:

As the Presidents and Chancellors of the public community colleges, state colleges, and University in Massachusetts we would like to express strong support for the Partnership for Assessment of Readiness for College and Career and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in the Partnership for Assessment of Readiness for College and Career will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In fall 2008, 36% of Massachusetts public higher education first time freshmen students enrolled in at least one postsecondary remedial course. We are committed to working with the Partnership for Assessment of Readiness for College and Career toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the Partnership for Assessment of Readiness for College and Career in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the Partnership for Assessment of Readiness for College and Career on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in our institutions, along with any other placement requirement established by our institutions or by our system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Massachusetts students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

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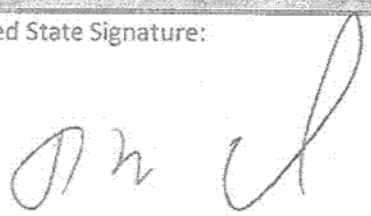
Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: MASSACHUSETTS	
Authorized State Signature: 	
Name: Richard M. Freeland	Date: June 14, 2010
Title: [State's higher education executive officer] Commissioner, Department of Higher Education	
Authorized State Signature:	
Name:	Date:
Title: [President or Head of Participating IHE or IHE system]	

APPENDIX: IHE – C – ii

LETTER OF SUPPORT FROM STATE HIGHER EDUCATION EXECUTIVE OFFICERS (SHEEO)

SHEEO STATE HIGHER EDUCATION EXECUTIVE OFFICERS
3035 Center Green Drive, Suite 100 • Boulder, CO 80301-2205 • 303-541-1600 • Fax: 303-541-1639 • email: sheeo@sheeo.org • www.sheeo.org

June 21, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
LBJ Education Building
400 Maryland Avenue, SW, Room 7W311
Washington, D.C. 20202

Dear Secretary Duncan:

I write to express strong support for the application of *The Partnership for Assessment for College and Career Readiness* for the Race to the Top Assessment Program. This consortium, facilitated by Achieve, is a partnership of states that are committed to comparing assessment results against common standards across their states. SHEEO members have a long and successful track record of working with Achieve on college and career-ready standards, curricula, and assessments, and many SHEEO members are supportive of the Achieve consortium.

In July 2009, the SHEEO Executive Committee expressed a strong commitment to work for the success of the Common Core Standards Initiative. The support was based on the belief that shared goals across K-12 and postsecondary education would greatly advance a national consensus on the knowledge and skills required for success in both sectors.

SHEEO applauds the progress that has been made on the development of evidence-based and international benchmarked standards that take into consideration the need for all students to learn more in order to thrive in the 21st century. SHEEO also recognizes that the standards are a starting point and to be effective they must be supported by a system of high quality assessments and rigorous K-12 curricula that prepare students more effectively for postsecondary education and work.

While no set of assessments can capture every facet of human knowledge and skill, the nation is poorly served by the proliferation of competing, non-comparable assessments of core educational outcomes in the fifty states. It is critical that K-12 standards and assessment results are credible to postsecondary institutions and can be used for academic placement and admission.

The Race to the Top Assessment Program is essential for developing high quality assessments by building on continuing engagement of policy and academic leaders across K-12 and postsecondary education.

Colleges and universities recognize that widespread postsecondary enrollment, persistence, and success in a degree or certificate, and not just access, are important both for the future well-being of students and the long-term social and economic viability of our nation. By participating in the development of college-ready assessments, colleges and universities will have much greater confidence that students are college ready in rigor and depth.

Achieve's *Partnership for Assessment of College and Career Readiness* has put together a list of principles that SHEEO members could support, including a variety of approaches to assessment (summative, formative, interim), leveraging technology and economies of scale, inclusiveness, higher order thinking skills, and cross-state comparability, just to

name a few. These principles suggest many areas of common ground for shaping K-12 and postsecondary collaboration on college and career readiness assessments.

The Race to the Top Assessment Program, built on the premise of strengthening collaboration across K-12 and postsecondary education, is an important step forward for education in the United States. SHEEO is pleased to support this initiative in whatever way it can. We look forward to working with Achieve's *Partnership for Assessment of College and Career Readiness* and all of the consortiums awarded an opportunity to work on this endeavor.

With every good wish,

(b)(2)

Paul E. Lingenfelter
President

Cc: Gene Wilhoit, Executive Director, Council of Chief State School Officers
Michael Cohen, President, Achieve
Margaret Horn, Director of State Leadership and Policy Development, Achieve

SHEEO Executive Committee
Chair: James H. McCormick, Chancellor, Minnesota State Colleges & Universities
Chair-Elect: Jack R. Warner, Executive Director & CEO, South Dakota Board of Regents
Treasurer: Sheila Stearns, Commissioner of Higher Education, Montana University System
Kathryn G. Dodge, Executive Director, New Hampshire Postsecondary Education Commission
Glen D. Johnson, Chancellor, Oklahoma State Regents for Higher Education
Brian Noland, Chancellor, West Virginia Higher Education Policy Commission
Richard Pattenaude, Chancellor, University of Maine System
George Pernsteiner, Chancellor, Oregon University System