

Race to the Top Assessment Program
Part B. High School Course Assessment Program
CFDA# 84.395C

State Consortium on Board Examination Systems

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PART I.D. EXECUTIVE SUMMARY

The forthcoming Common Core State Standards are a signal achievement for the United States, but they are of little value unless these content standards are translated into performance standards, curricula are set in place that are compatible with the standards, instructional materials are developed that align closely to the curricula, tests or examinations are created that match the content standards and the curricula, and teachers are taught to teach the new curricula well.

The State Consortium on Board Examination Systems (SCOBES) does not propose to create such systems for our high schools. Creating a full suite of courses across the whole high school core academic curriculum, along with first rate examinations matched to the Common Core standards and to the course designs, accompanied by high quality teacher training available at scale to many states, to say nothing of an additional program of world-class career and technical education with accompanying examinations, would take many years and would cost much more than the government has allocated for this program. Fortunately, all of this exists!

Based on extensive research conducted by our Project Management Partner, the National Center on Education and the Economy and many others, we have found a number of examples of Board Examination Systems that actually set the international standard in curriculum and assessments for high school worldwide. Board Examination Systems are complete programs constituting a core high school academic curriculum, well-conceived syllabi for each course, complete sets of instructional materials correlated with the curriculum, high quality assessments, high quality training for teachers of the courses and external scoring systems. We propose to use adapted versions of these instructional systems in our high schools. All of the providers of these instructional programs will be required to align them with the Common Core State Standards.

Many of these Board Examination Systems include very rigorous courses that can be assembled and adapted for use as a powerful STEM curriculum in our high schools. And at least two systems of technical qualifications, used all over the globe, can be adapted to create a world class career and technical curriculum, with aligned performance assessments, for this country.

By adapting the world's most rigorous and powerful high school instructional systems, including their assessments, we can offer world class high school assessments to our member states for the core academic curriculum, a specialized STEM curriculum and a program of career and technical education second to none in the world at a cost far lower, and on a timeline much faster, than would be required to build it all from scratch.

We plan to compete the opportunity for organizations all over the world to offer board examinations to our states, but, in this proposal, to make it concrete, we will illustrate our plan by describing some of the Board Examination Systems we have identified as exemplars of the sort of aligned instructional systems we have in mind.

We are proposing to offer the schools in our member states an opportunity to choose among a variety of certified Board Examination Systems. The lower division (freshman and sophomore year) examinations will all, however, be set to the same pass point for English and mathematics literacy. That pass point will be based on research we are currently conducting to determine empirically the literacy requirements of the initial credit-bearing courses in the nation's 2-year and 4-year open admissions postsecondary institutions. At least at the outset, students will volunteer for this program. Students who pass their board examinations will be given a new performance-based high school diploma, and allowed, if they wish, to leave high school and enroll in an open-admissions college as early as the end of their sophomore year in high school. Or they can stay in high school and begin an upper division (junior and senior year) board examination program intended to prepare them for admission to a selective college or a rigorous career and technical program resulting in an industry-recognized certificate.

In other parts of the world, the lower division Board Examination Systems are typically used to sort students out. We intend to use these internationally benchmarked examinations not to sort students out but to get virtually all of our students ready to succeed in college. The examinations, in combination with these powerful instructional systems and the new performance-based diplomas, will use the new standards to reverse the appalling failure rates of American high school students when they leave high school for college.

The first year of the program will be a year of planning and adaptation of the Board Examination Systems. Over the following three years, the adapted Board Examination Systems, and student support systems that go with them, will be tried out in 100 high schools across ten states. This field trial of the system will be accompanied by intensive research and evaluation. At the conclusion of this phase, the member states will expand the system statewide, based on the results of the evaluation. We have applied for an i3 validation grant to support certain aspects of this work. We present two budgets in this proposal, one that assumes that we win both this competition and the i3 competition, and another that assumes that we win only this competition.

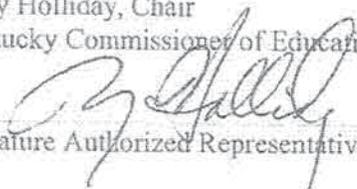
PART I.E. APPLICATION ASSURANCES

Race to the Top Assessment Program High School Course Assessment Program Grant Application Assurances	
Legal Name of Applicant: State Consortium on Board Examination Systems	Applicant's Mailing Address: 2000 Pennsylvania Avenue, NW Suite 5300 Washington, DC 20006
Employer Identification Number: 27-2831914	Organizational DUNS: 962777293
Contact on Matters Involving this Application: Betsy Brown Ruzzi	Contact Position and Office: Deputy Director National Center on Education and the Economy (Project Management Partner)
Contact Telephone: 202-379-1800	Contact Mailing Address: 2000 Pennsylvania Avenue, NW Suite 5300 Washington, DC 20006
Contact E-mail Address: bbrownruzzi@ncee.org	

PART 1.F. MEMORANDUM OF UNDERSTANDING

See Appendix A for signed MOUs that meet application requirements, the Consortium governance terms and program requirements.

SIGNATURE BLOCKS FOR APPLICANT

<p>APPLICANT SIGNATURE BLOCK for Race to the Top Assessment Program High School Course Assessment Programs Grant Application Assurances</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>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.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation.</p>	
<p>Applicant Name and Title: State Consortium on Board Examination Systems</p>	
<p>Authorized Representative (Printed Name): Terry Holliday, Chair Kentucky Commissioner of Education</p>	<p>Telephone: 502-564-3141</p>
<p>Signature Authorized Representative: </p>	<p>Date: 06/11/10</p>

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

ACCOUNTABILITY, TRANSPARENCY, REPORTING AND PROCUREMENT ASSURANCES SIGNATURE BLOCK for Race to the Top Assessment Program High School Course Assessment Programs Application Assurances	
Applicant Name and Title: State Consortium on Board Examination Systems	
Authorized Representative (Printed Name): Terry Holliday, Chair Kentucky Commissioner of Education 	Telephone: 502-564-3141
Signature Authorized Representative:	Date: 06/11/10

PART 1.G. ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1:

Consortium of States (Place an asterisk next to each Governing State.)	
1. Arizona*	2. Connecticut*
3. Kentucky*	4. Maine*
5. New Hampshire*	6. New Mexico*
7. New York*	8. Pennsylvania*
9. Rhode Island*	10. Vermont*
11. Massachusetts*	12. Mississippi*
All members of this Consortium are Governing States. Massachusetts and Mississippi are the 11 th and 12 th states to join the Consortium. Only the first 10 states will participate in the full pilot program and associated evaluation.	

Eligibility Requirement 2:

<p>Consortium's proposed Project Management Partner: National Center on Education and the Economy</p> <p>Contact information for proposed Project Management Partner: Betsy Brown Ruzzi, Deputy Director 2000 Pennsylvania Avenue, NW Suite 5300 Washington DC 20006 (202) 379-1800 (202) 293-1560</p> <p><i>Check the box:</i></p> <p><input checked="" type="checkbox"/> The applicant assures that the proposed Project Management Partner is not partnered with other eligible applicants.</p> <p>The Commonwealth of Kentucky Department of Education (KDE) on behalf of the State Consortium on Board Examination Systems engaged in a competitive bid process to obtain the services of a vendor to work with a design team comprised of a consortium of multiple states to develop a grant proposal for a multi-state common assessment for Category B: High School Course Assessments; and to act as the Project Management Partner for the grant. A detailed memorandum can be found in Appendix B that provides an overview of the procurement process used by KDE to obtain these services.</p>

PART 1.H. SELECTION CRITERIA

Category B: High School Course Assessment Programs

(B)(1) CONSORTIUM GOVERNANCE

(a) **Vision, Goals, Roles, Key Deliverables and Consistency with Theory of Action.** Our core vision is simple: Rather than create new high school course assessments from scratch, we will take the world's best Board Examination Systems and adapt them for use in a high school design intended to radically improve the academic performance of American high school students. Each of these instructional systems comes with very high quality examinations. We will align them with the Common Core State Standards and adapt them for use in American schools. We will use the same Board Examination Systems, including their examinations, to construct world-class STEM programs. And we will adapt the world's best existing career and technical education systems, including the high quality assessments that come with them, for use in the United States as the basis of a rigorous program of career and technical assessments. Multiple methods of assessment will be used, and the combination of methods will assure our capacity to measure—and encourage the schools to develop—advanced thinking skills, creativity and innovation in our students.

We will offer no fewer than three Board Examination Systems for use in the lower division of high school and no fewer than five Board Examination Systems for use in the upper division. All will include, at a minimum, courses in English, mathematics, science and history. Most will offer courses in the arts as well. The STEM program will offer courses and examinations in all the STEM subjects as well as related interdisciplinary courses. The Career and Technical Program will offer assessments in three occupational groupings, at a high level of rigor.

Our Technical Advisory Committee (TAC), composed of some of the world's leading research scientists, psychometricians and literacy experts (See Appendix C for bios), will use the most advanced methods available anywhere in the world to make sure that all the assessments are fair, reliable and valid. They will supervise a process designed to assure that the pass points for the lower division exams are set to an empirically determined standard of college-readiness. All of the Board Examination Systems will be certified for use in our consortium states using a common and demanding set of criteria.

Most important, we can be sure that these examinations will lead to major improvements in student outcomes because they will be embedded in a system that makes very concrete the standards students have to meet, they will provide instructional materials aligned with the standards and the curriculum, they will offer examinations that are actually derived directly from the standards and curriculum, they supply high quality training for the teachers who will teach the courses and they include external scoring and reporting systems.

(b) Structure and Operations.

(b)(i) We have formed a new 501(c)(3) not-for-profit organization, the State Consortium on Board Examination Systems (SCOBES), to conduct the work of our consortium. The Bylaws and Articles of Incorporation for SCOBES can be found in Appendix D. SCOBES is incorporated in the District of Columbia. Each state in the Consortium is represented by two members on the Board of Trustees (see Appendix E for members of Board of Trustees). One of them must be the chief state school officer of the state, unless that official cedes that role to another officer of the state. The other must also be a resident of that state, chosen to represent one of the major stakeholders in the elementary and secondary education system, including governors (or their education aides), legislators, the higher education system, state boards of education, superintendents of schools, the business community, teachers and others. The second person from each state must be nominated by the Nominating Committee in consultation with the chief state school officer of that state. The reason for having the Nominating Committee involved in the decision is to assure that the second representatives from each state are collectively reasonably representative of the stakeholder groups.

The Board has a Chair, Vice-Chair, Treasurer and Secretary. All must be elected by the Board on the nomination of the Nominating Committee, which must itself be chosen by the Board. There is an Executive Committee consisting of the Board Chair and four others nominated by the Nominating Committee and approved by the Board. The Board may appoint such other committees as it sees fit.

(b)(ii) A state is eligible to join the Consortium (in the role described in the announcement as “Governing Member”) and is entitled to two seats on the Board when the governor, chief state school officer and state board chair all sign an MOU approved by the Board of Trustees of the Consortium (see MOU description below). There is only one category of membership for states.

States wishing to observe the work of the Board may send observers to the Board meetings. Those observers may participate in the meetings to the extent allowed by the Chair, but have no voting rights.

All member states are committed to piloting the program in their states, and, when the pilot phase is over, implementing the program statewide if the evaluation shows a statistically significant gain in student achievement. See more details under the description of the MOU below. Implementing the pilot program includes implementation of at least one set of lower division and one set of upper division Board Examination System courses and examinations by the 2011-2012 school year.

Summary Table for (B)(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
Governing Member	<ul style="list-style-type: none"> -Serve on Board of Trustees -Vote on key policy issues -Pilot assessments in high schools during the grant period -Revise regulations or legislation where necessary to allow students who pass the lower division exams to enroll in state open-admission colleges and universities without remediation, as early as the end of their sophomore year -Provide data to evaluator and federal government, as required -Implement whole system, including examinations, statewide, on a finding that the system produces statistically significant increases in student achievement. 	Arizona Connecticut Kentucky New Hampshire New Mexico New York Maine Massachusetts Mississippi Pennsylvania Rhode Island Vermont *Mississippi and Massachusetts are the 11 th and 12 th states to join the Consortium. Only the first 10 states to join the Consortium will participate in the full pilot program and the associated evaluation. All other states to join the Consortium are bound by all the other commitments required of member states, but need field only five pilot schools rather than the 10 required of all but the smallest of the first ten states.

Role Types of Member States	Description of the Rights and Responsibilities Associated with Role	Member States in this Role
Procurement Lead	<ul style="list-style-type: none"> -Issue RFQ -Review proposals from potential providers -Manage selection process -Negotiate pricing with assessment providers -Manage approved purchasing list -Participate in certification renewal NB: Consortium staff and representatives of the member states will participate in all phases of the procurement process as appropriate.	Kentucky

(b)(iii) The Board makes its decisions by majority vote, except when at least three members call for a supermajority vote of two-thirds present on a particular issue. The purpose of this provision is to acknowledge that the representatives of the states cannot in all cases make policies on all education matters for their states and must function within the bounds of existing policies in most cases. On the other hand, the Board cannot be in the position of abandoning policies greatly desired by the vast majority if only one or two of the members find those policies objectionable. This policy preserves the principle of majority vote on most matters, while taking advantage of the protections afforded by a supermajority vote, on those matters particularly important to some members.

(b)(iv) New states can join any time, provided they comply with the requirements described above. States that are not able to maintain the commitments described in the MOU will be required to leave the Consortium, on a finding to that effect presented by the Project Management Partner to the Board and on a confirming vote by the Board. At the discretion of the Board, a state can be awarded a one-year period to cure a finding that it has not met the MOU criteria. A state that is no longer a member of the organization may attend as an observer, but will no longer have voting rights. A state can leave the Consortium at any time, when the chief state school officer sends a letter to that effect to the chair.

(b)(v) The key policies and related definitions have been described elsewhere in this section. Other policies will be developed as needed by the Board of Trustees.

(b)(vi) The Consortium's funds will be managed by the Project Management Partner, under the oversight of the Finance Committee of the Board. See Organizational Chart for SCOBES in Appendix F.

(c) **Memorandum of Understanding.** The MOU must be signed by the key officials of a state applying for membership in the consortium. It signifies that the state is committed, at a minimum, as a condition of joining and remaining in the Consortium, to the following:

If the state is one of the original ten members and is therefore participating in the pilot program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in that state, it commits itself to:

- Identifying at least 10 high schools to participate in the pilot program, four of which are to mainly serve high-need students, all of which taken together reasonably represent the student population of that state (the requirement of 10 high schools will be waived for states with a population below 1.3 million, but no state will be allowed to participate with less than five high schools in the pilot program).
- Adopting policies that have the effect of creating a new high school diploma for students who pass their lower division board examinations and permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions postsecondary institutions in that state without having to take remedial courses.
- Subject to applicable law, providing all data related to the pilot program requested by the TAC, the program evaluator and the federal government as a condition of their i3 or Race to the Top Assessment Program grants.
- Making the program available statewide no later than four years after the pilot program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
- Participating with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at Board Meetings.

If the state is not one of the original ten members, its pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program and it therefore does not have

to identify schools to participate in the evaluation. It must, however, accept all the other obligations just described for the first ten members of the consortium, except that it needs to identify not less than five high schools to pilot the program as designed, all of which taken together reasonably represent the student population of that state.

(d) Procurement Process. Kentucky will be the lead state for procurement for the Consortium (See Appendix G for letter from Kentucky). All the other states save for Maine, New Hampshire and Vermont have provisions in their purchasing laws that will permit them to purchase directly from Kentucky's list. Those states that do not have cooperative purchasing laws will be able to use provisions of their state procurement laws that enable them to purchase directly from the state board examination system providers either by conducting their own parallel competitive procurement processes or by conducting a permitted non-competitive procurement process that takes advantage of the competitive process conducted by Kentucky as providing the evidence needed to justify their non-competitive selection. See MOUs in Appendix A for signatures of state procurement officers attesting that they approve of the following purchasing plan:

Step One: The Consortium, with assistance from the Project Management Partner and the TAC, will establish criteria for organizations that wish to be certified as providers of Board Examination Systems. Some of these criteria will be mandatory. Others will be preferential.

Step Two: Lead State for Procurement, with assistance from the Project Management Partner, issues a Request for Qualifications, based on the Criteria for Board Examination Systems Certification. The Lead State for Procurement, with technical assistance from the Project Management Partner and the consortium states, reviews the proposals for Certification and selects those it will approve as certified providers of Board Examination Systems.

Step Three: The Consortium Board of Trustees, assisted by the Project Management Partner, announces to all of the Certified Board Examination System Program Providers that it is looking to provide the member states with Board Examination Systems with certain specific characteristics, but wishes to have a conversation with all of the Certified Providers about those requirements and is interested in talking with them about their own ideas concerning what is desirable and possible in the next round of the evolution of Board Examination Systems. When this round of conversations is done, the Consortium, acting through the Lead State for Procurement, assisted by the Project Management Partner, enters into negotiations with the Certified organizations.

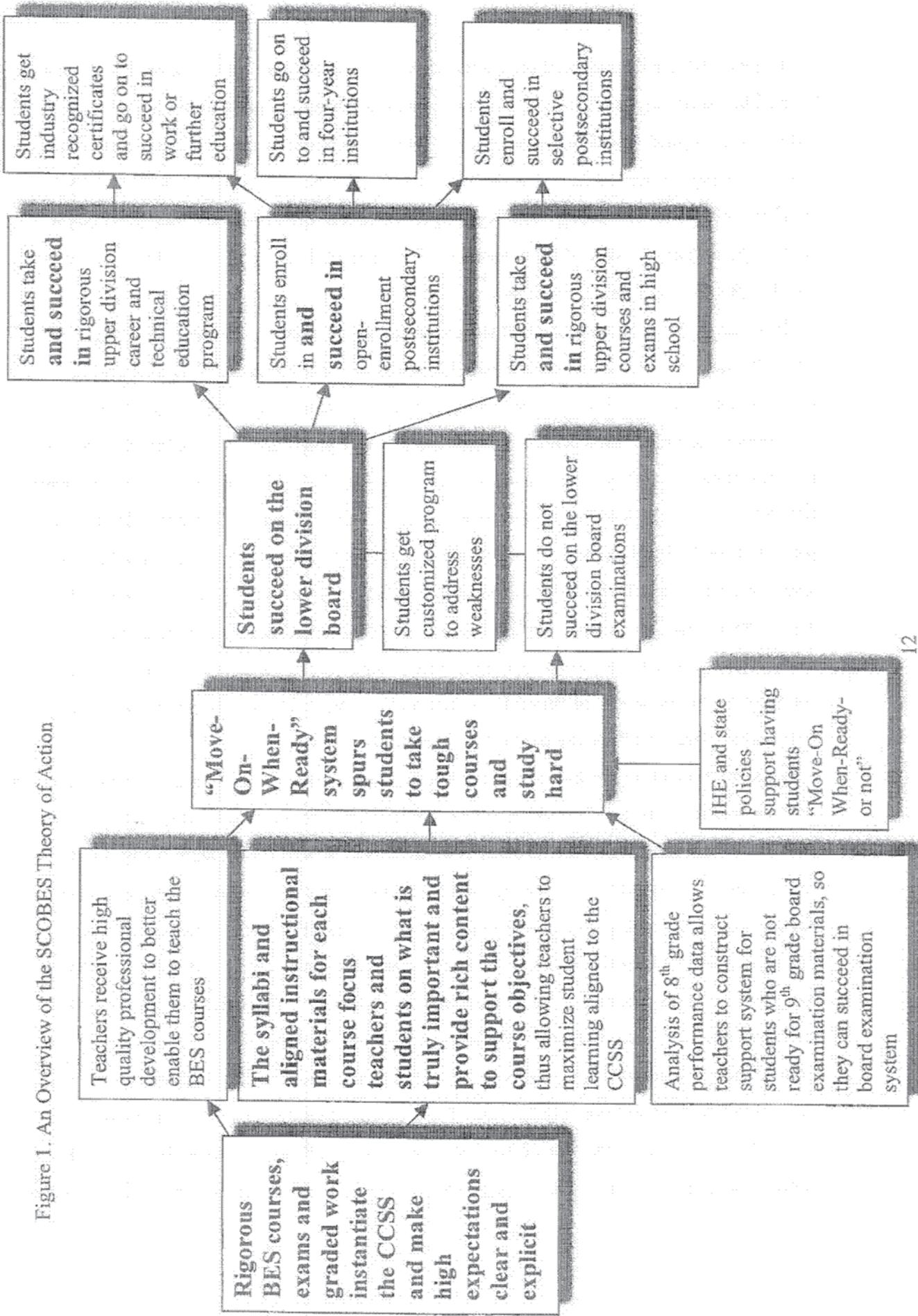
All of the providers could win the right to be on the approved list for purchasing, if all their negotiations are successful, but each Certified Provider will be aware that they must price their products and services competitively if they are to win orders from schools and convince the Consortium's negotiators that the states are getting good value for their investments. The result of this stage of the process is that a particular set of the providers' products and services appear on the approved purchasing list of the Lead State for Procurement at stated prices, and any state and their school districts in the Consortium can purchase those items off that list at stated prices for stated quantities. **Step Four:** Certification will be renewed at regular intervals. The process described in Step 3 will be repeated whenever the Consortium wishes to do so.

(B)(2) THEORY OF ACTION

The figure on the following page presents our Theory of Action in graphic form. The reader will find a step-by-step commentary on the Theory of Action in Appendix H. Below, we respond to the detailed questions asked of us.

(a) Incorporation into the High School Education System. We do not believe that the Common Core State Standards and an aligned set of high school assessments will by themselves produce significant improvement in the performance of high school students. They are of little value unless and until these content standards are translated into performance standards, curricula are set in place that are compatible with the standards, instructional materials are developed that align closely to the curricula, tests or examinations are created that match the content standards and the curricula, teachers are taught to teach the new curricula well, and external scoring and reporting systems are put into place.

Figure 1. An Overview of the SCOBES Theory of Action



The world-class instructional programs we will use in our pilot schools already exist and can be used for these purposes. These Board Examination Systems come with high quality course syllabi, fully aligned instructional materials, first class performance-based examinations and high quality training for the teachers who teach these courses. They are being used in virtually all of the world's highest performing countries. Highly regarded researchers say they are a major factor in the superior performance of these nations (see Appendix I for a summary of research on the effect of Board Examination Systems).

But, just as we do not assume that standards and assessments by themselves will get our students ready for college and careers, we do not assume that the availability of world-class instructional systems will by themselves get our students ready for college and careers.

Another reason our high school students are so badly prepared is that, unless they plan to go to selective colleges, they have had no incentives to take challenging courses or to work hard in high school. They are told that all they need to do to get into open admissions colleges is to graduate from high school and all they need to do that is to pass their courses, which, in most cases means getting a D. Students in most other countries, by contrast, cannot go on to the next stage of their education unless they are ready to do so; whether they plan to be carpenters or brain surgeons, this gives them a strong incentive to take tough courses and work hard in school. The positive consequences of Board Examination Systems and their associated qualification systems have been well documented (see Appendix I).

This program addresses the college readiness problem using both strategies employed by the most successful countries. But with a crucially important difference. We will use the lower division exams not to sort students out, but to raise them all to a true college-ready standard. By introducing a consistently strong, integrated and coherent instruction and assessment program and combining it with a performance-and-standards-based alternative to the regular time-based high school diploma for the students who participate in this program, we will produce powerful incentives for many students to take tough courses and study hard in high school. We call this our Move-On-When-Ready system. We believe that this combination of features will, in time, produce the most successful high school students in the world, and an education system that is much more efficient and much better articulated with its higher education counterpart.

We have identified a number of the best Board Examination Systems in the world that are available in English for use in the United States. That work continues, and we will, with the help

of our Project Management Partner, conduct a competitive process to select Board Examination Providers to support this effort. Some of the most respected sources of curriculum and testing worldwide have developed Board Examination Systems including ACT, University of Cambridge International Examinations, The College Entrance Examination Board, the International Baccalaureate Organization and Pearson/Edexcel. Descriptions of the Board Examination Systems produced by these organizations can be found in the section on Assessment Program Design and Development. These examples are divided into those that are appropriate for use in the freshman and sophomore years and those that are appropriate for use in the junior and senior years.

These programs are complete standards- and curriculum-based instructional systems. They address not just basic skills, but also include critical thinking, complex analytical skills, imagination and creativity, and the ability to apply what one knows to unfamiliar, real world problems. They employ a range of assessment techniques to serve both formative and summative assessment purposes. They provide strong instructional support to both teachers and students. They model the kind of instruction that teachers should use if they want their students to perform well on the exams. They are much more valid for assessing higher order skills and knowledge than the typical American large-scale, standardized achievement test and they satisfy test reliability standards in the countries in which they are used all over the world. The syllabi that come with these programs describe what the student is supposed to know and do, in the same way that American-style standards do, but they also publish the prior year exams and examples of the student work that receive high scores, so the standards have a concreteness for students, parents and teachers of a kind that we rarely see in the United States.

The reader might ask why we think it necessary to offer multiple board examination programs at both the upper division and lower division levels. The answer is that, in our judgment, the nation may be ready for national standards and it may be ready for national examinations, but it is not ready for a national curriculum. Indeed, in many of our states, there is real resistance to the idea of a single state curriculum. Our response is to offer real choices to schools, communities and states. As long as an organization can meet our rigorous criteria for Board Examination Systems, it will be available for local choice. No school will be forced to accept a particular curriculum and no students will be forced to participate in the program at all. Choice is fundamental to our design. But so is a common pass point for every participating

school, district and state. The states that sign on to the Consortium agree to this policy, which is designed to insure the integrity of the system.

Our Project Management Partner, the National Center on Education and the Economy (NCEE), is currently doing the research needed to establish the mathematics and English literacy levels students need to achieve to be assured of success in the initial credit-bearing courses in the nation's two-year and four-year open-admissions postsecondary institutions. That information will be used to establish the pass points for the exams. Students who pass their English and mathematics exams and meet their state's requirements in the sciences, history and the arts will be awarded a new college-ready diploma and will be able to leave high school as early as the end of their sophomore year if they wish and enroll in any public open-admissions college in their state without having to take any remedial courses, because they will not need such courses.

Alternatively, the student who passes these exams will be able to stay in high school and take a program in Career and Technical Education or enroll in one of the upper division board exam programs mentioned above, all of which are designed to prepare students for admission into selective colleges. Thus, this program is designed to support all students, from those who now have great difficulty succeeding in community colleges to those who wish to take an AP program or IB program but do not begin those programs with the skills they need to succeed in them.

Students who do not succeed on their first attempt at the lower division examinations will be able to take the exams in subsequent years, as often as they like. The aim is not to use these exams to screen students out, but to make as many students successful as possible. High schools will analyze the sub-scores of students who do not pass their exams to identify the areas in which they are weak and to provide a targeted program, so they succeed when they take the exams again.

Each school will pick at least one lower division and one upper division program from an approved list to implement for volunteer students in the school. The students will be enrolled, the materials will be ordered and the teachers will be trained by the end of the summer of 2011. In the fall of 2011, freshman students will begin their studies in the lower division program their school has picked and juniors will begin their study in the upper division program their school has picked. The first lower division students will complete their program in the spring of 2013. Those who pass their exams at the end of their sophomore year will enter open admissions colleges in the fall of 2013 as freshmen in those colleges, if they choose to do so. Those who

choose to stay in high school will enter an upper division board examination program in the fall of 2013 to prepare for entrance into a selective college or to pursue a technical education program. The new performance-based diplomas to be awarded to students who pass their board examinations will not replace the standard high school diploma, but will represent another path to a diploma.

The students in the program will take a core curriculum in English, mathematics, the sciences, history and the arts. The course grades and performance requirements for students in any given state to receive this new diploma will be set by the state, with the exception that the ELA and mathematics literacy standards that will qualify students to enter an open-enrollment college will be set by the Consortium based on the recommendations of the TAC and will be the same across the entire network of states.

In Section (B)(5) below on Assessment Program Implementation, we explain how we will use instructional modules supplied by the Board Examination System providers to support high-need students who do not arrive at ninth grade ready to do the work required by the Board Examination Systems. In many cases, those needs can be met by help provided during, before and after the regular school day, and students who need that help will still be able to pass their lower division examinations by the end of their sophomore year.

But in those cases in which students are entering the ninth grade a year or more behind across the board, the high school staff will assume that these students will not be ready to start the regular lower division Board Examination System program until their sophomore year, and the faculty will use the modules referred to above to build and deliver a freshman year program designed to get these students ready to begin the regular lower-division Board Examination System program in their sophomore year.

So it will take some students longer to get ready to take the exams than others. But our aim is to get all students ready to take them and to succeed when they do, so they will be college- and career-ready by the end of their senior year.

The course of study identified by the STEM Task Force will be an optional core for students taking the upper division program. That Task Force may also identify certain courses that will be required of lower division students wishing to subsequently enroll in these special upper division STEM programs, in addition to courses required of all lower division students.

The programs of study defined by the Career and Technical Education Task Force will be among the options offered at the upper division level for students who have passed their lower division examinations. That Task Force may also identify certain courses that lower division students might take as electives to help prepare them for their upper division programs or to motivate them to take the related academic courses. The program of study in career and technical education identified by the Task Force on Career and Technical Education will also be suitable for adoption by community colleges, technical colleges, and other 2-year and 4-year open enrollment postsecondary institutions as the basis for 2-year degree programs.

(b) Demonstration and Maintenance of Program's Rigor. The rigor of these Board Examination Systems is unchallenged. They actually set the international benchmarks for rigor and they are constantly adjusted to assure that rigor. Good performance on the upper division Board Examination—examples include the Advanced Placement courses, the International Baccalaureate Diploma Program and the University of Cambridge and Pearson/Edexcel A Level programs—is a principal gateway to admission to most of the top universities in the world. And the lower division Board Examination Programs that precede the upper division programs are designed to prepare students to succeed on the upper division exams. No upper division exam that fails to maintain the rigor required to prepare students for the finest universities in the world will long survive in the market, and no lower division exam that fails to prepare students to succeed on the upper division exams will long survive, either. So the rigor of these exams is guaranteed long into the future. The organizations that offer Board Examination Systems that we have had discussions with are all willing to modify them as necessary to reflect the Common Core standards. This applies not just to the English and mathematics standards just released, but to the forthcoming science standards as well.

(c) Diversity of Course Offerings that Provide a Variety of Pathways to Students. There are two questions here, one having to do with diversity of course offerings, the other with diversity of pathways. Because we will not be paying for the creation of courses or examinations, we can afford to implement far more courses than would be the case if we were building them from scratch. We will in fact ask the board examination providers to make all required adaptations in their offerings at their own expense, those expenses to be recovered from their charges over the years when they sell their offerings to the schools in our member states. Using this strategy, we will have access to the entire course catalogues of the most admired providers

of courses and examinations in the world, in subject after subject, including subjects in the disciplines as well as interdisciplinary courses.

The second question had to do with variety of pathways. We believe that our design maximizes the pathways available to high school students to an unprecedented degree. The lower division examinations are the gateway to (a) community college transfer programs, (b) an enormous variety of community and technical college career and technical certificate and degree programs, (c) high school upper division Board Examination Systems intended to prepare students for selective colleges, (d) highly rigorous upper division STEM programs leading to highly paid STEM careers, and (e) high school career and technical programs designed to lead to industry-recognized certificates. Once the students pass their lower division exams, the choice among all these alternatives is theirs to make. It will be the end of high school tracking systems.

(d) Implementation at Scale, Increasing Access For Students to Broadly Improve Student Achievement and College and Career Readiness. We will pilot this program in 100 schools across ten states. Forty percent of those schools will serve mainly high-need students. Our evaluation will be designed to measure the difference this program makes in achievement and other key outcomes for the students who participate in the program. All the policy levers to expand the program will be in place from the beginning of the pilot to expand the program statewide. As we explain elsewhere in this proposal, after the first three years of implementation in a school, schools and the state actually save money by implementing the program. Some of the savings achieved in the early adopting schools can be plowed into the later adopting schools to create a self-financed expansion, and the information provided by the evaluation should provide the impetus to drive that expansion. Because the evaluation will oversample schools serving mostly high-need students, and because we anticipate that the biggest gains will be for high-needs students, we expect high-need students will benefit greatly as the program is scaled up.

(B)(3) COURSE ASSESSMENT PROGRAM DESIGN AND DEVELOPMENT

In this section, we are asked to describe the assessments we plan to create. But, as the reader now knows, we do not propose to create new assessments, but rather to adapt existing world-class courses and assessments for the purposes described above. There is no purpose to be served by describing these courses and assessments as if they existed only in the mind's eye, when we can be much more concrete. And so what you will find below are responses to the questions that

are asked in this section framed in terms of the characteristics of the kind of courses and assessments we will actually use. As we have said above, when the time comes to do so, we will publish our criteria for certifying Board Examination Systems and we will entertain proposals from any organization that wishes to offer Board Examination Systems that they believe meet those criteria. But here, in the interest of concreteness, we will offer examples culled from some of the best candidates we are aware of.

(a) Course Selection and Rationale and Course Addition and Updating. Each Board Examination System will offer a core program covering at least English, mathematics, science, history and the arts at either the lower division level or the upper division level, or both. In concert with educators through the centuries, we take these subjects to constitute the heart of the core curriculum. Others are arguably very important, but these are indispensable by common consensus. In some cases, the program offered will be a diploma program, meaning that the overall core curriculum has already been defined by the provider. In others, it remains to be defined. We describe below one example of each case.

A good example of the former case is the International Baccalaureate Diploma Program. Students in that program must complete an extended essay; take an interdisciplinary course on the Theory of Knowledge, intended to provide intellectual coherence to the whole curriculum by exploring the nature of knowledge across all disciplines; complete a service program; and take courses in Group 1 (English), Group 2 (second language), Group 3 (individuals and societies), Group 4 (experimental sciences), Group 5 (mathematics and computer science), and Group 6 (the arts). If we look inside Group 3, for example, we find courses in business and management, economics, geography, history, information technology in a global society, philosophy, psychology, and social and cultural anthropology. All of these subjects may be studied at a higher level or a lower level. Students are required to choose one subject from each of the six academic areas, including one from Group 3. They can choose a second from Groups 1-5 instead of a Group 6 subject.

A good example of the second kind of case is the Pearson/Edexcel International General Certificate of Secondary Education Program (IGCSE). Pearson/Edexcel marks all the National Curriculum Assessments in England. It inherits the role of one of oldest examining authorities in the world, the University of London Examinations and Assessment Council, founded in 1836. Its' qualifications are offered in 110 countries around the world.

The IGCSE courses and examinations are based on the English General Certificate of Secondary Education courses and examinations. The upper-range of grades given on these examinations corresponds to the old English "O" levels. The much-admired Singapore curriculum for grades 9 and 10 is based on the English "O" level exams. Courses are offered in English and English literature, Mathematics (2 levels), pure further mathematics, biology, chemistry, physics, dual award science, history, geography, art and design, and many foreign languages. Like the University of Cambridge, Pearson/Edexcel has told us that, if they are certified by SCOBES, they are prepared to modify and adapt their courses and examinations as necessary to meet American requirements.

We will assemble a team of curriculum experts and teachers to review the offerings from each provider selected by our procurement process to examine their courses and examinations, select from them a set of required and elective courses to make a complete core curriculum for the lower division, and specify the adaptations required for their use in Consortium states and schools.

These adaptations will be made at the expense of the providers. That means that neither SCOBES nor the federal government will be required to pay for them. The announcement specifies that new courses and assessments created with federal funds will be in the public domain, but that this provision does not apply to materials already protected by copyright and adapted for use in this program. All of the materials to be used in this program will fall in the latter category. The disadvantage to this approach is that none of these materials will fall into the public domain. The great advantage is that our schools will have available to them far more course materials, assessments and related professional development programs than could ever have been produced from scratch for the \$30 million made available for the High School Course Assessment Program, and those materials will be constantly refreshed at the providers' expense for years and years to come.

(b) Measuring Student Knowledge and Skills Against Common College-and-Career Ready Standards. All of the potential providers we have spoken to about this program, including those listed as examples in this proposal, have assured us that they are prepared, at their expense, to align their offerings with the Common Core State Standards. This is not just a pledge to do a quick identification of common key words and broad topics, nor do we propose to simply take the providers' word for it that alignment has been achieved. Our TAC has begun to

develop a demanding review process to determine the degree to which each English and mathematics exam is comparable to the Common Core.

But the Common Core State Standards will cover only mathematics and English literacy. We are planning to offer courses across the entire core curriculum and, as well, to focus on the STEM subjects and a rigorous Career and Technical Education curriculum. We need rigorous standards in those arenas as well, and we have them. We will discuss the standards for the lower division programs first. Here again, we will look at the examples of the kinds of programs we have in mind.

The ACT lower division programs are based on extensive research by ACT. The two potential English providers of lower division courses and examinations base their offerings on the English GCSE examinations, the standards for which are set by the Office of the Qualifications and Examinations Regulator, a branch of the British government. As mentioned above, the version of those examinations that we would be using correspond to the old English "O" levels, which are the courses and examinations intended to prepare students for the "A" levels in England, the "gold standard" of British education. The Singapore government chose this standard precisely because they wanted the best in the world for that age level. The huge advantage here is that these standards are constantly being revised by the British government to make sure that they continue to set the world standard. At the same time, we will want to be sure that the standard set is no lower than that set by the Common Core State Standards. In addition to adopting the Common Core State Standards for English language arts and mathematics, we will also adopt the standards for science when they become available.

The standards for the upper division programs are set, in effect, by the leading colleges and universities in the world. Any organization, be it the College Board, ACT, the University of Cambridge, Pearson/Edexcel, or the International Baccalaureate Organization, that fails to produce examinations that are recognized by the best colleges and universities will lose its clientele and will go out of business. They have no choice but to build courses and examinations that set the world standard.

The Task Force being assembled by Arizona State University to lead our STEM work includes Nobel Laureates and other very prominent members of the STEM scholarly community and others closely connected with the nation's STEM leadership, especially the National Academies. Their involvement is the best assurance that this work will be set to a high standard.

The Task Force charged with creating a rigorous set of Career and Technical Education courses and performance tests (see Appendix J for a list of initial members) will be selecting those courses and examinations from among courses and examinations created under the authority of the British Office of Qualifications and Examinations Regulator. That means that they will by definition meet skill standards set by some of the leading employers in the world under a stringent set of procedures established for that purpose.

(c) Certifying and Maintaining Rigor of Assessments. There are two aspects of rigor with which we have been concerned. The first has to do with the level of cognitive challenge found in the courses and assessments. The other has to do with the fidelity of the assessments to the curriculum they are assessing. On the first point, everything said in the last subsection applies here as well. In addition, in the Research and Evaluation section below, we describe what we are doing to set the pass points for our lower division exams to the actual cognitive challenge of the initial credit bearing courses in our nation's open admissions 2-year and 4-year postsecondary institutions. This research and the standard-setting process on which it will be based, is a crucial element in our guarantee of rigor in our program. Our research is on the way to producing a new benchmark in the country's knowledge about the actual requirements of success in our nation's open-admissions postsecondary institutions. Over time, we will regularly update that research, making sure that the standards reflected in our lower division courses and examinations continue to reflect the actual demands of our open-admissions postsecondary institutions as they evolve. And we will continue to require our providers to align with the Common Core State Standards into the future, as they are extended and modified. The British exams will continue to evolve in response to the standards set by Ofqual. ACT will continue to do research to update their offerings, as will the College Board and the International Baccalaureate Organization.

One of the most serious problems in the American standards movement has been the extent to which the tests used in this country have failed to reflect the curriculum experienced by students. In every case, the Board Examination Systems we will use include very rigorous curriculum and the examinations used are derived directly from that curriculum.

(d) Design and Development Approach for Course Assessments, Including—

(d)(i) Number and Types of Components. The answer to this question varies by provider. For a comprehensive matrix displaying the characteristics and features of a representative list of Board Examination Systems, please see Appendix K. All of the organizations we have identified offer

some form of formative assessment items for use by teachers in assessing their students' progress in the courses as they progress through the school year. With respect to the final grade for the course, only ACT offers course grades based entirely on computer scored examinations, although even those grades are based in part on long and short constructed responses to prompts in the final examinations.

None of the providers base their grades exclusively on machine scoring of multiple-choice tests. But users of the ACT program can choose machine scoring exclusively, if they wish. The other providers now include few, if any, multiple choice, machine-scored questions in their examinations. In general, the providers offers examinations mainly based on essay-type responses and constructed responses of other sorts (particularly for mathematics), which are typically scored by human beings under conditions described below. However, we will require the providers of the lower division exams to include enough multiple-choice, machine-scored questions to satisfy American reliability requirements, if we find that that is necessary after examining their methods and data. The TAC believes that this can be accomplished without doing major violence to the English preference for essay-type responses, the benefits of which will be discussed in the next subsection.

Almost all of the potential providers construct the final grade for each course from a combination of the grades on the final examinations and grades on assignments contained in the diploma program as a whole (as in the IB requirement for a culminating paper and for community service) or in the syllabi for particular courses. This amounts to a form of performance assessment that is crucial to the whole conception of standards and assessment shared by these instructional system providers. The assessment in the studio art course in the College Board's Advanced Placement program is based on the grade given for a portfolio of studio art produced by the student, for example. Up to half of the grade in a Cambridge technology course might be based on the quality of work displayed in the construction of a robot. Similarly, up to half the grade in a Cambridge history course might be based on the quality of a student's 20-page history research paper.

(d)(ii) Ensuring Variety of Assessment Items and Items that Elicit Complex Student Demonstrations of Applications of Knowledge And Skills. In our minds, the answer to this question is an extension of our answer to the last one. When the American approach to testing is compared to the international standard, we appear to value reliability as the path to validity more

than they do, and fidelity to the cognitive demand level and depth of subject matter as the path to validity much less. Those nations with superior performance appear to have established a much better balance between the two. With the use of machine-scored, multiple choice tests, we have the advantage of the computer scoring the same answers the same way every time, and doing so very quickly. But there is wide agreement that the United States pays a big price for this approach. It works very well if the object is testing basic knowledge and skill, but it does not allow us to do a very good job of measuring the capacity for complex analysis, or for synthesizing knowledge from a wide range of domains, or for creating new ideas, or for innovating new approaches to complex problems. The reliability we get from our approach is often spurious, as it is based on the assertion that there is only one right answer to the question being asked, when in fact more than one answer can reasonably be viewed by experts as correct. The only way to find out whether a student in a career and technical education culinary program can cook well is to taste something they have cooked. The only way to find out whether students in our STEM programs can construct a robot designed to accomplish something in response to a particular set of performance requirements is to ask them to write such a program. The only way to find out whether a student can write a competent 20-page history research paper is to ask them to write such a paper. The assessments designed and used by most of the potential providers of Board Examination Systems for our Consortium high school programs heavily favor performance assessments of this sort.

(d)(iii) Producing Student Achievement Data and Student Growth Data. All of the potential providers we have looked at produce grades for their courses, and all of the providers of lower division programs produce sub-scores on their examinations aligned with the topics or other major sub-divisions of the curriculum within the courses. Some of the English courses are designed as two-year courses, but the organizations offering those programs have assured us that they can break those two-year courses down into one-year courses and provide examinations and grades for each year. All of the upper division programs provide grades for their courses. They typically provide many courses at regular and advanced levels.

All of these grades and sub-scores are provided to the schools in a form that can be shared with students and parents. The providers all have report forms and systems that permit the users to aggregate up to the school and district level. Thus these systems will allow for reports to be generated for students, their parents, school faculty, districts, states, prospective employers and

college and university admissions officials in forms appropriate for each type of user. This includes the use by high schools of the sub-scores of students who do not pass their lower-division exams to construct a customized program for them addressed to the points on which their exam performance was weak, a key feature of our design.

In addition to the grades produced by the individual Board Examination System providers, the system we are proposing will generate data for every student about their performance relative to the pass points that we will set for the lower division exams. The reader will recall that these pass points will signal whether the student has actually demonstrated the levels of literacy in English and mathematics needed to succeed in the initial credit-bearing courses in the nation's open-admissions postsecondary institutions. These pass points will be comparable across all lower division exams offered in all states. That means that we will have a system for determining the success of every high school in our system with respect to getting their students ready for college or work, against the same measure, throughout the system.

All the data elements needed to operate a universal high school accountability system are therefore built into our assessment system. It will be able to report on college-and-work readiness, by school and by district, taking into account background variables such as the students' socio-economic status, and membership in a variety of protected-status groups. It will be able to report on the proportion of students achieving that status by the grade level at which they achieved that status. It will also be able to report on the success rates of high school students in upper division programs intended to prepare students for entrance into selective colleges, in STEM programs, and in Career and Technical Education programs intended to result in issuance of industry-recognized certificates of competence.

Because the system we have in mind will, at least at first, be voluntary for the students, it could not be used as the basis of a universal accountability system, because not all students would be covered by it. But, when most students have voluntarily enrolled in it, many states may choose to require student participation in the system, at which point it could be used as the basis of a universal accountability program.

We have given a lot of thought to the government's request that we consider how our system can be used to produce student growth data that can be used to make judgments about how much value individual teachers and principals add to the education of the students for whom they are responsible.

Growth reporting, by definition, requires a pre-measure of performance and a post-measure of performance that are both basically measuring the same learning domain. Our system is replete with usable post-measures. The challenge is to produce pre-measures which, when combined with the post-measures, can be used to calculate student growth in ways that are valid for the purposes for which they will be used.

At the outset we think it best to concentrate on mathematics and English at the lower division level, where we believe we have a good chance of coming up with pre-measures that might work for this purpose as in each subject there is the potential of learning progressing in a plausible continuous trajectory from year-to-year. This same sort of logical progression is much less certain in history, the sciences and the arts.

So it is at least possible that courses in mathematics and English will build on one another in a way that would plausibly permit the grade earned at the end of the preceding course in the sequence to be used as the pre-measure for the following course. This is especially true if the courses in these two subject areas are all set to the Common Core State Standards. Since we have pledged to set our lower division courses and examinations to the Common Core State Standards and the other consortia are also doing so for the lower grades, we can anticipate that it is likely that there will be close correspondence between what is measured by those tests at the end of the 8th grade and the curriculum the students will be studying at the beginning of the 9th grade in our states. The problem here is that assessments for mathematics and English language arts will be available only when the state consortia to be funded for that purpose by the Race to the Top Assessment Program produce them, which will not happen for several years.

The potential English providers of our lower division courses and examinations also supply examinations for the 8th grade in the relevant subjects. And the ACT and the College Board supply tests of general knowledge for the end of 8th grade designed to predict high school performance. But it seems impractical, especially in the current economic environment, to require our high schools to spend the sums that would be required to administer and score these measures.

Interim tests could also be used to produce a pre-score, but this strategy is likely to be contaminated by the coursework that precedes the use of the interim assessment.

The only remaining alternative that appears to be available is to rely for pre-test data on the grades that incoming high school students have received on their 8th grade state accountability

tests in mathematics and English, until the new assessments produced by the consortia just now forming become available. Of course, the current tests vary enormously in quality and content, and most are set to a standard far lower than the standard to which the beginning of our courses will be set. They are therefore very thin reeds on which to base a growth measure.

Methodologically, another approach is possible, however. We could try to identify a set of variables on which data could be collected that might enable us to systematically and reliably predict student performance in the ninth grade in our programs and in subsequent grades. Such data might include such things as student performance on whatever measures are available in the 7th and 8th grades in English and mathematics, socio-economic status, expenditure levels and so on. If this can be done, then classroom scores that vary from those that are predicted in this way can be assumed to vary as a result of the activities of the teacher.

Our TAC will define a set of variables that could be the basis for such a statistical procedure, will develop a set of plausible regression models to which the data can be fit and then use the data and the models to see if we can, over the period of the grant, use these models and the associated data to predict end-of-course scores of the students in our programs with reasonable precision. Since growth modeling and value-added interpretations are complex and controversial, the TAC will advise us as to the best and most defensible procedures based on the available research literature. As an example, multivariate regression analysis might be used to predict end-of-course scores for students in our programs, which might then be subtracted from actual scores to obtain a set of residuals. The residuals could be aggregated at the level of teachers and schools. The resulting teacher and school values would reflect actual student achievement relative to (that is, controlling for) the achievement level expected on the basis of prior performance, taking background variables into account. With increasing program size and improved alignment between pretests and end-of-course tests, the data should support application and testing of a range of more sophisticated models, evaluations of their sensitivity, and recommendations regarding valid interpretive uses.

(d)(iv) Ensuring Scalable, Accurate and Consistent Scoring of Assessments, and Teachers Involvement in Scoring. All of the organizations that are candidate providers of Board Examination Systems employ sophisticated methods (and large staffs of test and measurement professionals) for ensuring scalable, accurate and consistent scoring of their assessments. Several are themselves or are closely associated with the most admired

organizations in the world in test and measurement science. There is simply not space here to describe in any detail the variety of methods and procedures they use to approach the technical challenges associated with this kind of work. Nonetheless, our TAC will gather a great deal of data from all of the prospective providers to make sure that the methods they use for ensuring scalable, accurate and consistent scoring meet the highest professional standards here in the United States and elsewhere in the world.

All of these organizations train teachers whom they involve deeply in the scoring of their assessments. Because little of the scoring is done by computers, it must be done by humans. In every case, the preference of these organizations is to recruit classroom teachers who have experience with their curriculum and exams to do their scoring. All of them train the teachers who will do this work. That training typically lasts two days or more. Once scoring begins, these organizations use technology to monitor the scores given by each teacher-scorer. Those whose scores are found to be unreliable are dismissed and their work rescored. Outstanding teacher-scorers are invited back year after year. The most effective and reliable scorers are promoted to supervise others. Those who rise up through this system are often put in charge of teacher training worldwide, because they have the best understanding of the curriculum and exams.

(d)(v) Accessibility for Broadest Range of Students, Including English Learners and Students With Disabilities, Including Appropriate Accommodations. All of the providers we have identified address this set of issues. All provide a wide range of accommodations for which they have evidence that the fidelity of the intended construct is being maintained. Below, we summarize the requested information for three of the candidate providers. More information can be found in Appendix L.

Cambridge International Examinations offers two English language courses for non-native speakers, one in which the oral component counts toward the final grade and one in which it does not. A passing grade on these exams is recognized by almost all UK universities and those in many other countries as evidence of English proficiency for undergraduate study. Cambridge makes arrangements to allow students with substantial and long-term disabilities to take their examinations and demonstrate their achievement. Among those accommodations are an extra time allowance, provision of specially adapted exams, and assistance with reading and writing.

Among the accommodations provided by the College Board's Advanced Placement Program are large print, the provision of a reader, fewer items on a page, colored paper, use of a

highlighter, orally presented instructions, auditory magnification, Braille, Braille graphs, Braille device for written responses, tape recorder, large block answer sheets, frequent breaks, extended time, small group settings, private rooms, screens to block out distractions, and special lighting and acoustics.

Edexcel offers ELL students an English as a second language course, with an optional speaking test. For students with disabilities, they offer modified assessment materials (including modified print), assistance during the assessment (including a scribe, reader, a practical assistant or sign interpreter), changes to the physical testing environment, the provision of assistive technology (including mechanical and electronic aids such as computer software that scans but does not encode or interpret examination question papers), alternative ways of presenting responses (such as a word processor), and allowing extra time for an examination or for completion of course work.

(B)(4) RESEARCH AND EVALUATION

(a) Research Plan. The research plan is focused on three central objectives: assuring that the assessments meet prevailing professional standards for fairness, reliability and validity; determining that each exam system is compatible with the Common Core State Standards and roughly comparable one with the others; and establishing a defensible and empirically supported set of performance criteria for college readiness in mathematics and English literacy, and then setting cut scores for each examination using these criteria. This work will be overseen by a TAC composed of some of the most distinguished psychometricians, cognitive scientists and literacy experts in the world. It is chaired by Howard Everson of CUNY and Jim Pellegrino of the University of Illinois at Chicago. They are joined by Lloyd Bond of Carnegie Foundation for the Advancement of Teaching, Phil Daro of America's Choice, Richard Duran of the University of California-Santa Barbara, Ed Haertel of Stanford, Joan Herman of CRESST, Bob Linn of the University of Colorado, Catherine Snow of Harvard and Dylan William of the University of London (see biographical sketches in Appendix C).

Assuring that all of the assessments meet prevailing professional standards for fairness, reliability and validity. The most promising exam systems under consideration have emerged from different measurement traditions. The English have long had students write papers, what we would call essays, that are designed to emphasize a deep grasp of the subject matter and the

ability to apply it to unfamiliar situations. While their current tests often include some short answer items, in most subjects more weight is placed on students' essays when final scores are computed. Their examinations are highly dependent on human scoring and consequently they face reliability challenges that are addressed by instituting a host of procedures designed to ensure uniformity in awarding marks. All of this adds to the cost of administration, but they are willing to incur these costs to make sure that they are able to assess the kind of higher order thinking skills that matter most in a high wage country engaged in global competition.

K-12 testing in the United States has taken a very different path. When the American testing system in its current form was being developed, every district and school, indeed, to a remarkable extent, every teacher, developed their own courses (syllabi) and curriculum. So it was thought that the fairest sort of test would be one that was "curriculum neutral" that is, one that was insensitive to any particular curriculum. The practical effect was that teachers came to learn that these tests did not test what they thought was important to teach, and they came to detest such testing systems. Overall, as the American system became dominated by multiple-choice, computer scored tests, this country focused largely on assuring that its tests played to the strength of this testing methodology, demonstrating its devotion to validity through a strong commitment to reliability, coverage and comparability of scores as the first priority. As a result, more often than the US testing community would like to admit, students are reduced to trying to figure out which reasonable answer is the one the writer of the test had in mind.

Our aim is to take account of the strengths and weaknesses of the American and European systems in making a determination of the extent to which the lower division providers' Board Examination Systems are fair, reliable and valid. The process of making that determination begins with the collection of the relevant materials. The NCEE staff will gather basic descriptive, technical and performance information and data on the 9th and 10th grade English and mathematics examinations and syllabi offered by the qualified providers. This will include the following:

- Exam blueprints, instruments, rubrics, work samples and syllabi that will serve to reveal the content constructs and cognitive demand.
- Psychometric properties of the provider's examinations -- including predictive validity studies, reliability evidence, results of test bias studies, and year-to-year score comparability studies.

- Development and operations of the provider systems – including scoring and grading standards, the reporting of results to students, teachers and colleges, and the moderation processes for incorporating course work into the grading process. In addition we will study: how test scores are combined into a grade classification; how test items are weighed; and the current distributions of scores on each exam, including performance of key subgroups.

NCEE has engaged a team from the National Center for the Improvement of Educational Assessment led by Scott Marion to conduct this critical task as part of the process of certifying Board Examination System providers. Marion will report his findings to the TAC, which will then decide whether the Board's standards for fairness, reliability and validity of the lower division systems have been met.

Determining that each of the lower division Board Examination Systems are compatible with the new Common Core State Standards and comparable each with the others. The Board is committed to ensuring that each of the examination systems meets the Common Core State Standards in order for the states to have full confidence that students in Board Examination courses will be expected to attain these college-ready requirements. And to the extent they do not, the system providers with whom we have had preliminary discussions have committed to refining their syllabi and exams to bring them into conformance.

The TAC will advise NCEE on how best to design a careful and thorough comparison of each system with the new Common Core State Standards. This will include comparisons of the content and the cognitive demand of each system with the standards, including the syllabi and associated assessments. Two well-regarded methods for making such comparisons have been developed in the US in recent years, one by Norman Webb of the University of Wisconsin and the other by Andrew Porter of the University of Pennsylvania. However, for almost 200 years England's leading universities have been comparing the curricula, exams and scoring systems they developed to help secondary schools prepare students for entry into their institutions and to assess their suitability for admission. Our initial reading suggests that those methods incorporate the virtues of the methods developed by Webb and Porter and may well go beyond them. This being so, the TAC will give a high priority to a close study of England's approaches to the study of comparability and the application of those methods to the work at hand. To assist in this task,

the TAC has engaged Mike Cresswell, the recently retired director general of AQA, one of the three major awarding bodies of high school qualifications in England.

It should also be noted that a precursor to conducting several of the remaining technical studies specified below is the assurance that there exists some rough measure of comparability among the several lower division systems in both English and mathematics. To ascertain whether or not this is in fact the case, the TAC will conduct a comprehensive and integrated set of comparability analyses that will focus on the correspondence of each exam with its counterparts as well as each separately with the Common Core.

Establishing a defensible and empirically supported set of performance criteria for college readiness in mathematics and English literacy, and then setting cut scores for each examination relative to these criteria. What typically occurs in the US when an effort is made to set college ready criteria is that a group of subject-matter experts is brought together to pour over test specifications and student performances on the test and then they are asked to exercise their best judgment in deciding what level of student performance might suggest that a student would be successful in college. While this judgmental approach draws heavily on college faculty who teach these introductory courses (who are sometimes joined by high school teachers of the same subjects), it is deeply flawed. College and high school faculty often have quite different notions about what is required for a student to be well prepared to succeed in college. College teachers often set the standard at an “aspirational” level rather than what is actually necessary to succeed in their classes. And college teachers at less prestigious institutions, when sitting in the same room with colleagues from more prestigious institutions, often fail to admit that their standards are different from those of their colleagues.

Work in this arena also typically includes conducting statistical analyses that examine the relationship between high school performance, a host of contextual variables and college performance, such as course grades or GPA. While such predictive studies have the potential to elicit useful information, they also suffer from the key weakness of failing to identify the specific competencies that must be developed to assure college success.

And, lastly, it is patently obvious that being ready to succeed in Harvard or Stanford entails a different level of preparation than is required for success in the local community or technical college. But none of the efforts to determine college-readiness that we know of have distinguished among the various kinds of colleges for which one might be declared ready. Given

the design of our program, what is essential is to determine as accurately as possible what level of English and mathematical literacy is needed to succeed in the initial credit-bearing courses in the nation's 2-year and 4-year community colleges.

Doing that clearly entails an empirical examination of the content and cognitive demands of introductory courses in open-admissions colleges, something that, to our surprise, has never been done before. That means looking carefully and in detail at what math topics are actually taught in the initial credit bearing courses in degree programs typically offered in 2-year and 4-year colleges, the cognitive challenge associated with the textbooks typically used in those programs and the level of writing and mathematics that the teachers of those courses expect of their students. Once that is known, one would ask accomplished teachers and scholars what a student would have to know and be able to do on leaving high school in order to have a high likelihood of success in those initial credit-bearing courses. While this approach is not an airtight solution to this challenge, it has seemed much more promising than any of the other approaches that have been tried thus far. As you will see, though we intend to gather and to analyze a wide variety of relevant information, the strategy just described lies at the heart of our approach.

The research plan will therefore move through the following steps:

- *Investigate the Availability and Utility of Various Data Sets/Sources to Support the Development of College Ready Standards in English and Mathematics*
- *Conduct Analyses of the Relationship Between High School Performance and Initial College Success* - the Project Management Partner will commission a series of studies that might include: having first year community college students who have not had to take any remedial courses take the lower division Board examinations; and comparing the performance of IGCSE students (who immediately enroll in college) on their Cambridge or Edexcel examinations with their initial performance in college.
- *Understand the Nature and Functioning of the Most Widely Used Placement Tests* - Given the assumption that college placement tests are grounded in the competencies necessary for success in college, they have the potential to serve as guideposts in setting the cut scores for the *Move-On-When-Ready* policy even as we understand that the ways in which they are currently employed are highly varied and often use cut scores that are set in ways that reflect overtly political or economic goals.

- *Continue and Expand the Project Management Partner's Initial Work on English and Quantitative Literacy Requirements of Initial Credit-bearing Courses* - NCEE staff has been surveying all of the open enrollment colleges in ten of the initial Consortium states to determine the content and character of the curriculum in these courses. In each, school data have been collected on the initial math courses required in eight of the most heavily enrolled programs (e.g., business, nursing, early childhood education, IT). NCEE is analyzing these courses to determine which math topics are taught in each of them and the level of cognitive challenge associated with each. NCEE is also asking college faculty in these majors to identify the key textbooks they use for these courses and we are using several different tools to judge their cognitive challenge levels. Finally, NCEE is gathering graded papers from these classes to determine the expectations that teachers of these programs have for student writing. Once this process of cataloging the actual literacy requirements has been completed, a panel of teachers and scholars will be brought together to carefully assess the evidence and tell us what high school students will have to know and be able to do to succeed in the kinds of courses that we will have researched.
- *Develop a Methodology to Join these Disparate Kinds of Evidence to Create Cut Scores in English and Mathematics for the Move-On-When-Ready Policy* - In order to determine where on the English literacy and mathematics common reporting scales the *Move-On-When-Ready* cut scores should be set, the TAC will develop a process for weighing the varied evidence we will have developed. Each set of evidence will likely suggest a range of acceptable performance, which when laid one on top of the other should begin to suggest a set of narrowing boundary conditions. We will give the greatest weight to the findings with the strongest empirical support. This process will be repeated for each examination system to ensure the most appropriate fit with each examination scale. In this way whatever variations exist in the frameworks and scoring paradigms from system to system will not distort the setting of college ready performance levels. While this is not the standard approach for setting high stakes performance requirements, it is a much richer approach given the breadth, depth and diversity of measures that can be brought together, each adding to the legitimacy and credibility of the others. This approach is

similar to the National Assessment Governing Board's current approach to judging the capacity of 12th grade NAEP to serve as a predictor of college readiness.

(b) Evaluation Plan. The University of Michigan's Institute for Social Research (ISR) will conduct the independent evaluation for this grant. ISR's team will be headed by Brian Rowan (PI) and include personnel with extensive experience conducting school-based research. Evaluation activities will occur over the *entire* period of the grant. As discussed below, we are submitting two evaluation budgets: (1) a "base plan" that assumes the Consortium does not receive an i3 award and requests \$4M for the evaluation; and (2) an "expanded plan" that assumes the Consortium does receive an i3 award and has a \$5.25m budget plan.

Research Questions. Both evaluations will be guided by a "logic model" that assumes that Board Examination System designs (i.e., curricula, materials, professional development), as well as NCEE, SEA, and LEA supports for implementation, affect program implementation success, where implementation success is defined by: (a) student enrollment in Board courses (including the STEM and CTE options); (b) the quality and rigor of instruction in Board courses; (c) the matriculation of enrolled students through Board curricula; and (d) passage of Board exams. The model further assumes that students enrolled in a well-implemented Board Exam program will experience reduced risk of dropping out of high school, increased odds of postsecondary enrollment, and higher scores on college entrance exams. Finally, the logic model assumes that both implementation success and final student outcomes are affected by school and community contexts.

This leads to the following research questions for the evaluation. **(RQ1) Support for Implementation:** What specific supports for program implementation are provided to schools by each Board Exam program, by NCEE, by SEAs and LEAs, and by community settings (e.g., urbanicity, labor markets, and local higher education institutions)? **(RQ2) Patterns of Program Implementation:** To what extent are Board Exam systems being implemented successfully (as defined above) in participating schools? And, does implementation success vary across Board examination systems, across SEAs and LEAs, or as a result of NCEE support activities? **(RQ3) Program Effectiveness:** How do final student outcomes (as defined above) compare across schools implementing and not implementing a Board exam system? Do program effects differ

by gender, socio-economic status, and prior achievement of students? Do they vary across states, different kinds of communities, or the Board Exam systems being implemented?

Implementation Analysis. In both evaluation plans, ISR will study patterns of implementation support and success in all schools adopting Board Exam systems. This will include analyzing data on school funding, staffing, enrollment, student composition, student achievement on state tests, and other data in state administrative databases. Each year NCEE will provide ISR with data on the number of students at each school enrolled in Board programs, course enrollments for these students, grades and BES scores. In the third operational year data on course enrollments and grades will also be collected on program students that have chosen to attend a postsecondary institution. Using these data, ISR's base evaluation plan will: (1) characterize all implementing sites in terms of implementation success, including the experience of college-going students in the final year of the pilot; (2) use quantitative analyses to determine if school and community characteristics predict implementation success; (3) identify the 10 highest- and 10 lowest-performing sites; and (4) conduct special studies of the characteristics of these sites using qualitative data from focus group interviews with NCEE facilitators and state education agency personnel, and telephone interviews with principals in these schools. The goal of this work is to understand how state education policies, implementation supports, community factors, student motivations, and administrative processes affect implementation outcomes in high and low implementing schools. In the expanded budget, ISR also will conduct additional analyses to identify the 2 highest performing STEM sites and the 2 highest performing CTE sites, with the same goal of trying to understand what accounts for successful implementation of these programs. The results of all these analyses will be reported twice annually for quality control and improvement.

Program Effectiveness Analysis. The base and enhanced evaluation plans also include a rigorous efficacy trial that will be designed to compare instruction and student outcomes across 30 treatment schools and 30 matched control schools (spread across the 10 Consortium states). In states where more schools are interested in joining the Board Exam pilot than resources permit, schools will be randomly assigned to treatment and control after matching on pre-treatment measures of school demographics and prior achievement. In states where only 10-12 schools want to join the pilot, matched random assignment will not be possible due to small numbers of potential treatment schools. So, in these states, the samples of treatment schools will

be matched to “comparison” schools using “nearest neighbor” matching on student demographics and prior achievement. In both the base and enhanced budget, efforts will be made to construct a sample in which about 40% of treatment and control schools serve higher poverty student populations.

Data collection for both the base and enhanced evaluations will occur in years 2-4 of the grant and focus on both lower and upper division students who begin the study period as either freshman or juniors. Importantly, although the unit of treatment in the efficacy trial is schools, in both treatment and control schools, we also will study samples of students who are carefully matched in terms of prior achievement, race/ethnicity, gender, and free lunch status. This student sampling allows us to make controlled comparisons among students who did and did not enroll in a Board Examination program (within treatment schools and across treatment and control schools). Using this strategy, we can make strong causal inferences about treatment effects under conditions discussed by Lu and Rosenbaum (2004) and Stuart and Rubin (2008). In the design, sample weights for students are used to achieve unbiased estimates of school-level means for use in school-level outcome comparisons. The difference between the base and enhanced studies is that in the enhanced studies, we will be able to afford a larger student sample size, which provides more statistical power to tease out the special experiences of students enrolled in the STEM and CTE options.

In both the base and enhanced studies, we will conduct parallel data collections in treatment and control schools, collecting four kinds of data over the course of the study: (1) Surveys will be administered to sampled students in Fall of their freshman/junior year and again near the end of their sophomore/senior year. The surveys will ask about students' academic motivations, course/program enrollment decisions, and academic plans (using items drawn from NCES longitudinal studies). 2) Also, in the spring of year 2 of program implementation, we will survey samples of Board and non-Board Examination teachers of English, math and science, asking about professional development experiences and teaching practices (using items from teacher surveys included on PISA, TIMSS, and CCSR surveys). (3) At the beginning of the lower division students' junior year and the upper division students' first post-secondary year, we will locate students (no matter where they are located) and ascertain their program enrollment status in high school (Board system or not), and if in high school, their course enrollments. If not in high schools, we will ascertain if they are engaged in a postsecondary education program

(community college, 4-year institution), and if in postsecondary, their course enrollments. If not enrolled in any schooling, we will ascertain if students are employed or unemployed (and if employed, their occupation). (4) Finally, for all students in the samples, we will provide incentives for the current juniors to take the PSAT (regardless of enrollment status and location), and we will collect SAT or ACT scores for all post graduate students who took either test.

These data will be analyzed in two ways. First, school-level analyses will compare instructional practices and student outcomes across treatment and control schools. Using the program Optimal Design[®] (version 2.0), we estimate that this design has a power of .80 to detect an effect of $\delta = .30$ on both teaching practices (e.g., “rigor of instruction”) and student performance on PSAT/SAT/ACT scores under the reasonable assumption that 15% of variance in these outcomes lies among schools. The design also provides power of .75 to detect differences in student drop out or enrollment statuses of as little as 5 percentage points. Although these school-level results are informative as “intent to treat” estimates of program effects, only a sub-sample of students in any treatment school will actually enroll in a Board program. Therefore, we also will conduct an analysis of the effects of “treatment on treated” at the student level using procedures discussed by Lu and Rosenbaum (2004) and Stuart and Rubin (2008). Here, the matching of student samples in treatment and control schools allows comparison of outcomes across students enrolled in a Board Exam program with outcomes for very similar students who were not enrolled in the program (both inside of treatment schools and across treatment and control schools). These analyses have strong statistical power (approaching 1.0) to detect treatment effects as small as $\delta = .10$ for test scores and enrollment outcomes. Because the base study has a smaller sample, it can focus only on the outcomes of students in or not in Board Examination programs. With the larger sample of the enhanced study, we can also estimate effects for STEM and CTE program participation. A technical report of this efficacy trial will be issued in year 4, and research publications in year 5 of the grant assuming both an i3 grant and a RttT grant are awarded. If only a RttT award is made, all the publications will be completed by the close of the final grant year. These will be disseminated to study participants and to the education community broadly.

(B)(5) COURSE ASSESSMENT PROGRAM IMPLEMENTATION

(a) Promoting Participation. The plan for supporting implementation of the proposed assessment program comes in two stages. The first stage is the plan for implementing the pilot program in 100 high schools in ten states. That is the pilot stage. The second stage is the stage at which the program goes statewide in the states in which the pilot took place, and then goes statewide in the other states that join our Consortium over the next several years. That is the operational stage.

Pilot Stage: Implementation during the pilot stage involves: 1) getting districts and high schools to agree to demonstrate the use of the Board Examination Systems and assessments in their high schools (See Appendix M for a chart of 80 LEAs supporting this project at the time of submission and their accompanying letters of support), 2) persuading parents and students to sign up for the program, 3) persuading the public 2-year and 4-year open admissions postsecondary education institutions to accept the pass scores recommended by the TAC and approved by the Board of Trustees of SCOBES for admission to their institutions without requiring them to take remedial courses, and 4) where necessary, making the promised changes in diploma requirements to enable the state to award a performance-based diploma to students who pass their lower division board examinations at the end of their sophomore year.

Taken together, these challenges require us to build a strong, broad base of support for the program in every participating state. Our Project Management Partner has already been meeting with a wide range of stakeholders in the states for that purpose, explaining the aims of the program, answering questions and building support for the work. These meetings will continue.

The next step, already underway, is for each chief state school officer to recruit key district personnel to statewide meetings so they in turn will solicit schools for the pilot program. To support this effort we will create materials describing the program that can be shared with districts and schools that have expressed interest in joining the pilot. These materials will be supplemented by materials from the Board Examination System providers.

No student will be required to participate in the program, but schools will have an incentive to participate, in the form of a subsidy provided by the program for the purchase of the materials and services needed from the Board Examination System providers.

On a related front we have formed a Higher Education Task Force to work with the TAC to make sure that the pass points set for the lower division examinations are acceptable to the higher education community. The Task Force will also work with their higher education

colleagues in their states to gain their active support for the program. The names of the members of the Higher Education Task Force can be found in Appendix N.

One state, Arizona, has just enacted legislation creating a new high school diploma meeting the criteria we stipulated for our program (the Grand Canyon Diploma). The state boards of education of two other states, New York and Pennsylvania, may have authority to issue the necessary diplomas, under the banner of the Keystone Diplomas in Pennsylvania and the Regents in New York. All states in the Consortium are committed to getting the necessary authority over the next year, if they do not already have it.

We stated above that 100 schools in ten states will participate in the pilot stage. That number assumes that we are successful in our application for an i3 grant. The i3 grant is intended to provide for the participation of 40 high schools serving high-need students. In the event that we are not awarded that grant, the funds from this grant will be distributed among 4 schools in each state, for a total of 40 high schools. That number of schools will still be sufficient to conduct the research and evaluation proposed here.

Operational Stage: The evaluation report will provide the information the states will need to make an informed decision as to whether to expand the program statewide. Our work with a wide variety of stakeholders in the pilot states will have enabled us to lay the base for the policy decision to expand the program so that all students have access to it.

We expect no loss in quality of implementation as we scale up. This is because the Board Examination System providers we will select are organizations with a global footprint, delivering courses, examinations, teacher training and scoring systems all over the world. The quality of the products and services will not suffer as we scale up. The same can be said of the rigor of the courses and exams. Nor will the standards suffer, because the pass points on the lower division exams will be based on the recommendations of our TAC and will be the same for all states.

Throughout and following the pilot stage, we will disseminate information about the program to professional educators, policy makers and the public by every means available as well as maintaining a rich presentation of our program as it is unfolding on the SCOBES website. Our aim will be to support statewide implementation in as many other states as possible. We will develop a comprehensive press strategy for this purpose, supplemented by presentations at the national meetings of all the major governance and education bodies and associations, and articles in the professional journals and presentations at meetings of the relevant professional

organizations. Throughout the pilot phase, we will be inviting states to join the SCOBES and, as members to begin piloting the program in their states before the pilot phase is over.

The Summary tables that follow provide a conservative set of estimates of how the program will grow over five school years beginning with 2013-14 as requested. After a planning year in 2010-11, implementation of Board Examination Systems will begin in Fall 2011 in the 9th and 11th grades in a minimum of ten demonstration schools in each state. Courses and examinations in grades 10 and 12 would be added in the 2012-13 school year. This level of participation will continue through the 2013-14 school year after which, with positive evaluation results, we would expect the number of participating schools in each of our ten initial states to grow at a rate of 50% each year. While we expect additional states to join the Consortium over this period, the rate at which this will occur and its effect on the number of students and schools participating is not reflected in these tables.

We expect that in each participating state a full suite of courses (English, mathematics, the sciences, history and the arts) will be operating from the outset, and that a set of career and technical education courses will come on-line in 2012-13. In each school we assume that, on average, 30 percent of 9th and 11th graders will enroll in the initial year a school begins offering one or more Board Examination Systems and that the rate of participation will increase by five percent in each succeeding year. The number of students projected to be taking exams each year is adjusted downward by our estimate of the number of students leaving after their sophomore or junior year for open enrollment colleges.

Summary Table for (B)(5)(a)(i): High Schools Using

State in Consortium	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	#	%	#	%	#	%	#	%	#	%
Arizona	10	1.5%	15	2.2%	23	3.4%	35	5.2%	53	7.9%
Connecticut	10	3.8%	15	5.7%	23	8.8%	35	13.4%	53	20.3%
Kentucky	10	2.2%	15	3.2%	23	4.9%	35	7.5%	53	11.4%
Maine	10	6.5%	15	9.8%	23	15.0%	35	22.9%	53	34.6%
New Hampshire	10	9.4%	15	14.2%	23	21.7%	35	33.0%	53	50.0%
New Mexico	10	4.3%	15	6.5%	23	10.0%	35	15.2%	53	23.0%
New York	10	0.9%	15	1.4%	23	2.2%	35	3.3%	53	5.0%
Pennsylvania	10	1.2%	15	1.8%	23	2.8%	35	4.3%	53	6.5%
Rhode Island	10	13.3%	15	20.0%	23	30.7%	35	46.7%	53	70.7%
Vermont	10	13.9%	15	20.8%	23	31.9%	35	48.6%	53	73.6%

Summary Table for (B)(5)(a)(ii): High School Course Assessments in Use

State in Consortium	Course Assessments	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
		#	%	#	%	#	%	#	%	#	%
Arizona	English	10	1.5%	15	2.2%	23	3.4%	35	5.2%	53	7.9%

State in Consortium	Course Assessments	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
		#	%	#	%	#	%	#	%	#	%
	Grades 9-12										
	Mathematics Grades 9-12	10	1.5%	15	2.2%	23	3.4%	35	5.2%	53	7.9%
	The Sciences Grades 9-12	10	1.5%	15	2.2%	23	3.4%	35	5.2%	53	7.9%
	History Grades 9-12	10	1.5%	15	2.2%	23	3.4%	35	5.2%	53	7.9%
	The Arts Grades 9-12	10	1.5%	15	2.2%	23	3.4%	35	5.2%	53	7.9%
	CTE Grades 11-12	10	1.5%	15	2.2%	23	3.4%	35	5.2%	53	7.9%
Connecticut	English Grades 9-12	10	3.8%	15	5.7%	23	8.8%	35	13.4%	53	20.3%
	Mathematics Grades 9-12	10	3.8%	15	5.7%	23	8.8%	35	13.4%	53	20.3%
	The Sciences Grades 9-12	10	3.8%	15	5.7%	23	8.8%	35	13.4%	53	20.3%
	History Grades 9-12	10	3.8%	15	5.7%	23	8.8%	35	13.4%	53	20.3%
	The Arts Grades 9-12	10	3.8%	15	5.7%	23	8.8%	35	13.4%	53	20.3%
	CTE Grades 11-12	10	3.8%	15	5.7%	23	8.8%	35	13.4%	53	20.3%
Kentucky	English Grades 9-12	10	2.2%	15	3.2%	23	4.9%	35	7.5%	53	11.4%
	Mathematics Grades 9-12	10	2.2%	15	3.2%	23	4.9%	35	7.5%	53	11.4%
	The Sciences Grades 9-12	10	2.2%	15	3.2%	23	4.9%	35	7.5%	53	11.4%
	History Grades 9-12	10	2.2%	15	3.2%	23	4.9%	35	7.5%	53	11.4%
	The Arts Grades 9-12	10	2.2%	15	3.2%	23	4.9%	35	7.5%	53	11.4%
	CTE Grades 11-12	10	2.2%	15	3.2%	23	4.9%	35	7.5%	53	11.4%
Maine	English Grades 9-12	10	6.5%	15	9.8%	23	15.0%	35	22.9%	53	34.6%
	Mathematics Grades 9-12	10	6.5%	15	9.8%	23	15.0%	35	22.9%	53	34.6%
	The Sciences Grades 9-12	10	6.5%	15	9.8%	23	15.0%	35	22.9%	53	34.6%
	History Grades 9-12	10	6.5%	15	9.8%	23	15.0%	35	22.9%	53	34.6%
	The Arts Grades 9-12	10	6.5%	15	9.8%	23	15.0%	35	22.9%	53	34.6%
	CTE Grades 11-12	10	6.5%	15	9.8%	23	15.0%	35	22.9%	53	34.6%
New Hampshire	English Grades 9-12	10	9.4%	15	14.2%	23	21.7%	35	33.0%	53	50.0%
	Mathematics Grades 9-12	10	9.4%	15	14.2%	23	21.7%	35	33.0%	53	50.0%
	The Sciences	10	9.4%	15	14.2%	23	21.7%	35	33.0%	53	50.0%

State in Consortium	Course Assessments	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
		#	%	#	%	#	%	#	%	#	%
	Grades 9-12										
	History Grades 9-12	10	9.4%	15	14.2%	23	21.7%	35	33.0%	53	50.0%
	The Arts Grades 9-12	10	9.4%	15	14.2%	23	21.7%	35	33.0%	53	50.0%
	CTE Grades 11-12	10	9.4%	15	14.2%	23	21.7%	35	33.0%	53	50.0%
New Mexico	English Grades 9-12	10	4.3%	15	6.5%	23	10.0%	35	15.2%	53	23.0%
	Mathematics Grades 9-12	10	4.3%	15	6.5%	23	10.0%	35	15.2%	53	23.0%
	The Sciences Grades 9-12	10	4.3%	15	6.5%	23	10.0%	35	15.2%	53	23.0%
	History Grades 9-12	10	4.3%	15	6.5%	23	10.0%	35	15.2%	53	23.0%
	The Arts Grades 9-12	10	4.3%	15	6.5%	23	10.0%	35	15.2%	53	23.0%
	CTE Grades 11-12	10	4.3%	15	6.5%	23	10.0%	35	15.2%	53	23.0%
New York	English Grades 9-12	10	0.9%	15	1.4%	23	2.2%	35	3.3%	53	5.0%
	Mathematics Grades 9-12	10	0.9%	15	1.4%	23	2.2%	35	3.3%	53	5.0%
	The Sciences Grades 9-12	10	0.9%	15	1.4%	23	2.2%	35	3.3%	53	5.0%
	History Grades 9-12	10	0.9%	15	1.4%	23	2.2%	35	3.3%	53	5.0%
	The Arts Grades 9-12	10	0.9%	15	1.4%	23	2.2%	35	3.3%	53	5.0%
	CTE Grades 11-12	10	0.9%	15	1.4%	23	2.2%	35	3.3%	53	5.0%
Pennsylvania	English Grades 9-12	10	1.2%	15	1.8%	23	2.8%	35	4.3%	53	6.5%
	Mathematics Grades 9-12	10	1.2%	15	1.8%	23	2.8%	35	4.3%	53	6.5%
	The Sciences Grades 9-12	10	1.2%	15	1.8%	23	2.8%	35	4.3%	53	6.5%
	History Grades 9-12	10	1.2%	15	1.8%	23	2.8%	35	4.3%	53	6.5%
	The Arts Grades 9-12	10	1.2%	15	1.8%	23	2.8%	35	4.3%	53	6.5%
	CTE Grades 11-12	10	1.2%	15	1.8%	23	2.8%	35	4.3%	53	6.5%
Rhode Island	English Grades 9-12	10	13.3%	15	20.0%	23	30.7%	35	46.7%	53	70.7%
	Mathematics Grades 9-12	10	13.3%	15	20.0%	23	30.7%	35	46.7%	53	70.7%
	The Sciences Grades 9-12	10	13.3%	15	20.0%	23	30.7%	35	46.7%	53	70.7%
	History Grades 9-12	10	13.3%	15	20.0%	23	30.7%	35	46.7%	53	70.7%
	The Arts	10	13.3%	15	20.0%	23	30.7%	35	46.7%	53	70.7%

One of the English organizations that offer Board Examinations begins with introductory training sessions for the teachers of their courses. These can be supplemented by special two-day and three-day courses on particular topics. Another also offers a graduated set of certificate programs for teachers that extend all the way up to the opportunity to earn a Masters Degree in Education from the University of Cambridge. All of these programs are available to American teachers without them having to travel to England, principally through the Web. In addition, one provider offers access, through its website, to a wide range of papers (e.g., program descriptions, course syllabi, lesson plans, prior year examination questions, and examples of scored student work from prior years) as well as other teachers worldwide who have experience teaching the same courses and are willing to answer questions from and share craft knowledge with teachers with less experience, and examiners who are responsible for creating and grading the course examinations.

One American provider, ACT, has partnered with America's Choice (ACI), a member of the National Center on Education and the Economy's family of organizations. ACI offers participating schools a tiered set of instructional system modules and associated training and technical assistance. Each level of help provided to students and their schools is tied to the degree to which students fall short of the level of literacy they need to profit from their on-grade instruction. The most intensive level of assistance is intended to get students who are two or more years behind back up to grade level.

All three of the lower division programs we have offered as examples provide some form of instructional modules based on seventh and eighth grade on-grade materials that can be combined to create customized programs for students who come into the ninth grade Board Examination System programs with a level of English and mathematics literacy lower than it should be. In this way, the faculty in schools serving high-need students can get them to the point at which they can participate successfully in the Board Examination System programs they will offer to these students.

A key aspect of implementation during the pilot phase is the need for the states to meet the SCOBES requirements for a performance-based diploma. The Project Management Partner's policy team will be working with the states to help them frame the legislation or regulatory tools they will need to meet this requirement.

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Operational Phase: All of the forms of assistance just described will be available to the states, districts and schools involved in the operational phase of the program. At that stage, however, some states will want to ask the Board Examination System providers to assist them in helping their schools of education offer programs of pre-service and in-service instruction for teachers that will prepare them to teach the Board Examination System programs well to students from a wide variety of backgrounds. The groundwork for this will be laid during the pilot phase of the work.

Going to Scale. The key issue for many states in taking programs to scale is the cost of sustaining them. But that will not be a problem for this program. As it grows, the rate at which money is saved due to high school students moving on to open-admissions colleges early exceeds the rate of increase of cost due to adding new students, and, after the third year of implementation, the net effect of the program is to create a fiscal dividend that can be reallocated to high-need students. We have included a cost analysis of these dynamics in Appendix O.

We believe the amount of the dividend that represents a saving for the locality should be ploughed back into the high schools to provide additional support for struggling students. The amount that represents a savings for the state could be used to provide the start-up investment for bringing new schools on board as the state rollout proceeds.

(B)(6) PROJECT MANAGEMENT

(a) Project Management Partner and Key Personnel.

Quality, Qualifications, and Role of the Project Management Partner. The National Center on Education and the Economy (NCEE) has been selected by the Consortium to be the Project Management Partner (see Appendix B for documentation). The organization was founded in 1987 to analyze the implications of changes in the international economy for American education, formulate an agenda for American education based on that analysis and seek wherever possible to accomplish that agenda through policy change and development of the resources educators would need to carry it out. In 1989, the organization began an intensive program of international benchmarking of the world's most effective education and training systems. These efforts continue to the present day and provide the substantive foundation for all of NCEE's programmatic activities. NCEE created the Commission on the Skills of the American Workforce. The Commission's 1990 report, *America's Choice: high skills or low wages!*, largely

based on policy lessons learned from high performing countries, was released the following year. Over the next decade, almost the entire agenda advanced in the report was enacted into legislation by the Congress and signed into law by the President, and many states also enacted policies designed to support the recommendations made at that level.

In 1992, NCEE invited the University of Pittsburgh, 26 states, six cities and three national foundations to join with it in creating New Standards, with the aim of doing the research and development needed to advance the state of the art in performance standards and high quality assessments. The New Standards initiative has long been widely regarded as some of the best work on standards and assessment done in the United States.

In 1998, NCEE created the America's Choice® School Design Program, based on the work of its National Alliance for Restructuring Education, begun several years earlier. Reflecting NCEE's study of best education practice in the nations with the most effective education systems, America's Choice produced designs for highly effective elementary, middle and high schools and continued the development work begun under the aegis of New Standards to create powerful, coherent instructional systems to support the work of the schools, districts and states served by America's Choice, concentrating its efforts on the lowest performing schools, typically serving highly disadvantaged students. America's Choice has literacy and math interventions (Ramp-Up Literacy® and Ramp-Up Mathematics®) that are complete instructional systems designed for middle and high school students who are more than two years behind. In addition, America's Choice created modular interventions (Mathematics Navigator® and Literacy Navigator®) for elementary, middle and high school students who are experiencing difficulty with specific topics. America's Choice has worked in over 2000 schools since its inception.

In 1999, NCEE was asked by Carnegie Corporation, joined by the Broad Foundation, the Stupski Foundation and the New Schools Venture Fund, to create a design for a new kind of national organization to train school principals to lead high performing schools. Three years later, NCEE announced the launch of the National Institute for School Leadership (NISL). Since its inception, NISL has served over 3,800 principals in 14 states; two states have adopted NISL as their primary school leadership program.

Independent research has found that both America's Choice and NISL are unusually effective at improving student achievement, attainment and retention. In 2009, the Consortium for Policy Research in Education released *School Improvement by Design: Lessons from a Study of*

Comprehensive School Reform Programs, which looked at the design and implementation of the nation's three leading school reform programs: America's Choice, Success for All, and Accelerated Schools. This study was the capstone report of CPRE's 13-year Study of Instructional Improvement. Over four years, the researchers collected data from 113 schools, 31 of which were America's Choice schools, to determine how practices in the three leading comprehensive school reform models differed from those in typical schools and whether these differences impacted academic achievement. The study focused on literacy achievement and schools in the study were chosen disproportionately from high and medium poverty districts. The report found the America's Choice program was the most successful of the three models studied at raising the performance of students on reading at the elementary level and the upper grades.

The Comprehensive School Reform Quality Center, funded by the USDOE's Office of Elementary and Secondary Education to provide reviews of the leading comprehensive school reform models, placed America's Choice in the highest category of its ratings. In a 2010 study of a NISL Program implementation in Pennsylvania, Old Dominion University researchers found that schools run by NISL-trained principals achieved statistically higher proficiency rates in English language arts (ELA) and mathematics than comparison schools at the elementary, middle and high school levels. In another 2010 quasi-experimental study of a NISL Program implementation in Massachusetts, Old Dominion University researchers found that 65 schools run by NISL-trained principals achieved statistically higher test scores on the state's mathematics exams than comparison schools.

The SCOBES program is consistent in several respects with NCEE's long-term mission and goals and is the latest in a series of complex programs NCEE has organized and managed. NCEE's core management team has successfully launched a number of large scale projects and institutions that have gone on to play an important role on the American education scene, including, in addition to those already mentioned, the National Board for Professional Teaching Standards (with a current annual budget of \$40 million). NCEE has cash reserves of several million dollars. The organization carries no debt. NCEE has the management capacity, the financial reserves and the experience to bring this program to scale.

Key Personnel Assignments and Experience. Terry Holliday, Commissioner of Education in Kentucky, chairs the SCOBES Board of Trustees. Dr. Holliday was elected to the Commissioner's position in July 2009 after having served as superintendent of schools in

districts in North Carolina and Pennsylvania. Under his leadership, the Iredell-Statesville District won the Malcolm Baldrige award for improvement in quality and productivity in 2008. NCEE, Project Management Partner for SCOBES, is led by Marc Tucker, President and Chief Executive Officer. Supporting Mr. Tucker are Betsy Brown Ruzzi, Deputy Director; David Mandel, Director of Research and Policy Development; Susan Sclafani, Director of State Services; Chief Financial Officer Rich Cannon and Director of Administration Suzie Sullivan. A leader of the standards-driven education reform movement, Tucker created NCEE and all of the programs described above. Early in his career, he was Associate Director of the National Institute of Education, directing all of the education policy research programs of the US government. Tucker will provide overall direction for the staff. Betsy Brown Ruzzi organized NCEE's international education benchmarking research over the last twenty years. She served as Associate Director of the *New Commission on the Skills of the American Workforce*, playing a leading role in organizing, supervising and analyzing its global research papers. Ruzzi is responsible for coordinating the work of NCEE's staff, managing the budget, public outreach and engagement, and all national-level work. David Mandel joined NCEE last year after serving as the executive director of the Carnegie Corporation-Institute for Advanced Study Commission on Mathematics and Science Education. Prior to that, he directed The National Academies' Mathematical Sciences Education Board, oversaw the design of the Clinton Administration's Voluntary National Tests in reading and mathematics, and the development of the National Board for Professional Teaching Standard's advanced standards for teaching. Mandel will be the research director for this effort. Susan Sclafani served in the Bush Administration as Assistant Secretary for Vocational and Adult Education from 2003-2005 and Counselor to the Secretary. Previously, she was Associate Superintendent and Chief of Staff for the Houston Independent School District. Sclafani will oversee work with the states. Jana Carlisle will be this project's Project Manager. As a senior program officer at the Bill and Melinda Gates Foundation, Carlisle was responsible for strategy and management for the foundation's education portfolio. At Gates, Carlisle also managed evaluations of the foundation's education investments in New York City, Texas and North Carolina. She was chief planning officer in the Rochester City School District and the Director of Education Services for the Rochester Business Alliance. Howard Everson, of the City University of New York, a leading psychometrician, and James Pelligrino, of the

University of Illinois at Chicago, a leading cognitive scientist, are co-chairs of our TAC (see the full TAC list in the section (B)(4) Research and Evaluation).

The engagement managers hired for this effort are experts in navigating the complicated and often rapidly changing world of education politics and policy at the state level. Lyonel Tracy was the former Commissioner of Education in New Hampshire and served as superintendent of schools in a number of jurisdictions in Maine, Vermont and New Hampshire. David Osborne was an Assistant Secretary of a large Cabinet agency in California state government. As Vice President for Communications and West Coast Director of Public Works LLC, a national public policy consulting firm, Osborne provided policy advice and technical assistance to policymakers in states all over the US. Tim Barnicle is serving as a Senior Policy Consultant. His career includes policy positions in the US Senate and House of Representatives and senior positions in the US Department of Labor, including Assistant Secretary of Labor for Policy and Budget and Assistant Secretary of Labor for Employment and Training.

Widmeyer Communications, our communications specialists, is a full-service public relations firm that for twenty years has been at the forefront of crafting effective messages, advancing issues and ideas and helping move agendas on education and training.

NCEE's CFO, Rich Moglia-Cannon, will oversee the management of project funds in conjunction with the newly created Finance Committee of the Consortium's Board of Trustees. Cannon, a former auditor and consultant for Price Waterhouse, has successfully managed NCEE's grants and contracts for 13 years. NCEE contracts with an outside firm to conduct an annual financial audit. To date, NCEE has had a record of clean financial audits.

NCEE's Director of Administration, Suzie Sullivan has served in that role and as NCEE's Corporate Secretary for 22 years, since the organization was founded.

Brian Rowan will serve as the evaluator for this project. Rowan is the Burke A. Hinsdale Professor in Education at the University of Michigan and Research Professor at Michigan's Institute for Social Research. A sociologist (PhD, Stanford), Dr. Rowan's scholarly interests lie at the intersection of organization theory and school effectiveness research. His recent work includes a large-scale, longitudinal study of the design, implementation, and effectiveness of three of America's largest comprehensive school reform initiatives. Dr. Rowan has been elected to the National Academy of Education, chaired the IES Technical Review Panel for Grants on

Teacher Quality, chaired the NAE's Time and Learning Work Group and serves on multiple editorial boards of peer-reviewed journals.

Summary Table for (B)(6)(a): Key Project Management Personnel

Names of Key personnel from Proposed Project Management Partner	Role Assigned	Percent of Time Dedicated to Project	Vita Attached
Marc Tucker	Director	75%	✓
Betsy Brown Ruzzi	Deputy Director	60%	✓
David Mandel	Research Director	75%	✓
Susan Sclafani	State Services Director	75%	✓
Jim Pellegrino	Co-Chair, TAC	Contract staff	✓
Howard Everson	Co-Chair, TAC	Contract staff	✓
Jana Carlisle	Project Manager	100%	✓
Lyonel Tracy	Engagement Manager	100%	✓
David Osborne	Engagement Manager	100%	✓
Tim Barnicle	Senior Policy Advisor	Contract staff	✓
Brian Rowan	Evaluator	Contract staff	✓

See Appendix P for CVs of personnel.

(b) Project Work Plan, Timeline, Major Milestones, Deadlines and Roles and

Responsibilities. NCEE has allocated 8.6 FTEs to reach the project's outcomes and milestones. The staff will be supplemented by a subcontractor for communications and public engagement.

The TAC (see Appendix C), will oversee the research teams that will be engaged to conduct the TAC-designed analyses, including the National Center for the Improvement of Educational Assessment (NCIEA). An NCIEA team, led by Scott Marion, is already at work. The TAC and the research teams will not be funded through this grant, but by other sources already in hand. This grant will support a third-party evaluation of the pilot high schools.

A Higher Education Task Force (see Appendix N for list) will advise the TAC on the college-ready standards to be used to set the pass points for the lower division examinations and will mobilize support for those standards in the states.

A STEM Task Force is being assembled by the Arizona State University to lead the work on the STEM curriculum and assessments.

A Career and Technical Education Task Force will be assembled from representatives of the United States Chamber of Commerce Institute for a Competitive Workforce, the National

Association of State Directors of Career Technical Education Consortium and the American Association of Community Colleges to oversee and direct our work designed to create a rigorous curriculum on Career and Technical Education, along with performance assessments (see letters in Appendix Q).

The Board of Trustees will make policy for SCOBES, including setting its goals and objectives, setting the criteria for admission of states to the consortium and for removing a state from membership (and thus defining the key irreducible features of the SCOBES program), setting the standards for certification of Board Examination System providers, approving the pass points on the lower division examinations, hiring the President and chief executive officer if needed, engaging the Project Management Partner and setting the budget for the organization.

NCEE responsibilities for the project include: supporting the Board of Trustees, overseeing the research program; engaging the evaluator; distributing grant funds to the LEAs and the states; providing substantive input into the procurement process, assuring the quality of the products and services of the Board Examination System providers, designing the provider certification process, supporting implementation in the field, coordinating the work of the Board Exam providers with the work in the schools; developing and disseminating outreach materials at the state and local level and coordinating and supporting the implementation of the program described in this proposal in all other respects.

The partner LEAs are responsible for recruiting teachers, students and parents to the program; organizing teacher training; working with NCEE to purchase the materials needed to implement the program; gathering and sharing necessary student data; attending project meetings; and reaching out to local stakeholder groups.

In addition to participating in the work of the Board of Trustees, which will set overall policy for the project, the state departments of education are responsible for coordinating a consistent, high quality rollout across the LEAs. They will have to work with policymakers, including the Governor's office, state legislature, and the state board of education. Among the key roles of the chief state school officers will be taking the lead in assuring that his or her state will be able to offer all students who pass their Board Exams, as early as the end of that student's sophomore year, a diploma entitling that student to leave high school and enroll in a public 2-year or 4-year open-admissions postsecondary institution, without having to take remedial courses. Each state's member of the Higher Education Task Force will be responsible for working with his or her

colleagues in the higher education community in that state to facilitate their acceptance of the program in the state.

The Board Exam providers will be responsible for delivering their products and services: syllabi, course materials, formative and summative assessment packets, scoring services, and teacher professional development at various levels of intensity to the participating schools. In addition, they will provide on-going online and telephone based teacher support throughout this project.

There are eight major deliverables for this project:

Deliverable one: *Define roles and responsibilities and secure commitments of partners*

Milestones: 1) Develop project rollout plan for each state and its high schools, 2) Recruit remaining high schools, if necessary 3) Conduct a competitive process for selecting Board Exam Providers, 4) Conduct webinars for states, LEAs and high schools to provide a project overview, 5) Receive remaining MOUs from LEAs, 6) Draft LEA rollout plans

Deliverable two: *Conduct initial research and analysis needed to implement Board Exams*

Milestones: 1) Convene TAC, 2) Evaluate the Board Exam programs in relation to the Common Core State Standards, 3) Judge their comparability one to the other, 4) Determine college-ready performance levels in English and mathematics, 5) Bring together empirical evidence to set cut scores (6) Make cut score recommendations to Board

Deliverable three: *Reach key policy decisions to guide project*

Milestones: 1) Board determines and updates MOU policy (which defines the key features of the program consortium-wide), 2) Board adopts criteria for certifying Board Examination Systems, 3) Board approves selection of Board Examination System providers, 4) Board determines policy on course offerings, 5) Board determines criteria for states' Move-On-When-Ready program, 6) Board approves cut score for lower division exams

Deliverable four: *Implement Board Exam programs in the participating high schools*

Milestones: 1) Negotiate with providers for materials and services, 2) Recruit teachers and students, 3) Conduct teacher training, 4) Deliver materials to schools, 5) Arrange logistics to initiate rollout, 6) Maintain contact with schools and districts prior to pilot start date, 7) Provide on-going support during implementation phase

Deliverable five: *Evaluate Board Exam programs' impact on student achievement, instructional quality, student motivation and college-going.*

Milestones: 1) Finalize evaluation plan, 2) Collect data required, 3) Analyze data and report results, 4) Share findings

Deliverable six: *Communicate with key constituency groups and share results*

Milestones: 1) Create project website, 2) Develop communication materials including brochures and toolkit, 3) Develop outreach plans by state, 4) Disseminate project results to participating states and to the education community more broadly. (See timeline for details on the rollout in Appendix R).

Deliverable seven: *Develop a rigorous STEM program, including courses and assessments, for the upper division of high school and publicize that program*

Milestones: 1) Assemble review committee of distinguished STEM experts, 2) Agree on aims and criteria, 3) Conduct review and decide on one or more STEM programs, 4) Publicize the results in appropriate media

Deliverable eight: *Develop three rigorous upper division Career and Technical Education programs for the upper division of high school/community college two-year programs*

Milestones: 1) Assemble review committee from high school, community college and business communities, 2) Agree on aims and criteria, 3) Conduct review and decide on not less than three upper division/community college programs of study, including performance examinations, 4) Promote the use of the new programs by high schools, community colleges, and the recognitions of the awards by employers all over the United States.

Summary Table (B)(6)(b): Project Workplan and Timeline

Major Milestones	Associated Tasks	Start Date	End Date	Responsible Entity
Define roles and responsibilities and secure commitments of partners	Develop project rollout plan for each state and its high schools	Oct 2010	Dec 2010	Project Management Partner
	Recruit remaining high schools, if necessary	Oct 2010	Nov 2010	LEAs
	Conduct a competitive process for selecting Board Exam providers	Oct 2010	Dec 2010	Project Management Partner
	Conduct webinars for states, LEAs and high schools to provide a project overview	Oct 2010	Mar 2011	Project Management Partner
	Receive remaining MOUs from LEAs	Oct 2010	Nov 2010	Project Management Partner
	Draft LEA rollout plans	Nov 2010	Mar 2011	Project Management Partner and LEAs

Major Milestones	Associated Tasks	Start Date	End Date	Responsible Entity
Conduct initial research and analysis needed to implement Board Exams	Convene Technical Advisory Committee (TAC)	Oct 2010	Sept 2014	Project Management Partner
	Evaluate the Board Exam programs in relation to the Common Core State Standards	Oct 2010	Dec 2010	Project Management Partner /TAC
	Judge their comparability one to the other	Oct 2010	Dec 2010	Project Management Partner /TAC
	Determine college-ready performance levels in English and mathematics	Oct 2010	Apr 2011	Project Management Partner /TAC
	Bring together empirical evidence to set cut scores	Oct 2010	Apr 2011	Project Management Partner /TAC
Reach key policy decisions to guide project	Convene Board of Trustees	Oct 2010	Sept 2014	Project Management Partner
	States adopt Board Exam Systems	Nov 2010	Feb 2011	SCOBES
	Determine initial course offerings	Oct 2010	Dec 2010	SCOBES
	Determine criteria for states' Move-On-When-Ready program	Oct 2010	May 2011	SCOBES
	Approve cut score for lower division exams	Apr 2011	June 2011	SCOBES
Implement Board Exam programs in the participating high schools	Form and convene Higher Education Task Force	Oct 2010	Sept 2014	Project Management Partner
	Negotiate with providers for materials and services	Jan 2011	Mar 2011	Project Management Partner
	Recruit teachers and students	Oct 2010	March 2014	Project Management Partner and LEAs
	Conduct teacher training	June 2011	July 2014	LEAs and Board Exam Providers
	Order/Deliver materials to schools	June 2011	June 2014	LEAs and Board Exam Providers
	Arrange logistics to initiate rollout	Mar 2011	Aug 2011	LEAs and Board Exam Providers
	Maintain contact with schools and districts prior to pilot start date	Apr 2011	Sept 2011	Board Exam Providers
Evaluate Board Exam programs' impact on student achievement, teacher and	Provide on-going support during implementation phase	Sept 2011	Sept 2014	Board Exam Providers
	Finalize evaluation plan	Oct 2010	Jan 2011	Project Management Partner and Evaluator
	Collect data required	June 2011	Sept 2014	Project Management Partner and Evaluator

Major Milestones	Associated Tasks	Start Date	End Date	Responsible Entity
principal value-added, instructional quality, student motivation and college-going	Analyze data and report results	June 2011	Sept 2014	Evaluator
	Share findings	Sept 2012	Sept 2014	Project Management Partner and Evaluator
Communicate with key constituency groups and share results	Create project website	Nov 2010	Feb 2011	Project Management Partner
	Develop communications materials including brochures and toolkit	Nov 2010	Aug 2011	Project Management Partner
	Develop outreach plans by state	Nov 2010	Apr 2011	Project Management Partner and States
	Disseminate project results throughout the project	Sept 2012	Sept 2014	Project Management Partner and Evaluator
Develop a rigorous STEM program, including courses and assessments, for the upper division of high school and publicize that program	Assemble review committee of distinguished STEM experts	Oct 2010	Oct 2011	Project Management Partner
	Agree on aims and criteria	Oct 2010	Dec 2010	STEM Task Force/SCOBES
	Conduct review and decide on one or more STEM programs	Dec 2010	Apr 2011	STEM Task Force/ Project Management Partner /SCOBES
	Publicize the results in appropriate media	June 2011	Sept 2011	Project Management Partner
Develop three rigorous upper division Career and Technical Education programs for the upper division of high school/community college two year programs	Assemble review committee from high school, community college and business communities	Oct 2010	Oct 2012	Project Management Partner
	Agree on aims and criteria	Oct 2010	Dec 2010	CTE Task Force/SCOBES
	Conduct review and decide on not less than three upper division/community college programs of study, including performance examinations	Dec 2010	Mar 2012	CTE Task Force/ Project Management Partner /SCOBES
	Promote the use of the new programs by high schools, community colleges, and the recognitions of the awards by employers all over the United States	Mar 2012	Oct 2012	Project Management Partner

See detailed Timeline in Appendix R.

(c) Adequacy of the Budget and Reasonableness of the Costs. Please see the budget justification for a display of the projected costs associated with the program described in this proposal.

The grant for which we are applying is part of a larger funding package designed to support the whole Board Examination program. The Bill and Melinda Gates Foundation (Gates) provided an initial one-year planning grant to NCEE, in the amount of \$1.5 million, which ends in September 2010. That grant, combined with a gift to the program from NCEE's operating reserves of \$1.8 million, has enabled the Project Management Partner to hire a core staff, create the program plan and the research plan, recruit the initial group of states, launch the Board of Trustees and the TAC work and initiate the necessary research. At the end of May 2010, the Project Management Partner received an additional 2 years of funding in the amount of \$3.2 million from the Gates Foundation, primarily to support the continuing research program and provide modest support for the staff operation.

NCEE has applied for an i3 validation grant on behalf of the Consortium. In that proposal, the Consortium requested funds to support high-need and rural high schools committed to implementing the Board Examination System in ten states. The amount applied for was \$30 million. The budget for this proposal, also for \$30 million, is entirely for cost items that were not included in the i3 proposal. Thus the budgets for both this proposal and that proposal together come to \$60 million, not including the matching amount required for the i3 proposal. **No cost items appear in both of these proposals; they are complementary, not duplicative in costs.** But that means that, if NCEE does not win an award for the i3 program, it will only be able to accomplish half of what it will otherwise be able to accomplish. We have therefore submitted two budgets with this proposal. One shows what would be funded through the Race to the Top Assessment Program if we win the i3 grant, and the other shows what our budget request is if we do not win the i3 grant. Please see the budget justification section for a description of those activities described in this proposal that could be funded if we do and do not get the i3 grant.

The Government should be aware that, between the Gates grants shown in the budget justification and the subsidy for the program provided from NCEE's operating reserves, there is no danger that the program will fail if the i3 grant or the other sources of funds just named do not come through. The funds provided by Gates and NCEE are sufficient to assure the necessary

core funding. But they provide no support to the schools and districts to play their part, and they provide no funds for program evaluation. They would not support any work on STEM or Career and Technical Education. There would be little or no support for the schools or states. Given the current highly distressed fiscal condition of the schools, it would therefore be difficult for many, perhaps most, schools and districts to participate without substantial assistance. If they did not participate in substantial numbers, it is doubtful that the Board Examination System providers would be willing to make the changes in their product lines, including modifying them to align with the Common Core State Standards, that we are anticipating. Thus something would happen, but it would have nothing like the impact that we will have if the federal government funds the work described in this proposal.

(d) Estimated Ongoing Costs to the States. States in the Consortium have committed to making Board Examination courses and assessments available statewide after the end of the grant period if the evaluation of the instructional systems shows that they successfully prepare students for open admissions 2- and 4-year colleges without remediation. The cost of ongoing administration, maintenance, and enhancement for Board Examination programs includes, therefore, not just the cost of the assessments and their administration and scoring, but also the cost of the associated instructional material, teacher's materials, teacher training and teachers' access to a wide range of other resources. This is true of the core academic program we are proposing, as well as the Career and Technical programming and the STEM programs of study. We pointed out in the text above that the entire cost of the core academic program will be completely offset after the first three years implementation in a school by the reduction in high school costs produced by high school students leaving early to enroll in college after their sophomore or junior years. After that point, the implementation of our design, as we pointed out, actually creates a fiscal dividend that could be allocated to both provide more services in the schools to students who need extra services to succeed in the Board Examination System and to fund the costs of the increase in expenditures to bring new schools into the program. Thus the savings in the early adopter schools could be used to fund the process of bringing new schools on board until all the schools in the state are funded. In Appendix O, we illustrate the dynamics of the fiscal relationships involved.

It is impossible, at this time, to determine, by State, the replacement costs for assessment both because the cost depends in part on the choices that schools make among possible Board

Examination Systems and because any given State is replacing an entire curriculum, instruction and assessment program at the high school level, and no one has comprehensive data on these costs at any level of the system. SCOBES will explore these questions if a grant is made and will develop state-by-state plans for finding the seed funds necessary to scale up the system in the out years after the grant period ends. These plans, as just pointed out, could include the use of fiscal dividends from early adopters to provide the seed funds for those schools that enter the system later.

PART 1.I. COMPETITION PRIORITIES

COMPETITIVE PREFERENCES PRIORITY 1: FOCUS ON PREPARING STUDENTS FOR STUDY IN STEM-RELATED FIELDS

The State Consortium on Board Examination Systems (SCOBES), like the Department of Education, believes that Americans' achievement in the STEM areas will increasingly hold the key to competitiveness for our economy in the years ahead. Greatly expanding the number of students graduating from our high schools with strong STEM skills is not the only STEM strategy worth pursuing, but it is an indispensable component of a national strategy to achieve this goal.

Our approach to building a rigorous STEM curriculum builds directly on the core strategies on display in this proposal. The purpose of our lower division program is to create a very solid core curriculum for all our high school students. That curriculum will include good, solidly designed courses in mathematics and science, intended to lay a firm foundation for the upper division work to follow.

Our focus here is on the upper division program. Pearson/Edexcel and the University of Cambridge have a very ample catalogue of courses at the upper division level that is based on the English "A" levels, which the English like to call the "gold standard" of the English curriculum worldwide. Students taking "A" levels in England need present only three courses for their applications to England's leading universities, and so these courses end up being taken by their best students, and they are very demanding courses. They are offered at two different levels of challenge. The International Baccalaureate Diploma Program is designed at a similar level of rigor. Over the last few years, the College Board has been reviewing and rebuilding many of their courses in the STEM subjects to make them competitive with the best of the English exams

and courses.

The strategy we propose to use is simple. We have asked Dr. Michael Crow, president of Arizona State University, to take the lead in assembling a group of national STEM leaders to develop a rigorous program of STEM courses and assessments. (see Appendix S for a letter of support from President Crow). Under President Crow's leadership ASU has adopted his model of a New American University, that is, a university that consciously combines top intellectual leadership in the disciplines with a strong commitment to the application of new knowledge to the solution of the most important problems faced by our society. Two of the most important arenas for that work at ASU are the transformation of public education and advances in the STEM arena.

ASU is home to Nobel Prize winners and other leading researchers in the STEM disciplines who are committed to advancing the STEM agenda in the public schools. President Crow has agreed to assemble a group of such people at ASU and to reach out to others in our Consortium states and elsewhere to take the lead in creating a very strong STEM course of study, with the associated examinations. This team of leading STEM academics, augmented by high school teachers of these subjects, will go through the course and examination catalogues of the Board Examination System providers and select from each a group of upper division courses that would, in their judgment, constitute a demanding, rigorous and coherent program of study for upper division high school students anticipating a STEM career and preparing themselves for admission to a selective college. The architecture of each of these STEM programs might include some required courses and some options, and it will leave time in the student's schedule for non-STEM subjects.

Though this is a simple idea, it could have powerful ramifications. The elite high schools, public and private, probably don't need what we have just described. Most already offer a rich assortment of first-rate courses, and have a faculty that can make a judicious selection of them and the knowledge needed to guide their students through them in a way that accurately matches students' abilities and goals with the courses they should be taking to reach those goals.

But not every high school is Groton, Phillips Andover, Harvard-Westlake, Winnetka High, Scarsdale High or the Bronx High School of Science. In fact, very few are. For all the others, especially the vast majority of schools that will be piloting our program and then adopting it statewide, it will make an enormous difference to have a very clear map of the program that

students who have a serious interest and capacity in the STEM subjects should take to prepare themselves for a STEM career. Postsecondary institutions all over the US will be looking for students who have taken these programs and they will know how to evaluate their grades (given not by their high school teachers but by Board Examination System scorers). Students can take these programs with the confidence that they are taking courses that leaders in the STEM community say they ought to be taking to achieve their dreams. High school principals and faculty will be able to plan their curricula, order their materials and train their teachers based on clear guidance about what core courses their students should take in each one of these Board Examination programs. The idea is to use this opportunity to create a clear signaling system for students, high school teachers and college admissions staff.

Our plan calls for taking a year to complete this project. Thus the guidance produced by this task force will be available at the beginning of the first year of piloting the program.

COMPETITIVE PREFERENCE PRIORITY 2: FOCUS ON CAREER READINESS AND PLACEMENT

We intend to design at least three rigorous career and technical offerings in the upper division of high school that result in industry-recognized credentials in three broad high-growth occupational areas. To be valuable to the student, these credentials must be industry-driven, standards-based, portable, and have connections to either a job or the next level of training.

As in the core academic areas, we will build on the best career and technical courses of study (with assessments) in English currently used around the world. We have already identified at least three systems of technical qualifications that can be adapted for use in the US as the basis of rigorous career and technical curriculum at the secondary level. One is Edexcel's multi-level system of BTEC qualifications, which offers programs of study at both the lower division (grades 9/10) and upper division (grades 11/12) of high school. Another is City and Guilds, also English, which offers a wide variety of qualifications in the trades. And another is the Applied "A" Level offerings of Edexcel and the University of Cambridge. All of these offerings are framed in a single coherent system of qualifications by OfQual, the British regulator, which functions in this arena as a national skill standards board for Britain. They are used in over 100 countries around the world. We will run a formal compete process to select the final providers.

One of the tasks is to identify broad, high-demand, high-wage occupational areas that are appropriate to introduce and certify at the secondary level. Several that appear promising are: 1) green jobs, including energy provision, 2) engineering, 3) media 4) IT and 5) healthcare. For example, students in media courses could take an introductory course as an elective in the lower division and then choose from a variety of areas in upper division such as: media productions, computer gaming, and web publishing. Students in engineering could study vehicle technology as a lower division elective and then broaden to aerospace, mechanical, operations engineering, and/or computer systems development in the 11th/12th grades. These career areas are likely to be of interest to the range of governing states as they allow high school students to explore and investigate many facets of these growing industries.

To determine the best sequence of courses, we propose a two-year development process. We have identified three national partners representing the business community (US Chamber of Commerce Institute for a Competitive Workforce), higher education (American Association of Community Colleges), and career and technical education experts at the state level (the State Directors of Career Technical Education Consortium). Each of these partners has committed to participating on a Career and Technical Education Task Force (CTETF) to help define the courses of study, reach out to network members, and generate information from the field. (See Appendix N for letters of support for CTETF).

Step One: We will review the best international career and technical assessments/qualifications systems to determine how they line up with current US career pathways and licensing requirements in the identified career areas. These systems offer not just assessments and certifications, but also rigorous instructional programs and performance-based assessments. With few exceptions, the US lags other advanced economies that have far more comprehensive national skill standards and credentialing systems.

The CTETF will recommend upper level programs of study (and suggest lower division introductory electives) in the occupational areas identified, based on a thorough review of the best available programs of study that result in industry-recognized, portable credentials. We realize that some adaptations may need to be made to fit the needs of American employers and educational providers. However, the benefit is that we are working from well-designed instructional systems and high-quality assessments rather than starting anew. These rigorous models will be designed to prepare students for technical certification examinations,

postsecondary education, and/or employment. The career and technical education programs of study will also be suitable for adoption by community colleges, technical colleges, and other 2-year and 4-year open enrollment postsecondary institutions.

Step Two: The career and technical courses of study will only be valuable if we have high schools and community colleges willing to offer them and employers that will recognize them. Therefore, our second, and very important, task is to work with the CTETF partners and their constituencies to promote these new courses and assessments so that college and schools will offer them and employers will employ students who earn certificates. Because we will be adapting qualifications that are highly regarded and well accepted in many other countries, we are confident that US colleges and businesses will be willing to adopt and honor them. Our partners on the CTETF have committed to publicizing the CTE courses of study.

PART I.J. BUDGET

Budget Summary Table for Budget #1

Summary Budget Table					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	1,606,000	1,654,180	1,703,805	1,754,920	6,718,905
2. Fringe Benefits	321,200	330,836	340,761	350,984	1,343,781
3. Travel	369,826	327,826	306,826	306,826	1,311,303
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	8,966,559	13,295,460	17,393,010	12,159,821	51,814,850
7. Training Stipends	0	0	0	0	0
8. Other	321,200	330,836	340,761	350,984	1,343,781
9. Total Direct Costs (add lines 1-8)	11,585,859	15,939,510	20,084,813	14,922,438	62,532,620
10. Indirect Costs	642,426	883,832	1,113,686	827,436	3,467,380
11. Total Costs (add lines 9-10)	12,228,285	16,823,342	21,198,498	15,749,875	66,000,000
12. Other Funds Allocated Toward this Work	6,669,974	9,176,368	11,562,817	8,590,841	36,000,000
13. Total Funds Requested (subtract line 12 from line 11)	5,558,311	7,646,974	9,635,681	7,159,034	30,000,000

All applicants must provide a break-down 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.

Detailed Narrative:

This is the first of two budgets that we have submitted with our Board Exam proposal. This first budget assumes that grants are secured for both of our grant applications to the Race to the Top Assessment Program and Investing in Innovation Program – i.e., \$66 million in total. With both budgets, we assumed that SCOBES would send all of the grant proceeds to NCEE in its role as Project Management Partner. This would allow us to avoid inefficient duplication between the SCOBES and NCEE, saving project funds. At the same time, NCEE leadership would work with the Finance Committee of the SCOBES Board of Trustees to insure that the funds were spent consistent with the grant provisions and for the benefit of the Consortium. Therefore, the budget assumptions described below that were used for calculating this budget, are based on NCEE's cost structure.

1) Personnel

We plan to have 8.6 FTE's working on this project for the four-year period. We estimate salary costs for these staff at \$6.7 million over the four-year project. This assumes an annual cost of living increase of 3% (b)(4). The individual staff members are listed in the table below. (b)(4)

Staff	% FTE	Base Salary	Total
Project Director: Marc Tucker will serve as President and Chief Executive Officer of SCOBES. He will provide overall direction to the staff as they carry out the policies established by the Board of Trustees. In addition, Tucker will take personal responsibility for providing guidance to the Engagement Managers as they work with state officials on policy matters in their states related to the SCOBES program.	75%	(b)(2)	
Deputy Director: Betsy Brown Ruzzi will serve as Deputy Director of SCOBES, acting as Chief of Staff for the organization. She has responsibility for coordinating the work of staff and consultants, monitoring operations against the milestones and timelines and correcting course when	60%	(b)(2)	

necessary, monitoring program against budget and maintaining liaison with all funding agencies.			
Project Manager: Jana Carlisle will serve as Deputy Director of State Services; as an Engagement Manager for the Western Region; as Project Manager for the i3 grant, and as Operations Manager, with responsibility for coordinating the needs of the schools in the system with the delivery of products and services by the Board Examination System providers.	100%	(b)(2)	
Director of State Services: Susan Sclafani will have overall responsibility for the quality, timeliness and efficiency with which the staff delivers technical assistance to the states, districts and schools served by the program. In addition to supervising the work of the Engagement Managers, Sclafani will herself take responsibility for serving as Engagement Manager for the Southern Region, and for up to two states in the Middle States Region and Northeast Region.	75%		
Director of Research and Policy Analysis: David Mandel will oversee the work of all teams conducting the various research studies required by SCOBES, participate in the analysis of that data and serve as the organization's liaison to the evaluation team, helping them to gain access to the data they need.	75%		
Engagement Manager: Lyonel Tracy will join David Osborne in an Engagement Manager team to serve the Northeast Region, providing a wide range of technical assistance to the states, districts and schools in that region.	100%		
Engagement Manager: David Osborne will join Lyonel Tracy in an Engagement Manager team to serve the Northeast Region, providing a wide range of technical assistance to the states, districts and schools in that region.	100%		

Senior Associate: Jackie Kraemer will provide staff support to the various research studies required by SCOBES, including the research necessary to define what is required to succeed in open-admission institutions. She will also support the various SCOBES Task Forces.	100%	(b)(2)	
Executive Assistant: Carolyn Carey will provide administrative support to the members of the executive team.	75%		
Staff Assistant: Jennifer Craw will provide administrative support to the entire team.	100%		

2) Fringe Benefits

We estimate fringe benefits costs will total \$1.3 million. Fringe benefits will be pooled and charged to the project based on actual salary costs. The rate used for the proposal is 20% which is consistent with NCEE's recent experience.

3) Travel

Key Components of Travel Budget	# Trips	\$ per Trip	Total
Board of Trustees meetings	2 people/State x 12 States + 4 staff x 3 mtgs/yr	\$1,025/person	\$386,400
Higher Education Task Force: The Board Exam system needs to be accepted by colleges and universities as a legitimate high school graduation standard. We will work with a group of higher education officials to build that bridge in our member states.	24 members + 4 staff x 2 mtgs/yr	\$1,025/person	\$250,000
Engagement manager travel: These staff provide technical assistance and support to the 12 members of the Board Exam Consortium.	9 trips/yr x 12 states	\$875/person	\$378,000
Other staff travel: Staff will need to travel for various reasons including meetings with new potential states, Board Exam providers, etc.	5 staff x 1 trip/month	\$875/person	\$212,904
STEM Task Force: Will convene a group to support the creation of a STEM program	10 members + 2 staff x 3 meetings	\$750/person + \$1,000/trip	\$42,000

within the Board Exam project.	plus 1 trip monthly for coordinator		
CTE Task Force: Will convene a group of national business, higher education, and CTE experts to create a career and technical program within the Board Exam project.	3 meetings per year for two years plus 1 trip monthly for coordinator	\$3,000/meeting + \$1,000/trip	\$42,000

4) Equipment

None.

5) Supplies

None.

6) Contractual

Over \$51.8 million of the total project costs of \$66.0 million are included in contractual costs.

This includes the following:

- Board Exam System Costs for schools (\$35.3 million): Ten high schools will be piloting the Board Exam system across 10 states. We estimate that the cost to train teachers, purchase teacher and student materials and purchase student exams will be about \$353k per school over the course of the demonstration project.
- Supports for struggling students (\$4.4 million): We estimate that a significant number of students will come to the ninth grade behind grade level. Without additional support, these students would fail the rigorous curriculum that will be used at these demonstration schools. Therefore, for the 40 high-need schools that will be part of this pilot project, we have included \$81,000 per school to provide these schools with the resources to get these students ready to successfully complete the ninth grade curriculum. In addition, we expect a significant number of students to struggle to pass the board exams at the end of the second or third year of the project. We have budgeted \$14k per high-need school to provide the resources for the schools to help these students to get back on track to pass these exams. For the 60 other high schools that will participate in the pilot program, we have budgeted about \$9,700 per school to provide additional support for struggling students. It will take more than this to help all of the students at risk, but we believe these schools should be able to reallocate existing resources to meet these needs.

- State Coordination (\$2.7 million): We have budgeted \$270,000 per pilot state to provide the resources to coordinate the demonstration program. This includes the cost of staff time, travel, supplies and state-wide meetings. The state will be responsible for conducting project meetings of stakeholders, develop a state-wide roll-out plan, develop outreach materials, hold informational meetings, work with the project evaluator to obtain teacher and school data and resolve any pilot related issues in the schools.
- Evaluation (\$5.25 million): These funds will be used to support a team of researchers at the University of Michigan led by Professor Brian Rowan as they conduct an independent, third-party evaluation of demonstration high schools in the project. The budget includes personnel costs of \$1.9 million, \$1.2 million for examinations and incentives for respondents, \$1.9 million for indirect costs, and \$250k for other costs. See the Evaluation narrative in Section (B)(4) for a detailed description of the evaluation plan.
- Research (\$2.0): These funds will pay for the research necessary to drive the program's technical requirements including establishing a college-ready standard, equating the different vendor systems so that all are set to a common benchmark, and the significant number of other technical issues that have to be addressed to create a fair and reliable assessment system. These funds will support the work of the TAC.
- Procurement costs for Kentucky (\$750,000): The state of Kentucky has agreed to be the lead state for procurement for the pilot project. This budget covers their costs to play this role over the course of the project.
- STEM Task Force (b)(2) To support the work of the STEM Task Force, we will pay (b)(2) to each of the 10 members for attendance and participation at three meetings. In addition, we will pay Gretchen Cheney (consulting staff member) a fee of (b)(2) to provide the research, technical, and support capacity for the Task Force.
- Career & Technical Education Task Force (b)(2) We have recruited the American Association of Community Colleges, the US Chamber of Commerce, and the National Association of State Directors of Career and Technical Education to work with us on the CTE Task Force. We estimate the cost at (b)(2) per organization over the two-year effort. In addition, we will pay Gretchen Cheney (consulting staff member) a fee of (b)(2) per year to provide the research, technical, and support capacity for the Task Force.

- Tim Barnicle (b)(2) Mr. Barnicle supplements our engagement manager staff resources that provide technical assistance to the states.
- Outreach, Communications and Media Relations (\$530,000): A project that makes major changes in the way high schools operate will draw much interest. We have budgeted funds to pay for consultants to help us design and execute an effective communications strategy to educate parents and other education stakeholders on these changes and the benefits of participating in the demonstration program.
- Legal consulting on state contracting (\$50k): We will be consulting with a lawyer to identify and resolve procurement challenges that will be faced when trying to implement this pilot program.

7) Training Stipends

None.

8) Other

We estimate that other costs will equal \$1.3 million for this project. Other costs consist of office support costs like rent, supplies and copier leases. This amount was calculated as 20% of personnel costs (line 1) based on the historical experience of NCEE.

9) Total Direct Costs

Total estimated direct costs for this project equal \$62.5 million.

10) Indirect Costs

Total indirect costs for the project are estimated to be \$3.5 million. NCEE's negotiated indirect cost rate for FY'09 was 22.94%. Therefore we used this rate to calculate indirect costs for this project. The effective rate is much lower because NCEE only charges indirect costs on the first \$25,000 of contractual costs per year per vendor and this contract will have a significant amount of these "pass through" funds. We are prepared to negotiate a new indirect cost rate with the US Department of Education within 90 days of the awarding of this grant.

11) Total Costs

The total estimated costs of this project are \$66 million over the four-year grant period.

12) Other Funds Allocated Toward this Work

This budget assumes that we receive a grant from the i3 grant competition for \$30 million. The major areas that this would fund include the pilot in 40 high-need schools including the Board Exam curriculum, professional development and assessments (\$14.1 million), the costs to support the struggling students to meet the high standards (\$3.8 million), over half of the staff and travel costs (\$5.3 million), most of the evaluation costs (\$4.25 million), and a portion of the state coordination costs (\$1.1 million). We also have a commitment from the Gates Foundation to provide \$3.2 million for this project over the next two years. The key areas that this grant will cover include research costs (\$1.3 million), state coordination costs (\$480k), staff travel costs (\$379k), as well as a significant portion of the Board of Trustees, Outreach, and Higher Education Task Force for the next two years (\$473k). We are currently seeking the remaining funds from other foundations. If these funds are not secured from these efforts, NCEE is prepared to pay for the remainder of these costs from its own internal reserves. In this budget, the bulk of these costs would include \$500k for research, \$1.1 million for state coordination, and \$580k to support struggling students at the 60 additional pilot sites.

13) Total Funds Requested

We are requesting \$30 million for this project over the four-year grant period.

Budget Summary Table for Budget #2

Summary Budget Table					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	1,606,000	1,654,180	1,703,805	1,754,920	6,718,905
2. Fringe Benefits	321,200	330,836	340,761	350,984	1,343,781
3. Travel	332,326	290,326	269,326	269,326	1,161,303
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	4,377,516	6,364,793	7,361,813	5,149,499	23,253,620
7. Training Stipends	0	0	0	0	0
8. Other	321,200	330,836	340,761	350,984	1,343,781
9. Total Direct Costs (add lines 1-8)	6,959,316	8,971,343	10,016,116	7,874,615	33,821,390
10. Indirect Costs	514,449	663,183	740,415	582,110	2,500,158
11. Total Costs (add lines 9-10)	7,473,765	9,634,526	10,756,531	8,456,726	36,321,547
12. Other Funds Allocated Toward this Work	1,600,000	1,600,000	1,560,774	1,560,774	6,321,547
13. Total Funds Requested (subtract line 12 from line 11)	5,873,765	8,034,526	9,195,757	6,895,952	30,000,000

All applicants must provide a break-down 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.

Detailed Narrative:

This is the second of two budgets that we have submitted with our Board Exam proposal. This second budget assumes that we do not win an Investing in Innovation grant and therefore, have to fund the program with the Race to the Top Assessment Program grant and funds we raise from other sources. With both budgets, we assumed that SCOBES would send all of the grant proceeds to NCEE in its role as Project Management Partner. This would allow us to avoid inefficient duplication between SCOBES and NCEE, saving project funds. At the same time, NCEE leadership would work with the Finance Committee of the SCOBES Board of Trustees to insure that the funds were spent consistent with the grant provisions and for the benefit of the Board Exam Consortium. Therefore, the budget assumptions described below that were used for calculating this budget are based on NCEF's cost structure.

1) Personnel

We plan to have 8.6 FTE's working on this project for the four-year period. We estimate salary costs for these staff at \$6.7 million over the four-year project. This assumes an annual cost of living increase of 3% (b)(4). The individual staff members are listed in the table below. (b)(4)

Staff	% FTE	Base Salary	Total
Project Director: Marc Tucker will serve as President and Chief Executive Officer of SCOBES. He will provide overall direction to the staff as they carry out the policies established by the Board of Trustees. In addition, Tucker will take personal responsibility for providing guidance to the Engagement Managers as they work with state officials on policy matters in their states related to the SCOBES program.	75%	(b)(2)	(b)(2)
Deputy Director: Betsy Brown Ruzzi will serve as Deputy Director of SCOBES, acting as Chief of Staff for the organization. She has responsibility for coordinating the work of staff and consultants, monitoring operations against the	60%	(b)(2)	(b)(2)

<p>milestones and timelines and correcting course when necessary, monitoring program against budget and maintaining liaison with all funding agencies.</p>			
<p>Project Manager: Jana Carlisle will serve as Deputy Director of State Services; as an Engagement Manager, with special responsibility for the Western Region; as Project Manager for the i3 grant, and as Operations Manager, with responsibility for coordinating the needs of the schools in the system with the delivery of products and services by the Board Examination System providers.</p>	100%	(b)(2)	
<p>Director of State Services: Susan Sclafani will have overall responsibility for the quality, timeliness and efficiency with which the staff delivers technical assistance to the states, districts and schools served by the program. In addition to supervising the work of the Engagement Managers, Sclafani will herself take responsibility for serving as Engagement Manager for the Southern Region, and for up to two states in the Middle States Region and Northeast Region.</p>	75%		
<p>Director of Research and Policy Analysis: David Mandel will oversee the work of all teams conducting the various research studies required by SCOBES, participate in the analysis of that data and serve as the organization's liaison to the evaluation team, helping them to gain access to the data they need.</p>	75%		
<p>Engagement Manager: Lyonel Tracy will join David Osborne in an Engagement Manager team to serve the Northeast Region, providing a wide range of technical assistance to the states, districts and schools in that region.</p>	100%		
<p>Engagement Manager: David Osborne will join Lyonel Tracy in an Engagement Manager team to serve the Northeast</p>	100%		

Region, providing a wide range of technical assistance to the states, districts and schools in that region.			
Senior Associate: Jackie Kraemer will provide staff support to the various research studies required by SCOBES, including the research necessary to define what is required to succeed in open-admission institutions. She will also support the various SCOBES Task Forces.	100%	(b)(2)	
Executive Assistant: Carolyn Carey will provide administrative support to the members of the executive team.	75%		
Staff Assistant: Jennifer Craw will provide administrative support to the entire team.	100%		

2) Fringe Benefits

We estimate fringe benefits costs will total \$1.3 million. Fringe benefits will be pooled and charged to the project based on actual salary costs. The rate used for the proposal is 20% which is consistent with NCEE's recent experience.

3) Travel

Key Components of Travel Budget	# Trips	\$ per Trip	Total
Board of Trustees meetings	2 people/State x 12 States + 4 staff x 3 mtgs/yr	\$1,025/person	\$386,400
Higher Education Task Force: The Board Exam system needs to be accepted by colleges and universities as a legitimate high school graduation standard. We will work with a group of higher education officials to build that bridge in our member states.	20 members + 3 staff x 1 mtgs/yr	\$1,025/person	\$100,000
Engagement manager travel: These staff provide technical assistance and support to the 12 members of the Board Exam Consortium.	9 trips/yr x 12 states	\$875/person	\$378,000
Other staff travel: Staff will need to travel for various reasons including meetings with new potential states, Board Exam providers, etc.	5 staff x 1 trip/month	\$875/person	\$212,904

STEM Task Force: Will convene a group to support the creation of a STEM program within the Board Exam project.	10 members + 2 staff x 3 meetings plus 1 trip monthly for coordinator	\$750/person + \$1,000/trip	\$42,000
CTE Task Force: Will convene a group of national business, higher education, and CTE experts to create a career and technical program within the Board Exam project.	3 meetings per year for two years plus 1 trip monthly for coordinator	\$3,000/meeting + \$1,000/trip	\$42,000

4) Equipment

None.

5) Supplies

None.

6) Contractual

Over \$23.3 million of the total project costs of \$36.3 million are included in contractual costs.

This includes the following:

- Board Exam System Costs for schools (\$14.1 million): Four high schools will be piloting the Board Exam system in each of the 10 partner states. We estimate that the cost to train teachers, purchase teacher and student materials and purchase student exams will be about \$353k per school over the course of the demonstration project.
- Supports for struggling students (\$1.0 million): We estimate that a significant number of students will come to the ninth grade behind grade level. Without additional support, these students would fail the rigorous curriculum that will be used at these demonstration schools. In addition, we expect a significant number of additional students to struggle to pass the Board Exams at the end of the third year of the project. We have budgeted \$25k per school to provide the resources for the schools to help these students to get back on track to pass these exams. It will take more than this to help all of the students at risk, but we believe the schools should be able to reallocate existing resources to meet these needs.
- State Coordination (\$1.6 million): We have budgeted \$160,000 per pilot state to provide the resources to coordinate the demonstration program. This includes the cost of staff time, travel, supplies and statewide meetings. The state will be responsible for conducting project meetings of stakeholders, develop a statewide roll-out plan, develop outreach

materials, hold informational meetings, work with the project evaluator to obtain teacher and school data and resolve any pilot related issues in the schools. This budget is \$1.1 million less than amount in the first budget. This reflects the fact that there are fewer schools involved in this version of the project (40 versus 100 schools).

- Evaluation (\$4.0 million): These funds will be used to support a team of researchers at the University of Michigan led by Professor Brian Rowan as they conduct an independent, third-party evaluation of demonstration high schools in the project. The budget included personnel costs of \$1.7 million, \$730K for examinations and incentives for respondents, \$1.4 million for indirect costs, and \$170k for other costs. See Section (B)(4) in the narrative for a detailed description of the evaluation plan.
- Research (\$1.4): These funds will pay for the research necessary to drive the program's technical requirements including establishing a college-ready standard, equating the different vendor systems so that all are set to a common benchmark, and the significant number of other technical issues that have to be addressed to create a fair and reliable assessment system. These funds will support the work of the TAC. To accommodate the lower budget, we will reduce the number of standard setting studies that we will conduct.
- Procurement costs for Kentucky (\$400,000): The state of Kentucky has agreed to be the lead state for procurement for the pilot project. This budget covers their costs to play this role over the course of the project. The lower amount in this version of the budget reflects the fact that there will be fewer schools involved in the demonstration (40 versus 100).
- STEM Task Force (b)(2) To support the work of the STEM Task Force, we will pay (b)(2) to each of the 10 members for attendance and participation at three meetings. In addition, we will pay Gretchen Cheney (consulting staff member) a fee of (b)(2) to provide the research, technical, and support capacity for the Task Force.
- Career & Technical Education Task Force (b)(2) To support the work of the CTE Task Force, we will pay (b)(2) to each of 10 members for attendance and participation at six meetings over a two-year period. In addition, we will pay (b)(2) over two years to the three organizations (American Association of Community Colleges, US Chamber of Commerce Institute for a Competitive Workforce and American Association of State Directors of Career and Technical Education) that now make up the CTE Task Force. We will also pay Gretchen Cheney (consulting staff member) a fee of (b)(2) over a

two-year period to provide the research, technical, and support capacity for the Task Force.

- Tim Barnicle (b)(2): Mr. Barnicle supplements our engagement manager staff resources that provide technical assistance to the states.
- Outreach, Communications and Media Relations (\$180,000): A project that makes major changes in the way high schools operate will draw much interest. We have budgeted funds to pay for consultants to help us design and execute an effective communications strategy to educate parents and other education stakeholders on these changes and the benefits of participating in the demonstration program. The reduction from the budget level described in the first budget would necessitate less media spots, a lesser number of brochures and a less sophisticated website.
- Legal consulting on state contracting (\$50k): We will be consulting with a lawyer to identify and resolve procurement challenges that will be faced when trying to implement this pilot program.

7) Training Stipends

None.

8) Other

We estimate that other costs will equal \$1.3 million for this project. Other costs consist of office support costs like rent, supplies and copier leases. This amount was calculated as 20% of personnel costs (line 1) based on the historical experience of NCEE.

9) Total Direct Costs

Total estimated direct costs for this project equal \$33.8 million.

10) Indirect Costs

Total indirect costs for the project are estimated to be \$2.5 million. NCEE's negotiated indirect cost rate for FY'09 was 22.94%. Therefore we used this rate to calculate indirect costs for this project. The effective rate is much lower because NCEE only charges indirect costs on the first \$25,000 of contractual costs per year per vendor and this contract will have a significant amount

of these "pass through" funds. We are prepared to negotiate a new indirect cost rate with the US Department of Education within 90 days of the awarding of this grant.

11) Total Costs

The total estimated costs of this project are \$36.3 million over the four-year grant period.

12) Other Funds Allocated Toward this Work

We have a commitment from the Gates Foundation to provide \$3.2 million for this project over the next two years. The key areas that this grant will cover include research costs (\$1.3 million), state coordination costs (\$480k), staff travel costs (\$379k), as well as a significant portion of the Board of Trustees, Outreach, and Higher Education Task Force for the next two years (\$473k).

We are currently seeking the remaining funds from other foundations. If these funds are not secured from these efforts, NCEE is prepared to pay for the remainder of these costs from its own internal reserves. In this budget, the bulk of these costs would include \$2.3 million for staff costs.

13) Total Funds Requested

We are requesting \$30 million for this project over the four-year grant period.

Appendix A

MEMORANDUM OF UNDERSTANDING
For The
State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the State of AZ ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs

(including, as options, a regular Upper Division Approved Board Examination System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (*see* Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
5. Consents to be bound by every statement and assurance in the Consortium's grant application;
6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).

B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:

1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the demographic diversity of that State. (The requirement of 10 high schools will be waived for States with

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

a population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

2. Adopt policies that have the effect of (a) offering a high school diploma for students who pass their Lower Division board examinations and (b) permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions post-secondary institutions in the State without having to take remedial courses.
3. Provide, subject to applicable law, all required data related to the Pilot Program, and to the performance and characteristics of the students in it, which is requested by the Technical Advisory Committee of the Program Manager engaged by the Consortium, the program evaluator and/or the federal government.
4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.

C. If the State is not one of the original ten (10) members, the State's pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program, and the State is therefore not required to identify schools to participate in the evaluation. However, in addition to the assurances set forth in Section VI.A., the State hereby certifies and represents that it will:

1. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the demographic diversity of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

XII. Modifications

The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

XIII. Signatures

- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

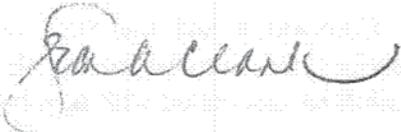
By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, is fully committed to the application and will support its implementation.

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

Governor (Printed Name): <i>Janice K. Brewer</i>	Telephone Number: <i>602.542-1900</i>
Signature of Governor: <i>Janice K. Brewer</i>	Date: <i>6-15-10</i>
Chief State School Officer (Printed Name): <i>Tom Horne</i>	Telephone Number: <i>602-542-5460</i>
Signature of Chief State School Officer: <i>Tom Horne</i>	Date: <i>6-10-10</i>
President of the State Board of Education (Printed Name): <i>Vicki Balentine</i>	Telephone Number: <i>602-542-5057</i>
Signature of President of the State Board of Education: <i>Vicki Balentine</i>	Date: <i>6-10-10</i>

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): <i>Jean Clark</i>	Telephone Number: <i>(602) 542-9136</i>
Signature of Chief Procurement Official or Designee: 	Date: <i>June 14, 2010</i>

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

Attachment 2: Articles of Incorporation of State Consortium on Board Examination Systems

Attachment 3: Bylaws of State Consortium on Board Examination Systems

Attachment 4: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

Appendix A

MEMORANDUM OF UNDERSTANDING For The State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 7 day of June 2010, (the "Effective Date") by and between the State of Connecticut ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs

(including, as options, a regular Upper Division Approved Board Examination System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (*see* Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
5. Consents to be bound by every statement and assurance in the Consortium's grant application;
6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).

B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:

1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the demographic diversity of that State. (The requirement of 10 high schools will be waived for States with

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

a population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

2. Adopt policies that have the effect of (a) offering a high school diploma for students who pass their Lower Division board examinations and (b) permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions post-secondary institutions in the State without having to take remedial courses.
3. Provide, subject to applicable law, all required data related to the Pilot Program, and to the performance and characteristics of the students in it, which is requested by the Technical Advisory Committee of the Program Manager engaged by the Consortium, the program evaluator and/or the federal government.
4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.

C. If the State is not one of the original ten (10) members, the State's pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program, and the State is therefore not required to identify schools to participate in the evaluation. However, in addition to the assurances set forth in Section VI.A., the State hereby certifies and represents that it will:

1. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the demographic diversity of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

XII. Modifications

The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

XIII. Signatures

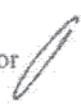
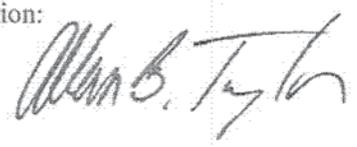
A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): M. Jodi Rell	Telephone Number: 860-566-4840
Signature of Governor: 	Date: 6/8/10

Chief State School Officer (Printed Name): Mark K. McQuillan, Commissioner	Telephone Number: 860-566-6500
Signature of Chief State School Officer: 	Date: 6/8/10

President of the State Board of Education (Printed Name): Allan B. Taylor 	Telephone Number: 860-275-0225
Signature of President of the State Board of Education: 	Date: 6/8/2010

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): Carol Wilson	Telephone Number: 860-713-5093
Signature of Chief Procurement Official or Designee: <i>Carol J. Wilson</i> Director of Procurement DAS	Date: 6/7/10

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

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Attachment 3: Bylaws of State Consortium on Board Examination Systems

Attachment 4: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

MEMORANDUM OF UNDERSTANDING
For The
State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 9th day of June 2010, (the "Effective Date") by and between the State of Kentucky ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs (including, as options, a regular Upper Division Approved Board Examination

System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (*see* Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
5. Consents to be bound by every statement and assurance in the Consortium's grant application;
6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).

B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:

1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the demographic diversity of that State. (The requirement of 10 high schools will be waived for States with

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

a population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

2. Adopt policies that have the effect of (a) offering a high school diploma for students who pass their Lower Division board examinations and (b) permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions post-secondary institutions in the State without having to take remedial courses.
 3. Provide, subject to applicable law, all required data related to the Pilot Program, and to the performance and characteristics of the students in it, which is requested by the Technical Advisory Committee of the Program Manager engaged by the Consortium, the program evaluator and/or the federal government.
 4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
 5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.
- C. If the State is not one of the original ten (10) members, the State's pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program, and the State is therefore not required to identify schools to participate in the evaluation. However, in addition to the assurances set forth in Section VI.A., the State hereby certifies and represents that it will:
1. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the demographic diversity of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

XII. Modifications

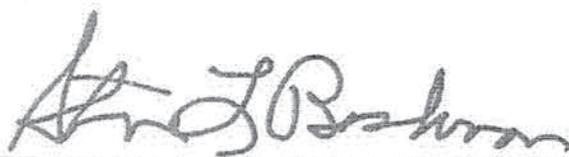
The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

XIII. Signatures

- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

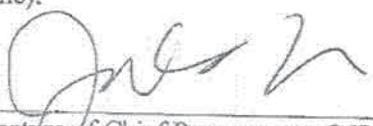
Governor (Printed Name): Steven L. Beshear	Telephone Number: (502) 564-2611
Signature of Governor: 	Date: 6-9-10

Chief State School Officer (Printed Name): Terry Holliday	Telephone Number: (502) 564-3141
Signature of Chief State School Officer: 	Date: 6-9-10

President of the State Board of Education (Printed Name): Joe Brothers	Telephone Number: (270) 766-3500
Signature of President of the State Board of Education: 	Date: 6/9/10

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): 	Telephone Number: 502-564-4240
Signature of Chief Procurement Official or Designee: Jonathan Miller	Date: 6/16/2010

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

Attachment 2: Articles of Incorporation of State Consortium on Board Examination Systems

Attachment 3: Bylaws of State Consortium on Board Examination Systems

Attachment 4: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

Appendix A

MEMORANDUM OF UNDERSTANDING For The State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 9 day of June 2010, (the "Effective Date") by and between the State of Missouri ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs

(including, as options, a regular Upper Division Approved Board Examination System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (*see* Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

- A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
 3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
 4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
 5. Consents to be bound by every statement and assurance in the Consortium's grant application;
 6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).
- B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:
1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the demographic diversity of that State. (The requirement of 10 high schools will be waived for States with

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

a population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

2. Adopt policies that have the effect of (a) offering a high school diploma for students who pass their Lower Division board examinations and (b) permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions post-secondary institutions in the State without having to take remedial courses.
 3. Provide, subject to applicable law, all required data related to the Pilot Program, and to the performance and characteristics of the students in it, which is requested by the Technical Advisory Committee of the Program Manager engaged by the Consortium, the program evaluator and/or the federal government.
 4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
 5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.
- C. If the State is not one of the original ten (10) members, the State's pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program, and the State is therefore not required to identify schools to participate in the evaluation. However, in addition to the assurances set forth in Section VI.A., the State hereby certifies and represents that it will:
1. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the demographic diversity of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

XII. Modifications

The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

XIII. Signatures

- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): <i>John E. Baldacci</i>	Telephone Number: <i>(207) 287-3531</i>
Signature of Governor: <i>John E. Baldacci</i>	Date: <i>6/11/10</i>
Chief State School Officer (Printed Name): <i>Angela Faherty</i>	Telephone Number: <i>207-624-6620</i>
Signature of Chief State School Officer: <i>Angela Faherty</i>	Date: <i>June 9, 2010</i>
President of the State Board of Education (Printed Name): <i>Ann Weiskeder</i>	Telephone Number: <i>1-207-624-6616</i>
Signature of President of the State Board of Education: <i>Ann Weiskeder</i>	Date: <i>6-9-2010</i>

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): <i>Betty M. Lamoreau</i>	Telephone Number: <i>(207) 624-7331</i>
Signature of Chief Procurement Official or Designee: <i>Betty M. Lamoreau</i>	Date: <i>6/11/10</i>

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

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MEMORANDUM OF UNDERSTANDING
For The
State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 17th day of June 2010, (the "Effective Date") by and between the State of MA ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

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System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

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The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

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- A. The State hereby certifies and represents that it:
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- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

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XII. Modifications

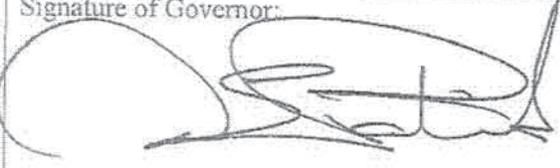
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XIII. Signatures

- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): <i>Deval Patrick</i>	Telephone Number: <i>(617) 979-8340</i>
Signature of Governor: 	Date: <i>June 18, 2010</i>

Chief State School Officer (Printed Name):	Telephone Number:
Signature of Chief State School Officer:	Date:

President of the State Board of Education (Printed Name):	Telephone Number:
Signature of President of the State Board of Education:	Date:

XIII. Signatures

- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name):	Telephone Number:
Signature of Governor:	Date:

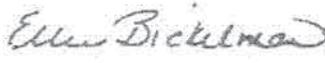
Chief State School Officer (Printed Name):	Telephone Number:
Signature of Chief State School Officer: <i>Walter Schuch</i>	Date: 6-17-10

President of the State Board of Education (Printed Name): <i>MAURA D. BANTA</i>	Telephone Number:
Signature of President of the State Board of Education: <i>Maura D Banta</i>	Date: 6-17-10

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B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): Ellen M. Bickelman	Telephone Number: 617-720-3183
Signature of Chief Procurement Official or Designee: 	Date: June 14, 2010

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

Attachment 2: Articles of Incorporation of State Consortium on Board Examination Systems

Attachment 3: Bylaws of State Consortium on Board Examination Systems

Attachment 4: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

MEMORANDUM OF UNDERSTANDING
For The
State Consortium on Board Examination Systems

June 7, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 7th day of June 2010, (the "Effective Date") by and between the State of Mississippi ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, present its background, and define responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs (including, as options, a regular Upper Division Approved Board Examination

System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (*see* Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
5. Consents to be bound by every statement and assurance in the Consortium's grant application;
6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).

B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:

1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the student population of that State. (The requirement of 10 high schools will be waived for States with a

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

2. Adopt policies that have the effect of (a) offering a high school diploma for students who pass their Lower Division board examinations and (b) permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions post-secondary institutions in the State without having to take remedial courses.
 3. Provide, subject to applicable law, all required data related to the Pilot Program, and to the performance and characteristics of the students in it, which is requested by the Technical Advisory Committee of the Program Manager engaged by the Consortium, the program evaluator and/or the federal government.
 4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces significant academic gains for students who participate in it.
 5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.
- C. If the State is not one of the original ten (10) members, the State's pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program, and the State is therefore not required to identify schools to participate in the evaluation. However, in addition to the assurances set forth in Section VI.A., the State hereby certifies and represents that it will:
1. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the student population of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by each of the State's two members of the Board of Trustees of the Consortium that notifies the chairman of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

XII. Modifications

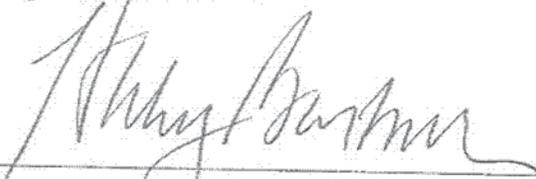
The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

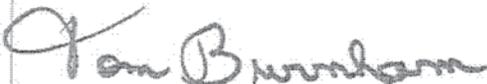
XIII. Signatures

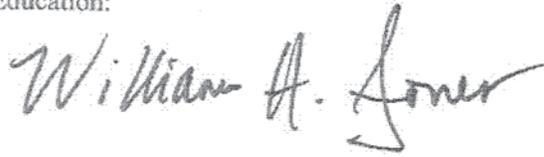
- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): Haley Barbour	Telephone Number: 601-359-3150
Signature of Governor: 	Date: 6/7/10

Chief State School Officer (Printed Name): Tom Burnham	Telephone Number: 601-359-1750
Signature of Chief State School Officer: 	Date: 6/8/10

President of the State Board of Education (Printed Name): William Jones	Telephone Number: 601-359-1750
Signature of President of the State Board of Education: 	Date: 6/8/10

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Officer or Designee (Printed Name): Gina Davis Myrick Or Milo Crabtree	Telephone Number: 601-359-2007
Signature of Chief Procurement Officer or Designee: 	Date: 06/09/2010

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

Attachment 2: Articles of Incorporation of State Consortium on Board Examination Systems

Attachment 3: Bylaws of State Consortium on Board Examination Systems

Attachment 4: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

Appendix A

MEMORANDUM OF UNDERSTANDING For The State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 10 day of June 2010, (the "Effective Date") by and between the State of NH ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs

(including, as options, a regular Upper Division Approved Board Examination System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (see Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

- A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
 3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
 4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
 5. Consents to be bound by every statement and assurance in the Consortium's grant application;
 6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).
- B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:
1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the demographic diversity of that State. (The requirement of 10 high schools will be waived for States with

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

a population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

2. Adopt policies that have the effect of (a) offering a high school diploma for students who pass their Lower Division board examinations and (b) permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions post-secondary institutions in the State without having to take remedial courses.
 3. Provide, subject to applicable law, all required data related to the Pilot Program, and to the performance and characteristics of the students in it, which is requested by the Technical Advisory Committee of the Program Manager engaged by the Consortium, the program evaluator and/or the federal government.
 4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
 5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.
- C. If the State is not one of the original ten (10) members, the State's pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program, and the State is therefore not required to identify schools to participate in the evaluation. However, in addition to the assurances set forth in Section VI.A., the State hereby certifies and represents that it will:
1. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the demographic diversity of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

XII. Modifications

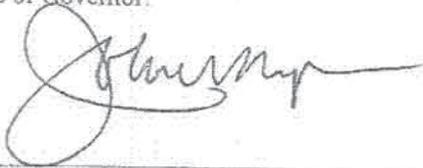
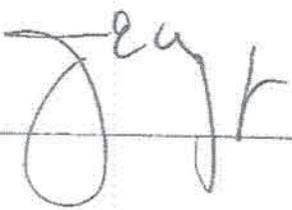
The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

XIII. Signatures

A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

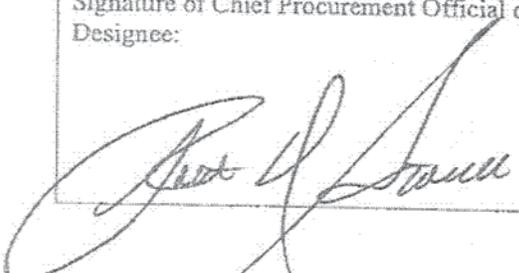
By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, is fully committed to the application and will support its implementation.

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

Governor (Printed Name): <p style="text-align: center;">John H. Lynch</p>	Telephone Number: <p style="text-align: center;">603-271-2121</p>
Signature of Governor: 	Date: <p style="text-align: center;">6/9/10</p>
Chief State School Officer (Printed Name): <p style="text-align: center;">Virginia M. Barry, Ph.D.</p>	Telephone Number: <p style="text-align: center;">603-271-3144</p>
Signature of Chief State School Officer: 	Date: <p style="text-align: center;">6/9/10 603-271-</p>
President of the State Board of Education (Printed Name): <p style="text-align: center;">John E. Lyons, Jr.</p>	Telephone Number: <p style="text-align: center;">603-271-3144</p>
Signature of President of the State Board of Education: 	Date: <p style="text-align: center;">6/9/10</p>

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): Robert Stowell	Telephone Number: 603-271-2201
Signature of Chief Procurement Official or Designee: 	Date: 6/7/10

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

Attachment 2: Articles of Incorporation of State Consortium on Board Examination Systems

Attachment 3: Bylaws of State Consortium on Board Examination Systems

Attachment 4: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

Appendix A

MEMORANDUM OF UNDERSTANDING
For The
State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 21 day of June 2010, (the "Effective Date") by and between the State of NM ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs

(including, as options, a regular Upper Division Approved Board Examination System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

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V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
5. Consents to be bound by every statement and assurance in the Consortium's grant application;
6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).

B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:

1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the demographic diversity of that State. (The requirement of 10 high schools will be waived for States with

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

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2. Adopt policies that have the effect of (a) offering a high school diploma for students who pass their Lower Division board examinations and (b) permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions post-secondary institutions in the State without having to take remedial courses.
 3. Provide, subject to applicable law, all required data related to the Pilot Program, and to the performance and characteristics of the students in it, which is requested by the Technical Advisory Committee of the Program Manager engaged by the Consortium, the program evaluator and/or the federal government.
 4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
 5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.
- C. If the State is not one of the original ten (10) members, the State's pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program, and the State is therefore not required to identify schools to participate in the evaluation. However, in addition to the assurances set forth in Section VI.A., the State hereby certifies and represents that it will:
1. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the demographic diversity of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

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The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

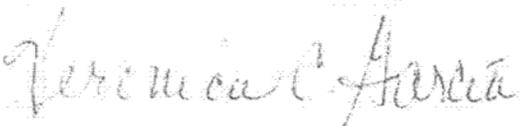
XIII. Signatures

- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): Bill Richardson	Telephone Number: (505) 476-2200
Signature of Governor: 	Date: 6/21/2010

Chief State School Officer (Printed Name): Veronica C Garcia	Telephone Number: (505) 827-6688
Signature of Chief State School Officer: 	Date: 6.16.10

President of the State Board of Education (Printed Name): n/a	Telephone Number: n/a
Signature of President of the State Board of Education: n/a	Date: n/a

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): <i>Michael Vinyard</i>	Telephone Number: <i>(505) 827-0472</i>
Signature of Chief Procurement Official or Designee: 	Date: <i>6/21/10</i>

Attachments:

- Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program
- Attachment 2: Articles of Incorporation of State Consortium on Board Examination Systems
- Attachment 3: Bylaws of State Consortium on Board Examination Systems
- Attachment 4: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

MEMORANDUM OF UNDERSTANDING
For The
State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this ^{11th} day of June 2010, (the "Effective Date") by and between the State of New York ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs (including, as options, a regular Upper Division Approved Board Examination

System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (*see* Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

- A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
 3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
 4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
 5. Consents to be bound by every statement and assurance in the Consortium's grant application;
 6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).
- B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:
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a population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

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VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

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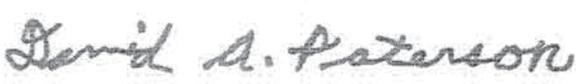
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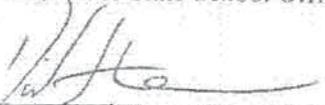
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- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): David A. Paterson	Telephone Number: 518-474-7516
Signature of Governor: 	Date: 6/11/10

Chief State School Officer (Printed Name): David M. Steiner NYS Commissioner of Education	Telephone Number: (518) 474-5844
Signature of Chief State School Officer: 	Date: 6/8/2010

President of the State Board of Education (Printed Name): Merryl H. Tisch Chancellor, NYS Board of Regents	Telephone Number: (212) 879-9414
Signature of President of the State Board of Education: 	Date: 6/8/10

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): Commissioner of General Services John C. Egan	Telephone Number: Telephone Number: <i>(510) 474-5991</i>
Signature of Chief Procurement Official or Designee: <i>John C. Egan</i>	Date: <i>6/11/10</i>

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

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MEMORANDUM OF UNDERSTANDING
For The
State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the State of Pennsylvania ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

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- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
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The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

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The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

XIII. Signatures

- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): Edward G. Rendell	Telephone Number: (717) 772-9003
Signature of Governor: 	Date: June 10, 2010

Chief State School Officer (Printed Name): Thomas E. Gluck	Telephone Number: (717) 783-9780
Signature of Chief State School Officer: 	Date: June 10, 2010

President of the State Board of Education (Printed Name): Joseph M. Torsella	Telephone Number: (717) 787-3787
Signature of President of the State Board of Education:	Date: June 10, 2010

XIII. Signatures

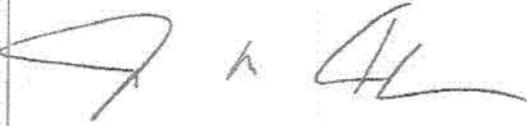
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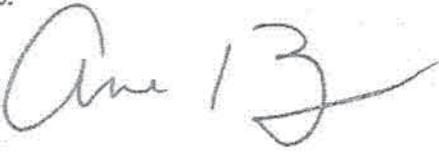
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Signature of President of the State Board of Education: 	Date: June 10, 2010

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): Anne Rung Deputy Secretary for Administration and Procurement	Telephone Number: (717) 705-3896
Signature of Chief Procurement Official or Designee: 	Date: June 10, 2010

Attachments:

Attachment 1: Application of the State Consortium on Board Examination Systems for a grant to operate a consortium of states under the provisions of the Race to the Top Assessment Program, Part B, High School Course Assessment Program

Attachment 2: Articles of Incorporation of State Consortium on Board Examination Systems

Attachment 3: Bylaws of State Consortium on Board Examination Systems

Attachment 4: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

MEMORANDUM OF UNDERSTANDING
For The
State Consortium on Board Examination Systems

June 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 11th day of June 2010, (the "Effective Date") by and between the State of Rhode Island ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
- B. "Approved Board Examination System" means a Board Examination System that is certified for use by the Consortium.
- C. "Upper Division" means junior and senior years in high school.
- D. "Lower Division" means the freshman and sophomore years in high school.
- E. "Implementing the program statewide" as used in Section VI.B.4. means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs (including, as options, a regular Upper Division Approved Board Examination

System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (*see* Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

V. Purpose and Goals

Each party to this MOU is committed to greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and
5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
5. Consents to be bound by every statement and assurance in the Consortium's grant application;
6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).

B. In addition to the assurances set forth above in Section VI.A., if the State is one of the original ten (10) Consortium members¹, and is therefore participating in the Pilot Program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in the State, the State hereby certifies and represents that it will:

1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the demographic diversity of that State. (The requirement of 10 high schools will be waived for States with

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

a population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

2. Adopt policies that have the effect of (a) offering a high school diploma for students who pass their Lower Division board examinations and (b) permitting those students, if they wish, to enroll as early as the end of their sophomore year in high school as regular students in the 2-year and 4-year public open admissions post-secondary institutions in the State without having to take remedial courses.
 3. Provide, subject to applicable law, all required data related to the Pilot Program, and to the performance and characteristics of the students in it, which is requested by the Technical Advisory Committee of the Program Manager engaged by the Consortium, the program evaluator and/or the federal government.
 4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
 5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.
- C. If the State is not one of the original ten (10) members, the State's pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program, and the State is therefore not required to identify schools to participate in the evaluation. However, in addition to the assurances set forth in Section VI.A., the State hereby certifies and represents that it will:
1. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the demographic diversity of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

XII. Modifications

The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

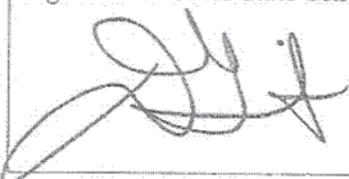
XIII. Signatures

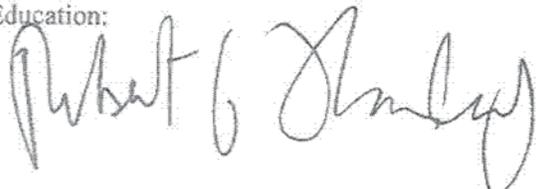
- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): Donald L. Carcieri	Telephone Number: (401) 222-2080
Signature of Governor: 	Date: June 11, 2010

Chief State School Officer (Printed Name): Deborah Gist	Telephone Number: (401) 222-4600
Signature of Chief State School Officer: 	Date: June 14, 2010

President of the State Board of Education (Printed Name): Robert Flanders	Telephone Number:
Signature of President of the State Board of Education: 	Date: June 11, 2010

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): <i>Rosemary Gallogly</i>	Telephone Number:
Signature of Chief Procurement Official or Designee: <i>Rosemary Gallogly</i>	Date: <i>June 11, 2010</i>

Attachments:

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Appendix A

MEMORANDUM OF UNDERSTANDING For The State Consortium on Board Examination Systems

June 10, 2010

I. Parties

This Memorandum of Understanding (this "MOU") is made and effective as of this 17 day of June 2010, (the "Effective Date") by and between the State of Vermont ("State") and the State Consortium on Board Examination Systems ("SCOBES" or "Consortium").

II. Scope of MOU

This MOU constitutes an understanding between the Consortium and the State regarding participation in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, and defines responsibilities associated with membership in the Consortium.

III. Definitions

- A. The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.
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(including, as options, a regular Upper Division Approved Board Examination System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

IV. Background

In December 2006, the New Commission on the Skills of the American Workforce released a report that, among other things, recommended a new structure for American high schools based on the use of the world's best Board Examination Systems and on the idea of performance-based high school diplomas matched to the actual requirements for success in America's open-admissions postsecondary institutions. Two years later, it organized a consortium of states interested in piloting these proposals in their States. Subsequently, the consortium decided to pursue a variety of sources of funds to advance its agenda, including the High School Course Assessment Program of the Race to the Top Assessment Program (see Notice Inviting Applications For New Awards for Fiscal Year 2010 attached here to as Attachment 4 (the "Notice"), 75 Federal Register 18171-18185 (Apr. 9, 2010)). This MOU supersedes the Memorandum of Understanding previously developed for the Consortium, in order to ensure that the MOU is compliant with the requirements in the Notice.

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2. Ensuring that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
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5. Assisting the States in developing the policy structures and other support structures needed to use these Approved Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

The specific activities to be conducted under this MOU will be defined jointly by the Board of Trustees of the Consortium, in consideration of merit, existing commitments, projected schedules, available resources and other relevant factors.

VI. Roles, Responsibilities and Obligations of the State to SCOBES

- A. The 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 High School Course Assessment Program grant application for the Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan (Attachment 1), as defined by the Consortium and consistent with the Notice (Attachment 4);
 3. Will cooperate fully with the Consortium and will carry out all of its responsibilities;
 4. Will, as a condition of continued membership in the Consortium, ensure that at least one course assessment program will be implemented in the State no later than the 2013-2014 school year and that all assessments in the program will be operational no later than the 2014-2015 school year;
 5. Consents to be bound by every statement and assurance in the Consortium's grant application;
 6. Has the requisite authority under applicable State laws and regulations to participate in the procurement process described in the Consortium's application (Attachment 1).
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1. Identify at least ten (10) high schools to participate in the Pilot Program, four (4) of which are to serve mainly high-need students, and all of which taken together reasonably represent the demographic diversity of that State. (The requirement of 10 high schools will be waived for States with

¹ The "original ten (10) Consortium members" shall be the first ten (10) states to execute a Memorandum of Understanding with the Consortium. Any States that execute a Memorandum of Execution with the Consortium after the first ten (10) states shall be subject to the terms set forth in Sections VI.A. and VI.C.

a population below 1.3 million, but no State will be allowed to participate with fewer than five high schools in the Pilot Program.)

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 4. Implement the program statewide no later than four (4) years after the Pilot Program has begun, provided that the evaluation of the program has shown that the program produces statistically significant academic gains for students who participate in it.
 5. Participate with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at board meetings.
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- I. Be bound by each of the assurances set forth in Section VI.B, except that the State is required to identify five (5) high schools to pilot the program as designed, all of which taken together reasonably represent the demographic diversity of the State.

VII. Governance Structure

The Consortium shall adhere to the governance structure set forth in the Consortium's application for the Race to the Top High School Course Assessment Program (Attachment 1) and in the Consortium's Bylaws (Attachment 3).

VIII. Application Process

The State becomes a member of the Consortium upon executing this MOU, thereby demonstrating that the State agrees to undertake the commitments recited in Section VI of this MOU.

IX. Membership Opt-Out Process

- A. The State may withdraw from the Consortium by providing a letter signed by the State's CSSO Member (as defined in the Consortium's Bylaws (Attachment 3)) of the Board of Trustees of the Consortium that notifies the chair of the Board of Trustees of the State's decision to withdraw from the Consortium.
- B. The Board of Trustees may revoke the Consortium membership of the State if the State does not honor its commitments under this MOU. The Board of Trustees shall have the discretion to afford the State a one-year period to cure its noncompliance with the Consortium membership eligibility criteria.

X. Financial Arrangements

This MOU does not constitute any financial commitment on the part of either the State or the Consortium. It is understood that the ability of the State and of the Consortium to carry out their obligations and commitments is subject to the availability of funds and personnel through their respective funding procedures.

XI. Liability and Risk of Loss

To the extent consistent with law, neither the State nor the Consortium shall make any claim against the other or against the other's employees for any injury, death or property loss, whether such injury, death, damage or loss arises through negligence or otherwise, arising from or in connection with activities undertaken pursuant to this MOU.

To the extent that a risk of damage or losses are 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 this MOU, shall be limited to direct damages only and shall not include loss of revenue or profits, or other indirect or consequential damages.

XII. Modifications

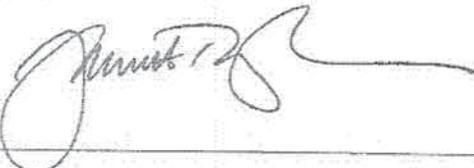
The content of this MOU may be reviewed periodically or amended at any time by mutual written agreement executed by the parties hereto.

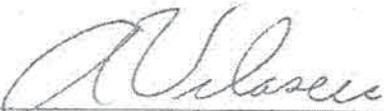
XIII. Signatures

- A. Governor, Chief State School Officer and, as applicable, President of the State Board of Education

By my signature below, I hereby certify that the State agrees to be bound by every statement and assurance in the application (Attachment 1) and that the State, as a Governing State in the Consortium, 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.

Governor (Printed Name): <i>JAMES H. DOUGLAS</i>	Telephone Number: <i>802-828-3333</i>
Signature of Governor: 	Date: <i>6/16/10</i>

Chief State School Officer (Printed Name): <i>A. Vilaseca</i>	Telephone Number: <i>802-828-3135</i>
Signature of Chief State School Officer: 	Date: <i>6-14-10</i>

President of the State Board of Education (Printed Name): <i>Fayneese Miller</i>	Telephone Number: <i>802-656-1277</i>
Signature of President of the State Board of Education: 	Date: <i>6/14/2010</i>

B. Chief Procurement Officer

By my signature below, I hereby certify that I have reviewed the applicable procurement rules of the State and determined that the State may participate in the procurement decisions of the Consortium and in the procurement system described in the Consortium's application (Attachment 1).

Chief Procurement Official or Designee (Printed Name): <p>Tom Pelham</p>	Telephone Number: <p>828-3322</p>
Signature of Chief Procurement Official or Designee: <p>Tom Pelham</p>	Date: <p>4/17/10</p>

Attachments:

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Attachment 2: Articles of Incorporation of State Consortium on Board Examination Systems

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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 21, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker:

Thank you for coordinating and leading the work of the State Consortium on Board Examination Systems (SCOBES). We are very pleased to be part of this important work and appreciate your support, as well as that of the SCOBES member states.

We are submitting this letter to accompany the attached Memorandum of Understanding. While we understand that the SCOBES by-laws require all states to sign the same MOU, and we are happy to do that, it is important to us to record here the understandings we believe we share with you and with the member states about the common interpretation of the MOU.

First, as you know, Massachusetts is very proud of the widely praised standards and assessments embodied in the MCAS system and we are not interested in lowering those standards. We decided to join the SCOBES consortium precisely because what you plan to offer will plausibly enable us to both raise our standards even further and provide students with a very strong curriculum that will enable more of them to achieve those standards.

We understand that the purpose of the pilot program you are offering is to demonstrate to the people of Massachusetts and the other member states that students using the SCOBES assessments will achieve higher standards than the standards we have already set. Further, it is our understanding that none of the member states will be obligated to scale up the program statewide unless the research and evaluation program funded by the Race to the Top Assessment Program grant and the i3 grants unequivocally demonstrates that kind of success. In accordance with this approach, once the data and analysis from the evaluation of the pilot schools is completed, and we as a state are able to make the determination that they add value to the current system in Massachusetts, we will then work to implement them statewide.

We also understand that, for the pilot program to adequately test the program design, Massachusetts must be in a position to offer a new, performance-based diploma to students in the pilot program who pass their lower division exams as early as the end of their sophomore year in high school, and these students must have the opportunity the following fall to enter public open-enrollment 2-year and 4-year institutions of education as full

time students if they wish, without having to take remedial courses. As you know, Massachusetts does not yet have such policies in place. We will do our best to put them in place for when students will be recruited for the first year of the pilot program, but there is no guarantee of success. In the event that we have not put such a policy in place by that time, we are aware Massachusetts will no longer be permitted to continue as a member of the Consortium.

Second, we understand that nothing in the MOU will require the Commonwealth of Massachusetts to spend money that it does not have. In fact, another of the attractive features of the SCOBES program is that it could plausibly give us better results at lower costs than we are incurring right now, once the program is fully implemented.

Finally, we will, of course, be making a series of policy decisions about SCOBES as the pilot unfolds in Massachusetts. At each step, we will be making sure that the program is living up to its promise in order to ensure that Massachusetts' participation in the Consortium is in the best interests of our students, families and teachers.

Thank you again for your work. We are excited to be part of this effort and look forward to its success.

Sincerely,



Paul Reville
Secretary of Education



Mitchell D. Chester
Commissioner of Elementary and Secondary Education

Appendix B

Project Management Partner Procurement Information

Steven L. Beshear
Governor



Terry Holliday, Ph.D.
Commissioner of Education

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

May 27, 2010

TO: WHOM IT MAY CONCERN

FROM: Hiren Desai
Associate Commissioner
Internal Administration and Support
Kentucky Department of Education



RE: State Consortium on Board Examination Systems
Grant Writer and Project Manager Procurement

OVERVIEW

The Kentucky Department of Education ("KDE") recently engaged in a competitive bid process to obtain the services of a vendor to work with a design team composed of a consortium of states to develop a grant proposal for a multi-state common assessment for Category B: High School Course Assessments, and to act as the project management partner for the actual implementation of any grant award. The purpose of this memorandum is to provide an overview of the procurement process used by KDE to obtain these services.

LEGAL AUTHORITY

KDE conducted the procurement in accordance with the Kentucky Model Procurement Code (Kentucky Revised Statutes, Chapter 45A). This particular Request for Proposals ("RFP") was issued in accordance with KDE's statutory authority under KRS 45A.690 *et seq.* This authority allows a state agency in the Commonwealth of Kentucky to issue a solicitation for professional services in order to establish a Personal Service Contract. See KRS 45A.695 (3) through (5). A copy of this statute is attached.

The state Finance and Administration Cabinet has promulgated policies and procedures to govern the procurement process in Kentucky. These policies and procedures are incorporated by reference in administrative regulation 200 KAR 5:021. A copy of this regulation is attached.

The particular Finance Policy which governs the establishment of personal service contracts and provides the additional administrative level of detail required to implement the above-referenced statutes is Finance Administrative Policy ("FAP") 111-43-00. A copy of this FAP is attached. Numerical paragraph 1 outlines the competitive bid process for such contracts.

DESCRIPTION OF THE PROCESS

KDE followed the steps outlined in FAP 111-43-00, numerical paragraph 1, to establish this personal service contract. In essence, the process was as follows:

1. KDE issued an RFP in the state's procurement system ("eMARS") on May 4, 2010. The RFP closed on May 11, 2010. This was for the minimum period of seven days required under Kentucky law by FAP 111-43-00. A copy of the RFP is attached. The RFP established certain evaluation criteria.
2. Only one proposal was received. KDE reviewed and evaluated this proposal in accordance with the criteria established in the RFP. The evaluation team was composed of members of KDE's Office of Assessment and Accountability and Office of Internal Administration and Support who determined that the vendor was a responsible bidder (i.e. had the capability in all respects to perform fully the contract requirements and the integrity and reliability to assure good faith performance) in accordance with the criteria established in the RFP. Consensus scoring was utilized.
3. Upon completion of evaluation, KDE negotiated fair and reasonable compensation with the best evaluated vendor. In this instance, fair and reasonable compensation was determined to be zero cost for the grant-writing activities and a maximum cap of ten percent of the total grant award for any program management activities associated with actual implementation of the grant.
4. KDE awarded a contract ("PON2-540-1000002577") in the state procurement system. A copy of the contract is attached.

KDE maintains a copy of the bid file and original signed contract at the Department and it is available for inspection as needed. Please contact Hiren Desai at (502) 564-1976 if any additional information is required.

Attachments

45A.695 Personal service contract procedures -- Tax incentive agreements.

- (1) Except as provided in subsection (8) of this section, no one shall begin work on a personal service contract entered into by any contracting body or incur expenditures under a tax incentive agreement until notification of the personal service contract or tax incentive agreement is filed with the committee. Each personal service contract shall have a cancellation clause not to exceed thirty (30) days notice to the contractee.
- (2) Each personal service contract, tax incentive agreement, and memorandum of agreement shall be filed with the committee prior to the effective date and shall be accompanied by a completed proof of necessity form as established by the committee by promulgation of an administrative regulation, or equivalent information if submitted electronically. The proof of necessity form shall document:
 - (a) The need for the service or benefit to the Commonwealth of the tax incentive agreement;
 - (b) For personal service contracts and memoranda of agreement, the unavailability of state personnel or the nonfeasibility of utilizing state personnel to perform the service;
 - (c) The total projected cost of the contract or agreement and source of funding;
 - (d) The total projected duration of the contract or tax incentive agreement;
 - (e) Payment information, in detail;
 - (f) In the case of memoranda of agreement or similar device, the reason for exchanging resources or responsibilities; and
 - (g) Such other information as the committee deems appropriate.
- (3) Adequate notice of the need for a personal service contract shall be given by the contracting body through a request for proposals. The request for proposals shall describe the services required, list the type of information and data required of each offeror, and state the relative importance of particular qualifications.
- (4) The head of the contracting body or his or her designee may conduct discussions with any offeror who has submitted a proposal to determine the offeror's qualifications for further consideration. Discussions shall not disclose any information derived from proposals submitted by other offerors.
- (5) Award shall be made to the offeror determined by the head of the contracting body, or his or her designee, to be the best qualified of all offerors based on the evaluation factors set forth in the request for proposals and the negotiation of fair and reasonable compensation. If compensation cannot be agreed upon with the best qualified offeror and if proposals were submitted by one (1) or more other offerors determined to be qualified, negotiations may be conducted with the other offeror or offerors in the order of their respective qualification ranking. In this case, the contract may be awarded to the next best ranked offeror for a fair and reasonable compensation. All determinations of the qualification rankings of offerors by the head of the contracting body or a designee of the officer based on evaluation factors set forth in the request for proposals shall be made in writing. Written

documentation shall be maintained concerning the final results of negotiation with each vendor and reasoning as to why each vendor was chosen.

- (6) The committee shall maintain a record or have readily accessible records of the date on which each personal service contract, tax incentive agreement, and memorandum of agreement was received and shall maintain or have access to electronic or paper files on all personal service contracts, tax incentive agreements, and memoranda of agreement. Except for records exempt from inspection under KRS 61.870 to 61.884, all personal service contracts, tax incentive agreements, and memoranda of agreement shall be made available for public inspection.
- (7) Payment on personal service contracts, tax incentive agreements, and memoranda of agreement submitted to the committee for approval shall not be made for services rendered or projects undertaken after committee disapproval, unless the decision of the committee is overridden by the secretary of the Finance and Administration Cabinet or agency head, if the agency has been granted delegation authority by the secretary of the Finance and Administration Cabinet. All personal service contracts, tax incentive agreements, and memoranda of agreement shall contain a provision that stipulates that payments on personal service contracts and memoranda of agreement shall not be authorized for services rendered after committee disapproval, unless the decision of the committee is overridden by the secretary of the Finance and Administration Cabinet or agency head, if the agency has been granted delegation authority.
- (8) In the event of a governmental emergency as defined under KRS 45A.690, work may begin prior to filing notification of the personal service contract with the committee, if the secretary of the Finance and Administration Cabinet or his designee determines that the time involved in the normal review process would be detrimental to the Commonwealth's ability to act or procure the services and the normal process will not accommodate the governmental emergency. Payment shall not be made until written notification and explanation of the reasons for this action are forwarded to the committee.
- (9) If a governmental emergency exists as defined under KRS 45A.690 and work is authorized to begin on a personal service contract immediately, a copy of a statement, approved by the secretary of the Finance and Administration Cabinet or his designee, setting forth in detail the nature of the emergency shall be filed with the committee, along with a copy of the personal service contract.

Effective: June 26, 2009

History: Amended 2009 (1st Extra. Sess.) Ky. Acts ch. 1, sec. 49, effective June 26, 2009. -- Amended 1998 Ky. Acts ch. 486, sec. 3, effective July 15, 1998, prevails over ch. 120, sec. 16, effective July 15, 1998. -- Amended 1997 (1st Extra. Sess.) Ky. Acts ch. 4, sec. 33, effective May 30, 1997. -- Amended 1992 Ky. Acts ch. 55, sec. 11, effective July 14, 1992. -- Created 1990 Ky. Acts ch. 496, sec. 15, effective July 13, 1990.

Legislative Research Commission Note (7/15/98). This section was amended by 1998 Ky. Acts Chs. 120 and 486 which are in conflict. Under KRS 446.250, Acts ch. 486, which was last enacted by the General Assembly, prevails.

200 KAR 5:021. Manual of policies and procedures.

RELATES TO: KRS Chapter 45A

STATUTORY AUTHORITY: KRS 45A.045(2)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 45A.045(2) requires the Finance and Administration Cabinet to publish a manual of policies and procedures, which is to be incorporated by reference as an administrative regulation pursuant to KRS Chapter 13A. This administrative regulation incorporates the Finance and Administration Cabinet Manual of Policies and Procedures.

Section 1. Incorporation by Reference. (1) "Finance and Administration Cabinet of Policies and Procedures (Revised January 2006)" is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Finance and Administration Cabinet, Office of Policy and Audit, Policy Branch, Room 468, Capitol Annex, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. This material may also be obtained at the Finance and Administration Cabinet's Web site, www.finance.ky.gov. (21 Ky.R. 709; eff. 9-14-94; Am. 22 Ky.R. 2044; eff. 7-5-96; 23 Ky.R. 1403; eff. 11-11-96; 3072; eff. 3-26-97; 24 Ky.R. 926; 1294; eff. 1-12-98; 25 Ky.R. 903; eff. 2-18-99; 28 Ky.R. 1905; 2187; eff. 4-15-2002; 30 Ky.R. 667; 1459; eff. 1-5-04; 31 Ky.R. 139; 702; eff. 11-5-04; 1875; 32 Ky.R. 47; 8-5-05; 937; 1389; eff. 3-3-06.)

**FINANCE AND ADMINISTRATION CABINET
MANUAL OF POLICIES AND PROCEDURES**

Revised: January 2006

**INCORPORATED BY REFERENCE AS AN ADMINISTRATIVE
REGULATION PURSUANT TO 200 KAR 5:021**

FAP 111-43-00

PERSONAL SERVICE CONTRACTS

1. An agency shall procure a Personal Service Contract by issuing a Request for Proposal for Personal Service Contract.
 - a. An agency desiring to procure a professional service shall issue a Request for Proposals (RFP) in the state's procurement system. An agency shall post the RFP to the Commonwealth's eProcurement web site for a minimum of seven (7) days. At the discretion of the agency and if stated in the RFP, a vendor may respond via the online bidding feature of the state's procurement system, in accordance with FAP 110-10-00.
 - b. The agency shall review the proposals received and record a determination of the qualification rankings of the offerors based on the evaluation factors set forth in the RFP. The determination shall be documented in the Bid Evaluation of the state's procurement system by the contracting agency.
 - c. After determining the best proposal received, the agency may negotiate a fair and reasonable compensation with the selected offeror.
 - d. The agency shall award a contract electronically from a bid evaluation in the state's procurement system. The contract shall include all terms and conditions agreed upon; the sworn statement regarding campaign finance laws required by KRS 45A.110(2) and 45A.115; the statement regarding revealing of violations of and compliance with certain KRS chapters required by KRS 45A.485; the Legislative Research Commission (LRC) Proof of Necessity (PON) form; language regarding access to documents required by 200 KAR 5:314; and language of KRS 45A.695(7) regarding payment and cancellation clause required by 45A.695(1). If any changes are made to the agreement along the electronic route, a new copy shall be forwarded to the second party for agreement to the changes.
 - e. A vendor wishing to exempt proprietary information from disclosure as stated in 200 KAR 5:314 shall submit a request to the secretary of the Finance and Administration Cabinet for approval before executing a contract. The request shall specifically describe the information requested to be exempted.
 - f. The agency shall maintain the original contract, signed by both parties, and the contract shall be available for review upon request. The electronic contract shall be forwarded through the agency and the Finance and Administration Cabinet for appropriate approvals. The Finance and Administration Cabinet shall file the contract with LRC.
2. A Personal Service Contract for auditing services shall not be established until the Auditor of Public Accounts has declined in writing to perform the service or has failed to respond within thirty (30) days to a written request for an audit. (KRS 45.149).
3. Exemptions from the requirements of KRS 45A.690 – 45A.725 and this policy may be approved by the secretary of the Finance and Administration Cabinet, or his designee, if an emergency condition exists or if a sole source provider is identified. To request exemption, the requesting agency shall submit a letter to the secretary of the Finance and Administration Cabinet with the following information:
 - a. Approval of the agency head or secretary of the requesting cabinet or agency;
 - b. A description of the needed service and sole source justification, or a description of the emergency conditions;

Finance and Administration Cabinet Manual of Policies and Procedures

- c. An estimate of the planned amount of work involved;
 - d. An estimate of the contract cost per fiscal year or biennium, including anticipated amendments;
 - e. Identity of an agency contact person; and
 - f. Verification of the unavailability of Commonwealth personnel or the non-feasibility of utilizing Commonwealth personnel to perform the service.
4. If a governmental emergency, as defined by KRS 45A.690, requires that a vendor begin work prior to the contract being filed with LRC, the agency shall submit a letter to the secretary of the Finance and Administration Cabinet requesting an emergency effective date, and describing the circumstances that required the vendor to start work prior to filing the contract with LRC.
 5. Modification to a Personal Service Contract shall be processed in the same manner as the original contract in the state's procurement system. A modification shall be used if the parties to an established Personal Service Contract agree to increase or decrease funds, revise the scope of work, extend the time for performance within the current biennium, or any other change.
 6. If an agency creating a Personal Service Contract does not have legal counsel in-house, the agency shall submit the original document to the Personal Service Contract Office of the Office of Material and Procurement Services. The Personal Service Contract Office shall review the agreement, secure the signature of an attorney for the Finance and Administration Cabinet, and return the original to the agency to be retained.

(KRS 45A.080)
(KRS 45A.690 - KRS 45A.725)

Appendix C

State Consortium on Board Examination Systems Technical Advisory Committee

Biographical Sketches

Howard T. Everson – Co-Chair

Howard T. Everson is Professor and Senior Fellow at the City University of New York's Center for Advanced Study in Education. Prior to joining the City University, he was Professor of Psychology and Psychometrics at Fordham University. Dr. Everson's research and scholarly interests focus on the intersection of cognitive psychology, instruction and assessment. He has contributed to developments in educational psychology, psychometrics and quantitative methods in psychology. He serves as consulting research scientist to number of organizations, including the American Councils for International Education, the American Institutes for Research, and the National Center for Education and the Economy.

Dr. Everson was founding director of the Educational Statistics Services Institute at the American Institutes for Research. He also served as Vice President for Academic Initiatives and Chief Research Scientist for the College Board, and was a Psychometric Fellow at the Educational Testing Service. Dr. Everson is a Fellow of both the American Educational Research Association and the American Psychological Association, a charter member of the American Psychological Society, and past-president of the Division of Educational Psychology (Division 15) of the American Psychological Association. He currently serves on APA's Committee on Testing and Assessment Issues and the National Collegiate Athletic Association's Advisory Panel on Research, and chairs the New York State Regents Examination's Technical Advisory Panel.

James W. Pellegrino - Co-Chair

James W. Pellegrino is Liberal Arts and Sciences Distinguished Professor and Distinguished Professor of Education at the University of Illinois at Chicago. He also serves as Co-director of UIC's interdisciplinary Learning Sciences Research Institute. Previously he was Professor of Psychology and a Research Associate of the University of Pittsburgh's Learning Research and Development Center, Professor of Education and Psychology at the University of California at Santa Barbara, Frank W. Mayborn Professor of Cognitive Studies at Vanderbilt University, where he also served as co-director of the Learning Technology Center and Dean of Vanderbilt's Peabody College of Education and Human Development.

Dr. Pellegrino's research and development interests focus on children's and adult's thinking and learning and the implications of cognitive research and theory for assessment and instructional practice. Much of his current work is focused on analyses of complex learning and instructional environments, including those incorporating powerful information technology tools, with the goal of better understanding the nature of student learning and the conditions that enhance deep

understanding. A special concern of his research is the incorporation of effective formative assessment practices, assisted by technology, to maximize student learning and understanding.

Dr. Pellegrino's has led several National Academy of Sciences/National Research Council study committees. These include chair of the Study Committee for the *Evaluation of the National and State Assessments of Educational Progress*, co-chair of the Study Committee on *Learning Research and Educational Practice*, and co-chair of the Study Committee on the *Foundations of Assessment*. He was a member of the Study Committee on *Improving Learning with Information Technology* and chaired the *Panel on Research on Learning and Instruction* for the Strategic Education Research Partnership. Most recently he completed service as a member of the Study Committee on *Test Design for K-12 Science Achievement* and currently serves on the Study Committee on *Science Learning: Games, Simulations and Education*. He is a lifetime National Associate of the National Academy of Sciences and a past member of the NRC's Board on Testing and Assessment. In 2007 he was elected to lifetime membership in the National Academy of Education and has served on AERA's Governing Council.

Lloyd Bond

Lloyd Bond is a Consulting Scholar with the Carnegie Foundation for the Advancement of Teaching and Emeritus Professor of Education at the University of North Carolina, Greensboro. From 2002 to 2008 he was a Senior Scholar at Carnegie working in the area of assessment across several Carnegie Foundation programs. Dr. Bond obtained the Ph. D. in Psychology (1976) from the Johns Hopkins University, specializing in psychometrics and quantitative methods. He taught test theory and psychometrics at the University of Pittsburgh, and at the University of North Carolina (Greensboro).

Dr. Bond has published widely in the area of assessment, measurement theory and testing policy and has made fundamental contributions to the literature on measuring complex performance and cognitive process underlying test performance. He has held editorial positions on the leading journals in educational and psychological measurement and serves on numerous commissions and panels devoted to testing and testing policy. He is currently a member of the Data Analysis Committee of the National Assessment of Educational Progress (NAEP) and the Psychometric Panel of the College Board. Previously he served on the National Academy of Sciences' Committee on Indicators of Science and Mathematics Education and their Committee on Science Assessment Standards. A fellow of both The American Psychological Association and the American Educational Research Association (AERA), Professor Bond is the recipient of numerous honors and awards, including the Presidential Citation from AERA for Contributions to Educational Measurement and an APA Distinguished Service Award for his work on the Joint Standards for Educational and Psychological Testing. He has served as a trustee for the College Board, and currently sits on the boards of the Human Resources Research Organization and CRESST.

Phillip Daro

Phillip Daro is a Senior Fellow for Mathematics for America's Choice where he focuses on programs for students who are behind and algebra for all. He also directs the partnership of the

University of California, Stanford and others with the San Francisco Unified School District for the Strategic Education Research Partnership, with a focus on mathematics and science learning among students learning English or developing academic English. Over the past year he has chaired the Common Core State Standards Mathematics Workgroup.

Mr. Daro has directed, advised and consulted to a range of mathematics education projects. He currently serves on the NAEP Validity Studies panel, has chaired the mathematics standards committees for Georgia and Kentucky and chaired the Technical Advisory Group for ACHIEVE's Mathematics Work Group. He also has served on the College Board's Mathematics Framework Committee, the RAND Mathematics Education Study Panel, and several mathematics task forces for the State of California. A regular consultant to large urban school districts across the country, from the mid '80s until the 90s, he was the director of the California Mathematics Project for the University of California. He has also worked with reading and literacy experts and panels on problems related to academic language development, especially in mathematics classroom discourse.

Richard P. Durán

Richard P. Durán is a Professor at the Gevirtz Graduate School of Education, University of California, Santa Barbara. Prior to joining UC, he served as a research scientist at Educational Testing Service where he conducted studies on the validity of the SAT for use in predicting Latino students' college achievement, the validity of the GRE test, and the validity of the Test of English as Foreign Language. Since joining UCSB Dr. Duran has conducted and published research on assessment validity and education policy, and educational interventions serving English language learners preparing for college. He has investigated how more effective instruction could be designed to improve the academic outcomes of culturally and linguistically diverse students who don't perform well on standardized tests and who come from low-income families, and how students' self awareness of their performance can lead to new notions of assessment. Most recently he has been conducting research on student learning in after-school computer clubs.

Dr. Duran has served as a member of the National Research Council Board on Testing and Assessment, and as a member of the NRC Committee on Appropriate Test Use that authored a congressionally mandated report on the validity of tests for high school graduation purposes. He currently serves as a member of the NAEP Validity Studies Panel and on the Technical Advisory Committees for the state assessment systems of New York, Texas, Washington and California.

Edward H. Haertel

Edward H. Haertel is the Jacks Family Professor of Education at Stanford University, where his research and teaching focus on quantitative research methods, psychometrics and educational policy, especially test-based accountability and the use of test data for educational program evaluation. Haertel's early work investigated the use of latent class models for item response data. His recent research projects have included studies of standard setting and standards-based score interpretations, statistical properties of test-based accountability systems, metric-free measures of score gaps and trends, and the policy uses and consequences of test-based

accountability. Recent publications include "Validating Standards-Based Test Score Interpretations" (2004, with W. A. Loric), *Uses and Misuses of Data for Educational Accountability and Improvement* (2005 NSSE Yearbook, with J.L. Herman), "Reliability" (in *Educational Measurement*, 4th ed., 2006), and *Assessment, Equity, and Opportunity to Learn* (2008, co-edited with Pamela Moss, James Gee, Diana Pullin, and Lauren Young).

Dr. Haertel has served as president of the National Council on Measurement in Education, chairs the Technical Advisory Committee concerned with the design and evolution of California's test-based school accountability system, chairs the NRC's Board on Testing and Assessment, and from 2000 to 2003 chaired the Committee on Standards, Design, and Methodology of the National Assessment Governing Board. He has served on numerous state and national advisory committees related to educational testing, assessment, and evaluation, including the Joint Committee responsible for the 1999 edition of the Standards for Educational and Psychological Testing. Dr. Haertel has been a fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Psychological Association and a member of the National Academy of Education where he has served in several different leadership positions.

Joan Herman

Joan Herman is Director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Her research has explored the effects of testing on schools and the design of assessment systems to support school planning and instructional improvement. Her recent work has focused on assessment validity and teachers' use of formative assessment practices in mathematics and science. She also has wide experience as an evaluator of school reform. Dr. Herman's work is noted for bridging research and practice. Among her books are *Tracking Your School's Success: A Guide to Sensible School-Based Evaluation*, and *A Practical Guide to Alternative Assessment*, both of which have been popular resources for schools across the country.

A former teacher and school board member, Dr. Herman also has published extensively in research journals and is a frequent speaker to policy audiences on evaluation and assessment topics, advisor to state and local educational agencies, and a regular participant in projects for the National Academy of Sciences and the National Research Council. She served on the NAS's Committee on the Design of Science Assessment, and is currently serving on the Roundtable on Education Systems and Accountability. Dr. Herman is past president of the California Educational Research Association and has been elected to a variety of leadership positions in the American Educational Research Association, National Organization of Research Centers, and Knowledge Alliance. Among her current involvements, she is editor of *Educational Assessment*, member of the Joint Committee for the Revision of the Standards for Educational and Psychological Measurement, member at large for AERA, and chair of the Board for Para Los Niños.

Robert L. Linn

Robert L. Linn is a distinguished professor emeritus of education in the research and evaluation methods program of the University of Colorado. He has published over 250 journal articles and chapters in books dealing with a wide range of theoretical and applied issues in educational measurement. Dr. Linn's research explores the uses and interpretations of educational assessments, with an emphasis on educational accountability systems. His work has investigated a variety of technical and policy issues in the uses of test data, including alternative designs for accountability systems and the impact of high-stakes testing on teaching and learning. He has received several awards for his contributions to the field, including the ETS Award for Distinguished Service to Measurement, the E.L. Thorndike Award, the E.F. Lindquist Award, the National Council on Measurement in Education Career Award, and the American Educational Research Association Award for Distinguished Contributions to Educational Research.

Dr. Linn is a member of the National Academy of Education and a Lifetime National Associate of The National Academies. He has been an active member of the American Educational Research Association for more than 40 years and served as vice president of the AERA Division of Measurement and Research Methodology, vice chair of the joint committee that developed the 1985 Standards for Educational and Psychological Testing, and as president of AERA. He is a past president of the National Council on Measurement in Education, past editor of the *Journal of Educational Measurement* and editor of the third edition of *Educational Measurement*, a handbook sponsored by NCME and the American Council on Education. He was chair of the National Research Council's Board on Testing and Assessment and served on the NRC's Board of the Center for Education, and on the Advisory Committee for the Division of Behavioral and Social Sciences. He served as chair of the NAEd Committee on Social Science Research Evidence on Racial Diversity in Schools, and as chair of Committee on Student Achievement and Student Learning for the National Board for Professional Teaching Standards.

Catherine E. Snow

Catherine E. Snow is the Patricia Albjerg Graham Professor of Education at the Harvard Graduate School of Education. She received her Ph.D. in psychology from McGill and worked for several years in the linguistics department of the University of Amsterdam. Her research interests include children's language development as influenced by interaction with adults in home and preschool settings, literacy development as related to language skills and as influenced by home and school factors, and issues related to the acquisition of English oral and literacy skills by language minority children. She has co-authored books on language development (e.g., *Pragmatic Development* with Anat Ninio) and on literacy development (e.g., *Is Literacy Enough?* with Michelle Porche, Patton Tabors and Stephanie Harris), and published widely on these topics in referred journals and edited volumes.

Dr. Snow's contributions to the field include membership on several journal editorial boards, co-directorship at the origin of the Child Language Data Exchange System, and editorship for many years of *Applied Psycholinguistics*. She served as a board member at the Center for Applied Linguistics and a member of the National Research Council's Committee on Establishing a Research Agenda on Schooling for Language Minority Children. She chaired the NRC's

Committee on Preventing Reading Difficulties in Young Children, which produced a report that has been widely adopted as a basis for reform of reading instruction and professional development. She has also served on the NRC's Council for the Behavioral and Social Sciences and Education, and as president of the American Educational Research Association. A member of the National Academy of Education, Dr. Snow has held visiting appointments at the University of Cambridge, England, Universidad Autonoma in Madrid, and The Institute of Advanced Studies at Hebrew University in Jerusalem, and has guest taught at Universidad Central de Caracas, El Colegio de Mexico, Odense University in Denmark, and several institutions in The Netherlands.

Dylan Wiliam

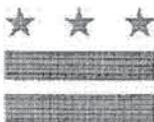
Dylan Wiliam is Professor of Educational Assessment and Deputy Director of the University of London's Institute of Education. After a first degree in mathematics and physics, and one year teaching in a private school, he taught in inner-city schools for seven years, during which time he earned further degrees in mathematics and mathematics education. In 1984 he joined Chelsea College, University of London, which later became part of King's College London. During this time he worked on developing innovative assessment schemes in mathematics before taking over the leadership of the mathematics teacher education program at King's. Between 1989 and 1991 he was the Academic Coordinator of the Consortium for Assessment and Testing in Schools, which developed a variety of statutory and non-statutory assessments for the national curriculum of England and Wales. After his return to King's, he completed his PhD, addressing some of the technical issues thrown up by the adoption of a system of age-independent criterion-referenced levels of attainment in the national curriculum of England and Wales.

From 1996 to 2001 Dr. Wiliam was the Dean and Head of the School of Education at King's College London, and from 2001 to 2003, he served as Assistant Principal of the College. In 2003 he moved to the US, as Senior Research Director of the Learning and Teaching Research Center at the Educational Testing Service. His recent work has focused on the use of assessment to support learning (sometimes called formative assessment). He was the co-author, with Paul Black of a major review of the research evidence on formative assessment published in 1998 and has subsequently worked with many groups of teachers, in both the UK and the US, on developing formative assessment practices. Another current interest is how school-based teacher learning communities can be used to create effective systems of teacher professional development at scale.

Appendix D

Articles of Incorporation and Bylaws for SCOBES

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

STATE CONSORTIUM ON BOARD EXAMINATION SYSTEMS

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **9th** day of **June, 2010**.

LINDA K. ARGO
Director

Business and Professional Licensing Administration

A handwritten signature in cursive script that reads "Patricia E. Grays".

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Adrian M. Fenty
Mayor

ARTICLES OF INCORPORATION

OF

STATE CONSORTIUM ON BOARD EXAMINATION SYSTEMS

We, the undersigned natural persons of the age of eighteen years or more, acting as incorporators of the above-named corporation, adopt the following Articles of Incorporation of such corporation pursuant to the District of Columbia Nonprofit Corporation Act.

FIRST: The name of the corporation is State Consortium on Board Examination Systems (the "Corperation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The purposes for which the Corporation is organized are as follows:

A. To operate exclusively for charitable and educational purposes, including, but not limited to, greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

(1) Making available for use in our high schools, the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;

(2) Making sure that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;

(3) Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;

(4) Providing the support our students need to participate effectively in these programs; and

(5) Assisting the states in developing the policy structures and other support structures needed to use these Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students;

PAID
PAID
BY: JUN - 9 2010
PAID

B. To exercise any powers conferred upon corporations formed under the District of Columbia Nonprofit Corporation Act as may be necessary or convenient in order to accomplish the above-described purposes, including, but not limited to, the power to accept donations of money or property, whether real or personal, or any interest therein, wherever situated, or any other thing of value.

FOURTH: The Corporation shall not have members, and shall not issue any capital stock.

FIFTH: Except for the initial Board of Trustees, whose names are set forth in these Articles of Incorporation, the Board of Trustees shall be chosen in the manner provided in the Bylaws.

SIXTH: Except as provided in these Articles of Incorporation, the internal affairs of the Corporation shall be regulated and determined as provided in the Bylaws.

SEVENTH: At all times, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation (voluntary or involuntary or by operation of law), or any other provisions hereof:

A. The Corporation shall not possess or exercise any power or authority, whether expressly, by interpretation, or by operation of law, that would pose a substantial risk of preventing it at any time from qualifying and continuing to qualify as an organization described in section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), contributions to which are deductible for federal income tax purposes, nor shall the Corporation engage directly or indirectly in any activity that would pose a substantial risk of causing the loss of such qualification under section 501(c)(3) of the Code.

B. At no time shall the Corporation engage in any activities that are unlawful under the laws of the United States, the District of Columbia or any other jurisdiction where any of its activities are carried on.

C. No part of the assets or net earnings of the Corporation shall ever be used, nor shall the Corporation ever be organized or operated, for purposes that are not exclusively charitable, educational or scientific within the meaning of section 501(c)(3) of the Code.

D. The Corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

E. The Corporation shall not carry on propaganda or otherwise attempt to influence legislation to an extent that would disqualify it for tax exemption under section 501(c)(3) of the Code by reason of attempting to influence legislation. Nor shall the Corporation, directly or indirectly, participate in or intervene in (including the publishing

or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

F. No solicitation of contributions to the Corporation shall be made, and no gift, bequest or devise to the Corporation shall be accepted, upon any condition or limitation that would pose a substantial risk of causing the Corporation to lose its federal income tax exemption.

G. Pursuant to the prohibition contained in section 501(c)(3) of the Code, no part of the net earnings, current or accumulated, of the Corporation shall ever inure to the benefit of any private shareholder or individual.

H. Notwithstanding any other provision of these Articles of Incorporation, if at any time or times the Corporation is a private foundation within the meaning of section 509 of the Code, then during such time or times:

(1) The Corporation shall not engage in any act of self-dealing as defined in section 4941(d) of the Code;

(2) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to subject the Corporation to tax under section 4942 of the Code;

(3) The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Code;

(4) The Corporation shall not make any investments in such a manner as to subject the Corporation to tax under section 4944 of the Code; and

(5) The Corporation shall not make any taxable expenditures as defined in section 4945(d) of the Code.

EIGHTH: Upon the termination, dissolution or winding up of the Corporation in any manner or for any reason, voluntary or involuntary, its assets, if any, remaining after the payment or provision for payment of all liabilities of the Corporation shall be distributed to, and only to, one or more organizations described in section 501(c)(3) of the Code.

NINTH: The private property of the officers and trustees of the Corporation shall not be subject to payment of debts of the Corporation to any extent whatever.

TENTH: The Corporation shall indemnify any trustee or officer or former trustee or officer of the Corporation against expenses actually and necessarily incurred by him or her in connection with the defense of any action, suit or proceeding in which he or

she is made a party by reason of being or having been such a trustee or officer, except in relation to matters as to which he or she shall be adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of a duty. The indemnification provided by this Article TENTH shall not be deemed exclusive of any other rights to which such trustee or officer may be entitled under any bylaw, agreement, vote of the Board of Trustees or otherwise. No payment shall be made under this Article TENTH if such payment would result in any liability for tax under chapter 42 of the Code.

ELEVENTH: All references contained in these Articles of Incorporation to the Internal Revenue Code of 1986, or to the "Code," shall be deemed to refer to the Internal Revenue Code of 1986 and to the Regulations established pursuant thereto as they now exist or as they may hereafter be amended. Any reference contained in these Articles of Incorporation to a specific section or chapter of the Code shall be deemed to refer to such section or chapter and the Regulations established pursuant thereto as they now exist or as they may hereafter be amended, and to any corresponding provision of any future United States Internal Revenue law and any Regulations established pursuant thereto.

TWELFTH: The address, including street number and zip code, of the initial registered office of the Corporation and the name of its initial registered agent at such address are:

Corporation Service Company
1090 Vermont Avenue, N.W.
Washington, DC 20005

THIRTEENTH: The number of trustees constituting the initial Board of Trustees of the Corporation is three (3). The name and address, including street number and zip code, of each of the individuals who are to constitute the initial Board of Trustees are:

<u>Name:</u>	<u>Address:</u>
Terry Holliday	500 Mero Street, 1st Floor CPT Frankfort, KY 40601
Robert King	1024 Capital Center Drive Suite 320 Frankfort, KY 40601
John Lyons	1 New Hampshire Avenue Suite 235 Portsmouth, NH 03801

FOURTEENTH: The name and address, including street number and zip code, of each incorporator are:

<u>Name:</u>	<u>Address:</u>
Andras Kosaras	555 12 th Street, NW Washington, DC 20004
Jonathan Hommer	555 12 th Street, NW Washington, DC 20004
Deborah Morman	555 12 th Street, NW Washington, DC 20004

IN WITNESS WHEREOF, we have signed and acknowledged these Articles of Incorporation this 8th day of June, 2010.

(b)(2)

Andras Kosaras ✓

(b)(2)

Jonathan Hommer

(b)(2)

Deborah Morman

District of Columbia, ss:

I, Christopher Gonzales, a Notary Public, hereby certify that on the 8th day of June, 2010, personally appeared before me Andras Kosaras, Jonathan Hommer and Deborah Morman, who signed the foregoing document as incorporators and declared that the statements contained therein are true (b)(2)

Notary Public

My Commission Expires:

CHRISTOPHER P. GONZALES
Notary Public, District of Columbia
My Commission Expires April 14, 2014

Appendix D
BYLAWS
OF
STATE CONSORTIUM ON BOARD EXAMINATION SYSTEMS

Article I

Name

The name of the corporation is State Consortium on Board Examination Systems (the "Corporation").

Article II

Purposes of the Corporation

The Corporation has been organized to operate exclusively for charitable and educational purposes, including, but not limited to, greatly increasing the proportion of our high school students who leave high school ready to do college-level work, enter into rewarding careers and participate effectively in STEM-related careers by:

1. Making available for use in our high schools, the world's most effective Board Examination Systems, including the courses, examinations, scoring systems and teacher training services of which they are composed;
2. Making sure that the assessments included in these systems are fair, reliable and valid for the purposes for which they will be used;
3. Adapting and improving those systems as necessary to assure that they are genuinely world class and meet the needs of our schools;
4. Providing the support our students need to participate effectively in these programs; and

5. Assisting the states in developing the policy structures and other support structures needed to use these Board Examination Systems in ways that promote the greatest possible improvements in student achievement for all students.

Article III

Offices and Registered Agent

Section 1. Offices. The Corporation shall maintain continuously in the District of Columbia a registered office at such place as may be designated by the Board of Trustees or the President. The principal office of the Corporation and such other offices as it may establish shall be located at such place(s), either within or without the District of Columbia, as may be designated by the Board of Trustees.

Section 2. Agent. The Corporation shall maintain continuously within the District of Columbia a registered agent, which agent shall be designated by the Board of Trustees or the President.

Section 3. Changes. Any change in the registered office or registered agent of the Corporation shall be accomplished in compliance with the District of Columbia Nonprofit Corporation Act and as provided in these Bylaws.

Article IV

Board of Trustees

Section 1. General Powers and Duties. The affairs and property of the Corporation shall be managed, controlled and directed by a Board of Trustees. The Board of Trustees shall have, and may exercise, any and all powers provided in the Articles of Incorporation or the District of Columbia Nonprofit Corporation Act that are necessary or convenient to carry out the purposes of the Corporation.

Section 2. Composition of the Board of Trustees

A. The number of Trustees constituting the Board of Trustees shall be fixed by resolution of the Board of Trustees, but shall not be less than three (3) nor more than one hundred and two (102).

B. Elections of Trustees shall be held in the following manner:

1. Except as otherwise provided by law or these Bylaws, nominations shall be made and entered in the manner specified by the Board of Trustees.

2. Each State, including the District of Columbia (each a "Member State"), that has entered into a memorandum of understanding with the Corporation, as determined in the sole discretion of the Board of Trustees, shall have two representatives elected to the Board of Trustees. One representative shall be the chief state school officer of a Member State (the "CSSO Member"). The other representative shall be a resident of such Member State and shall be chosen to represent one of the major stakeholders of such Member State from the elementary and secondary education system, including, but not limited to, a representative from the state executive or legislative branch, the higher education system, the state or a district board of education (whether elected or appointed), school district administration, the business community or teachers (the "Other Member").

3. In the event that the CSSO Member does not wish to represent a Member State, the chief state school officer may designate another elected or appointed office holder in the state government of such Member State in his or her stead; provided, however, that the chief state school officer, or his or her successor, may reclaim the CSSO Member seat at his or her discretion at any time.

4. An Other Member of a Member State shall be selected by the Board of Trustees from a list of names nominated by the Nominating Committee, in consultation with such Member State's CSSO Member. Collectively, the Other Members from the Member States shall be chosen so that the Board of Trustees, as a whole, is reasonably representative of all important stakeholders of the Member States.

C. Each Trustee elected to the Board of Trustees shall serve until such Trustee no longer holds the office or position such Trustee held when he or she was elected to the Board of Trustees, or until his or her earlier death, resignation or removal in accordance with these Bylaws.

1. A CSSO Member, including an alternate CSSO Member designated by the chief state school officer as provided in Article IV, Section 2(B)(3) of these Bylaws, shall be automatically removed as a Trustee of the Corporation as of the date such person no longer serves as the chief state school officer.

2. The term of an Other Member of a Member State shall be reassessed by the Nominating Committee at any time that the qualifications upon which the Nominating Committee nominated such person have materially changed, as determined in the sole discretion of the Nominating Committee. Upon such review, the Nominating Committee shall recommend to the Board of Trustees for approval that such person's term should continue or that such person be replaced and a new Other Member be elected in accordance with Article IV, Sections 2(B)(2) and (4). A new CSSO Member shall not be entitled to request that the Nominating Committee consider nominating a new Other Member of a Member State.

D. Any vacancy on the Board of Trustees among the CSSO Members shall be filled in the same manner and the same process as used to elect the other CSSO Members. Any vacancy on the Board of Trustees among the Other Members, including a vacancy caused by the removal of a Trustee in accordance with these Bylaws or by an increase in the number of Trustees comprising the Board of Trustees, shall be filled in the same manner and the same process as used to elect the other Other Members; provided, however, that such vacancy shall be filled by a majority vote of the remaining Trustees present at a meeting.

E. A Trustee may resign at any time by giving notice thereof in writing to the Secretary of the Corporation.

F. Except for CSSO Members, a Trustee may be removed, with or without cause, by a three-quarters vote of the other Trustees in office.

G. The Board of Trustees, at its first regular meeting, and from time to time thereafter, shall elect one Trustee as Chair of the Board of Trustees, and may elect one Trustee as Vice-Chair of the Board of Trustees, each to serve at the pleasure of the Board of Trustees. The Chair of the Board of Trustees shall preside at all meetings of the Board of Trustees at which he or she is present, and shall perform such other duties as may be required of him or her by the Board of Trustees. The Vice-Chair of the Board of Trustees shall preside, in the absence of the Chair of the Board of Trustees, at meetings of the Board of Trustees and shall perform such other duties as may be required of him or her by the Board of Trustees.

Section 3. Meetings of the Board of Trustees.

A. Regular meetings of the Board of Trustees shall be held at least once each year. Special meetings may be called at the discretion of the Chair of the Board of Trustees, at the request of the Executive Committee, at the request of one-third of the Trustees in office or at the request of the President. The last regular meeting of the Board of Trustees in each fiscal year shall constitute its annual meeting.

B. The time and place of all meetings of the Board of Trustees shall be designated by the Chair of the Board of Trustees. The meetings may be held within or without the District of Columbia.

C. At least ten days' notice shall be given to each Trustee of a regular meeting of the Board of Trustees. A special meeting of the Board of Trustees may be held upon notice of at least five days. Notice of a meeting of the Board of Trustees shall specify the date, time and place of the meeting, but, except as provided in Article IX of these Bylaws, need not specify the purpose for the meeting or the business to be conducted. Notice must be either delivered personally to each Trustee, mailed to his or her business address as it appears on the records of the Corporation, sent by facsimile to his or her facsimile number as it appears on the records of the Corporation, or sent to his or her email address as it appears on the records of the Corporation. If such notice is given by mail, it shall be deemed delivered when deposited in the United States mail properly addressed and with postage prepaid thereon. If such notice is given by facsimile or email, it shall be deemed delivered upon receipt of confirmation that the transmittal has been successful.

Notwithstanding the foregoing, a Trustee may waive notice of any regular or special meeting of the Board of Trustees by written statement filed with the Board of Trustees, or by oral statement at any such meeting. Attendance at a meeting of the Board of Trustees

shall also constitute a waiver of notice, except where a Trustee states that he or she is attending for the purpose of objecting to the conduct of business on the ground that the meeting was not lawfully called or convened.

D. One-third of the number of Trustees as fixed pursuant to these Bylaws shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees.

E. Except as otherwise provided by law, the Articles of Incorporation or these Bylaws, all matters before the Board of Trustees shall be decided by a majority vote of the Trustees present at a meeting at which a quorum exists; provided, however, that such matters shall be decided by a two-thirds vote of the Trustees present at such a meeting if at least three (3) Trustees object and call for such matter(s) to be decided by a two-thirds vote of the Trustees present at such a meeting. Failure to object to a decision to be decided by a majority vote of the Trustees present at a meeting shall constitute a waiver of such objection.

F. Any action required or permitted to be taken at any meeting of the Board of Trustees may be taken without a meeting if the text of the resolution or matter agreed upon is sent to all the Trustees in office and all the Trustees in office consent to such action in writing, setting forth the action taken. Such consent in writing shall have the same force and effect as a vote of the Board of Trustees at a meeting and may be described as such in any document executed by the Corporation.

G. Any or all Trustees may participate in a meeting of the Board of Trustees, or a committee of the Board of Trustees, by means of conference telephone or by any means of

communication by which all persons participating in the meeting are able to hear one another, and such participation shall constitute presence in person at the meeting.

Section 4. Compensation. Trustees as such shall not receive compensation for their services as Trustees; provided, however, that nothing herein contained shall be construed to preclude any Trustee from serving the Corporation in any other capacity and receiving compensation therefor or for being reimbursed for such ordinary and necessary expenses as he or she may incur in transacting business on behalf of the Corporation and by its authority.

Section 5. Observers.

A. The chief state school officer and/or the Governor of any state (whether a Member State or not) may elect or appoint any person to act at his or her pleasure as an observer at the meetings of the Board of Trustees and such other meetings, including committee meetings, as determined at the sole discretion of the Board of Trustees ("Observers"). Observers shall only observe such meetings and may, at the Chair's discretion, participate in any discussion but shall have no voting rights on any matters at any meetings considered by the Board or committee. At the Chair's sole discretion, Observers may receive notice of Board and committee meetings.

B. The number of Observers may be fixed in the sole discretion of the Board of Trustees. An Observer may be barred from attending a Board or committee meeting, with or without cause, by a majority vote of the Trustees present at a meeting at which a quorum exists.

Section 6. Advisors to the Corporation.

A. The Board of Trustees may elect or appoint any person to act at its pleasure in an advisory capacity to the Corporation or in an honorary capacity with respect to the Corporation or to be members of an advisory council ("Advisors"). Advisors shall perform strictly an advisory function for the Corporation.

B. The number of Advisors may be fixed in the sole discretion of the Board of Trustees. Their appointment may occur at any meeting of the Trustees. Advisors shall serve for such terms as determined by the Board of Trustees. An Advisor may be removed, with or without cause, by a majority vote of the Trustees present at a meeting at which a quorum exists.

C. At the Chair's sole discretion, Advisors may receive notice of and attend all Board meetings and other events, may participate fully in all Board discussions and may enjoy other non-voting privileges enjoyed by the Board of Trustees, but they shall have no voting rights on matters considered by the Board.

Article V

Committees

Section 1. Executive Committee. By a majority vote of the Trustees present at a meeting at which a quorum exists, the Board of Trustees may designate an Executive Committee consisting of at least three Trustees, one of whom shall be the Chair of the Board of Trustees, who shall also be Chair of the Executive Committee. The Board of Trustees may designate one or more of the Trustees as alternate members of the Executive Committee, who may replace any absent or disqualified member at any meeting of the Committee upon the request of the Chair of the Board of Trustees. Except as otherwise required by law or these Bylaws, the Executive Committee shall have such authority as the Board of Trustees shall grant to it for the management of the Corporation, including

the power to authorize the seal of the Corporation to be affixed to all papers that may require it. The Executive Committee shall keep regular minutes of its proceedings and shall report the same to the Board of Trustees when required. Vacancies in the Executive Committee shall be filled by the Board of Trustees at a regular or special meeting. Members of the Executive Committee shall serve for a term of three (3) years or until their successors are appointed or elected and qualified.

Section 2. Nominating Committee. By a majority vote of the Trustees present at a meeting at which a quorum exists, the Board of Trustees may designate a Nominating Committee consisting of not less than three (3) nor more than five (5) Trustees from a list of names nominated by the Board Chair. Except as otherwise required by law or these Bylaws, the Nominating Committee shall have such authority as the Board of Trustees shall grant to it for the nomination of the Other Members of the Corporation in accordance with Article IV, Sections 2(B)(2) and (4) of these Bylaws. The Nominating Committee shall keep regular minutes of its proceedings and shall report the same to the Board of Trustees when required. Vacancies in the Nominating Committee shall be filled by the Board of Trustees at a regular or special meeting. Members of the Nominating Committee shall serve for a term of three (3) years or until their successors are appointed or elected and qualified.

Section 3. Other Committees. The Board of Trustees may create other committee(s) consisting of Trustees or other persons, which committee(s) shall have such authority as the Board of Trustees may by law direct.

Section 4. Attendance by the President. Unless otherwise determined by the Board of Trustees, the President shall be entitled to participate in meetings of the Board of

Trustees, the Executive Committee and all other committees, but shall not be entitled to vote in his or her capacity as President.

Article VI

Officers

Section 1. The Officers of the Corporation shall be a President, a Secretary, a Treasurer and such other Officers, including, but not limited to, an Assistant Secretary and an Assistant Treasurer, as may from time to time be deemed advisable by the Board of Trustees. Officers shall be chosen by the Board of Trustees. Officers may, but need not, be Trustees. Any two or more offices may be held by the same individual, except for the offices of President and Secretary.

Section 2. All of the Officers of the Corporation shall hold their offices for such terms as shall be determined from time to time by the Board of Trustees, and shall exercise such powers, perform such other duties and receive such compensation as shall be determined from time to time by the Board of Trustees.

Section 3. The Officers of the Corporation shall hold office until their successors are chosen and qualified. Any Officer of the Corporation may be removed, with or without cause, at any time by a majority of the Trustees present at a meeting at which a quorum exists. Any vacancy occurring in any office of the Corporation may be filled by the Board of Trustees.

Section 4. The President, Secretary, Assistant Secretary, Treasurer, Assistant Treasurer and such other Officers as may be authorized by the Board of Trustees may enter into and execute on behalf of the Corporation contracts, leases, debt obligations and all other forms of agreements or instruments, whether under seal or otherwise, permitted by law, the Articles of Incorporation and these Bylaws, except where such documents are

required by law to be otherwise signed and executed, or where the signing and execution thereof shall be exclusively delegated to some other Officer or agent of the Corporation.

Section 5. The duties and powers of the Officers of the Corporation shall be as provided in these Bylaws or as provided pursuant to these Bylaws, or (except to the extent they are inconsistent with these Bylaws or with any provision made pursuant hereto) shall be those customarily exercised by corporate officers holding such offices.

Section 6. The President. The President shall be the chief operating officer of the Corporation and, subject to the control of the Board of Trustees, shall perform all duties customary to that office and shall supervise and control all of the affairs of the Corporation in accordance with any policies and directives approved by the Board of Trustees. The President shall have the power to change the registered agent and registered office of the Corporation.

Section 7. The Secretary. The Secretary shall be responsible for keeping an accurate record of the proceedings of all meetings of the Board of Trustees, the Executive Committee, any other committee(s) created by the Board of Trustees pursuant to Article V, Section 3, and such other actions of the Corporation as the Board of Trustees shall direct. He or she shall give or cause to be given all notices in accordance with these Bylaws or as required by law and, in general, perform all duties customary to the office of secretary. The Secretary shall have custody of the corporate seal of the Corporation, and he or she, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it. When so affixed, it may be attested by his or her signature or by the signature of such Assistant Secretary. The Board of Trustees may give authority to any Officer, including the Assistant Secretary, to affix the seal of the Corporation and to

attest the affixing by his or her signature. An Assistant Secretary may perform some or all of the duties of the Secretary and such other duties as assigned by the Board of Trustees.

Section 8. The Treasurer.

A. The Treasurer shall perform all duties customary to that office, shall have the custody of and be responsible for all corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in the books of the Corporation. He or she shall deposit or cause to be deposited all monies or other valuable effects in the name of the Corporation in such depositories as shall be selected by the Board of Trustees.

B. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Trustees or its delegate, taking proper vouchers for such disbursements, and shall render an account of all his or her transactions as Treasurer and of the financial condition of the Corporation to the President and the Board of Trustees at its regular meetings or when the Board of Trustees or Executive Committee so requires. An Assistant Treasurer may perform some or all of the duties of the Treasurer and such other duties as assigned by the Board of Trustees.

Article VII

Indemnification

Section 1. The Corporation does hereby indemnify to the maximum extent legally permissible each Trustee and Officer and former Trustee and Officer of the Corporation, and each individual who served at its request as a director, officer or trustee of another corporation, partnership, joint venture, trust, other enterprise or employee benefit plan, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with or arising out of any threatened, pending or completed claim, action, suit, proceeding, issue or

matter of whatever nature, whether civil, criminal, legislative, administrative or investigative, in which he or she may be involved as a party or otherwise by reason of his or her being or having been such Trustee, Officer, director, officer or trustee.

Section 2. This indemnification includes amounts paid or incurred in connection with reasonable settlements if made with a view to the curtailment of the costs of litigation.

Section 3. This indemnification includes amounts paid or incurred in connection with acts of negligence, whether liability on the part of such Trustee, Officer, director, officer or trustee exists as to the Corporation, its Trustees, Officers, agents or employees or as to third parties, including creditors.

Section 4. This indemnification also extends to any criminal action, suit, investigation or proceeding, provided that the same shall be dismissed against such Trustee, Officer, director, officer or trustee or that he or she shall have been found not guilty. Such indemnification likewise extends to a criminal action, suit, investigation or proceeding that is terminated by a plea of *nolo contendere*, or its equivalent, to a charge of misdemeanor, provided that the conduct complained of on the part of the Trustee, Officer, director, officer or trustee was done in good faith and with the belief that it was in the best interest of the Corporation and on the reasonable assumption of its legality.

Section 5. No such reimbursement or indemnification shall relate to any expense incurred in connection with any matter as to which such Trustee, Officer, director, officer or trustee has been adjudged to be liable for gross negligence or misconduct in the performance of his or her duty to the Corporation, exclusive of issues or matters not related to the conduct on which the judgment was based, unless and only to the extent that

the court in which the action or suit was brought shall determine that, despite such adjudication of liability and in view of all the circumstances of the case, such Trustee, Officer, director, officer or trustee is fairly and reasonably entitled to indemnification for those expenses that the court shall deem proper.

Section 6. The indemnification provided by this Article VII shall not be deemed exclusive of any other rights which such Trustee, Officer, director, officer or trustee may have under any agreement, vote of the Board of Trustees or otherwise.

Section 7. No indemnification shall be made under this Article VII if such indemnification would result in any liability for tax under chapter 42 of the Internal Revenue Code of 1986.

Section 8. Every provision of this Article VII is intended to be severable, and, if any term or provision is invalid for any reason whatsoever, such invalidity shall not affect the validity of the remainder of this Article VII.

Article VIII

Miscellaneous Provisions

Section 1. Seal. The seal of the Corporation shall be circular in form and shall have inscribed thereon the words, "State Consortium on Board Examination Systems," "District of Columbia" and "Corporate Seal."

Section 2. Checks. All checks, drafts or other orders for the payment of money shall be signed by such Officer or Officers or such other person or persons as the Board of Trustees may from time to time designate.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each calendar year.

Article IX

Amendments

Section 1. Amendment of Bylaws. These Bylaws may be altered, amended or repealed, or new Bylaws may be adopted, at any meeting of the Board of Trustees, by a majority vote of the Trustees in office, if at least ten days' written notice is given of the intention to take such action at such meeting.

Section 2. Amendment of Articles of Incorporation. The Articles of Incorporation may be altered or amended, or new Articles of Incorporation may be adopted, at any meeting of the Board of Trustees, by a majority vote of the Trustees in office, if at least ten days' written notice is given of the intention to take such action at such meeting.

Appendix E

State Consortium on Board Examination Systems Board of Trustees

Kentucky

Terry Holliday, *Chair*
Commissioner of Education
Kentucky Department of Education

Robert King
President
Kentucky Council on Postsecondary
Education

Arizona

Vicki Balentine
President
Arizona State Board of Education

Richard Crandall
Chairman of the House Education
Committee
Arizona House of Representatives

Connecticut

Mark McQuillan
Commissioner of Education
Connecticut Department of
Education

Lauren Weisberg Kaufman
Connecticut Business and Industry
Association

New Hampshire

Virginia Barry
Commissioner of Education
New Hampshire Department
of Education

John Lyons
Chairman
New Hampshire State Board
of Education

Maine

Angela Faherty
Acting Commissioner
Maine Department of Education

Senator Justin Alford
Chair of the Education
and Cultural Affairs Committee
Maine State Senate

Massachusetts

Mitchell D. Chester
Commissioner of Elementary
and Secondary Education
Massachusetts Department of
Elementary and Secondary
Education

Paul Reville
Secretary of Education
The Commonwealth of
Massachusetts

Mississippi

Tom Burnham
State Superintendent of Public
Education
Mississippi Department of Education

Representative Cecil Brown
Chairman
House Education Committee
Mississippi House of
Representatives

New Mexico
Veronica C. Garcia
Secretary of Education
New Mexico Public Education
Department

Charles Bowyer
Executive Director
National Education Association-
New Mexico

New York
David Steiner
Commissioner of Education and
President, University of the State
of New York

Merryl Tisch
Chancellor
New York State Board of Regents

Pennsylvania
Thomas E. Gluck
Acting Secretary of Education
Pennsylvania Department of
Education

Gerald L. Zahorchak
Superintendent (eff. 7/1/2010)
Allentown (PA) School District

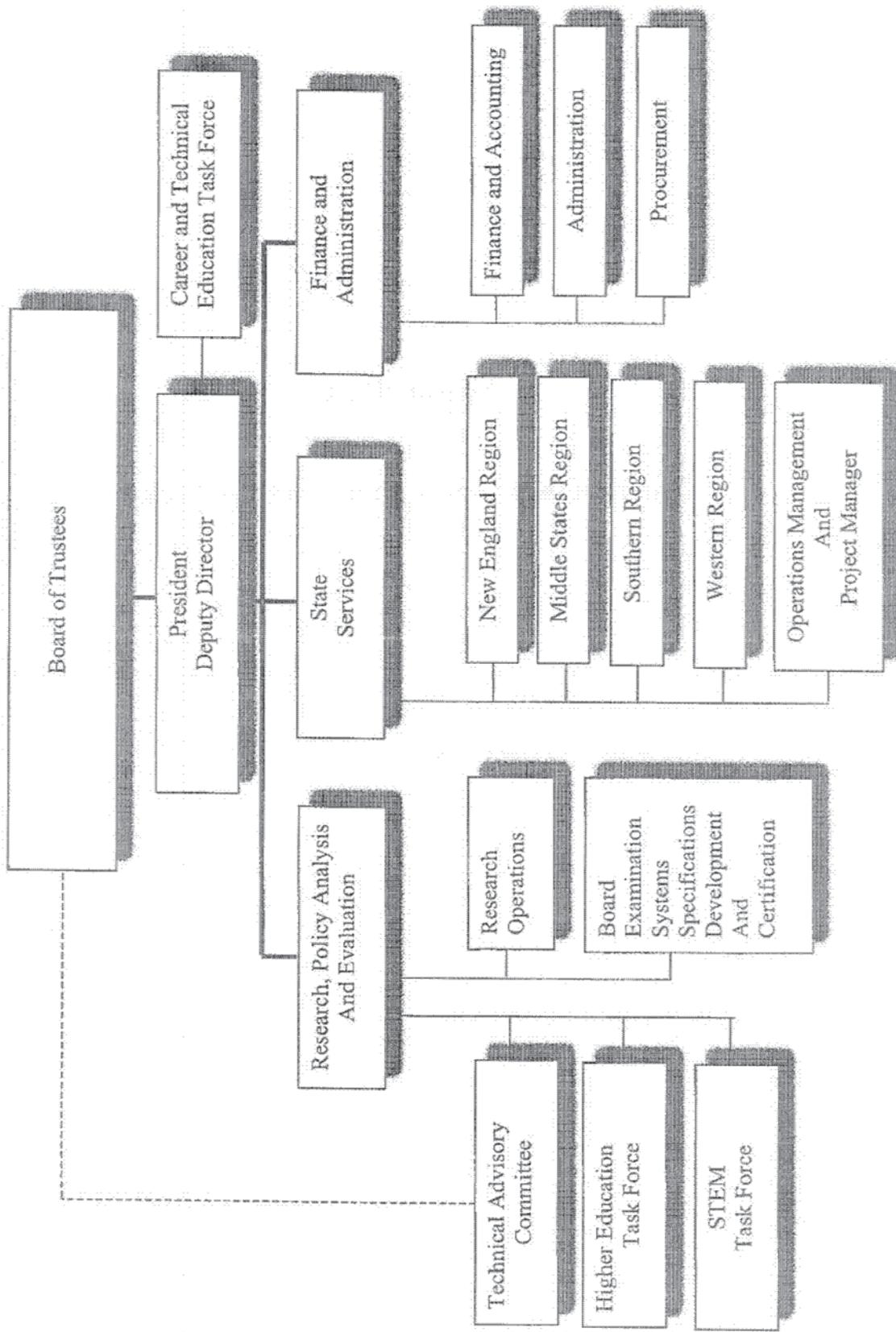
Rhode Island
Deborah Gist
Commissioner of Education
Rhode Island Department of
Education

Betsy P. Shimberg
Regent
Board of Regents
Rhode Island Department of
Education

Vermont
Armando Vilaseca
Commissioner of Education
Vermont Department of Education

Timothy J. Donovan
Chancellor
Vermont State Colleges

Appendix F



Appendix G

Procurement Lead Letter from Kentucky



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

June 1, 2010

Ms. Betsy Brown Ruzzi
Deputy Director
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Ms. Ruzzi:

The Governing Board of the State Consortium on Board Examination Systems recently passed a resolution requesting that the Commonwealth of Kentucky, in its capacity as a governing state of this consortium, agree to be identified as the lead state on procurement for the consortium in its' Race to the Top High School Course Assessment grant application.

The purpose of this correspondence is to confirm that the Commonwealth of Kentucky is willing and capable of serving in such a role if the consortium is successful in obtaining such funding in September. We anticipate that this role will require significant coordination between the Kentucky Department of Education and the Kentucky Finance and Administration Cabinet and we have already initiated such discussions. We look forward to continued collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Hiren B. Desai".

Hiren B. Desai
Associate Commissioner
Internal Administration and Support

Cc: Commissioner Holliday
Don Speer, FAC

Appendix H

Commentary on Theory of Action Figure

The following series of propositions is intended as an explication of the Theory of Action depicted in the figure describing the Theory of Action in the application narrative:

1. Students often fail because they (and often their teachers) have only the vaguest idea of what work looks like that actually meets the standards for the courses they take. Teachers in wealthy communities often expect a lot, but teachers in many other communities frequently expect very little. The Common Core State Standards will be instantiated in a set of existing world-class instructional systems known as Board Examination Systems. The standards will be made far more concrete than is typical for American standards because, in these systems, the a) content standards are clearly spelled for teachers and students in course syllabi and b) the performance standards are made manifest in the questions asked in each year's exams (always released) and examples of work that got top grades (also released).
2. Often, even if the teachers and students know what the standards are, the students don't get a strong curriculum aligned to the standards, so they don't get an opportunity to learn the material on which they will be assessed. In this program, all students will get the same opportunity to reach the standards, because they will all get instructional materials and instruction that was explicitly designed to support the syllabus and their teachers will all get high quality training to teach the courses well to their students. The states, districts, schools, teachers, students and parents can count on the quality of the programs and examinations because SCOBES will only certify Board Examination Programs that meet its exacting standards.
3. But many students fail in high school because they are not ready to do high school level work when they arrive in high school and the high school has no strategy for enabling them to catch up. In this program, the teachers will assess where the

students are at the end of 8th grade and, if they are behind where they need to be, put together a program that will enable them to catch up to their peers and succeed in the lower division program.

4. A sound high school program taught by teachers trained to teach it will not change the outcome if students have no incentive to take tough courses or study hard in high school. The reality is that the majority of high school students lack such an incentive because they believe that they can get in to community colleges and other open admissions institutions with D's in their high school courses. So they just slide by, putting in their time in the seat to get a diploma. Then they fail in appalling numbers when they get to college to do college level work. We will offer them a diploma based on their performance, not their time in the seat, letting them leave high school if they want to, as early as the end of their sophomore year, when they show that they have achieved a level of accomplishment that will enable them to be successful in community colleges and similar institutions. We call it the Move-on-When-Ready system.
5. The Move-on-When-Ready program, however, will not work unless the state puts policies in place to support the performance-based diploma and the colleges themselves embrace the program and open their doors to the students who choose to leave high school early and move on to college. So our membership rules require that our member states put the right policies in place and we will create a Task Force composed mainly of state higher education officials who will take responsibility for urging their colleagues to support the program as it is being implemented.
6. If the students know what standards they have to meet to realize their dreams, if they have powerful curriculum to get them there taught by teachers well trained to teach it, if they have a chance to catch up to their peers when they get to high school if they are behind, if expectations for them are high and if they are motivated to take challenging courses and work hard in school, then their performance will greatly exceed their current performance and many more will leave high school ready to succeed in college. This will be true for all students, but it will be especially true for the low-income and minority students who have

suffered most from unclear standards and low expectations, a weak curriculum, low-level tests, poorly trained teachers, weak incentives and very weak support when they arrive at high school far behind where they should be.

7. But some will not succeed on their Board Examinations on their first attempt. In fact, in the early years, many won't. Their high schools will be required to analyze the sub-scores of those who did not succeed on their Board Exams and put together a customized program for them, targeted to the areas in which they were weak on the exams. The idea is to make sure that virtually all students leave high school ready to be successful in a 2-year or 4-year open-admissions postsecondary institution.

Appendix I

Research on Effect of Board Examination Systems on Student Achievement

We reviewed research conducted over a 15-year period, mostly by economists well-trained in addressing issues of casual inference. Unless otherwise noted, the sources for the review are listed in the series of charts at the end of this section. The studies examine what we call Board Examination Systems, a variant of what others (e.g., John Bishop, 1995) call curriculum-based external exit exams (CBEEEs). CBEEEs typically are developed by national Ministries of Education or provincial/state jurisdictions, or by Board Exam providers under the supervision of these entities. Importantly, CBEEEs should not be confused with the typical high school exit examination found in many US states. High school exit exams are often minimum competency tests built up from standardized test item banks that are only loosely aligned to high school curricula, and students must pass these exams to graduate from high school. By contrast, Board Exam Systems begin with a rigorous and well-defined curriculum, provide teachers with extensive guidance about how to teach the prescribed curriculum and clear standards for student learning, and then assess student learning through rich-format exams. Importantly, doing poorly on Board Exams does not usually prevent a student from graduating from secondary schooling but rather indicates a record of *modest* accomplishment.

In what follows, we describe evidence from many well-designed correlational studies, one quasi-experiment, and two interrupted time series studies showing that CBEEE systems have substantial and educationally meaningful effects on high school students' academic achievement, both in the US and in other countries. The evidence cited here: (a) comes from research on CBEEE programs that are very similar to the ones we will implement in our pilot work; and includes (b) one quasi-experiment with very strong internal validity (Jurges, Schieder, and

Büchel, 2005); (c) one study approximating an interrupted time series design that has acceptable internal validity (Bishop, 2005); and (d) many correlational studies with weaker internal validity but very strong external validity that consistently show positive effects of CBEEE systems in diverse samples of nations, at different time points, on different tests, including studies conducted on exactly the kinds of US high school populations where we will be working during our pilot initiative. Overall, we conclude that a large body of research presents clear evidence that CBEEE systems have substantial and educationally meaningful effects on student achievement — effects that are of sufficient magnitude to be detected in the evaluation study we plan to conduct.

Cross-national studies. A useful place to begin our review is with comparative, cross-national studies of educational achievement using IAEA, TIMSS or PISA data. Since nations are the unit of analysis in this research and cannot be randomly assigned to CBEEE implementation, these studies (by necessity) examine natural variation in exam systems and student outcomes in the face of many potentially unmeasured national characteristics that affect both the choice to implement a CBEEE system and the student achievement outcomes of interest. To combat this problem, researchers typically introduce statistical controls at both the national level (e.g., GDP, region, education expenditures) and the student level (e.g., gender, SES, minority status) to enhance internal validity. These studies typically code nations by whether or not they have a CBEEE system and then estimate the effect of this indicator variable on students' test scores, controlling for aforementioned covariates. Across many different studies, using different samples of nations, testing students at different ages, in different academic domains, using different tests, nations with CBEEEs uniformly show higher national mean test scores (even after adjustment for covariates). The review of studies shows that the difference in country means due to this

“CBEEE” indicator varies across studies but typically is in the range of .5 to 1.5 grade-level equivalents (GLEs). Because a δ -type effect size of .10 is equivalent to about one month on the GLE scale, these are educationally meaningful effects. It is noteworthy, however, that CBEEE effects are smaller for general reading tests than for more curricular-based tests in science and math, and that CBEEE effects are smaller when only samples of OECD (*vs.* more diverse samples of) countries are studied. In particular, in a well-designed correlational study of PISA 2000 data that was based mostly on OECD nations and included extensive controls for selection bias and other confounders, Fuchs and Woessmann (2007) found that the CBEEE effect sizes were $\delta = .18$ for PISA mathematics scores, $\delta = .15$ for PISA science, and $\delta = .07$ for PISA reading. However, these effects are the lowest of any findings in the studies reviewed here (and in this same data set, CBEEE effects were much larger when only native born students were included in the study sample [Bishop, 2003]). Overall, what is remarkable about the body of correlational research discussed here is its strong external validity. In diverse samples of countries, at diverse time points, and with diverse achievement tests, studies consistently find positive, statistically significant, and usually very large effects of CBEEEs on students’ academic achievement.

Within-country studies. An alternative set of studies compares jurisdictions with and without CBEEEs within a single nation. Some of these studies are correlational. John Bishop and colleagues, in particular, have conducted numerous correlational studies examining the effects of CBEEEs on US students’ SAT, NAEP, and NELS:88 scores. The studies focus on New York (which has the Board of Regents Exam) and North Carolina (which recently instituted end of course exams that are similar to CBEEE strategies), comparing student achievement in these states to student achievement in other states, after controlling for student background and/or state

demographic variables. Across several studies, using different data sets, at different time points, these studies have found statistically significant differences between New York and North Carolina students' scores on these low-stakes "audit" tests and other students' test scores, even after controlling for state and student covariates. A typical effect size in these studies has been $\delta = +.55$ (or about half a GLE) favoring CBEEE students.

Other studies have been conducted in Germany and Canada to compare the test scores of students from different states/provinces that do and do not have CBEEEs. The most rigorous of these, undertaken in German states, was based on a quasi-experimental design in which matched students were compared when they did and did not face CBEEEs in particular subjects (Jurges, Schieder, and Büchel, 2005). This study included many student covariates and a complex "difference in differences" approach in order to control for selection bias in estimating CBEEE effects on students' achievement. The results showed that students facing CBEEEs outperformed matched students not facing CBEEEs by about $\delta = .3$ under the most strenuous controls for selection bias. As the authors note, this estimate should be considered a "lower bound" for the CBEEE effect, since the use of a difference in differences estimate almost certainly under-estimates the true CBEEE effect on achievement.

A final set of within-country studies examine CBEEE effects on students' achievement by looking at what happens when countries or US states change their examination regimes. These studies approximate interrupted time series designs since they look at what happens to student outcomes before and after an "interruption" or change in testing policy. One such study (Bishop, 1995) examined sparse data on test scores and other outcomes in Sweden before and after the country eliminated CBEEEs. It showed that after CBEEEs were eliminated, Swedish students were less likely to take rigorous courses in secondary school and that achievement on IAEA test

scores for upper secondary students declined (Bishop, 1995). A more rigorous study was conducted by Bishop (2005) to examine changes in NAEP scores in states that changed assessment regimes at various time points during the period 1990-2003. The design approximated a true interrupted time series design and showed that these two CBEEE states improved their NAEP scores by about .6 GLEs more than non-CBEEE states over this time period.

Other Outcomes. Importantly, additional research explores CBEEE effects on student outcomes during and after high school. For example, one study found that eighth graders in New York and North Carolina (the two US states with CBEEE-like systems) were more likely to go to college and equally likely to graduate from college compared to students with similar characteristics in other states (Bishop, Mane, Moriarty, and Bishop, 2001; Bishop and Mane, 2004). One explanation for this result comes from the finding that experiencing a rigorous high school curriculum in the US is a strong predictor of bachelor's degree completion (for students of all races/ethnicities and all economic classes). In fact, research from US national longitudinal studies such as High School and Beyond and NELS: 88 has shown repeatedly that all students (regardless of achievement level and social background) who take rigorous coursework in high school learn more (Gamoran and Hannigan, 2000) and are more likely to plan for, enroll in, and complete college than others (Gladieux and Swail, 2000)¹. This evidence only reinforces the case we made earlier for the positive academic and achievement benefits that can accrue to students in jurisdictions that implement Board Examination Systems of the type proposed here.

¹ Gladieux, L.E. and Swail, W.S. (2000). *Beyond Access: Improving the Odds of College Success*. *Phi Delta Kappan*. Volume 81. Issue 9. Pages 688-692.

Appendix I
Research Study Citations

QUASI-EXPERIMENTAL: Matched Comparison and Interrupted Time Series				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>High School Exit Examinations: When Do Learning Effects Generalize?</i> Center for Advanced Human Resource Studies Working Paper #05-04, Cornell University ILR School	John H. Bishop	2005	Interrupted time series design analyzing the effect of two states (NY and North Carolina) introducing a universal CBEEE	The introduction of Universal CBEEES in New York and North Carolina during the 1990s was associated with large increases in math achievement on NAEP tests.
<i>The Effect of Central Exit Examinations On Student Achievement: Quasi-Experimental Evidence from TIMSS Germany.</i> <u>Journal of the European Economic Association</u> (Volume 3, Issue 5, pp1134-1155)	Hendrik Jurges, Kerstin Schneider and Felix Buchel	September 2005	Matched comparison difference-in-differences approach that compares German federal states with central exit exams and those without	Central examinations increase student achievement by the equivalent of about one-third of a school year.

CORRELATIONAL RESEARCH: Country to Country Comparisons				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>The Impact of Curriculum-Based External Examinations on School Priorities and Student Learning.</i> Center for Advanced Human Resource Studies Working Paper #95-30, Cornell University ILR School	John H. Bishop	1995	Cross-sectional study of 1994-95 TIMSS data for 13 year-old students	13 year-old students from countries with medium and high stakes Universal CBEEE systems outperformed students from other countries at a comparable level of economic development by 1.3 U.S. grade level equivalents (GLE) in science and by 1.0 GLE in mathematics.
<i>The Effect of National Standards and Curriculum-Based Exams on Achievement, The American Economic Review</i> (Volume 87, No. 2, Papers and Proceedings of the Hundred and Fourth Annual Meeting of the American Economic Association, pp260-264)	John H. Bishop	May 1997	Cross-sectional study of TIMSS math and science scores across 40 countries, IAEP science and math scores in 16 nations, and SAT test scores for NY state versus other states	Countries and Canadian provinces with CBEEES outperform other countries at a comparable level of development.
<i>Are National Exit Examinations Important for Educational Efficiency?, Swedish Economic Policy Review</i> (Volume 6, pp349-398)	John H. Bishop	1999	Cross-sectional study of 1990-01 International Association for the Evaluation of Educational Achievement's study of the reading literacy of 14 year olds in 24 countries	Students in countries with Universal CBEEES were about 1.0 GLE ahead of students in nations that lacked a Universal CBEEES.

CORRELATIONAL RESEARCH: Country to Country Comparisons				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>Schooling Resources, Educational Institutions, and Student Performance: The International Evidence</i> , Kiel Working Papers 983, Kiel Institute for the World Economy	Ludger Woessmann	2000	Hierarchical analyses of the entire TIMSS and PISA micro data sets. Included a comprehensive set of controls for family background, teacher characteristics, school resources and policies at the individual and school level	8th graders in Universal CBEEES nations were about 1.1 international grade level equivalents ahead in mathematics and about 0.8 international grade level equivalents ahead in science. Also, learning gains between 7th and 8th grade were <u>significantly</u> larger in Universal CBEEES nations.
<i>What is the Appropriate Role of Student Achievement Standards in Education in the 21st Century: Meeting the Challenge of a Changing World</i> (Kodrzycki, Y., Ed., Federal Reserve Bank of Boston, pp249-278)	John H. Bishop	2003	Cross-sectional study of data from 1995 and 1999 TIMSS and 2000 PISA data collection	Universal CBEEES have <u>highly significant</u> effects (of about 1.5 GLEs) on the math and science achievement in 8th grade.
<i>Educational Reform and Disadvantaged Students: Are They Better Off or Worse Off?</i> CESifo Working Paper No. 1309, Presented at the CESifo Conference Center, Munich, Sept 3-4, 2004	John H. Bishop and Ferran Mane	2004	Cross-sectional study of 2000 PISA data (15 year olds) from 41 countries evaluating the effects of Universal CBEEES on school enrollment, upper-secondary graduation rates, and years spent in school using Organization of Economic Cooperation and	<u>Large statistically significant</u> estimated effects of CBEEES on reading, mathematics and science literacy of native-born students. Students facing universal CBEEES have higher upper-secondary graduation rates and learn substantially more--1.2 GLE extra--and achievement gaps are reduced by 40 percent of a

CORRELATIONAL RESEARCH: Country to Country Comparisons				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
			Development data	grade-level equivalent. Universal CBEEES had no significant (negative) effect on school enrollment rates of 15-19 year olds and of 20-24 year olds, upper-secondary graduation rates and years spent in school.
<i>What Accounts for International Differences in Student Performance? A Re-Examination Using PISA Data. Empirical Economics, Springer, Volume 32(2), pp433-464</i>	Thomas Fuchs and Ludger Woessmann	2007	PISA student-level achievement database to estimate international education production functions	Confirms previous evidence that external exit exams are positively related (with <u>statistical significance</u>) to student performance in math, and marginally so in science. The positive relationship in reading is not statistically significant, which may be due to poor data quality on the existence of external exit exams in this subject and to the small number of country-level observations. Using standardized testing as an alternative measure of external examination, they find a statistically significant positive relationship in all three subjects. Institutions alone account for roughly one quarter of the international variation in student performance.
<i>Institutional Arrangements in Educational Systems and Student Achievement: A Cross-National</i>	Trevor Collier and Daniel L. Millimet	2009	Authors analyze the association between different educational institutional arrangements and the distributions of science and math test	External exams have a strong positive association with math and science performance, with some evidence indicating a much stronger association at higher quantiles of the

CORRELATIONAL RESEARCH: Country to Country Comparisons				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>Analysis, Empirical Economics</i> , Springer, Volume 37(2), pp329-381			scores using 1999 TIMSS data – covering over 100,000 students from 22 countries	distribution. In both subjects the Quantile Treatment Effects (QTE) vary between 50 and 100 test points (roughly one-half to one standard deviation), across nearly the entire distribution. Note: if the sample is limited to only OECD countries or countries with CBEEEs, the association, while still positive, is much smaller (on the order of one-tenth to one-third of a standard deviation.)

CORRELATIONAL RESEARCH: Within Country Comparisons				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>Understanding State Variation in SAT Scores, Economics of Education Review</i> , Volume 12, Issue 3, pp197-202	Amy E. Graham and Thomas A. Husted	Sept 1993	Analysis of 1991 SAT test scores in the 37 U.S. states with reasonably large test taking populations	In 1990 New York State's Regents exam system was the only example of a voluntary curriculum-based external exit exam system in the United States. New York State students did much better on the SAT than students of the same race and social background in other states.
<i>The Impact of Curriculum-Based External Examinations on School Priorities and Student Learning</i> , Center for Advanced Human Resource Studies Working Paper	John H. Bishop	1995	Studies the effects of examination systems on student behavior. Includes an example of Sweden's pre and post elimination of secondary school exit exams in the 1970s	After Sweden eliminated upper secondary school exit exams during the 1970s, the proportion of students taking rigorous college prep mathematics and

CORRELATIONAL RESEARCH: Within Country Comparisons				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
#95-30, Cornell University ILR School				science courses declined substantially.
<i>The Effect of National Standards and Curriculum-Based Exams on Achievement, The American Economic Review</i> (Volume 87, No. 2, Papers and Proceedings of the Hundred and Fourth Annual Meeting of the American Economic Association, pp260-264)	John H. Bishop	May 1997	<p>Cross-sectional analysis of students attending school in Canadian provinces with and without Universal CBEEES</p> <p>Cross-sectional analysis of students attending school in New York as compared with students in other states</p>	<p>Students attending school in Canadian provinces with Universal CBEEES were a <u>statistically significant</u> one-half of a U.S grade level equivalent ahead in math and science of comparable students living in provinces without Universal CBEEES.</p> <p>New York students (when holding demographic characteristics constant) outperform students from other states on the SAT math and verbal tests.</p>
<i>Diplomas for Learning, Not Seat Time: The Impacts of New York Regents Examinations, Economics of Education Review</i> , Volume 19, Issue 4, pp333-349	John H. Bishop, Joan Moriarty and Ferran Mane	Oct 2000	Cross-sectional analyses of students across states	Confirmed Graham and Husted's SAT findings and also found that 1992 NAEP math scores of New York 8th graders were <u>significantly</u> higher than in other demographically similar states.
<i>The Role of End-of-Course Exams and Minimum Competency tests in Standards-Based Reforms, Brookings Papers on Education Policy</i> , Brookings Institution	John H. Bishop, Ferran Mane, Joan Y. Moriarty, and Michael	2001	Cross-sectional analyses of students across states	New York students learned about a half a GLE more between 8th grade and 12th grade than comparable students in other states. Controlling for ethnicity, social

CORRELATIONAL RESEARCH: Within Country Comparisons				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
Press, pp267-345	Bishop			background and other standard's based reform policies, 8th graders in New York and North Carolina in 1996-98 were about one-half of a GLE ahead of comparable students in other states in reading, math and science.
<i>Educational Reform and Disadvantaged Students: Are They Better Off or Worse Off?</i> CESifo Working Paper No. 1309, Presented at the CESifo Conference Center, Munich, Sept 3-4, 2004.	John H. Bishop and Ferran Mane	2004	Used NELS-88 HS graduate data to evaluate the impacts of NY and NC's compulsory CBEEES on learning, high school completion, college attendance and labor market outcomes	New York's hybrid voluntary end-of-course exam/ compulsory minimum competency exam system had a large (.55 GLE) impact on test score gains during high school. Since 8th grade achievement levels were also higher, New York students were about one GLE ahead of students in other states by the end of high school.

CORRELATIONAL RESEARCH: Impact on Other Factors Like Graduation Rates, Achievement Gaps, College Attendance and College Completion				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>Algebra for Everyone: Benefits of College-Preparatory Mathematics for Students with Diverse Abilities in Early Secondary</i>	Adam Gamoran and Eileen C. Hannigan	2000	Regression analysis of National Educational Longitudinal Study 1988 and 1990 data measuring changes in achievement in mathematics among	Tenth graders who took algebra scored higher—and showed greater improvement between 8th and 10th grades—on a math test developed for the national survey than those who did not take the subject. Students

CORRELATIONAL RESEARCH: Impact on Other Factors Like Graduation Rates, Achievement Gaps, College Attendance and College Completion				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>School, Educational Evaluation and Policy Analysis (Volume 22, Issue 3, pp241-254)</i>			a sample of 12,500 high school students	who took algebra improved their scores by about 8 points by 10th grade; those who did not take the subject improved by about 4 points. Benefits to taking algebra were found regardless of students' race or sex, or whether their classmates had similar skills in the subject matter or a range of skills.
<i>The Role of End-of-Course Exams and Minimum Competency tests in Standards-Based Reforms, Brookings Papers on Education Policy, Brookings Institution Press, pp267-345</i>	John H. Bishop, Ferran Mane, Joan Y. Moriarty, and Michael Bishop	2001	Cross-sectional analyses of students across states	Eighth graders in states with high school exit exams were found to be more likely to go to college and equally likely to graduate from college.
<i>Educational Reform and Disadvantaged Students: Are They Better Off or Worse Off? CESifo Working Paper No. 1309, Presented at the CESifo Conference Center, Munich, Sept 3-4, 2004</i>	John H. Bishop and Ferran Mane	2004	Used NELS-88 HS graduate data to evaluate the impacts of NY and NC's compulsory CBEEES on learning, high school completion, college attendance and labor market outcomes	Implementing universal CBEEES in the U.S. is predicted to reduce the current 2.5 GLE differential between high and low SES students by 16 percent. Attending school in New York had positive effects on college attendance rates of low SES students in fall 1992.
<i>The Effect Heterogeneity of Central Exams: Evidence from TIMSS, TIMSS-</i>	Ludger Woessmann	Nov 2004	Using evidence from three international student achievement tests (TIMSS, TIMSS-	The effect of central exams does not vary substantially along most family-background dimensions. The main heterogeneity is that in

CORRELATIONAL RESEARCH: Impact on Other Factors Like Graduation Rates, Achievement Gaps, College Attendance and College Completion				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>Repeat and PISA, CESIFO Working Paper No. 1330</i>			Repeat and PISA), the authors analyzed the heterogeneity of the effect of central exams on student performance along three dimensions	TIMSS, the disadvantage of coming from an immigrant or less- educated family background seems to be reduced by central exams. Parental involvement gets better informed in central-exam systems. In addition, central exit exams are particularly performance-conducive once combined with school autonomy and regular external testing.

CORRELATIONAL RESEARCH: High School Curriculum Intensity and College Enrollment/Completion				
Research Study Title	Author	Year	Method/Target Population/N	Outcome Measure/Significance of Effect
<i>Most Students Receive College Credit for Accelerated Courses; Reduce University Class Time, OPPAGA Report 06-26</i>	Office of Program Policy Analysis & Government Accountability, an Office of the Florida Legislature	March 2006	To determine if Florida's high school acceleration courses are enabling students to earn college credit while in high school, OPPAGA analyzed Florida public postsecondary institution entry cohort transcript data 1998-2003	Almost 75 percent of high school students who take and pass acceleration courses (AP, IB) subsequently attend a public college in Florida. Most of these students (90%) receive college credit for their acceleration courses. Students who earned acceleration credits typically graduated from college after taking 14 fewer credit hours (approximately 5 college courses) at Florida's public universities.

Appendix J

State Consortium on Board Examination Systems Career and Technical Education Task Force Initial Members

US Chamber of Commerce Institute
for a Competitive Workforce
Karen R. Elzey
Vice President
Institute for a Competitive
Workforce
U.S. Chamber of Commerce

National Association of State
Directors of Career Technical
Education Consortium
Kimberly Green
Executive Director
National Association of State
Directors of Career and Technical
Education

American Association of
Community Colleges
Kathryn Mannes
Program Director
Center for Workforce and Economic
Development
American Association of
Community Colleges

Appendix K
Basic Information on Potential Board Examination Providers

	Lower Division Offering	Upper Division Offering	Core Academic Offerings [English, Mathematics, the Sciences, History and the Arts]	Scope of Use	Aligned Syllabi, Course and Teacher Materials
ACT/Quality Core	✓	✓	Offerings for '09-'10 are English 9-12, Algebra I and II, Geometry, Precalculus, Biology, Chemistry, Physics and U.S. History.	80,000 exams administered in 20 states in 2009.	Includes aligned educator's guide, syllabus, course objectives, guidelines for developing instructional units, course outlines and instructional unit plans, model instructional units and an end-of-course test blueprint.
Cambridge IGCSE/A-levels	✓	✓	Offers courses in all five core areas at both the lower and upper division levels.	>1 million students, 6,000 schools in 150 countries. In U.S. >100 schools in 26 states	Syllabus for each course spells out depth and breadth of study and the performance criteria for each exam. Quality texts that are aligned with the curriculum are also identified, and their professional development materials provide further guidance.
College Board AP	✓	✓	Offers a wide range of courses in the core areas at both the lower and upper division levels.	1.7 million students, 17,000 schools, in 100 countries.	Each school is responsible for developing its own curricula, which must then be authorized via the College Board's annual audit of all AP courses. AP curricula are informed by sample syllabi, sample lesson plans and modules, online and print instructional materials, sample textbooks, outlines of the content and skills to be emphasized and other subject specific resources. These resources are augmented by the professional development program.
Edexcel IGCSE/A-levels	✓	✓	Offers courses in all five core areas at both the lower and upper division levels.	344,000 students in 81 countries.	Syllabus for each course spells out depth and breadth of study and the performance criteria for each exam. Quality texts that are aligned with the curriculum are also identified (including those produced by Pearson), and their professional development materials provide further guidance.
IB	✓	✓	All in 2-year courses for grades 11-12. ¹ Structured around a diploma program (DP) that includes core academic courses. Program includes a research paper and a community service requirement. ²	750,000 students (42,000 in the U.S. DP) in 2,573 schools (1039 in the U.S.) in 138 countries.	Subject guides, student papers and marking schemes, program implementation support on-line and in person, teacher workshops, teacher on-line forums and teacher support materials.
Edexcel/BTEC	✓	✓	Offers vocational qualifications that can be taught alongside core courses from GCSEs and A levels.	>1 million students in over 45 countries.	Study guides and workbooks include case studies, activities for practical application, and ready-made assignments that are also available in digital format with further interactive resources. Teacher resources include core units, schemes of work and lesson plans, sample moderated assignments, PowerPoint for front of class presentation, answers to quizzes and knowledge checks, and mapping to related qualifications.

¹ Courses are structured as either standard level (150 teaching hours) or higher level (240 teaching hours), with the latter designed to offer more in-depth attention to key ideas.
² Unlike the other programs, the IB courses are not offered individually, but only as part of the larger 2-year IB Diploma package. While students may opt to do individual courses and earn certificates for their IB exams, schools seeking authorization must offer the full Diploma Program. They are now piloting a Career-related Certificate (IBCC) that will be made available to schools with a selection of DP courses. This might allow a new conversation to begin about schools having the option to offer some, but not all, IB courses to their students.

Appendix K

Basic Information on Potential Board Examination Providers

<p>ACT/Quality Core</p>	<p>Professional Development Vehicles In-district workshops are provided by <i>America's Choice</i> -- 5 days for teachers and 1 for administrators at a cost of \$1,600/teacher. As of 2009-2010, workshops are available for teachers of English 9, 10 and 11, Algebra I and II and Biology. On-line supplementary workshops also available.</p>	<p>Diagnostics and Supports for Struggling Students Offers the <i>America's Choice</i> set of programs to help support struggling students: <i>Ramp Up Mathematics</i> and <i>Ramp Up Literacy</i> for students who are two or more years behind and the <i>Reading and Mathematics Navigator</i> for students who need more targeted supports. All of these programs have diagnostics to assess where students are. The <i>Navigator</i> programs can also be used to provide additional support for students enrolled in QualityCore courses.</p>
<p>Cambridge IGCSE/A-levels</p>	<p>Face-to-face training, on-line self-study at three different levels, on-line tutor-led courses, on-line seminars, teacher support website, and qualification certificate programs for teachers and trainers that progress all the way to a masters in education.</p>	<p>Cambridge has <i>Checkpoint</i> tests to assess readiness for IGCSE courses in English, mathematics and science. These tests provide diagnostic feedback for teachers. There are endorsed textbooks for <i>Checkpoint Math, Science and English</i> that have activities designed to assist with skill development in each subject area. For students enrolled in IGCSE courses, Cambridge has developed <i>LearnCE</i>, which has lessons and review activities for specific skills in Mathematics, Biology, Chemistry, Physics, Business Studies and Geography. English is under development. (www.learnce.org.uk) There are also progression tests for 6th and 7th grade to identify skill gaps before the <i>Checkpoint</i> tests.</p>
<p>College Board AP</p>	<p>One- and two-day workshops and longer summer institutes are offered on a regular basis. 1,800 were conducted in '08-'09. In addition, the AP web site provides online workshops, instructional resources and discussion forums.</p>	<p><i>ReadyStep</i> middle school assessment diagnostic test. <i>Springboard</i> is a pre-AP program for 9th and 10th grades to prepare students for the AP. College Board also offers professional development for pre-AP teachers to help them prepare students for the rigor of the AP course.</p>
<p>Edexcel IGCSE/A-levels</p>	<p>In-service/in-country training is available on a monthly basis for core subjects. On-line teacher networking communities have been created for English, history, ICT, mathematics and science. Training is w/o charge when new qualifications are introduced. Teacher training qualification available.</p>	<p><i>Revisits Plus Progress</i> are on-line tests that assess student readiness for and progress through GCSE math and science courses.³ Edexcel also has Adult Literacy and Adult Numeracy (ALAN) entry-level modules and tests designed to support struggling students in the on-grade program. These tests are teacher-scored and the modules are designed to ramp up students' skills.</p>
<p>IB</p>	<p>Monthly workshops in the U.S. and Canada at three different levels. There is also a web site organized by curriculum area that includes teacher resource exchanges and discussion forums.</p>	<p>IB offers a middle years program to help prepare students for the IB diploma program and an on-line version of the diploma program that allows students to progress at their own pace.</p>
<p>Edexcel/ BTEC</p>	<p>Face-to-face customized training is available for BTEC centers. Online training events are offered with specific focus on individual courses and qualifications throughout the year. Regional training events based on local demand, for best practice techniques and updates on qualifications.</p>	<p>In addition to the Edexcel resources listed above, BTEC offers a "Personal Social Development" suite of mathematics, communication, and IT skills courses for students with significant gaps in proficiency for those subjects. The next level, a suite of "Functional Skills" courses offered in math, English and IT and embedded within the GCSE qualification, can be offered as a stand-alone course within the vocational context.</p>

³ More subjects are soon to be added to this service. Although not originally built for their IGCSE courses, they believe they can easily be adapted for IGCSE students.

Appendix K
Basic Information on Potential Board Examination Providers

	Exam Item Types	Frequency of Administration	Duration	Delivery Format
ACT/Quality Core	Multiple choice and extended response items.	Once a year	1.5 hours	Both computer and paper and pencil versions are available.
Cambridge IGCSE/A-levels	Extended essay, short answer and structured questions, multiple-choice questions, performance based tests (speaking tests for languages and music performances), science practicals (lab skills tests) and coursework. ⁴	Twice a year.	IGCSE: 2-4 hours over several days. AS: 3-4 hours.	Varies – secure items, case studies w/prep, performances, etc.
College Board AP	Short and long essays, primary source analysis, image analysis, oral presentation, translation, music sight-reading and composition, and multiple choice. Exception is studio art, which is entirely a portfolio assessment.	Once a year.	2-4 hours	Paper exams with the exception of Chinese and Japanese language and culture exams that are computer based and Studio Art, in which students submit digital and original art work. Items may include audio and visual stimuli.
Edexcel IGCSE/A-levels	Multiple choice, extended and short essays, and coursework, with the latter compulsory for some A-level exams. ⁵ Testing on-line exams in foreign languages. Speaking tests for languages and music performance.	Twice a year.	IGCSE: 2.5 hours; AS and A2: 3 hours; A: 6 hours.	Written examination papers, case studies, performances and coursework.
IB	Essays, structured problems; short-response, data-response, text-response, case-study, and multiple-choice questions. Grades also weigh the teacher's assessment of student work over two years. These assessments typically account for 20-30 percent of the final grade. The IB diploma also requires students to complete a theory of knowledge essay and a research paper that are judged externally.	Twice a year. ⁶	Max of 3 hours for standard level courses and 5 hours for higher level courses. (see note 1). Each course requires 2-3 exam papers to be written (typically over two adjacent days).	Paper and pencil
Edexcel/BTEC	BTEC courses do not offer exams. Assessment is ongoing throughout the course through projects and assessments. Projects that students undertake form the basis of their unit results that are graded as a Pass, a Merit or a Distinction.	As determined by schools	NA	Teacher developed tasks. Edexcel publishes suggested tasks.

⁴ Activities designed by teachers and approved by CIE to assess specific skill sets.

⁵ Activities designed by teachers and approved by Edexcel to assess specific skill sets.

⁶ In the U.S. the fall administration is only used for "retake" candidates.

Appendix K
Basic Information on Potential Board Examination Providers

ACT/Quality Core	Reporting Format	Turnaround Time	Item Release Policy	Item Release Policy/Availability of Scoring Rubrics
Cambridge IGCSE/A-levels	Scores range from 125-175 and can be correlated to the ACT range. 3-5 subscores are also provided for each course. Reports are available to clients on-line at the student, classroom, school, district and state levels.	Immediate for the multiple-choice items that are computer administered. 2 weeks for the constructed response pencil and paper items.	Policy in development.	Items are not released, although the Formative Item Pool provides examples of the type of items that appear on the tests, including a range of content and cognitive levels. Sample end-of-course constructed-response items are also available in the formative item pool. Scoring rubrics are available and included in the End-of-Course Test Blueprint.
College Board AP	Grades from A to G/Grades from A to E. Hard copy and on-line reports. Detailed school reports by student and item. ⁷ Comparisons provided to others in the region and to worldwide performance.	2 months	Immediately following the release of test results.	Immediately following the release of test results.
Edexcel IGCSE/A-levels	Marks reported on a 5-point scale aligned with college grades of A-F. Teachers are provided with results disaggregated by content/skill area in comparison to global performance on those same contents/skills. Reports are provided at the student, section, subject, school, district, state, national and global levels.	6-8 weeks	The free response items are released each year following test administration. Every 4-6 years a full form with the multiple-choice items is made available.	The free response items are released each year 48 hours after test administration. About every 4-6 years a full form with the multiple-choice items is made available. The free-response scoring rubrics are released each year after the test administration along with sample student responses.
IB	Grades from A* to G-/Grades from A* to E. Hard copy and online reports by student and item. Comparisons provided to others in the region and to worldwide performance.	2 months	Immediately following the release of test results.	Immediately following the release of test results to schools where the tests are administered. Also available to the public for purchase, along with Examiner's Reports.
Edexcel/BTEC	Marks are reported on a 7-point scale. Edexcel issues paper credentials to all candidates graded as a Pass, a Merit or Distinction.	2 months NA	Immediately following the release of test results. Suggested tasks are available.	Immediately following the release of test results. Each BTEC course has a set of assessment and grading criteria that are part of the course syllabus.

⁷ The IGCSE syllabuses for maths, English and the sciences embody the possibility of entering at Core level or at Extended. Core level covers part but not all of the study requirements for the whole syllabus, candidates entering at this level have tests with more items assessing the lower grades and no items assessing the top grades. Thus, the tests are more accessible to them and less intimidating. The idea is that it will enable the candidates to give the best account of themselves, and enables the tests to be more discriminating at their level. The Extended level covers the whole syllabus and gives candidates access to the higher, but not all the lower, grades. Same rationale. The advantage of this approach is that it is possible to teach a group with a wide range of ability from the outset, and delay decisions about which level of test to take until the student has completed part of the course.

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Basic Information on Potential Board Examination Providers

ACT/Quality Core	Examiner Quality Assurance	Recognition for College Admissions, Placement and Credit
Cambridge IGCSE/A-levels	All raters, at a minimum, must have an undergraduate degree and many have graduate degrees in the field that they score. Every effort is made to hire prospective raters who are teaching or have taught in a high school or postsecondary setting. Prospective raters receive intensive, on-site training by test development specialists at ACT who have experience with constructed-response tests. Once raters successfully pass at least two qualification sets they are qualified to score operational responses; they are monitored throughout the scoring session. Blind validity responses (responses with known scores) and recalibration training responses are used frequently to ensure and maintain consistent and accurate scoring.	Designed as an instructional improvement solution, QualityCore is not viewed as a replacement for college credit at this time.
College Board AP	Knowledge of subject matter and experience in teaching is required and ability to follow rubrics, training and monitoring. Using current program teachers extend their capacity for effective classroom practice. Examiners are either college faculty with at least one semester of experience teaching the comparable AP course or high school faculty with three years of experience teaching the course. Examiners are given extensive training and there is close monitoring of their work.	Widespread acceptance by higher education institutions in the United States and in over 70 other countries around the world. Some U.S. colleges and universities offer college credit and first year course exemptions for A-level performance.
Edexcel IGCSE/A-levels	Extended answers marked by subject specialists. Short answer items by "professional" markers. Examiners mark on-line and are trained and monitored according to UK government standards.	High scores earn advance credit and/or advanced placement in 90% (3,900) of U.S. colleges and universities and in institutions of higher education in 60 other countries.
IB	Examiners are recruited from IB school faculties and universities from around the world, trained and their work monitored during scoring sessions.	IGCSEs and A-levels are accepted for admission at many U.S. colleges and universities. Some offer college credit and first year course exemptions for high A-level performance.
Edexcel/BTEC	Each center/school has a teacher responsible for overseeing all scoring who is trained by Edexcel. In addition, Edexcel audits a sample of centers/schools and assessments each year.	Recognition offered by 1,037 U.S. colleges and universities depending on exam scores. IB Diploma holders may acquire up to 1 year of college credits. BTECs are accepted for admission at many U.S. colleges and universities. Some offer advanced entry into a same-subject degree course with a BTEC Higher Nationals Degree.

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Basic Information on Potential Board Examination Providers

ACT/Quality Core	Availability of Formative Assessments	Elementary and Middle School Offerings
Cambridge IGCSE/A-levels	<p>There are 3-5 benchmark tests for each course along with an aligned item pool available for teachers to create customized tests. The QualityCore Formative Item Pool includes pools of 225 multiple choice and 25 constructed response formative items, keyed to ACT Course Standards and depth-of-knowledge levels.</p> <p>Teachers use prior release tests to construct their own assessments. (Need to confirm)</p>	<p>While QualityCore is designed as a high school course improvement program, it could be used at the 8th grade level. With respect to middle school offerings, some are currently in production. At this point in time they have no elementary school offerings.</p> <p>Grade 8 <i>Checkpoint</i> tests in English, mathematics and science to assess readiness for the IGCSE curriculum. Grade 6 and 7 tests also available. Includes progression tests that provide diagnostic information.</p>
College Board AP	<p>AP Central contains a free, online database of free-response questions for use in designing formative assessments. A full free practice assessment is available to all AP teachers. Each AP teacher annually receives a free "Instructional Planning Report" which disaggregates his/her students' exam performance in particular content/skill areas and compares/contrasts with students globally. Other formative assessments now under development in science with NSF support.</p> <p><i>Results Plus Progress</i> are on-line diagnostic tests that students can take to assess their strengths and weaknesses. Progress reports are available by student or by groups of students. Results are mapped against skill maps. The tests cost about \$4 each. Currently available only for GCSE math and science, but plan to develop in other fields as well.</p>	<p><i>SpringBoard</i> provides English and mathematics courses for students in grades 6-12 that are supported by model instructional units, assessments and professional development. Currently being used by 7,000 teachers and 600,000 students. <i>Pre-AP</i> professional development provides content, strategies and curriculum alignment services for teachers in middle school and the early high school grades.</p>
Edexcel IGCSE/A-levels	<p>Teachers are provided with instruments to measure advanced academic skills, including oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics and artistic performances. IB reviews a sample of teacher marks to assure rubrics are being applied fairly and reliably across the world. In addition, general guidance for teachers to design their own formative assessments is provided through workshops and other professional development vehicles.</p>	<p>A primary grades program is currently under development and will become available by year-end. They stand prepared to develop a middle school program if demand for such an offering were to emerge.</p>
IB	<p>Centers providing these qualifications can develop their own, but none are provided by Edexcel.</p>	<p>There are primary and middle grades programs designed to prepare students for the high school program, but they do not have external exams attached to them.</p>
Edexcel/BTEC	<p>Centers providing these qualifications can develop their own, but none are provided by Edexcel.</p>	<p>N/A</p>

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Basic Information on Potential Board Examination Providers

ACT/Quality Core	Accommodations for Disabilities	English Language Learners
Cambridge IGCSE/A-levels	<p>Offers accommodations for its paper and pencil version of the tests: large print, Braille, reader scripts and audiocassette.</p> <p>The Code of Practice details special arrangements for students with disabilities including extra time, adapted test forms, assistance with reading and writing.</p>	<p>Does not offer Spanish or ELL versions of the test.</p> <p>Offers two English Language courses for non-native speakers, one in which the oral component counts in the final grade and one in which it does not. This course is recognized by almost all English-speaking universities around the world as certification of proficiency. Also offers two versions of English as a Second Language for students with a working knowledge of English but who want to attain a higher level of skill.</p>
College Board AP	<p>College Board will make special arrangement for students with disabilities including but not limited to: presentation (e.g., reader, large print); responding (e.g., dictated responses, tape recorder); timing/schedule (e.g., extended day, multiple day); and setting (e.g., private room, special acoustics, adaptive tools).</p>	<p>AP does not offer an English as a Second Language Course. It does offer courses in Spanish Language, Spanish Literature, French Language, German Language, Chinese Language and Culture, Japanese Language and Culture.</p>
Edexcel IGCSE/A-levels	<p>Access arrangements may involve: modifying assessment materials, such as modified print or language examination question papers; providing appropriate assistance during assessment, such as a scribe, reader, practical assistant or sign interpreter; re-organizing the assessment physical environment; using assistive technology, mechanical and electronic aids such as computer software that scans but does not encode or interpret examination question papers; alternative ways of presenting responses, such as a word processor; and allowing extra time for an examination or for the completion of course work.</p>	<p>IGCSE English as 2nd Language is offered with an optional speaking test, which is endorsed separately.</p>
IB	<p>IB has a list of accommodations that a school is authorized to employ without requesting special permission. This includes: special seating; medication or food required by a medical condition; care assistant; use of an aid that is generally used by a candidate; use of a communications aid for someone with a hearing disability; naming colors for someone who is color-blind. Any other accommodation needs special permission.</p>	<p>IB may deliver the program in any language although IB services are available in English, French, Spanish and Chinese. With permission and a demonstration of available resources, student can request school supported self-taught status to learn a course in a language that it is not usually taught in.</p>
Edexcel/BTEC	<p>Permits reasonable adjustments for candidates with special needs. These require approval. Adjustments include: changes to assessment conditions; the use of mechanical and electronic aids; modification to the presentation of assessment materials; alternative ways of presenting responses; and use of access facilitators.</p>	<p>BTEC qualifications are provided in Welsh and Irish in addition to English, but can be taught in any language. Instructors create assessment tasks so they can be adapted to second language learners.</p>

Appendix L

Accessibility Offerings from Potential Board Examination Providers

<u>CAMBRIDGE IGCSE/A-LEVELS:</u>	<u>1</u>
<u>INTERNATIONAL BACCALAUREATE:</u>	<u>2</u>
<u>AP-COLLEGE BOARD:</u>	<u>3</u>
<u>ACT QUALITYCORE:</u>	<u>4</u>
<u>EDEXCEL IGCSE/A-LEVELS/BTEC:</u>	<u>4</u>

Cambridge IGCSE:

For English Language Learners:

Two English Language Courses for non-native speakers, one in which the oral component counts toward the final grade and one in which it does not, are available. A passing grade on this exam "is recognized by almost all UK universities – and by many in the US, Canada and Australia – as evidence of English proficiency for undergraduate study in an English- speaking institution." Summary from Cambridge:

"Cambridge IGCSE English as a Second Language is designed for students who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career. The qualification reflects the widespread use of English in education and commerce, and also in entertainment. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study. In Syllabus 0510, marks for the oral component do not contribute to the overall grade candidates receive for the written components. A count-in oral component is offered in Syllabus 0511."

For Students with Disabilities:

"Access arrangements are made to allow candidates with substantial and long term disabilities access to the examination and the opportunity to demonstrate their attainment. Access arrangements may include:

- an extra time allowance
- the provision of specially adapted papers
- assistance with reading or writing etc. [This may include the use of a scribe/writer, see below]

Permission to allow a candidate an access arrangement must be requested by the published submission dates. CIE will not guarantee to deal with late applications, especially where modified papers are required.

You should note the following principles governing the award of access arrangements:

- all candidates are assessed according to the same marking criteria, so that grades and Certificates have the same validity
- access arrangements must not give the candidate an advantage over other candidates
- access arrangements must not compromise the competence standards being assessed
- English not being the candidates first language is not a valid reason
- centres should consider the candidates usual method of learning and producing work.
- centres should determine access arrangements in relation to the defined needs of individual candidates.
- centres are responsible for bearing any cost incurred in putting access arrangements in place."

Use of a scribe/writer:

"A scribe/writer is a responsible adult who, in coursework and/or in an examination (not oral), writes down or word processes a candidate's dictated answers to questions. Candidates must respond in English. Candidates are eligible to use a scribe/writer if they suffer from long-term or temporary disabilities that prevent them from communicating by any other means. Applications to use a scribe/writer should be made in advance of the examination wherever possible. If writing is a skill that is being tested and the use of a writer could modify the requirements of the subject being examined, the candidate will need to dictate words letter by letter. All punctuation must be included in their responses. Any assistance provided with spelling by the writer must be noted on the scribe/writer cover sheet.

Any other assistance provided to the candidate by the scribe/writer must be described on the cover sheet in full. However, the use of a scribe/writer will not be possible in certain language syllabuses where it is not possible to dictate responses. For candidates requiring a scribe/writer and a reader, the same person may act as both providing permission has been given for both."

International Baccalaureate:

For English Language Learners:

"Under certain conditions, schools may deliver the programme in any language, although IB services are provided in:

- English
- French
- Spanish
- Chinese.”

For Students with Disabilities:

IB has a list of accommodations that a school is authorized to employ without requesting special permission. This includes: special seating; medication or food required by a medical condition; care assistant; use of an aid that is generally used by a candidate; use of a communications aid for someone with a hearing disability; naming colors for someone who is color-blind. Any other accommodation needs special permission.

AP-College Board:

For English Language Learners:

AP does not offer an English as a Second Language Course. It does offer courses in Spanish Language, Spanish Literature, French Language, German Language, Chinese Language and Culture, Japanese Language and Culture.

For Students with Disabilities:

The following examples of accommodations available from the College Board ensure that eligible students get the accommodations they need. Please note these are only examples—the list is not exhaustive.

Presentation

- Large print (14 pt., 20 pt.)
- Reader (Note: Reader reads entire test)
- Fewer items on each page
- Colored paper
- Use of a highlighter
- Sign/orally present instructions
- Visual magnification (magnifier or magnifying machine)
- Auditory amplification
- Audiocassette
- Colored overlays
- Braille
- Braille graphs
- Braille device for written responses
- Plastic covered pages of the test booklet

Responding

- Verbal; dictated to scribe
- Tape recorder
- Computer without spell check/grammar/cut & paste features

- Record answers in test booklet
- Large block answer sheet

Timing/scheduling

- Frequent breaks
- Extended time
- Multiple day (may or may not include extra time)
- Specified time of day

Setting

- Small group setting
- Private room
- Screens to block out distractions
- Special lighting
- Special acoustics
- Adaptive/special furniture/tools
- Alternative test site (with proctor present)
- Preferential seating

ACT Quality Core:

For English Language Learners: Does not offer Spanish or ELL versions of the test. ACT offers an English Proficiency Program, designed to prepare students for further studies in English.

For Students with Disabilities: Offers accommodations for its paper and pencil version of the tests: large print, Braille, reader scripts and audio cassette.

Edexcel:

IGCSE/A-Levels

For English Language Learners:

IGCSE English as 2nd Language is offered with an optional speaking test, which is endorsed separately.

For Students with Disabilities:

“Access arrangements may involve:

- modifying assessment materials, such as modified print or language examination question papers
- providing appropriate assistance during assessment, such as a scribe, reader, practical assistant or sign interpreter
- re-organizing the assessment physical environment
- using assistive technology, mechanical and electronic aids such as computer software which scans but does not encode or interpret examination question papers’.

- alternative ways of presenting responses, such as a word processor
- allowing extra time for an examination or for the completion of course work"

BTEC

For English Language Learners:

BTEC qualifications are provided in Welsh and Irish in addition to English, but can be taught in any language. Instructors create assessment tasks so they can be adapted to second language learners.

For Students with Disabilities:

Permits reasonable adjustments for candidates with special needs. These require approval. Adjustments include: changes to assessment conditions; the use of mechanical and electronic aids; modification to the presentation of assessment materials; alternative ways of presenting responses; and use of access facilitators.

Appendix M

Letters of Support from LEAs and Other Organizations

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Part A: Local Education Agencies

LEA Demographics Chart

Letters of Support from LEAs

Part B: Letters of Support from Other Organizations

Capitol Region Education Council

Career Technical Assessment Collaborative of the Council of Chief State

School Officers

Maine Coalition for Excellence in Education

Regents of the University of Michigan

Southern New Hampshire University

Southern Regional Education Board

State Higher Education Executive Officers

Vermont Principals Association

Vermont School Boards Association

Widmeyer Communications

Appendix M
State Consortium on Board Examination Systems
LEA Demographics

State	District Name	Total Schools	Total Students	Schools	School-wide	Free & Reduced Lunch		Number	%	Rural	High Schools
						Number	%				
1 AZ	Amphitheater Public Schools, Tucson	20	16,404	10	10	6,506	40%	7,602	46%	No	4
2 AZ	BASIS Schools	4	1,014	0	0	NA	NA	317	31%	No	2
3 AZ	Buckeye Unified School District	4	3,088	3	2	1,139	37%	1,694	55%	No	4
4 AZ	Deer Valley Unified School District	37	36,875	9	8	NA	NA	8,462	23%	No	6
5 AZ	Dysart Unified School District #89	21	23,401	9	8	10,878	46%	12,009	51%	No	3
6 AZ	Fountain Hills Unified School District	4	2,344	3	0	NA	NA	349	15%	No	1
7 AZ	Glendale Unified School District	10	15,068	9	0	7,422	49%	8,990	60%	No	10
8 AZ	J.O. Combs Unified School District	4	3,282	1	0	1,019	31%	1,188	36%	No	1
9 AZ	Lake Havasu Unified School District	11	6,607	5	5	2,530	38%	1,735	26%	No	3
11 AZ	Payson Unified School District	6	2,743	5	0	1,484	54%	506	18%	No	2
10 AZ	Phoenix Union High School District	16	26,483	15	15	14,809	56%	24,628	93%	No	13
12 AZ	Scottsdale Unified School District	34	26,611	9	8	5,280	20%	6,568	25%	No	7
13 AZ	Vail Unified School District	16	9,027	2	0	1,425	16%	2,805	31%	No	4
14 AZ	Yuma Union High School District	6	10,835	6	5	7,549	70%	8,887	82%	No	6
15 CT	East Granby Public Schools	4	911	1	1	97	11%	10	1%	No	1
16 CT	New Britain School District	16	10,613	14	0	6,656	63%	8,208	77%	No	1
17 CT	Shelton Public Schools	8	5,652	2	0	636	11%	807	14%	No	1
18 CT	Simsbury Public Schools	7	4,950	0	0	183	4%	563	11%	No	1
19 CT	Wallingford Public Schools	13	6,797	4	0	512	8%	1,126	17%	No	3
20 CT	Windsor Public Schools	7	4,088	3	3	1,019	25%	2,747	67%	No	1
21 KY	Bullitt County	25	12,668	13	10	5,090	40%	290	2%	No	3
22 KY	Danville Public Schools	7	1,775	5	4	1,060	60%	464	26%	Yes	1
23 KY	Estill County Schools-Irvine	5	2,535	5	5	1,580	62%	24	1%	Yes	1
24 KY	Franklin County Schools	13	6,028	8	3	2,450	41%	788	13%	No	5

Appendix M
State Consortium on Board Examination Systems
LEA Demographics

State	District Name	Total Schools	Total Students	Schools	School-wide	Free & Reduced Lunch		Minority		High Schools	
						Number	%	Number	%		Rural
25 KY	Graves County Schools-Mayfield	14	4,772	10	10	2,134	45%	274	6%	No	4
26 KY	Kenton County School District	25	13,583	10	3	4,060	30%	571	4%	No	7
27 KY	Logan County Schools	7	3,651	6	5	1,730	47%	142	4%	No	1
28 KY	Middlesboro Independent Schools	7	1,591	4	4	1,145	72%	102	6%	Yes	1
29 KY	Nelson County School System	11	4,941	8	7	2,054	42%	154	3%	No	2
30 KY	Paris Independent Schools	3	772	3	3	475	62%	280	36%	No	1
31 KY	Todd County	6	2,177	4	4	1,229	56%	310	14%	Yes	1
32 KY	Woodford County	8	4,051	4	0	1,098	27%	557	14%	No	2
33 ME	School Administrative District #4-Guilford	4	778	4	2	434	56%	10	1%	Yes	1
34 ME	School Administrative District #54-Skowhegan	12	2,837	10	9	1,409	50%	66	2%	Yes	1
35 NH	Bow School District SAU #67	3	1,701	1	0	48	3%	58	3%	No	1
36 NH	Concord School District SAU #8	10	5,164	5	2	1,034	20%	505	10%	No	1
37 NH	Gorham, SAU #20	3	503	1	0	109	22%	26	5%	Yes	1
38 NH	Mascenic Regional School District SAU #87	6	1,303	2	0	219	17%	43	3%	Yes	1
39 NH	Milford School District	4	2,558	2	0	394	15%	139	5%	No	1
40 NH	Newfound Area School District	7	1,427	3	1	382	27%	57	4%	Yes	1
41 NH	Portsmouth School Department SAU #52	6	2,631	3	1	463	18%	288	11%	No	1
42 NH	Raymond School District	3	1,524	1	0	385	25%	35	2%	No	1
43 NM	Bernalillo Public Schools	11	3,378	7	7	3,166	94%	3,076	91%	No	1
44 NM	Espanola Public School District	17	4,568	15	13	4,381	96%	4,412	97%	Yes	2
45 NM	Farmington Municipal Schools	18	10,208	9	8	4,540	44%	5,811	57%	No	3
46 NM	Las Cruces Public School	38	24,384	20	19	12,543	51%	18,338	75%	No	5
47 NY	New York City Public Schools	1409	941,802	1108	1042	681,004	72%	831,365	88%	No	313

Appendix M
State Consortium on Board Examination Systems
LEA Demographics

Title I Schools: Free & Reduced Lunch Minority

State	District Name	Total Schools	Total Students	Schools	School-wide	Number	%	Number	%	Rural	High Schools
48 PA	Apollo-Ridge School District	3	1,497	3	0	592	40%	38	3%	No	1
49 PA	Bellwood-Antis School District	3	1,323	3	0	381	29%	23	2%	No	1
50 PA	Brookville Area School District	4	1,739	4	0	601	35%	39	2%	No	1
51 PA	Central Dauphin School District	19	10,909	10	6	2,654	24%	3,838	35%	No	2
52 PA	Coatesville Area School District	12	6,805	6	0	2,323	34%	3,121	46%	No	1
53 PA	Connellsville Area School District	11	5,017	10	10	2,813	56%	161	3%	No	1
54 PA	Cumberland Valley School District	10	7,730	5	0	722	9%	843	11%	No	1
55 PA	Downingtown Area School District	13	11,707	7	0	412	4%	1,346	11%	No	3
56 PA	Eric City School District	23	12,504	22	2	2,922	23%	6,035	48%	No	5
57 PA	Moon Area School District	1	3,706	6	0	446	12%	445	12%	No	1
58 PA	Penncrest School District	7	3,793	4	0	1,314	35%	51	1%	No	3
59 PA	Sto-Rox School District	4	1,402	4	1	1,027	73%	723	52%	No	1
60 PA	The School District of Philadelphia	276	172,704	265	265	118,063	68%	143,976	83%	No	59
61 PA	Unionville-Chadds Ford School District	6	4,110	3	0	76	2%	337	8%	No	1
62 RI	Beacon Charter Schools	1	177	1	1	91	51%	44	25%	No	1
63 RI	Central Falls School District	7	3,292	7	7	2,499	76%	2,823	86%	No	1
64 RI	Charho Regional School District	8	3,737	4	0	669	18%	192	5%	No	3
65 RI	Coventry Public Schools	8	5,478	6	0	1,000	18%	189	3%	No	1
66 RI	Cumberland School District	9	5,023	5	1	768	15%	429	9%	No	1
67 RI	East Greenwich Public Schools	6	2,391	4	0	139	6%	187	8%	No	1
68 RI	Exeter West Greenwich School District	5	1,983	4	0	232	12%	78	4%	No	1
69 RI	Johnston Public Schools	9	3,173	3	0	976	31%	518	16%	No	1
70 RI	Narragansett School System	3	1,464	3	0	168	11%	99	7%	No	1
71 RI	North Kingstown School Department	9	4,483	6	1	700	16%	222	5%	No	1
72 RI	North Providence School Department	9	3,337	5	0	953	29%	690	21%	No	1
73 RI	Pawtucket School Department	15	8,709	15	15	5,794	67%	4,904	56%	No	2

Appendix M
State Consortium on Board Examination Systems
LEA Demographics

State	District Name	Total Schools	Total Students	Schools	School-wide	Free & Reduced Lunch		Minority		High Schools	
						Number	%	Number	%		Rural
74 RI	Portsmouth School Department	6	2,958	3	0	249	8%	156	5%	No	1
75 RI	Warwick Public Schools	27	10,457	15	1	2,633	25%	1,008	10%	No	4
76 RI	Westerly Public Schools	7	3,314	5	1	877	26%	373	11%	No	1
77 VT	Lamoille North Supervisory Union	8	1,919	5	4	769	40%	44	2%	No	1
78 VT	North Country Supervisory Union	13	2,953	13	13	1,392	47%	99	3%	No	1
79 VT	Orleans Southwest Supervisory Union-Hardwick	6	999	4	4	405	41%	32	3%	No	2
80 VT	South Burlington School District	5	2,419	0	0	315	13%	276	11%	No	1



OFFICE OF THE SUPERINTENDENT

Vicki Balentine, Ph.D.
Superintendent
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(520) 696-5015

701 W. Wetmore Road, Tucson, AZ 85705 • (520) 696-5000 • TDD (520) 696-5055

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President

Diana L. Boros
Vice President

Kent Paul Barrabee, Ph.D.

Patricia Clymer

Linda Loomis, Ph.D.

June 14, 2010

Marc Tucker
Vice Chairman and Staff Director
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Amphitheater School District, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

Page 2
June 17, 2010

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

A handwritten signature in cursive script that reads "Vicki Balentine".

Vicki Balentine, Ph.D.
Superintendent



June 2, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of BASIS Schools, I am so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems.

BASIS Schools is a strong proponent of an academically advanced curriculum coordinated through high stakes examinations and we practice what we preach. We have one of the only AP Board Examination high school programs in the country, requiring students to take a minimum of 6 AP Exams in core academic subjects. We also give mandatory comprehensive exams in grades 6-8 in all academic subjects. In fact, we are considering using the Cambridge International General Certificate of Secondary Education (IGCSE) Exams as a part of this program.

We think the proposed Board Examination System is worth implementing because, like the AP Board Exams we already use in our program, they come with well organized and demanding syllabi, tightly linked professional development, aligned curricular materials, and high quality, professionally scored examinations that would be worth teaching to as they value students' ability to apply what they have learned to unfamiliar problems. Our AP Board Examination system has helped propel our flagship campus, BASIS Tucson, to national "top ten" status on *US News* and *Newsweek's* lists of the best US high schools.

Moreover, the proposed Board Examination System does not dictate a particular curriculum or even a specific Board Examination system, but offers our schools, our teachers, our students and their parents a set of curricular options from which to choose. This not only allows teachers to work in a system that is most compatible with their own views of sound instruction, but provides students with the opportunity to select a pathway to college that is most engaging and motivating to them.

Arizona needs to strengthen its standards and accountability systems and we would like to use our experience at BASIS Schools to aid in that effort. We support the Board Examination System which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an

BASIS Schools

11440 N. 136th St.
Scottsdale, AZ 85259

P: (480) 289 2088
F: (480) 289 2089

BASIS Scottsdale Upper School BASIS Scottsdale Middle School BASIS Tucson Upper School BASIS Tucson Middle School

Appendix 169



intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

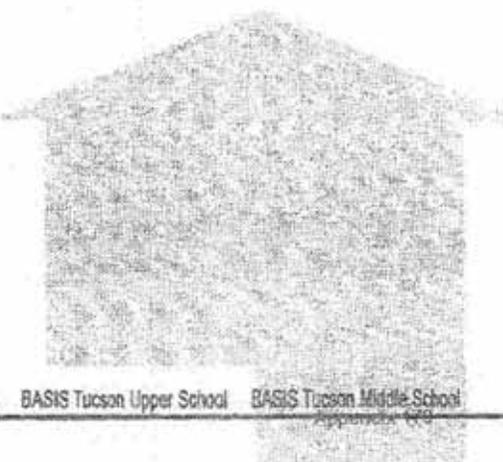
Along with strong evidence that Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

(b)(2)

Michael K. Block
Chairman, BASIS Educational Group
Authorized Representative for BASIS School, Inc.

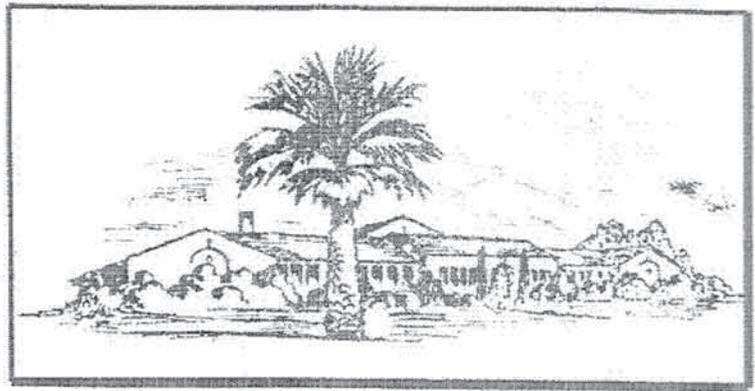




#201

Established 1929

Buckeye Union High School District
1000 E. Narramore, Buckeye, AZ 85326
Tel: 623 386 9701 Fax: 623 386 9923 E: bubsd.org



June 3, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Buckeye Union High School District, we are so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to: raise student performance; close the achievement gap; increase graduation and college going rates around the world; and an intervention that is desperately needed in the United States to keep our nation competitive in the global marketplace. By implementing board examination systems in our high schools, more young people in our district will be prepared to do college-level work without remediation.

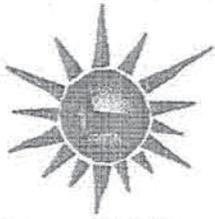
Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy (NCEE), has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our district will be able to purchase the necessary materials, professional development, scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Kari Klein, Assistant Superintendent of Curriculum and Instruction



Deer Valley
Unified School District

20402 N. 15th Ave.
Phoenix, AZ 85027
623.445.5000 Phone
623.445.5086 Fax
www.dvusd.org

SUPERINTENDENT
Virginia McFlyea, Ed.D.

GOVERNING BOARD
Christy Agosta
Ron Bayer
Tom Boone
Bill Maas
Aim Elizabeth Ordway

June 15, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Barry Goldwater, Deer Valley Unified School District, we are so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Associate Superintendent for Educational Services

June 2, 2010

Gail Pletnick
Superintendent

15802 North Parkview Place
Surprise, Arizona 85374
Phone: 623.876.7000
Fax: 623.876.7042
super@dysart.org

www.dysart.org

Dear Mr. Tucker and the National Center on Education and the Economy:

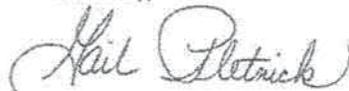
This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the U.S. Department of Education. On behalf of (Dysart Unified School District No. 89, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to U.S. high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,



Gail Pletnick, Ed.D
Superintendent

Superintendent
Gail Pletnick, Ed.D.

Governing Board
April Allen
Jerry Eynon
Christina A. K. Pritchard
Bonnie Schroeder
Jennifer Tanner



Fountain Hills Unified School District #98

16000 E. Palisades Blvd.
Fountain Hills, AZ 85268
480-664-5000 Phone 480-664-5099 Fax

Dr. Bill Myhr
Superintendent

Tim R. Leedy
Assist. Supt. of Business & Support Services

Tom Lawrence
Assist. Supt. of Curriculum & Instruction

June 2, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Fountain Hills Unified School District, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our State of Arizona will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Dr. Bill Myhr
Superintendent

"We achieve and celebrate educational excellence"



ADMINISTRATIVE CENTER

7650 N. 43rd Avenue
Glendale, AZ 85301-1661
Tel 623-435-6000
Fax 623-435-6078
www.guhsdaz.org

GOVERNING BOARD

Kevin Clayborn, President ■ Donna Stout, Clerk
Ian Hugh ■ Vicki L. Johnson ■ Pam Reicks

SUPERINTENDENT

Dr. Jennifer Johnson

June 15, 2010

Dear Mr. Tucker and the National Center on Education and the Economy,

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Glendale Union High School District, we are so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Jennifer Johnson, Ed.D.
Superintendent

Empowering All Students for the Choices and Challenges of the Twenty-First Century

Apollo ■ Cortez ■ Glendale ■ Greenway ■ Independence ■ Moon Valley ■ Sunnyslope ■ Thunderbird ■ Washington ■ Marymount Academy

J. O. Combs Unified School District

301 East Combs Road
San Tan Valley, AZ 85140

Phone 480-987-5300

Fax 480-987-3487

"Developing a Community of Empowered Learners for the 21st Century"

Jan Langer, Ed.D. Superintendent

June 9, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the J.O. Combs Unified School District/Combs High School, we are so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,



Gayle A. Blanchard
Assistant Superintendent

Patricia J. Pinckard, President
Kathy Bourgeois, Member

Governing Board

Rey Flores, Member

Shelly Hargis, Clerk
James Stobaugh, Member

Lake Havasu Unified School District No. 1

DISTRICT OFFICE

2200 Havasupal Boulevard, Lake Havasu City, AZ 86403-3798
928.505.6900 FAX 928.505.6999 www.havasu.k12.az.us

June 16, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Lake Havasu Unified School District #1, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college-going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,


Wes Brownfield, Director of Educational Services



PAYSON UNIFIED SCHOOL DISTRICT NO.10

OFFICE OF THE SUPERINTENDENT

June 8, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Payson Unified School District #10, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager.

I believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort – our students' futures and our nation's economic health are depending on it.

Sincerely,



Preparing Every Student for Success in College, Career and Life

Alhambra

Bioscience

Bozrom

Trevor G. Brown

Camelback

Central

Cesar Chavez

Cyber

Desiderata

Betty H. Fairfax

Franklin

Carl Hayden

Maryvale

Metro Tech

North

South Mountain

Suns-Diamondbacks

CENTER FOR EDUCATIONAL SERVICES
4502 North Central Avenue
Phoenix, Arizona 85012
www.PhoenixUnion.org
(602) 764-1100

Office of the Superintendent

June 21, 2010

Mr. Marc Tucker, President
National Center on Education & the Economy
2000 Pennsylvania Avenue, NW, Suite 5300
Washington, D.C. 20006

Dear Mr. Tucker:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Phoenix Union High School District, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, a proven strategy to raise student performance, close the achievement gap, and increase graduation and college going rates around the world. It is also an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation including high schools with large numbers of high-need students.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the National Center on Education and the Economy, the Consortium's project manager, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional support for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide excellent instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring superior Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort. Our students' futures and our nation's economic health depend on it.

Sincerely,

Kent P. Scribner, Ph.D.
Superintendent



Education Center
3811 North 44th Street
Phoenix, Arizona 85018

Telephone: 480-484-6100
FAX: 480-484-6286
Web site: www.susd.org

June 9, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Scottsdale Unified School District, I am so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Andi Furlis
Director of Recruitment and Professional Development



OFFICE OF THE SUPERINTENDENT

13801 E Benson Highway • P.O. Box 800 • Vail, AZ 85641 • 520-879-2000 • FAX 520-879-2001

June 8, 2010

National Center of Education and Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, D.C. 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Vail Unified School District, we are so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Calvin Baker, superintendent

Yuma Union High School District
3150 South Avenue A
Yuma, Arizona 85364
Phone: 928.502.4600
Fax: 928.344.9157



"Where Great Minds Grow"

Board of Education
Sally Doyle
Charlene Fernandez
Bruce Gwynn
Mary Melchionne
Phillip Townsend

Toni Badone, Superintendent
June 9, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Yuma Union High School District, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Toni Badone
Superintendent

Yuma

Kofa

Yuma Union High School District No. 70

Vista

San Luis

Gift Appendix 182

East Granby Public Schools

33 Turkey Hills Road • P.O. Box 674 • East Granby, Connecticut 06026 • Fax (860) 413-9075

SCOTT W.C. LAWRENCE
Director of Curriculum and Professional Development
(860) 653-7214
EMAIL: slawrence@eastgranby.k12.ct.us

KAREN W. GOGEL
Director of Pupil Services
(860) 413-9079
EMAIL: kgogel@eastgranby.k12.ct.us

DR. CHRISTINE F.A.S. MAHONEY
Superintendent of Schools
(860) 653-6486
EMAIL: cmahoney@eastgranby.k12.ct.us

May 27, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker

This letter serves as a formal letter of support to the National Center on Education and the Economy (NCEE) for their application to the US Department of Education in the competitive Race to the Top High School Course Assessment grant. The federal Race to the Top Assessment Program offers a unique opportunity to rethink and clarify priority policy objectives, as well as how assessment systems should integrate with and support curriculum and instruction in order to maximize student achievement.

I am pleased to offer support for the application being submitted by the National Center on Education and the Economy (NCEE) to develop a State Consortium for Board Examination Systems. I am encouraged by the initial work being done by the NCEE to support improvements in the field of K-12 assessment and the opportunity for high school students in my district to participate in the pilot of the exams. Board Examination Systems have proven to be a strategy to raise student performance, close achievement gaps, and increase graduation and college attendance rates around the world. Based on the success of these systems around the world, I am convinced that schools throughout the United States must adopt them so that our students, and our nation at large, can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

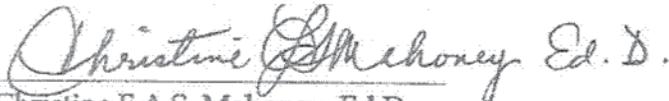
Along with the strong evidence that State Board Examination Systems have a very large impact on student achievement, I am strongly supportive of the role that the National

Center on Education and the Economy will play as project manager for the State Consortium. The NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

Finally, I am most encouraged by the fact that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports needed to fully implement these systems and to increase the support we can provide to students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most and increase the current opportunities for US students to participate in world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments so that our students are prepared for high wage, high demand careers or further university study.

On behalf of my school district, I strongly support this initiative—our students' futures are depending on it.

Sincerely,



Christine F.A.S. Mahoney, Ed.D.
Superintendent of Schools



The New Britain Educational Administration Center
Office of the Assistant Superintendent
For Instructional Services
272 Main Street, P.O. Box 1960
New Britain, CT 06050-1960
(860) 827-2209 Fax (860) 612-1530
iacobelli@csdnb.org

June 11, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker

This letter serves as a formal letter of support to the National Center on Education and the Economy (NCEE) for their application to the US Department of Education in the competitive Race to the Top High School Course Assessment grant. The federal Race to the Top Assessment Program offers a unique opportunity to rethink and clarify priority policy objectives, as well as how assessment systems should integrate with and support curriculum and instruction in order to maximize student achievement.

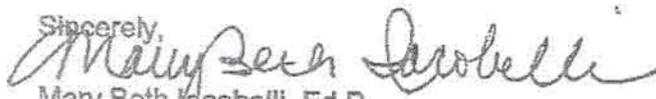
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Along with the strong evidence that State Board Examination Systems have a very large impact on student achievement, I am strongly supportive of the role that the National Center on Education and the Economy will play as project manager for the State Consortium. The NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

Finally, I am most encouraged by the fact that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports needed to fully implement these systems and to increase the support we can provide to students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most and increase the current opportunities for US students to participate in world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments so that our students are prepared for high wage, high demand careers or further university study.

On behalf of my school district, I strongly support this initiative—our students' futures are depending on it.

Sincerely,



Mary Beth Jacobelli, Ed.D.
Assistant Superintendent for Instructional Services

SHELTON BOARD OF EDUCATION

382 Long Hill Avenue, Shelton, CT 06484
Tel. (203) 924-1023 Fax (203) 924-5894
www.sheltonpublicschools.org

Freeman Burr
Superintendent of Schools

June 3, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker

This letter serves as a formal letter of support to the National Center on Education and the Economy (NCEE) for their application to the US Department of Education in the competitive Race to the Top High School Course Assessment grant. The federal Race to the Top Assessment Program offers a unique opportunity to rethink and clarify priority policy objectives, as well as how assessment systems should integrate with and support curriculum and instruction in order to maximize student achievement.

I am pleased to offer support for the application being submitted by the National Center on Education and the Economy (NCEE) to develop a State Consortium for Board Examination Systems. I am encouraged by the initial work being done by the NCEE to support improvements in the field of K-12 assessment and the opportunity for high school students in my district to participate in the pilot of the exams. Board Examination Systems have proven to be a strategy to raise student performance, close achievement gaps, and increase graduation and college attendance rates around the world. Based on the success of these systems around the world, I am convinced that schools throughout the United States must adopt them so that our students, and our nation at large, can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with the strong evidence that State Board Examination Systems have a very large impact on student achievement, I am strongly supportive of the role that the National Center on Education and the Economy will play as project manager for the State Consortium. The NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

Finally, I am most encouraged by the fact that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports needed to fully implement these systems and to increase the support we can provide to students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most and increase the current opportunities for US students to participate in world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments so that our students are prepared for high wage, high demand careers or further university study.

On behalf of my school district, I strongly support this initiative--our students' futures are depending on it.

Sincerely,

~~Freeman Burr~~ Original Signed)

Freeman Burr
Superintendent of Schools
Shelton Public Schools



Simsbury Public Schools

933 HOPMEADOW STREET

SIMSBURY, CONNECTICUT 06070

Simsbury Board of Education

Diane D. Ullman, Superintendent of Schools

May 27, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker

This letter serves as a formal letter of support to the National Center on Education and the Economy (NCEE) for their application to the US Department of Education in the competitive Race to the Top High School Course Assessment grant. The federal Race to the Top Assessment Program offers a unique opportunity to rethink and clarify priority policy objectives, as well as how assessment systems should integrate with and support curriculum and instruction in order to maximize student achievement.

I am pleased to offer support for the application being submitted by the National Center on Education and the Economy (NCEE) to develop a State Consortium for Board Examination Systems. I am encouraged by the initial work being done by the NCEE to support improvements in the field of K-12 assessment and the opportunity for high school students in my district to participate in the pilot of the exams. Board Examination Systems have proven to be a strategy to raise student performance, close achievement gaps, and increase graduation and college attendance rates around the world. Based on the success of these systems around the world, I am convinced that schools throughout the United States must adopt them so that our students, and our nation at large, can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with the strong evidence that State Board Examination Systems have a very large impact on student achievement, I am strongly supportive of the role

NCEE Letter to Mark Tucker - Pilot Board Exams 5-27-10

Telephone (860) 651-3361
Facsimile (860) 651-4343

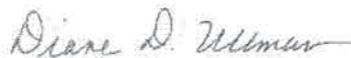
An Equal Opportunity Employer
8:30 - 4:30 Monday through Friday
Appendix 189

that the National Center on Education and the Economy will play as project manager for the State Consortium. The NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

Finally, I am most encouraged by the fact that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports needed to fully implement these systems and to increase the support we can provide to students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most and increase the current opportunities for US students to participate in world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments so that our students are prepared for high wage, high demand careers or further university study.

On behalf of my school district, I strongly support this initiative--our students' futures are depending on it.

Sincerely,



Diane D. Ullman
Superintendent of Schools



WALLINGFORD PUBLIC SCHOOLS

142 HOPE HILL ROAD
WALLINGFORD, CONNECTICUT 06492
TELEPHONE (203) 949-6500
FAX # (203) 949-6550

SUPERINTENDENT
Salvatore F. Menzo, Ed.D
Ext. 6509

ASSISTANT SUPERINTENDENT
Martin J. Taylor – Instruction
Ext. 6506

HUMAN RESOURCE DIRECTOR
Jan Guarino-Rhone
Ext. 6508

May 27, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker:

This letter serves as a formal letter of support to the National Center on Education and the Economy (NCEE) for their application to the US Department of Education in the competitive Race to the Top High School Course Assessment grant. The federal Race to the Top Assessment Program offers a unique opportunity to rethink and clarify priority policy objectives, as well as how assessment systems should integrate with and support curriculum and instruction in order to maximize student achievement.

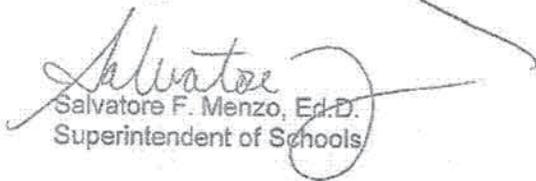
I am pleased to offer support for the application being submitted by the National Center on Education and the Economy (NCEE) to develop a State Consortium for Board Examination Systems. I am encouraged by the initial work being done by the NCEE to support improvements in the field of K-12 assessment and the opportunity for high school students in my district to participate in the pilot of the exams. Board Examination Systems have proven to be a strategy to raise student performance, close achievement gaps, and increase graduation and college attendance rates around the world. Based on the success of these systems around the world, I am convinced that schools throughout the United States must adopt them so that our students, and our nation at large, can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with the strong evidence that State Board Examination Systems have a very large impact on student achievement, I am strongly supportive of the role that the National Center on Education and the Economy will play as project manager for the State Consortium. The NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

Finally, I am most encouraged by the fact that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports needed to fully implement these systems and to increase the support we can provide to students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most and increase the current opportunities for US students to participate in world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments so that our students are prepared for high wage, high demand careers or further university study.

On behalf of my school district, I strongly support this initiative--our students' futures are depending on it.

Sincerely,



Salvatore F. Menzo, Ed.D.
Superintendent of Schools

SFM/ean



WINDSOR PUBLIC SCHOOLS

Phone: (860) 687-2000 ext. 236
Fax: (860) 687-2009
E-Mail: efeser@windsorct.org

Elizabeth E. Feser, Ed.D.
Superintendent of Schools
601 Matianuck Avenue
Windsor, Connecticut 06095

June 1, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker,

This letter serves as a formal letter of support to the National Center on Education and the Economy (NCEE) for their application to the US Department of Education in the competitive Race to the Top High School Course Assessment grant. The federal Race to the Top Assessment Program offers a unique opportunity to rethink and clarify priority policy objectives, as well as how assessment systems should integrate with and support curriculum and instruction in order to maximize student achievement.

I am pleased to offer support for the application being submitted by the National Center on Education and the Economy (NCEE) to develop a State Consortium for Board Examination Systems. I am encouraged by the initial work being done by the NCEE to support improvements in the field of K-12 assessment and the opportunity for high school students in Windsor to participate in the pilot of the exams. Board Examination Systems have proven to be a strategy to raise student performance, close achievement gaps, and increase graduation and college attendance rates around the world. Based on the success of these systems around the world, I am convinced that schools throughout the United States must adopt them so that our students, and our nation at large, can remain competitive in a global marketplace. By implementing Board Examination Systems in Windsor High School, which has a high minority population, more of our students will be prepared to do college-level work without remediation.

Along with the strong evidence that State Board Examination Systems have a very large impact on student achievement, I am strongly supportive of the role that the National Center on Education and the Economy will play as project manager for the State Consortium. The NCEE has shown, through its past work that it has designed, developed, adapted, and managed highly effective programs working with many states

NCEE RTTT Grant Support

June 1, 2010

Page 2

and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

Finally, I am most encouraged by the fact that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports needed to fully implement these systems and to increase the support we can provide to students who are struggling to succeed in high school. This effort will make it possible for the Windsor Public Schools to provide world class instructional systems and assessments to its students, which will greatly benefit them. Since our students will also be able to participate in world-class Career and Technical courses and assessments as well as Science, Technology, Engineering and Mathematics (STEM) courses and assessments, they will be better prepared for high wage, high demand careers or further college study.

On behalf of the Windsor Public Schools, I strongly support this initiative.

Sincerely,



Elizabeth E. Feser, Ed.D.
Superintendent of Schools

EEF:js



Bullitt County Public Schools

1040 Highway 44 East
Shepherdsville, Kentucky 40165

502-869-8000
Fax 502-543-3608
www.bullittschools.org

June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Bullitt County Public Schools, I am so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

A handwritten signature in cursive script, appearing to read "Keith Davis".

Keith Davis
Superintendent



Bullitt County Public Schools

1040 Highway 44 East
Shepherdsville, Kentucky 40165

502-869-8000
Fax 502-543-3608
www.bullittschools.org

June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Bullitt East High School, we are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Keith Davis
Superintendent

Debby Atherton
Principal



Bullitt County Public Schools

1040 Highway 44 East
Shepherdsville, Kentucky 40165

502-869-8000
Fax 502-543-3608
www.bullittschools.org

June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Bullitt Central High School, we are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Keith Davis
Superintendent

Christy Coulter
Principal



Bullitt County Public Schools

1040 Highway 44 East
Shepherdsville, Kentucky 40165

502-869-8000
Fax 502-543-3608
www.bullittschools.org

June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of North Bullitt High School, we are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Keith Davis
Superintendent

Tracey Glass-Lamb
Principal



June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of District), I/we am/are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work, it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Dr. Carmen Coleman
Superintendent

June 8, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

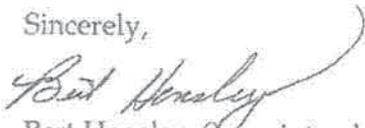
This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Estill County School District, I am so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,


Bert Hensley, Superintendent
Estill County Schools

Franklin County Schools

Harrie Lynne Buecker, Superintendent

F C P S
Faculty
Community
Parents
Students

June 9, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Franklin County Public Schools, we are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in both of our high schools (Western Hills High School and Franklin County High School), including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,



Harrie L. Buecker
Superintendent of Schools

916 East Main Street • Frankfort, Kentucky 40601 • (502) 695-6700 • FAX (502) 695-6708

The Franklin County Public School System does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or the provision of services.



2290 State Route 121 North
Mayfield, KY 42066
Phone: (270) 328 or 674-2656
Fax: (270) 328 or 674-1561

June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Graves County Schools, we are so pleased to support the State Board Examination Systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

A handwritten signature in cursive script that reads 'Pete Galloway'.

Pete Galloway
Superintendent
Graves County Schools

Appendix 202



THE KENTON COUNTY SCHOOL DISTRICT

A System of Excellence

1055 EATON DRIVE / FORT WRIGHT, KENTUCKY 41017

TELEPHONE: (859) 344-8888 / FAX (859) 344-1531 / WEBSITE: WWW.KENTON.KYSCHOOLS.US

Tim Hanner, Superintendent of Schools

June 9, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Kenton County School District, I am so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Superintendent
Kenton County School District

Kenton County Board of Education

Board Members: Karen L. Collins, President Carl Wicklund, Vice President Becky Melching Mike Martin Tamara Miano, Esq.
Appendix 203
"The Kenton County Board of Education provides Equal Education & Employment Opportunities"

LOGAN COUNTY SCHOOLS

P.O. Box 417
Russellville, Kentucky 42276
Phone (270) 726-2436 Fax (270) 726-8892

June 8, 2010

Mr. Tucker
National Center on Education and the Economy
2000 Pennsylvania Avenue NW
Suite 5300
Washington, D.C. 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter is written as a formal letter of support for the application of the State Board Examination Systems Consortium for Race to the Top High School Course Assessment grant to the United States Department of Education. On behalf of the Logan County School District, we are pleased to support the State Board Examination Systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in the global marketplace. By implementing Board Examination Systems in our high schools, including those high schools with large numbers of high-need students, more young people in our state will become prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the project manager of the Consortium and the National Center on Education and the Economy (NCEE) has done over the years makes it a strong candidate to serve as this efforts project manager. Through its past work, NCEE has shown that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provided world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the United States Department of Education to fund this very important effort so that the future of our students can greatly be enhanced and improved by this effort and that our schools can better serve them to this end.

Sincerely,

Marshall H. Kemp

Marshall H. Kemp
Superintendent
Logan County Schools

Middlesboro Independent Schools

P.O. Box 959 • 220 North 20th Street
Middlesboro, Kentucky 40965-0959
(606) 242-8800
FAX (606) 242-8805

Board of Education

Bill Johnson, *Chairman*
Edith Kelley, *Vice Chairman*
Vicki M. Byrne

Kelly Shoffner
Edward Ballinger

Dr. Rita C. Cook, *Superintendent*

June 8, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Middlesboro Independent School District, we are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,



Rita C. Cook
Superintendent



Nelson County Board of Education

288 WILDCAT LANE, P.O. BOX 2277, BARDSTOWN, KY 40004
(502) 349-7000 www.nelson.kyschools.us (502) 349-7004 FAX

Quality Education Now - Learning for Life

Frank Hall
Nicky Rapier
Damon Jackey
Larry Pate
Adam Wheatley

Superintendent
Janice O. Lantz, Ed.D.

June 10, 2010

Dear Mr. Tucker & the National Center on Education and the Economy:

This is a formal letter of support for the application by the State Board Examination Systems (SBES) Consortium for the Race to the Top High School Course Assessment Grant. On behalf of the Nelson County School System, we believe that this pilot provides a proven strategy to raise student performance, close the achievement gap, and increase graduation/college attendance rates around the world. Such an intervention is needed so that the United States can remain competitive in a global marketplace. By implementing SBES in our high schools, particularly those with large numbers of high-need students, more Kentucky young people will succeed at college without remediation.

In conjunction with the student achievement success that SBES has experienced, the National Center on Education and the Economy (NCEE) is an excellent candidate to serve as the grant project manager. NCEE has designed, developed, adapted and managed highly effective programs working with hundreds of schools and districts. They have received wide acclaim for their success from educators across the country.

We believe that if the Consortium on SBES and its partners receive this grant, our schools will be able to provide professional development and purchase the necessary materials and scoring services for struggling students to succeed in high school. Such an effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. We urge the U.S. Department of Education to fund this very important effort – our students' futures are depending on it.

Sincerely,

Janice O. Lantz
Superintendent

Paris Independent Schools

310 W. 7th St.
Paris, KY 40361
859.987.2160

"Success One by One"



June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Paris Independent School District, we are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Janice Cox Blackburn
Superintendent
Vickie Grigson
Paris High School Principal



Mike Kenner, Superintendent

Board Members
Matt Perry, Chairman
Calvin Jones, Vice Chairman
Engene Wells
Tammy Keeling
Amy Frogue

June 14, 2010

Ruth Webb
Deputy Commissioner, KDE
1st Floor, CPT
500 Mero Street
Frankfort, KY 40601

Dear Deputy Commissioner Webb:

This letter is in regards to The Race to the Top Assessment Grant. Please be advised that Todd County Schools are interested in applying for this grant.

If you need more information, please feel free to contact me at 270-265-2436.

Sincerely,

Mike Kenner
Superintendent
Todd County Schools

Teaching Caring Serving



Mike Kenner, Superintendent
June 14, 2010

Board Members
Matt Perry, Chairman
Calvin Jones, Vice Chairman
Eugene Wells
Tammy Keeling
Amy Frogue

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of District), I/we am/are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Mike Kenner, Superintendent, Todd County Schools

Teaching Caring Serving



WOODFORD COUNTY PUBLIC SCHOOLS

Where Great Minds Meet

330 PIGEON PIKE • VERMILION, KENTUCKY 40389-9214 • (859) 873-4701

D. SCOTT HAWKINS, SUPERINTENDENT

June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Woodford County Public Schools, I am so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Scott Hawkins".

D. Scott Hawkins,
Superintendent

BOARD MEMBERS

TOM TIPTON, Chair • AMBROSE WILSON IV, Vice Chair

MARSH CLEVELAND • DEBBY EDLEN • DR. DONALD A. BRUSH



Superintendent of Schools
School Administrative District #4

25 Campus Drive, Drop #2
Guilford, Maine 04443
www.sad4.com
(207) 876-3444 • Fax: (207) 876-3446

June 14, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment Grant to the US Department of Education. On behalf of Maine School Administrative District #4, I am pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment Grant, high schools will be able to purchase the necessary materials, professional development, scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class career and technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to U.S. high schools so that our students are prepared for high wage, high demand careers, or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely,



Paul Stearns
Superintendent of Schools
MSAD #4

June 16, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

**MAINE
SCHOOL
ADMINISTRATIVE
DISTRICT #54**

Brent H. Colbry
Superintendent of Schools

Andrew W. McAuliff
Assistant Superintendent

Darrell G. Mitchell
Business Administrator

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of RSU 54/MSAD 54, we are so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely,

A handwritten signature in black ink, appearing to read "Brent H. Colbry". The signature is fluid and cursive, with the first name "Brent" and last name "Colbry" clearly distinguishable.

Brent H. Colbry
Superintendent of Schools

**Office of the Superintendent
Bow School District, SAU #67**
32 White Rock Hill Road
Bow, NH 03304-4219

Dr. Dean S. T. Cascadden
Superintendent of Schools
dcascadden@bownet.org

Duane Ford
Business Administrator
dford@bownet.org

Phone: 603-224-4728

Website: www.bownet.org

Fax: 603-224-4111

June 14, 2010

To Whom it May Concern,

This letter indicates the full support of Bow School District for the application for grant funds from the national Center on Education and the Economy for a pilot of the Board Examination System. We have been discussing this concept with the administration of Bow High School and the School Board of SAU 67. Both indicate a desire and willingness to be a part of this project.

The high school principal and I have been to some of the meetings surrounding this project and we believe it would be a good fit for Bow to be involved. My board is especially eager to explore ways to certify the completion of high school competencies and the possibility of allowing students to move on to college level work while still in high school.

Sincerely,



Dr. Dean S. T. Cascadden

CONCORD SCHOOL DISTRICT

School Administrative Unit #8

Robert B. Prohl
Assistant Superintendent

Christine C. Rath
Superintendent

Michele M. Croteau
Business Administrator

T. Matthew Cashman
Director of Facilities and Planning

Larry Prince
Director of Human Resources

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Concord School District (SAU #8), I am pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college bound rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science,

Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high-wage, high-demand careers or further university study.

We urge you to fund this very important effort - our students' futures are depending on it.

Sincerely,

A handwritten signature in cursive script that reads "Christine Rath". The signature is written in dark ink and is positioned above the printed name and title.

Christine Rath
Superintendent



School Administrative Unit #20

123 Main Street * Gorham, NH 03581 * Phone: (603) 466-3632 * Fax: (603) 466-3870
Website: www.sau20.org

June 14, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Paul Bousquet
Superintendent

Pauline Plourde
Business Administrator

Rebecca Hebert-Sweeny
Director of Special
Services

Steve Gordon
Director of Special
Services

Todd Butler
Speech Pathologist
Pre-School Coordinator

Maria Delisle
Office Manager

Assistants
Lorna Aldrich
Lisa Sankiw
Joyce Carlisle

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Gorham Randolph Shelburne Cooperative School District, I am so pleased to support the Consortium as it pilots Board Examination Systems. BES are a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort!

Sincerely,

Paul Bousquet
Superintendent, SAU 20
Gorham Randolph Shelburne Cooperative School District

Dummer * Errol * Gorham * Milan * Randolph * Shelburne



School Administrative Unit 87
Greenville & New Ipswich
30 Tricnit Road · Unit 5 · New Ipswich, NH 03071
603-721-0160 www.mascenic.org

Dr. Leo P. Corriveau, Superintendent of Schools
Jenifer Krook, Director of Financial Services
Maria Dreyer, Director of Student Support & Curriculum Services

June 14, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW, Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of New Hampshire Mascenic School District, I am so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Dr. Leo P. Corriveau
Superintendent of Schools

MILFORD SCHOOL DISTRICT

SAU 40
100 West Street
Milford, NH 03055
603-673-2202
Fax 603-673-2237

Laurel K. Johnson
Assistant Superintendent of Schools

Robert A. Suprenant
Superintendent of Schools

Katherine E. L. Chambers
Business Administrator

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW, Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

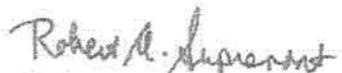
This letter serves as a letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. As Superintendent of Schools in Milford, New Hampshire, I am pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college bound rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have an impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country. These state and district programs, including America's Choice and the National Institute for School Leadership, have strong, third-party evidence that the interventions NCEE has managed have raised achievement in all student categories.

I believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most.

I thank you for your consideration in funding this very important effort.

Sincerely,


Robert A. Suprenant
Superintendent of Schools

Newfound Area School District

20 North Main Street
Bristol, NH 03222

www.newfound.k12.nh.us

Tel. (603) 744-5555
Fax (603) 744-5659

Marie E. Ross, Superintendent

Judith N. Turk, Student Services Administrator

Daniel Rossner, Business Administrator

June 16, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

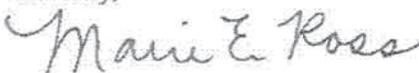
Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Newfound Area School District, and with the support of my School Board, I am so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.
Sincerely,



Marie E. Ross, EdD

OUR VISION

Students Succeed - Communities Prosper - The World Benefits

Serving: Alexandria-Bridgewater-Bristol-Danbury-Groton-Hebron-New Hampton

Appendix 221



PORTSMOUTH SCHOOL DEPARTMENT

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

EDWARD McDONOUGH
SUPERINTENDENT OF SCHOOLS

STEPHEN ZADRAVEC
ASSISTANT SUPERINTENDENT

STEPHEN BARTLETT
BUSINESS ADMINISTRATOR

May 24, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

"THE PURPOSE OF
THE PORTSMOUTH
SCHOOLS IS TO
EDUCATE ALL
STUDENTS BY
CHALLENGING
THEM TO BECOME
THINKING,
RESPONSIBLE,
CONTRIBUTING
CITIZENS WHO
CONTINUE TO
LEARN
THROUGHOUT
THEIR LIVES."

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf the New Hampshire Portsmouth School Department (SAU #52) we are so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country. These state and district programs, including America's Choice and the National Institute for School Leadership, have strong, third-party evidence that the interventions NCEE has managed have raised achievement in all student categories.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most.

We urge you to fund this very important effort -- our students' futures are depending on it.
Sincerely,

Mr. Edward R. McDonough
Superintendent of Schools, SAU #52

PORTSMOUTH SCHOOL BOARD

MITCHELL SHULDMAN
CHAIRPERSON

ANN WALKER
VICE-CHAIRPERSON

DEXTER LEGG

KENT LAPAGE

LESLIE STEVENS

REBECCA EMERSON

CAROL CHELLMAN

TOM MARTIN

LISA SWEET

AN EQUAL OPPORTUNITY EMPLOYER

Raymond School District

SAU #33
43 Harriman Hill Road
Raymond, NH 03077
Telephone: (603) 895-4299
Fax: (603) 895-0147

Dr. Jean R. Richards, Superintendent of Schools
Ronald A. Brickett, Business Administrator
Mary Ellen Pantazis, Director of Special Education
Joanna Faulkner, Human Resources Coordinator
Jennifer Gillespie, Administrative Assistant

June 14, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

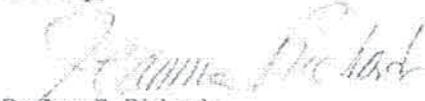
This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Raymond School District, I am so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and as an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. Though our dropout rate has decreased, programs through this grant will help us serve those target students and continue to further reduce our dropout rate. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to high schools nationwide so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely,


Dr. Jean R. Richards,
Superintendent of Schools



**BERNALILLO PUBLIC
SCHOOLS**

224 N. Camino del Pueblo
Bernalillo, NM 87004

Barbara Vigil-Lowder
Superintendent

Phone: (505) 867-2317
www.bernalillo-schools.org

Board of Education
Jack Torres
Ray H. Trujillo
Nancy Walker
Olivia Calabaza
Errol Chavez

John M. Ryan
Executive Director Of
Accountability And
Human Resources

Anna Torres
Executive Director Of
Elementary Education

Allan Tapia
Executive Director Of
Secondary Education

Denise Irion
Director of Finance

June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Bernalillo Public Schools, I am so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.



**BERNALILLO PUBLIC
SCHOOLS**

224 N. Camino del Pueblo
Bernalillo, NM 87004

Barbara Vigil-Lowder
Superintendent

Phone: (505) 867-2317
www.bernalillo-schools.org

Board of Education
Jack Torres
Ray H. Trujillo
Nancy Walker
Olivia Calabaza
Errol Chavez

John M. Ryan
Executive Director Of
Accountability And
Human Resources

Anna Torres
Executive Director Of
Elementary Education

Allan Tapia
Executive Director Of
Secondary Education

Denise Irion
Director of Finance

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Barbara Vigil-Lowder
Barbara Vigil-Lowder, Superintendent

SUPERINTENDENT

Janette Archuleta

Email:

janette.archuleta@k12espanola.org

Website: www.k12espanola.org

714 Calle Don Diego

Española, New Mexico 87532

505-753-2254

Fax 505-747-3514

*** Española ***

PUBLIC SCHOOL DISTRICT #55



Reaching for Excellence

BOARD OF EDUCATION

Joann V. Salazar, President

Floyd E. Archuleta, Vice President

Andrew J. Chávez, Secretary

Jose I. "Coco" Archuleta, Member

Leonard J. Valerio, Member

June 11, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Española Public Schools, I/we am/are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Accredited by North Central Association of Universities Colleges and Secondary Schools
AN EQUAL OPPORTUNITY EMPLOYER



Farmington Municipal Schools
2001 North Dustin Avenue – P.O. Box 5850
Farmington, New Mexico 87401

ADMINISTRATIVE OFFICES

TELEPHONE (505) 324-9840
FAX (505) 599-8806

June 14, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of District), I/we am/are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

A handwritten signature in cursive script that reads "Janel Ryan".

Janel Ryan
Superintendent



BOARD OF EDUCATION

Chuck Davis

Maria A. Flores

Connie Phillips, Ph.D.

Serena Shoop

Bonnie Votaw, Ed.D.

Stan Rounds
Superintendent



OUR MISSION

The Las Cruces Public Schools, in partnership with students, families, and the community, provides a student-centered learning environment that cultivates character, fosters academic excellence, and embraces diversity.

June 17, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Las Cruces Public Schools, I am so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Steven A. Sanchez, Ph.D.
Associate Superintendent for
Learning, Teaching & Research



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

OFFICE OF THE CHANCELLOR
52 CHAMBERS STREET - NEW YORK, NY 10007

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the New York City Department of Education, we are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,



Joel I. Klein
Chancellor



APOLLO-RIDGE SCHOOL DISTRICT

PO Box 219, Spring Church PA 15686

724.478.8010

FAX 724.478.1149

www.apolloridge.com

MRS. MARGARET A. DININNO
Superintendent
DiNinnoM@apolloridge.com

June 14, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Apollo-Ridge School District, I am so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

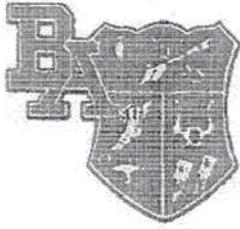
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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Margaret A. DiNinno
Superintendent



Bellwood-Antis School District

June 14, 2010

Pride - Tradition - Excellence

300 Martin Street
Bellwood, PA 16617

Superintendent of
Schools
Phone: (814) 742-2271
Fax: (814) 742-9049

Business Manager
Phone: (814) 742-2270
Fax: (814) 742-9049

Director of Curriculum
Phone: (814) 742-2270
Fax: (814) 742-9049

Elementary Principal
Phone: (814) 742-2272
Fax: (814) 742-9040

Middle School Principal
Phone: (814) 742-2273
Fax: (814) 742-9817

High School Principal
Phone: (814) 742-2274
Fax: (814) 742-9817

Assistant Principal
Phone: (814) 742-2274
Fax: (814) 742-9817

Director of
Special Education
Phone: (814) 742-2181
Fax: (814) 742-9040

School Psychologist
Phone: (814) 742-2181
Fax: (814) 742-9040

Athletics
Phone: (814) 742-2276

Web Homepage
tuckahoe.btwd.k12.pa.us

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Bellwood-Antis School District, I am so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, this effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort.

Sincerely,

G. Brian Toth, B.Ed.
Superintendent

dkS

BROOKVILLE AREA SCHOOL DISTRICT

Administration Office

PO Box 479, 265 North Barnett Street, Brookville, PA 15825
Website: www.basd.us



Sandra M. Craft, Superintendent
Jason R. Barnett, CPA, Business Administrator

(814) 849-1100 Fax: (814) 849-6842
(814) 849-1103 Fax: (814) 849-1133

June 11, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

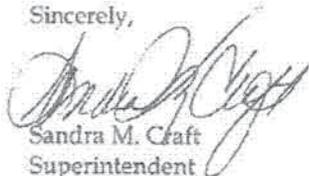
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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely,



Sandra M. Craft
Superintendent
S90#507

CENTRAL DAUPHIN SCHOOL DISTRICT

District Administration Office
600 Rutherford Road
Harrisburg, PA 17109
Telephone: (717) 545-4703 ext. 202
Fax: (717) 545-5624
lgonzalez@cdschools.org



Luis B. Gonzalez Ph.D.
Superintendent

June 16, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of District), I/we am/are so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge you to fund this very important effort.

Sincerely,

Dr. Luis B. Gonzalez
Superintendent
Central Dauphin School District
Harrisburg, Pennsylvania

COATESVILLE AREA SCHOOL DISTRICT

545 East Lincoln Highway
Coatesville, PA 19320

"Excellence in Education"

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of State, Organization, District), I/we am/are so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge you to fund this very important effort – our students' futures are depending on it.

Sincerely,
(b)(2)



CONNELLSVILLE AREA SCHOOL DISTRICT

Administrative Building
732 ROCKRIDGE ROAD
PO BOX 861
CONNELLSVILLE PA 15425-0861
Phone 724-628-3300 Fax 724-628-9002

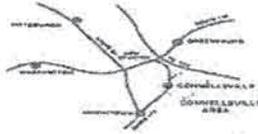
RONALD L. KEEFER
*Director of Federal Programs/
Technology Services*

LISA HAMPE
Supervisor of Special Education

EUGENE R. CUNNINGHAM
Business Manager

KAREN L. MARKO
Director of Human Resources

DR. TAMMY STERN
Director of Curriculum and Instruction K-12



DR. DAVID R. GOODIN
Superintendent of Schools

JAMES J. LEMBO
*Director of Athletics &
Transportation*

MICHAEL J. OMATICK, JR.
Director of Buildings & Grounds

GLORIA J. CLAWSON
Director of Food Services

MICHAEL A. PARLAK
Director of Security/Facilities Manager

VICKI D. MCWILLIAMS
Secretary to Board of Education

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

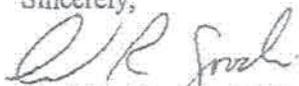
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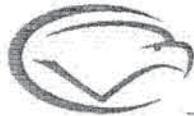
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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely,


David R. Goodin, D.Ed.



CUMBERLAND VALLEY
SCHOOL DISTRICT

6746 Carlisle Pike • Mechanicsburg, PA 17050-1796 • 717-697-8261

Dr. William E. Harner

June 15, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of District), I/we am/are so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge you to fund this very important effort.

Sincerely,

William E. Harner, Ph.D.
Superintendent
Cumberland Valley School District

DOWNINGTOWN

DOWNINGTOWN AREA SCHOOL DISTRICT
126 Wallace Avenue, Downingtown, Pennsylvania 19335

Lawrence J. Mussoline, Jr., Ph. D.
Superintendent

www.dasd.org

Telephone: 610-269-8460
FAX: 610-873-1404

June 7, 2010

Lionel Tracey
National Center on Education and the Economy
2000 Pennsylvania Avenue NW
Suite 5300
Washington, D.C. 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Downingtown Area School District, we are so pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Sincerely,



Lawrence Mussoline, Ph.D.
Superintendent

DIRECTORS
JOHN C. HARKINS
PRESIDENT
JAMES R. HERDZIK
VICE-PRESIDENT
EDWARD M. BRZEZINSKI
ROBERT S. CASILLO
GARY N. HORTON
JEANINE M. McCREARY
MARY FRANCES SCHENLEY
RICHARD T. SZYCHOWSKI
EVA TUCKER, JR.

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
THE DR. JAMES E. BARKER LEADERSHIP CENTER

148 WEST 21st STREET • ERIE, PENNSYLVANIA 16502

PHONE: 814/874-6000

FAX: 814/874-6049

www.eriesd.org

JAY D. BADAMS
SUPERINTENDENT OF SCHOOLS

ROBIN J. SMITH
SECRETARY

June 15, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the School District of the City of Erie, PA I am pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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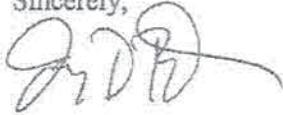
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An Equal Opportunity Employer

opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort – our students' futures are depending on it.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Badams", with a long horizontal flourish extending to the right.

Mr. Jay Badams
Superintendent of Schools



ADMINISTRATIVE OFFICES

8353 UNIVERSITY BOULEVARD • MOON TOWNSHIP, PA 15108-2597 • 412-264-9440 • FAX: 412-264-6178

DONNA K. MILANOVICH, Ed.D.
SUPERINTENDENT OF SCHOOLS

June 11, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of State, Organization, District), I/we am/are so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely yours,

Donna K. Milanovich, Ed.D.
Superintendent of Schools



Empowering Life-Long Learners

PENNCREST School District

DISTRICT ADMINISTRATIVE OFFICES

18741 State Highway 198, Suite 101 • Saegertown, PA 16433-0808

(814) 763-2323 • Fax (814) 763-5129 • <http://penncrest.iu5.org>

June 16, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. PENNCREST School District is pleased to endorse the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our state's high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge you to fund this very important effort -- our students' futures are depending on it.

Sincerely,

Richard A. Borchilo
Superintendent of Schools



S T O - R O X

S C H O O L D I S T R I C T

Fran Sereuka, Ed.D.
Superintendent of Schools

600 Russellwood Avenue
McKees Rocks, PA 15136

June 14, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Sto-Rox School District, I am so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We at Sto-Rox School District urge you to fund this very important effort.

Sincerely,

Fran Sereuka, Ed.D.
Superintendent

/barn

THE SCHOOL DISTRICT OF PHILADELPHIA

440 N. BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130

ARLENE C. ACKERMAN
SUPERINTENDENT

June 11, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of The School District of Philadelphia, I am pleased to support the State Board Examination Systems Consortium as it pilots Board Examination Systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

Respectfully,



Arlene C. Ackerman, Ed.D.
Superintendent



UNIONVILLE-CHADDS FORD SCHOOL DISTRICT

Administrative Offices • 740 Unionville Road • Kennett Square, PA 19348

Empower each student to succeed in life and contribute to society

Phone: (610) 347-0970 • Fax: (610) 347-0976 • Web: www.ucfsd.org

June 10, 2010

National Center on Education and the Economy
555 13th Street, NW
Suite 500 West
Washington, DC 20004

Dear Mr. Tucker and the National Center on Education and the Economy:

The Unionville-Chadds Ford School District in Kennett Square, Pennsylvania is interested in joining the State Board Examinations Systems Consortium's application for the Race to the Top High School Course Assessment grant to the United States Department of Education. The State Board Examination Systems Consortium would provide districts like ours access to the world's top curriculum, instructional practices and assessments.

We are most encouraged by NCEE's research and identification of five programs that are proven to raise student performance, close the achievement gap, and increase graduation and college enrollment around the world. By implementing this pilot in our district, our students will graduate better prepared to compete in our ever growing global economy.

If the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, our schools will be able to purchase the necessary materials, professional development, scoring services and additional supports for students struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students.

We urge the U.S. Department of Education to fund this very important effort.

Sincerely,

Sharon E. Parker
Superintendent

SEP/mg

Beacon Charter High School for the Arts

320 Main Street
Woonsocket, Rhode Island 02895

June 11, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Beacon Charter High School for the Arts in Woonsocket, RI, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. Through its past works, NCEE has shown that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,



Robert Pilkington, Ed.D.
Superintendent

Telephone 401.671.6261 • Fax 401.671.6264 • www.beaconart.org

The Beacon Charter School does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability.



DR. FRANCES GALLO
Superintendent

21 Hedley Avenue • Central Falls, RI 02863 • Telephone: 401.727.7700 • Fax: 401.727.7722

June 11, 2010

Marc Tucker, President
NCEE
2000 Pennsylvania Avenue, NW, Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Central Falls School District, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. Through its past works, NCEE has shown that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,


Frances Gallo



Chariho Regional School District
Office of the Assistant Superintendent

455A Switch Road
Wood River Junction, Rhode Island 02894

All Kids...All of the Time



BARRY J. RICCI
Superintendent of Schools

CAROL A. BLANCHETTE
Assistant Superintendent of Schools

National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

June 15, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Chariho Regional School District, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

The Chariho Regional School District does not discriminate on the basis of age, gender, marital status, race, religion, national origin, color, creed, political affiliation, sexual orientation, or handicap in accordance with applicable law.

Telephone: (401) 364-1150, Fax: (401) 364-1165, Voice/TDD: (401) 364-1171



Kenneth R. Di Pietro, Superintendent of Schools
 Michael L. Convery, Asst. Superintendent/Instruction
 James H. Erinakes, Asst. Superintendent/Student Services

Robin Reesor, Business & Finance Director
 Brian Steverman, Physical Plant Director
 Mary Lou Buonaccorsi, Human Resources Director

June 15, 2010

Marc Tucker, President, NCEE
 2000 Pennsylvania Avenue, NW, Suite 5300
 Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Coventry Public Schools, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems.

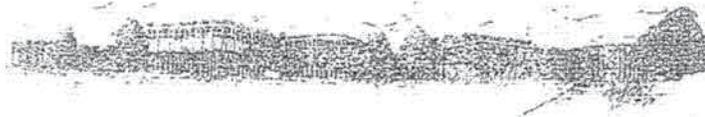
We are interested in learning more about the process and procedures in order to determine the level of commitment of Coventry Public Schools. We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Kenneth R. DiPietro, Superintendent

"Working Together To Improve Our Schools"

The Coventry School Department is an Affirmative Action/Equal Opportunity Employer and does not discriminate on the basis of age, color, sex, race, religion, sexual orientation, national origin, or disability.



Cumberland High School

PRINCIPAL
Dorothy C. Gould

2600 MENDON ROAD • CUMBERLAND, RHODE ISLAND 02864
TEL (401) 658-2600 • FAX (401) 658-3124

Assistant Principals
Scott W. Fuller
Brien P. Keller
Donna M. Zannelli

June / 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Cumberland High School, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. Through its past works, NCEE has shown that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort – our students' futures and our nation's economic health are depending on it.

Sincerely,

MISSION STATEMENT

EDUCATION ENABLES INDIVIDUALS TO ACQUIRE KNOWLEDGE AND SKILLS NEEDED TO DEVELOP FULLY THEIR ABILITIES AND IDENTITIES. THE GOAL OF EDUCATION AT CUMBERLAND HIGH SCHOOL IS TO PRODUCE STUDENTS WHO DEMONSTRATE LOGICAL THINKING, EFFECTIVE COMMUNICATION, AND RESPONSIBLE CITIZENSHIP. THROUGH A PARTNERSHIP WITH PARENTS AND THE COMMUNITY, CUMBERLAND HIGH SCHOOL WILL GRADUATE RESPONSIBLE MEN AND WOMEN EMPOWERED TO LIVE EFFECTIVELY IN A COMPLEX GLOBAL SOCIETY.

Appendix 249

The Cumberland School Department does not discriminate on the basis of age, sex, race, religion, national origin, sexual orientation, color or disability in accordance with applicable laws and regulations.

EAST GREENWICH PUBLIC SCHOOLS

111 Peirce St., East Greenwich, RI 02818

Victor D. Mercurio, Ed.D.
Superintendent of Schools

401.398.1201
Fax: 401.886.3203
E-mail: vmercurio@egsd.net

June 11, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the East Greenwich Public Schools, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,



Victor D. Mercurio, Ed.D.
Superintendent, East Greenwich Public Schools

Visit us at <http://www.egsd.net>

The East Greenwich Public Schools does not discriminate on the basis of age, sex, race, religion, national origin, color or handicap in accordance with applicable laws and regulations. Appendix 250

EXETER-WEST GREENWICH REGIONAL SCHOOL DISTRICT

940 Nooseneck Hill Road
West Greenwich, RI 02817
401-397-5125
Fax 401-397-2407
TTY 1-800-745-5555



THOMAS J. GEISMAR, Ed.D.
Superintendent of Schools

CARMELLA FARRAR, M.Ed.
Director of Special Education

ROBERT V. ROSS, M.Ed.
Director of Administration

PATRICIA J. RUIZZO
District Treasurer

SCHOOL COMMITTEE

Susan DeSack - Chairperson
Teri Maia-Cicero - Vice-Chairperson
Gregory C Couterer - Clerk
Robert E. Bollengier
Mark Rafanelli
Mary Walsh
Valerie Zuercher

June 9, 2010

Marc Tucker, President
NCEE
2000 Pennsylvania Avenue
NW, Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Exeter-West Greenwich Regional School District, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

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We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the

Our Mission: Empowering Students: Dream...Reach...Succeed.

Exeter-West Greenwich Regional School District does not discriminate on the basis of age, sex, marital status, race, religion, national origin, color, creed, political affiliation, sexual orientation or disability in its employment policies.

necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,



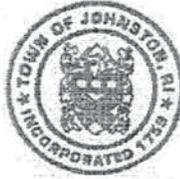
Thomas J. Geismar, Ed.D.
Superintendent of Schools

Our Mission: Empowering Students: Dream...Reach...Succeed.

Exeter-West Greenwich Regional School District does not discriminate on the basis of age, sex, marital status, race, religion, national origin, color, creed, political affiliation, sexual orientation or disability in its employment policies.

Johnston School Committee

JANICE D. MELE
Chairperson
JOHN D. CONTI
Vice Chairperson
ROBERT A. LAFAZIA
LORRAINE C. IAFRATE
JOSEPH W. ROTELLA



MARGARET A. IACOVELLI
Interim Superintendent of Schools

KATHRYN M. CROWLEY
Assistant Superintendent of Schools

JOHNSTON PUBLIC SCHOOLS
ADMINISTRATION OFFICE
10 MEMORIAL AVENUE
JOHNSTON, RHODE ISLAND 02919-3222

June 14, 2010

Marc Tucker, President, NCEE
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Johnston Public Schools, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Margaret A. Iacovelli
Interim Superintendent of Schools

MAI:bit

Telephone 401-233-1900

Fax 401-233-1907

Voice/TDD 800-745-5555

The mission of the Johnston Public Schools, in partnership with the school community, is to provide students the education to become responsible citizens of the Republic of the United States by offering a rigorous and dynamic academic program which challenges all students to achieve high standards, become lifelong learners and lead self-fulfilling productive lives. The Johnston Public Schools does not discriminate on the basis of age, sex, religion, national origin, color or handicap in accordance with applicable laws and regulations.

NARRAGANSETT SCHOOL SYSTEM

ADMINISTRATIVE OFFICES

25 FIFTH AVENUE

NARRAGANSETT, RHODE ISLAND 02882-3812

Telephone (401) 792-9450

FAX (401) 792-9439

KATHERINE E. SIPALA
SUPERINTENDENT OF SCHOOLS

KAREN M. HAGAN, CPA
DIRECTOR OF FINANCE

ELIZABETH PINTO
DIRECTOR OF STUDENT SERVICES
(401) 792-9426

June 15, 2010

Marc Tucker, President
NCEE
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

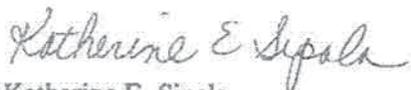
This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Narragansett School System, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,



Katherine E. Sipala
Superintendent of Schools



NORTH KINGSTOWN SCHOOL DEPARTMENT

Office of the Superintendent

100 Fairway Drive

North Kingstown, RI 02852-6202

(401)268-6403 www.nksd.net

Fax: 268-6405 TDD:268-6457

**Educate
Inspire
Challenge**

June 14, 2010

Mr. Marc Tucker
NCEE
2000 Pennsylvania Ave. NW Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of School District), I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Philip D. Thornton, Ed.D.
Superintendent of Schools
North Kingstown, RI

TOWN OF NORTH PROVIDENCE SCHOOL DEPARTMENT

2240 Mineral Spring Avenue, North Providence, Rhode Island 02911
(401) 233-1100 - FAX (401) 233-1106 - TDD (800) 745-6575

Donna M. Ottaviano, Ed.D. *Superintendent*
Giovanna M. Donoyan, Ph.D., *Assistant Superintendent*
Jeffrey L. Robinson, *Director of Finance*
Robert J. Lynch, *Director of Special Education*
Armand Milazzo, *Director of Non-Instructional Operations*

SCHOOL COMMITTEE
Helen A. Reall, *Chair*
Donald J. Cataldi, *Vice Chair*
Gina M. Picard, M.Ed., *Clerk*
Ronald Iannetta, M.Ed.
Tami A. Leva, M.P.A.
Anthony R. Marciano, Sr., Esq.
Stephen D. Palmieri

June 14, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of North Providence School Department (RI), I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a

The North Providence School Department does not discriminate on the basis of age, sex, religion, national origin, color or handicap in accordance with applicable laws and regulations. Individuals with disabilities, who require assistance or special arrangements to participate in a program or activity sponsored by the North Providence School Department, please contact superintendent's office. We request that you provide a 48-hour notice so that the proper arrangements may be made.

Marc Tucker
June 14, 2010
Page 2

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We urge the U.S. Department of Education to fund this very important effort – our students' futures and our nation's economic health are depending on it.

Sincerely,



Donna M. Ottaviano, Ed.D.
Superintendent of Schools

DMO/ljb



Pawtucket School Department

Administration Building

286 Main Street

Pawtucket, Rhode Island 02860

Phone: (401) 729-6300 Fax: (401) 727-1641 TDD (401) 729-6338

June 18, 2010

Kimberly Mercer, M.Ed.
Interim Superintendent

Thomas J. Conlon, M.B.A.
Business Administrator

Michael St. Jean, M.Ed.
Director of Computer Services

Julie Motta
Director of ESL Services

Monique Jacob, Ed.D.
Director of Secondary Reform

Marc Tucker
President, NCEE
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Pawtucket School Department I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school.

We urge the U.S. Department of Education to fund this very important effort - our students' futures and our nation's economic health are depending on it.

Sincerely,

Monique Jacob
Director of Secondary Reform
Pawtucket School Department



PORTSMOUTH SCHOOL DEPARTMENT

29 Middle Road
Portsmouth, Rhode Island 02871
Website: www.portsmouthschoolsri.com

Fax: 401-683-5204

SUSAN F. LUSI, Ph.D.
Superintendent of Schools
lusi@portsmouthschoolsri.org
(401) 683-1039, Ext. 6

COLLEEN B. JERMAIN
Assistant Superintendent
jermainc@portsmouthschoolsri.org
(401) 683-1739, Ext. 5

MARK V. DUNHAM
Dir. of Finance & Administration
dunhamm@portsmouthschoolsri.org
(401) 683-2257, Ext. 4

June 18, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Portsmouth School Department, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

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We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

Susan F. Lusi, Ph.D.
Superintendent

Cc: Colleen Jermain, Assistant Superintendent

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WARWICK PUBLIC SCHOOLS

PETER P. HOROSCHAK, Ed.D.
SUPERINTENDENT

34 Warwick Lake Avenue
Warwick, Rhode Island 02889
TEL (401) 734-3000
FAX (401) 734-3105
TTY 1-800-745-5555
www.warwickschools.org

Mr. Marc Tucker
President, NCEE
2000 Pennsylvania Avenue
NW, Suite 5300
Washington, DC 20006

Dear Mr. Tucker,

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Warwick Public Schools, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. Through its past works, NCEE has shown that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort – our students' futures and our nation's economic health are depending on it.

Sincerely,


Peter P. Horoschak, Ed.D.
Superintendent

Westerly Public Schools
15 Highland Avenue
Westerly, RI 02891



Telephone (401) 348-2700
Fax (401) 348-2707
TT/VOICE (800) RI 55555
www.westerly.k12.ri.us

June 9, 2010

Marc Tucker, President
NCEE
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

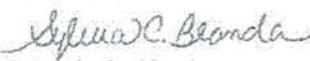
This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Westerly Public Schools, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. Through its past works, NCEE has shown that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort – our students' futures and our nation's economic health are depending on it.

Sincerely,

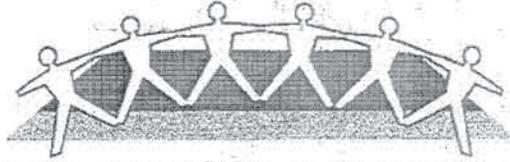

Sylvia C. Blanda
Superintendent of Schools

"A place where learning has no limits and academic excellence is measured one child at a time."

Appendix 261

Westerly Public Schools does not discriminate on the basis of age, sex, race, religion, national origin, sexual orientation, color or disability.
If special accommodations are needed call 348-2700, 48 hours in advance.

Lamoille North Supervisory Union



June 10, 2010 95 Cricket Hill Road • Hyde Park, Vermont 05655-9106 • 802.888.3142 • Fax 802.888.7908

Marc Tucker, President NCEE
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Lamoille North Supervisory Union Schools, I am so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems. This proven strategy to raise student performance, close the achievement gap, increase graduation and college attendance rates around the world, is an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, such as Lamoille Union High School, located in Hyde Park, Vermont, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort – our students' futures and our nation's economic health are depending on it.

Sincerely,


Debra J. Taylor, Ph.D.
Superintendent of Schools

cc: Steve Reber, Chair, Lamoille Union School District Board
Brian Schaffer, Principal, Lamoille Union High School

Belvidere • Cambridge • Eden • Hyde Park • Johnson • Waterville
Lamoille Union Middle School • Lamoille Union High School • Green Mountain Technology & Career Center

Equal Opportunity Employer

Appendix 262

North Country Supervisory Union

338 Highland Avenue, Suite 4 Newport, Vermont 05855-4897

Tel. 802-334-5847 / Fax: 802-334-6528

www.northcountyschools.org

Brighton
723-4373

Charleston
895-2915

Coventry
754-6464

Derby
873-3162

The mission of the North Country Supervisory Union is to educate students to become effective communicators, problem solvers, reflective thinkers, ethical productive citizens and life-long learners while embracing their diversity.

June 18, 2010

Marc Tucker, President
NCEE
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

Holland
895-4455

Jay/Westfield
988-4042

Lowell
744-6641

E. Taylor Hatton
895-2916

Newport City
334-2455

Newport Town
334-5201

NCUJHS
766-2276

NCUHS
334-7921

Troy
988-2565

Early Childhood
334-5704

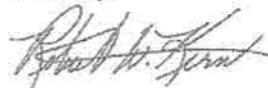
This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of (Name of School District), I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. Through its past works, NCEE has shown that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,



Robert W. Kern, Ed.D
Superintendent

ORLEANS SOUTHWEST SUPERVISORY UNION

P.O. Box 338 Hardwick, Vermont 05843

(802) 472-6532 • FAX (802) 472-6250 • www.cssu.org

Mark S. Andrews Joanne M. LeBlanc William H. Kimball Carol S. Viens Rita C. Davis Wendy L. Guyette
Superintendent Student Services Director Coord. of Curriculum Coord. of Technology Business Manager HR Coord.

June 17, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Orleans Southwest Supervisory Union, I am so pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort – our students' futures are depending on it.

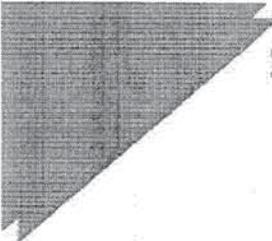
Sincerely,



Mark S. Andrews, Superintendent

*Craftsbury Academy • Craftsbury Elementary • Hardwick Elementary • Hazen Union
Lakeview Union Elementary • Wolcott Elementary • Woodbury Elementary • Greensboro • Stannard*

Equal Opportunity Employer



SOUTH BURLINGTON SCHOOL DISTRICT

500 DORSET STREET
SOUTH BURLINGTON, VT 05403
OFFICE: FREDERICK H. TUTTLE MIDDLE SCHOOL

Phone: 802-652-7250
Fax: 802-652-7257
E-mail: sbsd@sbschools.net

June 16, 2010

Marc Tucker, President, NCEE
2000 Pennsylvania Avenue, NW, Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

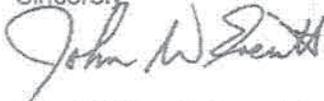
This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of South Burlington School District, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. Through its past works, NCEE has shown that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,



John W. Everitt, Superintendent

Bruce E. Douglas, Ph.D.
Executive Director

111 Charter Oak Avenue
Hartford, Connecticut 06106
(860) 524-4063
Fax (860) 548-9924
www.crec.org

May 26, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker

This letter serves as a formal letter of support to the National Center on Education and the Economy (NCEE) for their application to the US Department of Education in the competitive Race to the Top High School Course Assessment grant. The federal Race to the Top Assessment Program offers a unique opportunity to rethink and clarify priority policy objectives, as well as how assessment systems should integrate with and support curriculum and instruction in order to maximize student achievement.

I am pleased to offer support for the application being submitted by the National Center on Education and the Economy (NCEE) to develop a State Consortium for Board Examination Systems. I am encouraged by the initial work being done by the NCEE to support improvements in the field of K-12 assessment and the opportunity for high school students in my district to participate in the pilot of the exams. Board Examination Systems have proven to be a strategy to raise student performance, close achievement gaps, and increase graduation and college attendance rates around the world. Based on the success of these systems around the world, I am convinced that schools throughout the United States must adopt them so that our students, and our nation at large, can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with the strong evidence that State Board Examination Systems have a very large impact on student achievement, I am strongly supportive of the role that the National Center on Education and the Economy will play as project manager for the State Consortium. The NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country.

Finally, I am most encouraged by the fact that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials,

professional development and scoring services, and additional supports needed to fully implement these systems and to increase the support we can provide to students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most and increase the current opportunities for US students to participate in world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments so that our students are prepared for high wage, high demand careers or further university study.

On behalf of my school district, I strongly support this initiative--our students' futures are depending on it.

Sincerely,

(b)(2)

Bruce E. Douglas, Ph.D.

June 7, 2010

Dear Dr. Tucker and the National Center on Education and the Economy:

Please accept this letter as one of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the U.S. Department of Education. On behalf of the Career Technical Assessment Collaborative (CTAC) of the Council of Chief State School Officers, my committee is pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems. We are pleased that this proposal includes as a priority the assessment of career and technical skills needed to move young people in the participating states into the world of work, whether they choose to go to college or not. Moreover, we applaud an assessment system that recognizes that measuring reading and language arts, math and science alone is too limiting on our educational systems and leaves too many students disinterested in continuing to pursue their education.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, as well as additional supports for students that are struggling to succeed in high school. The inclusion of Career and Technical Education opportunities will ensure that students are prepared for careers whether directly after high school or after postsecondary education.

We support this effort and urge the U.S. Department of Education to fund this very important effort – our students' futures are depending on it.

Sincerely,

(b)(2)


Kurt F. Geisinger, Ph.D.
Director, Buros Center for Testing
W.C. Meierhenry Distinguished University Professor
The University of Nebraska-Lincoln

Advisor, CTAC SCASS for the CCSO

MAINE COALITION FOR EXCELLENCE
IN EDUCATION



June 15, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the **Maine Coalition for Excellence in Education**, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems, which are a proven strategy to raise student performance, close the achievement gap, and increase graduation and college-going rates around the world. Board examination systems are needed in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. Through its past works, NCEE has shown that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

(b)(2)

Robert Kautz
Interim Executive Director



THE UNIVERSITY OF MICHIGAN
DIVISION OF RESEARCH DEVELOPMENT AND ADMINISTRATION
www.research.umich.edu

3003 South State Street
Ann Arbor, MI 48109-1274

June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Regents of the University of Michigan, I am so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

(b)(2)

Julie A. Feldkamp
Managing Project Representative



2500 North River Road | Manchester, NH 03106-1045 | 603.629.4675 | fax: 603.629.4673 | snhu.edu

June 7, 2010

Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Ave., NW
Suite 5300
Washington, DC 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of Southern New Hampshire University, I am pleased to support the Consortium as it pilots Board Examination Systems, a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world. This is a critical intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted, and managed highly effective programs working with many states and hundreds of schools and school districts, receiving wide acclaim from educators across the country. The evidence of NCEE's success is well documented.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world class instructional systems and assessments to our students, particularly those students who need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge you to fund this very important effort -- our students' futures are depending on it.

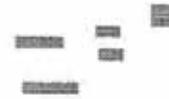
Sincerely,

A handwritten signature in cursive script that reads "Mary Sullivan Heath".

Mary Sullivan Heath
Dean, School of Education

The School of Education is committed to creating a better tomorrow by preparing students and supporting professional educators today to be knowledgeable, reflective learners, responsive to the needs of a diverse society.

SREB



June 10, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Southern Regional Education Board (SREB), we are pleased to support the State Board Examination systems Consortium as it pilots Board Examination Systems as an intervention to raise student performance, close the achievement gap, increase graduation and college going rates in the United States so that our nation can remain competitive in a global marketplace. By implementing Board Examination Systems in high schools, including high schools with large numbers of high-need students, more young people in the participating states will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this efforts project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services, as well as additional supports for students that are struggling to succeed in high school.

The inclusion of Career and Technical Education opportunities will ensure that students are prepared for careers, whether directly after high school or after postsecondary education. This letter of support is based on SREB being one of the national partners participating in a Career and Technical Education Task Force (CTETF) to help define the course of study, reach out to our network of 31 *High Schools That Work* states and over 1,200 active high schools and generate information from the field. SREB Senior Vice President, Gene Bottoms, who leads our high school reform work, will represent SREB on the CTETF.

We urge the U.S. Department of Education to fund this very important effort.

Sincerely,

(b)(2)

David S. Spence
President



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 State Consortium on Board Examination Systems* for the Race to the Top Assessment Program. The Consortium is proposing to pilot the best of the world's board examination systems in a set of demonstration high schools in ten states.

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.

The State Consortium on Board Examination Systems' use of early assessments during the freshman and sophomore year of high school is aimed at preparing all students to succeed in college. SHEEO members would agree that early intervention based on assessment during the first two years of high school is a promising approach for keeping students on the college ready path. Also important in *The State Consortium on Board Examination Systems'* design is that it will be piloted across many high schools in different states, and include higher education representation in

The Honorable Arne Duncan
June 21, 2010
The State Consortium on Board Examination Systems
Page Two

every state. *The Consortium's* inclusion of The Task Force on Higher Education sets the stage for ongoing collaboration across K-12 and postsecondary education.

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 *The State Consortium on Board Examination Systems* 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
Marc S. Tucker, President, National Center on Education And the Economy

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

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Glen D. Johnson, Chancellor, Oklahoma State Regents for Higher Education

Brian Noland, Chancellor, West Virginia Higher Education Policy Commission

Richard Pattenau, Chancellor, University of Maine System

George Pernsteiner, Chancellor, Oregon University System

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ekane@vpaonline.org



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Supporting Learners and Leaders
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PAST PRESIDENT
Laurie Singer
lsinger@ccsuvt.org

June 18, 2010
Marc Tucker, President
NCEE, 2000 Pennsylvania Avenue, NW, Suite 5300
Washington, DC 20006,

Dear Mr. Tucker and the National Center on Education and the Economy:

The Vermont Principals' Association supports the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of our association, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems. I believe that today's times call for a rethinking how we educate our students. I have been impressed with the board examination systems as both a new way to challenge students, but also as a way to interject consistency in an all-too-often inconsistent high school curriculum.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. To date, the work that NCEE has done has shown our organization that they are focused improving educational outcomes for all students. Having spent over 35 years in schools, I can tell you that those programs that are successful deal with all students and develop multiple pathways for success. I applaud that finally there is an organization such as NCEE who recognizes that motivation is the key to student success. The Board examination, could, on one hand be a program that will help students complete high school, not based on seat time but on learning the content. It also puts our students on par with those from around the world. Lastly, I like the fact that unlike the assessments mainly used today that only focus on reading, math, science and writing, the National Board Exams assess students' knowledge in the arts and career and technical skills as well.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students who need these programs the most.

In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort. We look forward to working with the National center on Education and the Economy on this exciting project.

Sincerely,

(b)(2)

A large rectangular grey box redacting the signature of Kenneth J. Page.

Kenneth J. Page
Executive Director
Vermont Principals' Association



Vermont School Boards Association

2 Prospect Street, Suite #4, Montpelier VT 05602
Tel. 1-800-244-VSBA or (802)223-3580 Fax: 802-223-0098
Visit our web site at: www.vtvsba.org

June 10, 2010

Officers

Kafee Roberts
President
Hyde Park

Ken Fredette
1st Vice President
Wallingford

John Fike
2nd Vice President
Reading

Peter Herman
Past President
Thetford Academy

Larry Kraft
Treasurer
Springfield

Mike Hebert
Member-at-Large
Vernon & Brattleboro

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Marc Tucker, President
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington D.C. 20006

Dear Mr. Tucker and the National Center on Education and the Economy:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the US Department of Education. On behalf of the Vermont School Boards Association, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most.

In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to US high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort – our students' futures and our nation's economic health are depending on it.

Sincerely,

(b)(2)

A rectangular grey box redacting the signature of Kalee Roberts.

Kalee Roberts, President



WASHINGTON
1129 20th Street, NW
Suite 200
Washington, DC 20036
P 202 657 0901
F 202 657 0902

NEW YORK
102 West 38th Street
Fourth Floor
New York, NY 10018
P 212 260 3401
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widmeyer.com

June 16, 2010

Mr. Marc Tucker
President
National Center on Education and the Economy
2000 Pennsylvania Ave, NW
Suite 5300
Washington, DC 20006

Dear Marc:

This letter serves as a formal letter of support for the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the U.S. Department of Education.

On behalf of Widmeyer Communications, we're so pleased to support the State Board Examination Systems Consortium as it pilots board examination systems which is a proven strategy to raise student performance, close the achievement gap, increase graduation and college going rates around the world, and an intervention that is needed now in the United States so that our nation can remain competitive in a global marketplace. By implementing board examination systems in our high schools, including high schools with large numbers of high-need students, more young people throughout our country will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a significant impact on student achievement, the work that the Consortium's project manager, the National Center on Education and the Economy, has done over the years makes it a strong candidate to serve as this effort's project manager. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students who are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to U.S. high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort -- our students' futures and our nation's economic health are depending on it.

Sincerely,

(b)(2)

Scott D. Widmeyer
Chairman and Chief Executive Officer

Appendix N

State Consortium on Board Examination Systems Higher Education Task Force

Molly Corbett Broad, *Chair*
President
American Council on Education

Arizona
Rufus Glasper
Chancellor
The Maricopa Community Colleges

Kentucky
Robert King
President
Kentucky Council on Postsecondary
Education

Connecticut
Michael P. Meotti
Commissioner of Higher Education
Connecticut Department of Higher
Education

Maine
Selma Botman
President
University of Southern Maine

Massachusetts
Aundrea Kelley
Deputy Commissioner
Massachusetts Department of
Higher Education

New Hampshire
Kathryn G. Dodge
Executive Director
New Hampshire Postsecondary
Education Commission

Mississippi
Andrew Mullins
Executive Assistant to the Chancellor
and Associate Professor of
Education
University of Mississippi
New Mexico

Viola Florez
New Mexico Cabinet Secretary of
Higher Education

New York
Alexandra Logue
Executive Vice-President and
University Provost
City University of New York

Pennsylvania
Karen A. Stout
President
Montgomery County Community
College

Rhode Island
Deborah Grossman-Garber
Associate Commissioner of Higher
Education for Academic Policy
Rhode Island Board of Governors
for Higher Education

Vermont
Timothy J. Donovan
Chancellor
Vermont State Colleges

At-Large
George R. Boggs
President & CEO
American Association of
Community Colleges

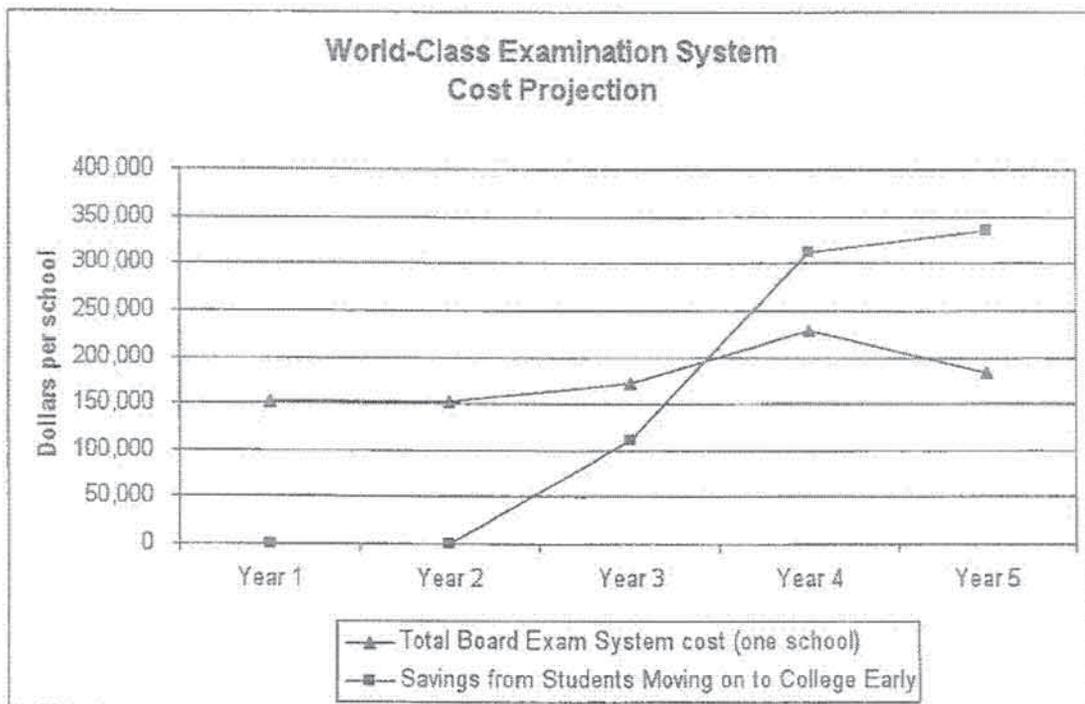
Paul Lingenfelter
President
State Higher Education Executive
Officers

Mary B. Marcy
Provost
Bard College at Simon's Rock

Appendix O

Cost Projection

The Board Examination System entails an investment to purchase curriculum, exams, teacher training and scoring services. In addition, resources must be available to help accelerate the learning of students who start ninth grade behind grade level and for students who fall behind once they attempt to master the rigorous course content. This investment is estimated at about \$300,000 during the first two years of implementation for an average sized high school. In year 3, however, the new system begins to reap financial dividends as the first group of students who passed the exam at the end of year 2 decide to move-on to college early. Assuming a 30% move-on rate of the first cohort of students (30% of 9th graders in Year 1), this dividend is \$112k in the third year of implementation and grows to over \$300,000 in the fourth year and beyond. Therefore, once the program is in place for four years, the cost savings from students deciding to move-on to college early completely offsets the cost of running the program in subsequent years (see chart). In fact, the system will ultimately save money in the long-run.



Appendix P

Resumes of Key Personnel

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MARC S. TUCKER350

TIMOTHY M. BARNICLE

tbarnicle@ncee.org

Professional Experience

- 2009-Present **Senior Policy Consultant, National Center on Education and the Economy**
Washington, DC
Key participant in the strategic development and implementation of the *Tough Choices or Tough Times* report, including NCEE's Board Examinations Consortia.
- 1997-2009 **Consultant, National Center on Education and the Economy**
Washington, DC
Worked with NCEE as a consultant in the early 1990's on the ground breaking work, *America's Choice: high skills or low wages!*, and continues to work on its implementation throughout the country. The report has been the basis for federal legislation which will take the workforce development system into the 21st century. This continues work Mr. Barnicle led as Assistant Secretary of Labor.
- 1994-1997 **Assistant Secretary of Labor for Policy and Budget and for Employment Training, U.S. Department of Labor**
Washington, DC
Nominated by the President and confirmed by a vote of the U.S. Senate. Had responsibilities for in excess of \$50 billion each year and a direct federal staff of about 1500 individuals. Testified before Congress, worked closely with the White House and provided administration leadership, particularly in the employment policy field in which he has worked for over 25 years. Also managed the transition process for Labor Secretary-Designate Robert Reich until he was confirmed.
- 1991-1994 **Partner, Neece, Cator, Barnicle, Inc.**
Washington, DC
Joined Neece, Cator, Inc. in 1991 and developed an extensive policy and representation practice primarily for private non-profit organizations such as the Local Initiatives Support Corp. in New York in the field of low-income housing, agencies like the Massachusetts Walter Resources Authority and the Training and Development Corporation, among many others.
- 1986-1991 **Legislative Director, Senator John Kerry**
Washington, DC
Managed the substantive work of Senator Kerry's office.
- 1982-1986 **Director of Federal-State Relations, Commonwealth of Massachusetts**
Boston, MA
Responsible for protecting and advancing the interests of the Commonwealth, it's citizens, businesses and other institutions. Responsible for a Boston-based and Washington-based staff and served as a member of the Senior Staff of the

Governor.

- 1978-1982 **Regional Administrator, U.S. Department of Labor**
Boston, MA
Directed the work of the Department in the area of employment and training with a staff of 150 individuals in Boston. Responsibilities covered the nearly 50,000 people in the Department administered programs in New England at that time and nearly \$1 billion in annual unemployment insurance.
- 1973-1978 **Legislative Assistant & Director, Senators Hubert and Muriel Humphrey**
Washington, CD
Primarily advised and assisted on matters relating to domestic policy, especially economic and employment policy.
- Prior to 1973 Served in the U.S. Department of State, at the Agency for International Development and in the U.S. Department of Commerce in a variety of analytical and managerial positions.

Education

- 1967 **Syracuse University, Syracuse, NY**
Masters of Public Administration, Maxwell School
- 1966 **Assumption College, Worcester, MA**
Bachelor of Arts in Economics, Magna Cum Laude
- Additional course work in public policy at Johns Hopkins and George Washington Universities.

Awards

- 1966 - Full Tuition Fellowship to the Maxwell School at Syracuse University
- 1972 - Congressional Fellowship, selected by American Political Science Association and the Civil Service Commission
- 1979 - Outstanding Award by U. S. Department of Labor with major financial award
- 1995 - Switzer Award and President's Medal, Assumption College
- 1995 - Augustus Hawkins Award Winner, Annual Award to one person in the employment and training profession
- Numerous other awards related to employment policy work.

BETSY BROWN RUZZI

bbrownruzzi@ncee.org

Professional Experience

- 2009-Present **Deputy Director, National Center on Education and the Economy (NCEE)**
Washington, DC
Following the release of NCEE's report, *Tough Choices or Tough Times*, helped create the State Consortium for board examination systems and The Tough Choices or Tough Times State Consortium. These two state led efforts are working to implement the recommendations in NCEE's report. In addition, oversees communications, public outreach, budget development and management and assists the President with fundraising. Most recently designed a national study to determine empirically the knowledge and skills needed by high school students to succeed in their initial credit-bearing courses in our nations open admissions two- and four-year colleges.
- 2005-2009 **Associate Director, The New Commission on the Skills of the American Workforce, National Center on Education and the Economy**
Washington, DC
Managed the Commission's international benchmarking effort, oversaw the commissioning of over a dozen papers that provided background information to the Commission during its deliberation, and managed the publication process that led to the release of the Commission's report, *Tough Choices or Tough Times*. Authored reports on international systems of early childhood education, student testing, teachers, education ministries, and education system studies of Finland and India and directed the Commission's communications and public outreach efforts. Worked with the U.S. Department of Labor as it developed new policy and programming, particularly focused on standards-based curriculum and instruction for young people who have dropped out of school and are participating in alternative education programs.
- 2002-2005 **Vice President, Touchstones Discussion Project**
Annapolis, MD
Responsible for business development, sales and marketing, partnership development, fundraising and strategic planning for this non-profit organization. Works with schools and school district leaders to implement standards-based curriculum and professional development programs in literacy, mathematics, science and social studies in Maryland's elementary, middle and high schools, and in schools in the District of Columbia, Pennsylvania, Delaware and California. Provided leadership development and team building programs to government agencies and corporations. For more information: www.touchstones.org.

- 1997-2002 **Director, National Affairs and Development, National Center on Education and the Economy**
Washington, DC
Designed and managed projects for a not-for-profit committed to reform of our nation's education, employment and training systems at the national, state and local levels. With a \$50 million annual budget, led NCEE projects in elementary, secondary and technical/community college reform, curriculum research and development, workforce and economic development, alternative and adult education, school-to-career transition, and employment policy. Worked closely with the leading national business, labor and education associations as well as the U.S. Departments of Education and Labor. Helped create the National Institute for School Leadership, an executive development program for practicing school principals using on-line as well as in-class learning. Helped create the National Skill Standards Board, a national certification system for front-line workers.
- 1992-1997 **Associate Director, Workforce Skills Program, National Center on Education and the Economy**
Washington, DC
Managed a \$3.2 million program to help build a world class workforce development system for the United States. The program's implementation efforts were based on the recommendations found in NCEE's publication, *America's Choice: high skills or low wages!* Oversaw the program's research, fund raising, budget, staff, evaluation, national legislative initiative, state level technical assistance effort and local programs working with schools, companies and community-based organizations.
- 1990-1992 **Senior Associate, National Center on Education and the Economy**
Washington, DC
Managed the national implementation effort of NCEE's Commission on the Skills of the American Workforce. The Commission called for profound changes in the way American employers organize work and the way our nation educates and trains its workforce. Organized a national legislative coalition charged with drafting federal legislation based on the Commission's recommendations, managed a speaker's bureau, press and policymakers' events and coordinated fundraising.
- 1989-1990 **Senior Project Manager, National Alliance of Business**
Washington, DC
Assisted in the development of the Alliance's Corporate Action Agenda, a comprehensive array of technical assistance activities, tools and publications designed to prepare corporate leaders to take action in education reform. Created and raised funds for a multi-year program sponsored by the J.C. Penney Foundation on business/education partnerships. Assisted in the development and management of a seminar series for Business Roundtable companies on education reform and co-authored a publication for CEOs entitled *A Primer for Business on Education*. Member of the Research Team for the Commission on the Skills of the American Workforce.

- 1988-1989 **Policy Coordinator, Office of the Governor of Massachusetts**
Boston, MA
Reviewed state education agency budget and coordinated board appointments. Briefed education committees on local and state education issues including special education, school building assistance, equal opportunity grants and education reform initiatives.
- 1987-1988 **Acting Secretary, National Board for Professional Teaching Standards**
Washington, DC
Liaison to the Board in its search for a President. Staffed the Board's Nominating Committee as it searched for initial Board members. Developed the Board's first strategic plan and funding proposal. For more information: www.nbpts.org.
- 1985-1988 **Staff Associate, Carnegie Forum on Education and the Economy, Carnegie Corporation of New York**
Washington, DC
Conducted research for the Forum's report, *A Nation Prepared: Teachers for the 21st Century*. Managed Forum '86 and '87 meetings where 200 leading Americans discussed selected issues in education reform. Directed the organization's media relations, assisted in fund raising and managed Board meetings. Worked with state and local school districts committed to restructuring their school systems. Helped establish the National Board for Professional Teaching Standards.
- 1983-1984 **Legislative Aide, U.S. Senate Special Committee on Aging**
Washington, DC
Monitored and drafted legislation on Medicare, Social Security, Disability Insurance and consumer protection. Prepared testimony and witness questions for committee hearings chaired by Senator John Heinz (R). Contributed to annual publication and assisted in demographic study entitled *Aging in the Workforce*.
- 1983 **Legislative Assistant, Houses of Parliament**
London, England
Staffed committee hearings and reported to the Committee on Wales on coal mines and steel plants within committee jurisdiction.
- 1982 **Congressional Clearinghouse on the Future**
Washington, DC
Prepared policy briefs on new technologies of the future for the clearinghouse chaired by Congressman Albert Gore, Jr. (D).
- Education**
- 1985 **George Washington University, Washington, DC**
Masters in Public Policy with a concentration in Applied Economics
- 1983 **Boston University, Boston, MA**
Bachelor of Arts in Psychology

Publications and Video

- *Alternative Education Cannot Be Left Behind*, Education Week, Dec. 2001
- *America's Education Challenge: Helping All Students Meet High Standards*, 1997
- *Building a Highly Skilled Workforce: A Labor Market System for the 21st Century*, 1997
- *States Begin Developing the Certificate of Initial Mastery*, 1995
- *Building a System to Invest in People: States on the Cutting Edge*, 1995
- *The Business of High Performance (video)*, 1994 (Telly Award winner, 1995)
- *The International Experience with School Leaving Examinations*, 1994
- *High Skills or Low Wages?* ASCD Magazine, 1992
- *America's Choice: high skills or low wages! The Report of the Commission on the Skills of the American Workforce*, in *New Jersey Bell Journal*, Summer 1991
- *Training the Workforce in a Technical Society*, *New Jersey Bell Journal*, Winter 1991
- *A Primer for Business on Education*, 1989
- *The Data Behind the Debate: The Carnegie Task Force on Teaching*, 1986

Selected Presentations/Papers

Oregon Workforce Board, 1995
Rhode Island Human Resources Investment Council, 1996
Scottish Further Education Colleges Annual Meeting, 1996
Illinois School to Work Task Force, *An Assessment of Illinois' STW Effort*, 1996
New Jersey School to Work Conference, 1997
University of Utrecht, the Netherlands, *A System of National Skill Standards and Qualifications for the United States: Early Stages of Implementation*, 1997
Colorado Workforce Council, 1998
Greater Columbus Chamber of Commerce, 1998
Vermont Human Resources Investment Council, 1999
AFL-CIO, Work in America Institute, 1999
7th Annual Integration of Academic & Technical Education Conference, 1999
Maryland Career Majors Institute, 1999
National Youth Employment Coalition, 2001
Job Corps High School Task Force, 2002
Coalition of Essential Schools, 2002

JANA L. CARLISLE

(b)(6)

Professional Experience

- 2008-2010 **Senior Program Officer & Team Leader, Bill & Melinda Gates Foundation, Education Portfolio, Strategy & Management, Washington, DC**
Provided leadership to: team 'grant' portfolio and performance management (guiding others to monitor, analyze, and manage each CR team's financial pipeline, milestones, and outcomes); grant transitions within and out of the Education portfolio; the evaluation of the foundation's New York City grant-making; and numerous grantee relationships. Conducted project management assessment and formulated recommendations for executing multi-million dollar investment in 8 national school districts. Advised Pacific Northwest Team on developing a systemic solution and plan to address regional student performance. Facilitated cross-portfolio collaboration to arrive at coherent approaches to grant making & management, partner relations, performance management, and evaluation. Aligned evaluation, grant, and knowledge management content and instruments to new College Ready strategy. Managed contract evaluators and multi-million dollar evaluations of foundation investments in New York City, Texas, & North Carolina; intermediary organizations (alternative high schools, early college high schools); and scholarship programs.
- 2000-2008 **Cabinet Member Reporting to Superintendent of Schools, Rochester City School District**
Rochester, NY
Served as Chief Planning Officer as a member of Superintendent's cabinet for five years with responsibility also for District's Research, Evaluation and Testing Division, including accountability, testing, program evaluation, planning, grants compliance, and grants procurement – including Title I; and 25 + staff.
- Led the 18-month development and execution of the Rochester Children's Zone community planning process; facilitated the development of and wrote the March 2007 Community Plan, August 2007 Implementation Framework, and August 2007 Transition Plan; secured \$4 million in New York State Education Department funding; and successfully transitioned implementation of project to community-based 501(c)(3).
- Served as liaison, and represented District, to the *Bill & Melinda Gates Foundation* (wrote, negotiated, and submitted successful \$5 million, 18-month planning grant), and numerous local and national partners. Oversaw aspects of planning grant relationship management such as those with local colleges & universities and

businesses.

Conducted comprehensive analysis of the District's process to staff buildings; performed analysis of Title I program, which resulted in a comprehensive restructuring; coordinated Board of Education relations; provided direction and staff support to Rochester Institute of Technology President's Panel to review District fiscal practices; framed organizational functions and charts; served as special assistant to the Superintendent; and crafted white papers and presentations for Superintendent.

Managed District grants department; magnet program; Early Grade Class Size Reduction program and audit process; accountability and compliance; quality assurance; research, evaluation, and testing unit; parent involvement; placement; strategic grants development; corporate and foundation relations; K-12 student placement; and NYS state partnership agreement.

Developed annual District budgets; aligned the budget development process with the strategic plan.

Led the resolution of the District's school nursing crisis; the creation of the District's comprehensive strategic facilities concept plan (incorporating modernization and school closures); the transition of District's elementary assignment process from a neighborhood based assignment process to a 3-zone public school choice process; the redesign of middle level education efforts, which resulted in a plan to move from a K-5, 6-8, 9-12 system to one comprised of K-6 and 7-12 sites; the transition of 2 large high schools to multiplex sites with four small autonomous schools each; two District strategic planning processes; numerous annual planning processes; and New York State collaborative district process to develop District in Corrective Action audit and a NYS Request for Proposal process for 7 NYS districts in corrective action.

1998-2000

**Self-Employed Education Consultant, Carlisle Consulting
Rochester, NY**

Consulted, on a freelance basis, with school districts and not-for-profit organizations. Framed Superintendent's Organizational Restructuring document. Client: Rochester City Schools. Facilitated and designed a new structure for BOCES #2's Career and Technical Center. Client: BOCES 2, Spencerport, NY. Facilitated the development of, wrote, and edited a middle school's *Corrective Action Plan* and *Comprehensive School Plan* for submission to Board of Education & New York State's Education Department. Client: Rochester City Schools. Facilitated the development of a renovation plan for an urban high school to move to small school units within a PreK-12 school. Wrote various documents highlighting instructional, organizational, and programmatic changes. Client: Rochester City Schools. Designed and conducted an evaluation for the *Partnership for Jobs* pilot project. Client: United Way, Rochester, NY. Created a school model for students at risk. Client: Edison Schools Inc., New York, NY. Facilitated strategic plan development for multiple Rochester-

based clients. IMC, PMHP, FRCR, BOCES 2 -- Rochester, NY. Researched leadership theories and skills relevant to school administrators. Client: BLISS Unlimited, Washington, D.C. Framed organizational development and staff development models, generated recommendations to reorganize the Contract Development Division, and wrote various proposals and presentations. Client: Edison Schools Inc., New York, NY.

1994-1998

Director of Educational Services, Industrial Management Council (IMC), an affiliate of the National Association of Manufacturing (now Rochester Business Alliance)

Rochester, NY

Advised and represented IMC business leadership on educational issues. Functioned as lead consultant on IMC Education Special Projects' contracts: launched Education Special Projects as new business unit; developed BOCES 2's Career and Technical Center's graduation and technical skill standards; created, administered, and analyzed data from an assessment tool that gauged Eastern Monroe County school districts' career development needs; and facilitated districts' and educational consortia's strategic plan development. Oversaw 2 business-education partnership programs [*Rochester Area Career Education Collaborative (RACEC)* and *Program for Rochester to Interest Students in Science and Math (PRIS2M)*]: created and monitored the Unit's strategic and annual planning processes, and communication vehicles & strategies; instituted strategic planning, budget accountability, and professional development planning; reorganized and re-established fiscal and personnel accountability for PRIS2M, a 20-year old business-education partnership focused on math, science, engineering, and technology competencies for 200+ city high school students; and elevated RACEC to national benchmark status as a professional development program for educators to learn about school-to-work transition and career development strategies.

1990-1994

Staff Associate, National Center on Education and the Economy

Rochester, NY

Served as a key research team member on the original *America's Choice* study: developed interview and survey frameworks; arranged national briefings, presentations, and presentation materials; conducted primary research; oversaw and orchestrated a national Speakers Bureau following report release; presented the report message throughout New York State; and represented the Center at New York State *Career Pathways for Youth* Task Force meetings. Acted as liaison to New York State departments and agencies, the Rochester City School District, and Rochester-based agencies: facilitated the Rochester City School District's school-to-work and youth apprenticeship program creation, and implementation activities; supported – through research, interviews, and report writing – the RCSD's *Leadership Structure and Administrative Support* Team of the Blue Ribbon Task Force on Central Management Redesign; assisted RCSD Superintendent with strategic plan and communications strategy development; and helped define and facilitate business leaders' involvement in RCSD's educational restructuring and the development of youth apprenticeship programs linked to community college and industry

credentialing.

Education

- 2008 **University of Pennsylvania, Philadelphia, PA**
Doctor of Education, Educational & Organizational Leadership
- 2008 **New York State School District Administrator Certification**
- 1990 **University of Rochester, Rochester, NY**
Master of Science in Public Policy Analysis
- 1984 **Michigan State University, James Madison College, East Lansing, MI**
Bachelor of Arts in International Relations

HOWARD T. EVERSON

HEverson@gc.cuny.edu

Professional Experience

- 2009-Present **Professor of Educational Psychology, Graduate Center, CUNY**
New York, NY
- 2006-2009 **Professor of Psychology (Psychometrics), Fordham University**
New York, NY
- 2006-Present **Senior Research Scientist, American Institutes for Research**
Washington, DC
Provide leadership and technical direction to the NAEP Education Statistical Services Institute (NESSI).
- 2005-2006 **Founding Executive Director, American Institutes for Research, NAEP Education Statistical Services Institute**
Washington, DC
The Institute provides technical support to the National Center for Education Statistics through the design and conduct of a variety of technical studies, reviews, and other advisory activities.
- 2000-2005 **Vice President for Academic Initiatives, College Board**
Advised the President and Trustees of the College Board on matters related to the academic integrity of the College Board's programs and initiatives, including the SAT, the Advanced Placement program, the Minority High Achievement Task Force, the R&D agenda, as well as other education reform efforts of the College Board.
- 1997-2000 **Vice President for Teaching and Learning, College Board**
Lead the newly formed Teaching and Learning Division, which included the Advanced Placement program (AP), Equity 2000, the Pacesetter English and Mathematics Program, the Office of Academic Affairs, and the Office of Research & Development.
- 1992-2005 **Chief Research Scientist, College Board**
Responsible for advising the President and Trustees of the College Board on the research and development agenda that supports College Board programs.
- 1991-1992 **Research Fellow, Educational Testing Service**
Princeton, NJ
Member of the Model-Based Measurement Group in the Psychometric Division which conducted research on the application of measurement models to test theory.

- 1985-1991 **Director of Research and Assessment, Office of Academic Affairs, University of New York**
New York, NY
Senior management post reporting to the Vice Chancellor of Academic Affairs on issues relating to the University's basic skills testing program.
- 1979-1985 **Investigator, U.S. Department of Education, Office for Civil Rights**
Washington, DC
Conducted civil rights compliance studies of major universities and colleges throughout the U.S. Developed statistical evidence and findings of facts to assess allegations of civil rights violations brought by individuals and groups.
- 1973-1976 **Director, Vietnam Veterans Upward Bound Program, College of Staten Island, City University of New York**
New York, NY
Directed a program to provide educational and psychological services to Vietnam-era veterans returning to college. Services included classroom-based instruction, psychological counseling, and college admission counseling.

Education

- 2000 **Columbia University, Graduate School of Business, New York, NY**
Executive Leadership Program
- 1985 **Graduate School & University Center, City University of New York, New York, NY**
PhD Educational Psychology
- 1975 **Montclair State College, Montclair, NJ**
Master of Arts in Teacher Education
- 1972 **Brooklyn College, City University of New York, New York, NY**
Bachelor of Arts in Psychology

Editorial Responsibilities

- Editor, *Newsletter for Educational Psychology*, American Psychological Association, Division of Educational Psychology, 1991-1994
- Guest Editor, *Anxiety, Stress and Coping: An International Journal* Special section on relationship between affect, cognition and performance, 1995
- Associate Editor, *Instructional Science*, 1993-1998
- Editorial Board, *The College Board Review*, 2000-2005.
- Editorial Board, *Teachers College Record*, 2001-Present
- Consulting Editor/Reviewer
 - *Educational Assessment*

- *Educational Measurement: Issues & Practice*
- *Educational Research Quarterly*
- *The Educational Psychologist*
- *Instructional Science*
- *Issues and Methodologies in Large-Scale Assessments*
- *Journal of Educational Measurement*
- *Journal of Educational Psychology*
- *Multivariate Behavioral Research*
- *Psychological Methods*

Advisory Boards & Committees

- *American Psychological Association*, Division of Educational Psychology, Chair, Program Committee, 1994
- *American Psychological Association*, Division of Evaluation and Measurement, Executive Committee, 1997-1999
- *American Psychological Association*, Division of Evaluation and Measurement, Committee on Testing & Assessment Issues, 2005-Present
- *American Psychological Association*, Division of Educational Psychology, Executive Committee, 1999-2001
- *Blue Ribbon Panel* (Chair), New York State Commission on Alternative Schools, 2001-02
- *Commission on the Future of the Advanced Placement Program*, College Board, 1999-2001.
- Department of Defense Language Testing Advisory Board, 2005-Present
- *Educational Testing Service*. Advisory Panel on Research, 1998-2001
- *Evaluation Center at Teachers College, Columbia University*, Advisory Board, 2000-Present.
- *International Test Commission*, Program Committee 1998-1999.
- *National Center on Education and the Economy*, (Chair) Technical Advisory Committee, 2009-Present.
- *National Collegiate Athletic Association*, Advisory Panel on Research, 1997- Present.
- *National Study Group for the Affirmative Development of Academic Ability*, 2003-2009.
- *National Theatre Workshop for the Handicapped* (2000-2009).
- *New York State Regents Examination*, (Chair) Technical Advisory Panel, 1998-Present.
- *New York State Regents Standards of Learning Review Committee*, 2008-Present.
- *Pathways to College Network*, Research Advisory Panel (2003-2006)

Elected or Appointed Offices

President, *American Psychological Association*, Division of Educational Psychology 1999-2000.
National Council of Measurement in Education, Program Co-Chair, 2002.
 Elected Fellow, *American Psychological Association*
 Elected Fellow, *American Educational Research Association*

Professional Societies

American Association for the Advancement of Science
American Educational Research Association
 Division on Learning and Instruction (C)
 Division of Educational Measurement & Statistics (D)
American Psychological Association
 Division of General Psychology (1, Fellow)
 Division of Evaluation and Measurement (5)
 Division of Educational Psychology (15)
 Division of Sports Psychology (47)
 Division of International Psychology (52)
American Psychological Society
American Statistical Association
Cognitive Science Society
International Council of Psychologists
International Test Commission
National Council on Measurement in Education
Psychometric Society

Grants & Contracts

U.S. Office of Education (1972-75): *College Prep Program for Vietnam-era Veterans.*
National Institute of Education (1981): *Study of the interaction between test anxiety and attention.*
U.S. Dept. of Education-FIPSE (1988-89): *Study of computers and college writing.*
Ford Foundation (1990-91): *Support for CUNY's Skills Immersion Programs.*
Faculty Research Award-CUNY (1990-91): *Detecting item bias.*
Carnegie Corporation (1997-99): *EQUITY 2000 Mathematics Assessment Development.*
General Electric Foundation (1998-00): *Longitudinal Study of EQUITY 2000.*
MacArthur Foundation (1999-01): *Longitudinal Study of EQUITY 2000.*
Evaluation of Fordham University's *Learning Anywhere Anytime Project (FIPSE)*, (2000-2005).
American Educational Research Association, *Post-Doctoral Mentoring Program*, 2001-2003.
GE Fund, *Mathematics Program Development Grades 6-12*, 2001-2003.
National Science Foundation (2003-2005). Co-Principal Investigator, *Redesign of Advance Placement Biology Course and Examination.*
Ivy League Council (2006-Present). Principal Investigator, *Study of Ivy League's Academic Index.*

Education & Psychometric Consulting

Agile Mind, Inc.
American Councils for International Education
Assessment & Evaluation Research Initiative, Teachers College, Columbia University
Center for Advanced Study in Education, City University of New York
Ivy League Council
National Collegiate Athletic Association
New York State Education Department

Selected Recent Technical Reports

- Tobias, S. & Everson, H.T. (2002). *Knowing what you know, and what you don't know*. College Board Report (2002-04). College Board, NY.
- College Board (2003). Collaborator on *Brief Amicus Curiae* filed in *Gratz v. Bollinger*, U.S. Supreme Court.
- Borhnstedt, G., Rodriguez, C. & Everson, H.T. (2003). *Closing the Achievement Gap: Summary Evaluation of the College Board's Equity 2000 Initiative*. Washington, DC: American Institutes for Research.
- Bennett, A., Bridglall, B.L., Cauce, A.M., Everson, H.T., Gordon, E.W., Lee, C.D., Mendoza-Denton, R., Renzulli, J.S. & Stewart, J.K. (2004). *All Students Reaching The Top: Strategies For Closing Academic Achievement Gaps*. Learning Points Associates, Naperville, IL.
- Everson, H. & Millsap, R. (2004). *Beyond Individual Differences: Exploring School Effects on SAT Scores*. College Board Report (2004-03). College Board, NY.
- Everson, H.T. & Millsap, R.E. (2004). *Everyone Gains: Extracurricular Activities in High School and Higher SAT Scores*. College Board Report (2005-02). College Board, NY.
- Everson, H.T., Dogan, E. & Osterlind, S. (2006). *Effects of Word Location Cues on Performance on NAEP Reading Assessments*. National Center for Education Statistics, Washington, DC.
- Everson, H.T. (2006). *Review and Commentry on Unified System of Examinations Analytical Report*, Russian Federal Institutes of Educational Measurement, Moscow, Russia.
- Osterlind, S.J., Everson, H.T., Dogan, E., & Walton, E. (2007). *Meaning Vocabulary Study: A Technical Report to the National Center for Education Statistics*. NAEP Education Statistics Services, American Institutes for Research, Washington, DC.
- Everson, H.T. (2007). *A Framework for Managing R&D in Support of NAEP*. Technical Report to the National Center for Education Statistics. NAEP Education Statistics Services, American Institutes for Research, Washington, DC.
- Everson, H.T., Butvin, H., & Kim, Y.Y. (2008). *A Comparison of NAEP Reading Frameworks: A Generalizability Study*. Technical Report to the National Center for Education Statistics. NAEP Education Statistics Services, American Institutes for Research, Washington, DC.
- Everson, H.T., Rivas, S., Rodriguez, C. (2009). *An Analysis of the Alignment of the NAEP 2009 Mathematics Framework and the Puerto Rico Mathematics Standards and Assessments*. Technical Report to the National Center for Education Statistics. NAEP Education Statistics Services, American Institutes for Research, Washington, DC.

Books

- M. Rabinowitz, F. Blumberg, & H. Everson (Eds.) (2004). *The design of instruction and evaluation: Affordances of using media and technology*. Mahwah, NJ: Erlbaum Associates.
- Osterlind, S. J., Everson, H.T. (2009). *Differential Item Functioning*. SAGE Publications, Thousand Oaks, CA.

Recent Chapters in Edited Volumes

- Tobias, S., & Everson, H. (2000). Assessing metacognitive knowledge monitoring. In G. Schraw (Ed.), *Issues in the measurement of metacognition*. Lincoln NE: Buros Institute of Mental

- Measurements and Erlbaum Associates.
- Tobias, S. & Everson, H. (2000). Cognition and metacognition: A Review of Metacognition in Educational Theory and Practice. In D. Hacker, J. Dunlosky & A. C. Graesser (Eds.) *Issues in Education: Contributions from Educational Psychology*, Vol. 6, No. 1-2, 167-173.
- Everson, H.T. (2004). Innovation and change in the SAT: A design framework for future college admissions tests. In R. Zwick (Ed.) *Rethinking the SAT: The Future of Standardized Testing in University Admissions*. Routledge-Falmer, NY.
- Everson, H.T. (2004). Intelligent tutors need intelligent measurement, or the other way 'round. In M. Rabinowitz, F. Blumberg, & H. Everson (Eds.). *The design of instruction and evaluation: Affordances of using media and technology*. Mahwah, NJ: Erlbaum Associates.
- Everson, H.T., & Tobias, S. (2001). The ability to estimate knowledge and performance in college: A metacognitive analysis. In H. Hartman (Ed.). *Metacognition in Learning and Instruction*. Boston, MA: Kluwer Academic Publishers.
- Stemberg, R.J., & Rainbow Project Collaborators (2005). Augmenting the SAT through assessments of analytical, practical and creative skills. In W. Camara and E. Kimmel (Eds.) *Choosing students: Higher education admission tools for the 21st century* (pp. 159-176). Mahwah, NJ: Erlbaum Associates.
- Everson, H.T. & Millsap, R.E. (2005). *The impact of extracurricular activities on standardized test scores*. In E. W. Gordon & B. Bridglall (Eds.) *Supplementary Education*. Rowman & Littlefield, Minneapolis, MN.
- Everson, H.T. (2006). *The Problem of transfer and adaptability: Applying the learning sciences to the challenge of the achievement gap*. In E.W. Gordon & B. Bridglall (Eds.) *The Affirmative Development of Academic Achievement*, Rowman & Littlefield, Minneapolis, MN.
- Tobias, S. & Everson, H.T. (2009). The importance of knowing what you know: A knowledge monitoring framework for studying metacognition in education. In D. Hacker, J. Dunlosky, & A. Graesser (Eds.). *Handbook of Metacognition in Education*.
- Everson, H.T. (2009). The SAT: Design principles and innovations of a quintessential American social indicator. In G. Walford, M. Viswanathan, & E. Tucker, *SAGE Handbook of Measurement*. London, SAGE Publications.
- Everson, H.T. (in press). Cross-cultural issues and approaches in educational assessment. In K. Keith (Ed.). *Cross-Cultural Psychology: A Contemporary Reader*. Hoboken, NJ: Wiley-Blackwell.

Recent Reviews

- Everson, H.T. (2004, Nov. 2). Evaluating engines of affirmative development [Review of the book *Program evaluation in gifted education*]. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 49 (suppl. 6).
- Everson, H.T. (2006, Jan. 25). *Test scores on the table*. [Review of the book *Measurement and research in the accountability era*]. *PsycCRITIQUES—Contemporary Psychology*, Vol. 51(4): *APA Review of Books*.
- Everson, H.T. (2007, April 18). *Keeping score*. [Review of the book *Automated scoring of complex tasks in computer-based testing*]. *PsycCRITIQUES—Contemporary Psychology*, Vol. 52(16): *APA Review of Books*.
- Everson, H.T. (2008, July 16). *The diagnostic challenge in education*. [Review of the book *Cognitive diagnostic assessment for education: Theory and applications*]. *PsycCRITIQUES—Contemporary Psychology*, Vol. 53(29): *APA Review of Books*.
- Everson, H.T. (2009, in press). *Computing the Mind*. [Review of the *Cambridge Handbook of*

Recent Journal Articles

- Everson, H. & Millsap, R. (2004). Beyond Individual Differences: Exploring School Effects on SAT Scores. *Educational Psychologist*, 39(3), 157-172.
- Sternberg, R.J., & Rainbow Project Collaborators, & the University of Michigan Business School Project Collaborators (2004). Theory-based university admissions testing for a new millennium. *Educational Psychologist*, 39(3), 185-198.
- King, K.P., Melia, F.J. Dunham, M.D., & Everson, H.T. (2005). Update—Anytime/Anywhere. Finding our way: Better understanding the motivations of teachers in online learning. *International Journal of Information and Communication Technology Education*, 1(4), 57-70.
- Everson, H.T., Dogan, E. & Osterlind, S. (2007). Performance effects of word location cues on the NAEP Reading Assessment. *Practical Assessment Research & Evaluation*, 13(12). Available online at <http://pareonline.net>.

Recent Papers Presented at Scientific Conferences

- Tobias, S. Nathan, J., & Everson, H. (January, 2000) *Metacognitive knowledge monitoring: Impact On Anxiety*. Paper presented at the Winter Text Conference, Jackson, WY.
- Everson, H.T. (April, 2000). *Standardized testing at CUNY: How high are the stakes?* Paper presented at the CUNY Forum Testing 101: Implications for Teaching and Learning at CUNY, Hunter College, City University of New York, NY.
- Everson, H. (April, 2000). Discussant at the symposium entitled *Testing Over the Internet*, at the annual meeting of the National Council of Measurement in Education, New Orleans, LA.
- Everson, H. (August, 2000). *Predictors of the SAT: A Multilevel Model*. Presidential Address to the Division of Educational Psychology, American Psychological Association annual meeting, Washington, DC.
- Everson, H.T., Weinstein, C.E., & Laitusis, V. (December, 2000). *Strategic learning abilities as predictors of academic achievement*. Paper presented at the Winter Meeting of the Data Analysis Research Network of the National Collegiate Athletic Association, San Francisco, CA.
- Tobias, S., Njoku, H., & Everson, H. (January, 2001) *Cross cultural research on metacognitive knowledge monitoring and help seeking*. Paper presented at the Winter Text Conference, Jackson, WY.
- Everson, H. & Millsap, R.E. (April, 2001). *Correlates of Performance on the SAT: A Multilevel Model*. Paper presented at a symposium on *Research on Minority Issues in Testing and Assessment*, at the annual meeting of the American Educational Association, Seattle, WA.
- Everson, H. & Laitusis, V. (June, 2001). *The alignment of the MCAS and PSAT Tests: An Empirical Analysis*. Paper presented at the annual meeting of the Council of Chief State School Officers, Houston, TX.
- Everson, H.T., Tatsuoka, K. & Guerrero, A. (April, 2003). *Understanding group differences in mathematical knowledge states*. Paper presented at the annual meeting of the National Council on Measurement in Education. Chicago, IL.
- Kobrin, J. L., Milewski, G.B., Everson, H.T., & Zhou, Y. (April, 2003). *An investigation of school-level factors for students with discrepant high school gpa and SAT scores*. Paper presented at

- the annual meeting of the National Council on Measurement in Education. Chicago, IL.
- Laitusis, V. & Everson, H.T., (April, 2003). *Assessing the reliability of the classification of mathematical knowledge states*. Paper presented at the annual meeting of the National Council on Measurement in Education. Chicago, IL.
- Everson, H.T. (September, 2003). *Methods for Estimating the Predictive Validity of Test Scores and Other Indices of Academic Achievement*. Invited Lecture Series, Charles University, School of Education, Prague, Czech Republic.
- Everson, H.T. & Michna, G. (January, 2004). *Is the SAT a Wealth Test? An Analysis of the Effects of Income, Parental Education and Academic Achievement on SAT Scores*. Invited lecture, Institute for Urban and Minority Education, Teachers College, Columbia University, New York City, NY.
- Everson, H.T. (May, 2004). *Who Is Knocking at the College Door?* Paper presented at the conference *Helping Talent Soar: Identifying and Serving Gifted Students from All of America's Neighborhoods*, Johns Hopkins University, Baltimore, MD.
- Dixon-Roman, E., Everson, H.T. McArdle, J.J., Michna, G. (April, 2005). *Is the SAT a Wealth Test? Modeling the Influences of Family Income on Black and White Students' SAT Scores*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. VITA OF H.T. EVERSON p.13
- Everson, H.T. (April, 2005). *Doing Psychometrics While Wearing White Gloves and Other Lessons from William H. Angoff* Paper presented at the invited symposium *William H. Angoff: The Man Behind the Method*, National Council of Measurement in Education, Montreal, Canada.
- Everson, H.T. (May, 2005). *Meaningful Assessment in AP Biology: Testing in the Service of Learning*. Presentation to the Biology Department at the Massachusetts Institute of Technology. Cambridge, MA.
- Everson, H.T. (April, 2006). *Instructionally Useful Assessment: Testing in the Service of Learning*. Presentation at the *Conference on Culturally Appropriate Teaching*. Howard University. Washington, DC.
- Everson, H.T. (May, 2006). *Modeling Academic Growth: Implications of Policy Demands for Theory and Practice*. Presentation at the University of Notre Dame Series on Quantitative Methodology. South Bend, IN.
- Everson, H.T. (September, 2006). *The Opportunities and Challenges of Computer-based Testing*. Invited presentation to the Russian Conference on Large-Scale Assessment, Russian Federal Institute of Educational Measurement, Moscow, Russia.
- Everson, H.T. (September, 2006). *Developing Assessments to Support Instructional Improvement*. Invited presentation to the Russian Conference on Large-Scale Assessment, Russian Federal Institute of Educational Measurement, Moscow, Russia.
- Blank, S., Everson, H.T., Hudesman, J. Morton, E. & Moylan, A. (November, 2006). *Self-regulated learning assessments systems for Electro-mechanical engineering technology students*. Presentation to the National Science Foundation conference on learning and assessment. Washington, DC.
- Everson, H.T., Dogan, E. & Osterlind, S. (April, 2007). *Effects of Word Location Cues on Performance on NAEP Reading Assessments*. Paper presented at the annual meeting of National Council of Measurement in Education, Chicago, IL.
- Trierweiler, T., Kim, Se-Kang, & Everson, H.T. (April, 2008). *PAMS as a confirmatory tool in the analysis of cross-sectional data*. Paper presented in a symposium on *Profile Analysis Via Multidimensional Scaling*, at the annual meeting of the National Council of Measurement in Education, New York, NY.

- Chatterji, M., Koh, N., Solomon, P., & Everson, H.T. (April, 2008). *Mapping the cognitive pathways in mastering long division: A case study*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Everson, H.T. (April, 2008). *Anne Anastasi: A merchant of dangerous ideas*. Paper presented at the symposium Anne Anastasi: A Legacy in Educational Measurement, the American Educational Research Association, New York, NY.
- Bopaiah, M., Rosenfeld, B., Everson, H.T., & Rasmussen, A. (August, 2008). *Reactions to torture: Comparing Punjabi and Tibetan survivors*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Everson, H.T. (August, 2008). *Anne Anastasi at 100: Her impact on all of psychology*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Benness, G. A., & Everson, H.T. (April 2009). *School effects on gender differences in learning mathematics during high school: A multiple group multilevel latent growth analysis of PSAT/NMSQT to SAT performance in mathematical reasoning*. Paper presented at the annual meeting of the National Council of Measurement in Education, San Diego, CA.
- Everson, H.T., Osterlind, S.J., Dogan, E., & Tirre, W. (April, 2009). *Examining the effects of presenting reading passages with imbedded aids: Avoiding construct-irrelevant variance*. Paper presented at the symposium *NAEP 2009 Reading Assessment: Addressing Issues That Come With Changes in Assessment Specifications*, annual meeting of the American Educational Research Association, San Diego, CA.
- Dogan, E., Osterlind, S.J., Everson, H.T., & Tirre, W. (April, 2009). *Keeping reading comprehension as reading comprehension: How to ensure construct equivalence when a new item type is introduced in an indicator assessment*. Paper presented at the symposium *NAEP 2009 Reading Assessment: Addressing Issues That Come With Changes in Assessment Specifications*, annual meeting of the American Educational Research Association, San Diego, CA.
- Everson, H.T., Kim, Y.Y., & Butvin, H. (April, 2009). *An empirical look at the 2007 and 2009 NAEP Reading Assessment Frameworks: A content alignment study*. Paper presented at the symposium *NAEP 2009 Reading Assessment: Addressing Issues That Come With Changes in Assessment Specifications*, annual meeting of the American Educational Research Association, San Diego, CA.

Works in Progress

- Everson, H.T. McArdle, J.J., & Dixon-Roman, E. (in preparation). *Is the SAT a Wealth Test? An Analysis of the Effects of Income, Parental Education and Academic Achievement on SAT Scores*.
- Osterlind, S.J., Everson, H.T., Dogan, E., & Tirre, W. (under review). *Meaning vocabulary items in NAEP's reading comprehension assessment: Construct equivalence in measuring reading comprehension*. *Applied Measurement in Education*.
- Everson, H.T. (under review). *Sketches of San Juan: A Summary of Six Special Studies on the National Assessment of Educational Progress Mathematics in Puerto Rico*. Technical Report to the National Center for Education Statistics. NAEP Education Statistics Services, American Institutes for Research, Washington, DC.

DAVID R. MANDEL

dmandel@ncee.org

Professional Experience

- 2009-Present **Director, Research and Policy Analysis, National Center on Education and the Economy**
Washington, DC
Manage the research and policy studies initiatives of the Center as it works to bring the ideas of Tough Choices or Tough Times to life. Most prominently, this involves supporting the development and operations of a state consortium to field test the feasibility of introducing Board Examination Systems in U.S. high schools, including the technical work to establish college-ready standards.
- 2007-2009 **Executive Director, Carnegie-IAS Commission on Mathematics and Science Education**
Washington, DC
Oversaw the work of this joint activity of Carnegie Corporation of New York and the Institute for Advanced Study to identify a set of practical steps for improvement in this critical arena of K-14 education.
- 2004-2006 **Director, Mathematical Sciences Education Board, The National Academies**
Washington, DC
Oversaw the design, development and execution of the Academies' mathematics education initiatives. This included the design of studies of early childhood teaching and learning and the initial undergraduate mathematics experience, planning a public understanding of mathematics initiative, conducting a symposium on the quality of doctoral education in the sciences and engineering, and promulgating the findings of an analysis of curriculum evaluations.
- 1996-2003 **Director, Curriculum and Professional Development Program, MPR Associates, Inc**
Washington, DC
Led the firm's research projects, product development efforts, and related service initiatives designed to advance student learning and the quality of teaching.
Project Director, High School Improvement Initiatives. Oversaw several studies for the U.S. Department of Education to ascertain the current state of high school reform and critical factors that contribute to closing the achievement gap (2002-2003).
Principal Investigator, Transforming Underperforming Schools. Examination for the Tennessee Department of Education of other states' strategies to turnaround highly troubled schools through the employment of teams of distinguished educators (2000).
Lead Consultant, Advanced Certification of Principals and Superintendents. Conducted the design work to establish an American Board for Leadership in Education for the National Policy Board for Educational Administration that has

now led to NBPTS' program of advanced certification of principals (1999-2001).
Project Director, Teacher Education Initiatives. Oversaw several projects for the U.S. Department of Education that focused on creating new models of professional education for career and technical education teachers and building the capacity of teacher education programs to assess their effectiveness (1999-2002).
Project Director, New American High Schools. Directed initiative designed to accelerate the progress of selected Southern Regional Education Board *High Schools That Work* sites through technical assistance and targeted professional development (1998-2001).
Project Director, Item and Test Specifications for the Voluntary National Tests. In collaboration with the Council of Chief State School Officers, managed the work of the National Test Panel, the Reading and Mathematics Committees, and the Technical Advisory Group to set the design parameters for the planned first voluntary national tests in 4th-grade reading and 8th-grade mathematics (1997).
Principal Investigator, WorkWise: Bringing Industry to the Classroom. Guided the development of multimedia case studies, including the award winning *Global Trade* and *Life @35,000 Feet* cases that are grounded in the disciplines and challenge high school students to address authentic workplace problems (1996-2003).

- 1988-1996 **Vice President for Policy Development, National Board for Professional Teaching Standards**
 Washington, DC
 Managed all aspects of the Board's program to establish the nation's first high and rigorous standards for the advanced certification of teachers, oversaw the education policy and reform portfolio, and worked closely with the president and the board of directors to coordinate the development of NBPTS's initial policies. Also consulted broadly and worked collaboratively with national associations, state officials, and leading scholars, teachers and psychometricians to design and launch this system of advanced professional recognition.
- 1985-1987 **Associate Director, Carnegie Forum on Education and the Economy**
 Washington, DC
 Staffed the Carnegie Task Force on Teaching as a Profession, which produced *A Nation Prepared: Teachers for the 21st Century*; began a research program on the links between an educated workforce and a high wage economy; chartered the National Board for Professional Teaching Standards; and worked with states and localities committed to implementing the Task Force's central recommendations.
- 1983-1985 **Senior Policy Analyst, Office of the Under Secretary, U.S. Department of Education**
 Washington, DC
 Advised the Secretary and Under Secretary on sensitive policy matters including legislative and regulatory initiatives, and interpreted research findings and economic, social and demographic trends. Concentrated on intergovernmental relations, education and economic development, the tension between excellence

and equity, and the financing of higher education.

- 1979-1983 **Assistant Director, National Institute of Education**
Washington, DC
Developed and managed the research portfolio of the Institute's Education Finance and Governance Program that focused on school finance equalization, family choice mechanisms, investment in human capital and postsecondary finance and governance.
- 1978-1979 **Leader, Elementary and Secondary Education Finance Team, National Institute of Education**
Washington, DC
- 1975-1978 **Chief, School Finance Branch, National Institute of Education**
Washington, DC
- 1973-1975 **Policy Analyst, School Finance and Organization Division, National Institute of Education**
Washington, DC
- 1971-1973 **Operations Research Analyst, Evaluation Division, U.S. Office of Economic Opportunity**
Washington, DC
- 1967-1971 **Task Leader, Planning Research Corporation**
Washington, DC
- 1966-1967 **Auditor, Ernst & Ernst**
New York, NY
- 1962-1964
1965-1966 **Accountant, International Business Machines,**
White Plains and New York, NY

Education

- 1967 **New York University, Stern School of Business, New York, NY**
MBA, Operations Research
- 1965 **University of Philadelphia, Wharton School of Finance and Commerce,**
Philadelphia, PA
Bachelor of Science in Economics
- 1973-74 **Northwestern University, Evanston, IL**
Evaluation Research Program

Selected Professional Activities

- American Federation of Teachers, Advisory Committee on Professional Practice Schools (1990-1991)
- Council of Chief State School Officers, Interstate New Teacher Assessment and Support Consortium, Standards Drafting Committee (1993-1995)
- National Council for Accreditation of Teacher Education, New Professional Teacher Project, Standards Development Working Group, and Professional Development Schools Standards Project, Standards Working Group (1994-1995)
- National Association for the Education of Young Children, National Institute for Early Childhood Professional Development, Advisory Panel (1995-1996)
- U.S. Department of Education, Office of the Secretary, National Awards Program for Model Professional Development, Advisory Committee (1999-2000)
- National Policy Board for Educational Administration, National Advisory Panel on Certification (1999-2001)
- Western Oregon State University, Center for Teaching and Learning, Teacher Effectiveness Project, National Advisory Panel (2000-2003)
- The Consortium for Mathematics and its Applications, Advisory Panel for Developmental Mathematics and its Applications Project (2001-2002)

Selected Publications

- Hoachlander, G., Mandel, D. and Chernus, K. (2004). *WorkWise: Bringing Industry to the Classroom – Life at 35,000 Feet v1.0*. Berkeley, CA: MPR Associates.
- Mandel, D. and Dykman, A. (2003). *The Economic Imperative for Improving Education*. Washington, DC: U.S. Department of Education.
- Mandel, D. and Dykman, A. (2001). *Educating Career and Technical Education Teachers: Building a New Model*. Berkeley, CA: MPR Associates.
- Mandel, D. (2000). *Transforming Underperforming Schools: A Strategy for Tennessee*. Atlanta: Southern Regional Education Board.
- Mandel, D. (2000). *Recognizing and Encouraging Exemplary Leadership in America's Schools: A Proposal to Establish a System of Advanced Certification for Administrators*. Arlington, VA: National Policy Board for Educational Administration.
- Hoachlander, G., Mandel, D. and Goodman, H. (1999). *WorkWise: Bringing Industry to the Classroom – Global Trade v1.0*. Berkeley, CA: MPR Associates.
- Hoachlander, G., Levesque, K. and Mandel, D. (1998). "Seize the Data!" *Education Week* (October 28, 1998).
- Mandel, D. (ed.) (1997). *Item and Test Specifications for the Voluntary National Tests in 4th-Grade Reading and 8th-Grade Mathematics*. The Report of the National Test Panel. Washington, DC: MPR Associates and the Council of Chief State School Officers.

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- Mandel, D. (1989). *Why America Needs the National Board for Professional Teaching Standards*. Detroit: NBPTS.
- Mandel, D. (ed.) (1989). *Toward High and Rigorous Standards for the Teaching Profession: Initial Policies and Perspectives of the National Board for Professional Teaching Standards*. Detroit: NBPTS.
- Tucker, M. and Mandel, D. (1987). *Competitiveness and the Quality of the American Workforce*. Washington, DC: National Governors' Association.
- Mandel, D. (1986). "Linking Theory and Practice: Innovation in the Structure of Secondary Education," *Technology, the Economy, and Vocational Education*. Raleigh: Southern Growth Policies Board.
- Tucker, M. and Mandel, D. (1986). "The Carnegie Report—A Call for Redesigning the Schools," *Phi Delta Kappan* (September 1986).
- Tucker, M. and Mandel, D. (eds.) (1986). *A Nation Prepared: Teachers for the 21st Century*. Report of the Carnegie Task Force on Teaching as a Profession. Washington, DC: Carnegie Forum on Education and the Economy.
- Tucker, M. and Mandel, D. (1985). *Teaching Policy: The Data Behind the Debate*. Washington, DC: Carnegie Forum on Education and the Economy.
- Mandel, D. (1984). "The Cost of Excellence," *Phi Delta Kappan*.
- Mandel, D. (1983). "ECIA Chapter 2: Education's First Taste of the New Federalism," *Education and Urban Society* (November 1983).
- Mandel, D. (1981). *Vocational Education Reauthorization: The Allocation Issues*. Washington, DC: National Institute of Education.
- Mandel, D. (1980). *Postsecondary Education Finance: Research Area Plan*. Washington, DC: National Institute of Education.
- Doyle, D. and Mandel, D. (1978). *National School Finance Equalization Study: A Prospectus*. Washington, DC: National Institute of Education.
- Mandel, D. (1976). "Alum Rock—Vouchers in America," *Times Education Supplement*. London, England.

Doyle, D. and Mandel, D. (1974). *Education Vouchers: A Research Design and Implementation Strategy*. Washington, DC: National Institute of Education.

Baldwin, F., Mandel, D., et. al. (1972). *Federal Youth Programs: A Discussion Paper*. Washington, DC: U.S. Office of Economic Opportunity.

RICHARD MOGLIA-CANNON

rcannon@ncee.org

Professional Experience

- 2007-Present **Chief Financial Officer for National Center on Education and the Economy and National Institute for School Leadership**
Washington, DC
Plays a key role as a member of the senior management team of both NCEE and NISL. As CFO, oversees the finance and accounting functions for both organizations.
- 2008-Present **Director of Strategic Partnerships for National Institute for School Leadership**
Washington, DC
Works with the CEO to create the partnerships and programs necessary to significantly expand the number of principals who participate in NISL's Executive Development Programs.
- 2000-2007 **President, Prime ED**
Rochester, NY
Founded and ran this consulting company which was dedicated to improving student achievement by helping educators to implement proven ideas widely and well. Practice was focused on three areas -- helping schools to improve student learning by building strong, high trust cultures; helping schools and school reform organizations to secure new financial resources; and helping school reform organizations to improve the quality and increase the quantity of successful implementation sites.

1. Building strong, high-trust school cultures: Have developed a school change process called Aligning with Excellence. It combines principles of effective schools with principles of organizational change to produce a powerful culture to help school staff to achieve their goals. Aligning with Excellence is a seven step process that focuses on the key areas needed for a school to become great -- personal empowerment, strong teams, clear and exciting goals, aligned systems, transformational planning, sound decision making process that is data driven and aligned resource allocation. Process was developed while working with nine schools in a large urban district on implementation of comprehensive school reform models. Principles and teachers from dozens of schools have attended workshops on the Aligning with Excellence process. Have utilized process with several schools including a poor, urban school in Ohio where the percentage of children meeting state standards climbed from 31% to 57% in just three years.

2. Revenue enhancement ("No money, no mission."): Moving from a good school to a great school sometimes requires additional resources to fund the implementation of new ideas. Similarly, a school reform organization that hopes to improve the learning of large numbers of children needs a revenue stream that

provides adequate resources to fuel quality support for schools. Have helped dozens of schools and school reform organizations secure grants totaling millions of dollars.

3. Replicating school reform models: Have worked with several school reform organizations to increase the impact that their model has on student achievement and increase the number of schools utilizing their model. This has included developing strategic, business and marketing plans, performing operational reviews, designing enhanced implementation approaches and developing new products.

1996-1999

Vice President and Chief Financial Officer, National Center on Education and the Economy

Washington, DC

Worked on the Center's Leadership Team alongside the President and the Vice President of Programs. Helped transform the Center by building a proactive, results-oriented culture. Was the project manager for the development and launch of "America's Choice" a comprehensive school reform model which has become one of the most widely used in the country. Led the successful implementation of the Center's strategic plan including increasing sales of school reform products and services from \$500,000 in FY '95 to \$8.0 million in FY '98. Also identified and implemented a large number of changes in operations which saved millions of dollars. Two notable examples included revamping the employee benefits package (allowing the Center to increase employee benefits and reduce costs) and radically altering the development approach used for one of the Center's key products. Played a major role in winning grants totaling millions of dollars.

1990-1996

Chief Financial Officer, National Center on Education and the Economy

Washington, DC

Worked on the Management Team of the Center along with the President and four program directors. Worked with Team to expand the Center's operations from \$1.0 million to over \$15.0 million in five years (1990 to 1995). Expanded the Center's ability to grow and handle financial setbacks by implementing an indirect cost plan, improving cashflow and increasing the reserve fund balance from \$75,000 in 1990 to \$3.1 million at the end of FY '97. Created an investment fund which led to over \$800,000 in investment earnings for the Center over seven years. Played a major role in winning grants totaling millions of dollars.

1981-1990

Manager, Senior Consultant, Management Consulting Department Staff Accountant, Price Waterhouse

Milwaukee, WI and Rochester, NY

Conducted projects to improve the effectiveness of a large variety of public and private sector clients like Eastman Kodak (Fortune 20) and the Wisconsin Workshop for the Blind. Became one of the firm's experts in K-12 public education, conducting projects with the school districts in Rochester, Milwaukee, St. Louis, Fort Lauderdale and Buffalo. Type of projects included operational

reviews, benchmarking studies, planning process development, technical training and computer system implementations. Two of the more notable projects:

- Assisted the Milwaukee Public Schools to develop a strategic planning process. At the end of the project, was offered the job as the District's strategic planner, to lead the process of developing the strategic plan.

- Worked with a team to conduct a comprehensive management review of the St. Louis School District by order of the Federal Judge overseeing the District's desegregation. Responsibilities included giving the Judge an independent assessment of the District's strategic plan and strategic planning process, an assessment of the District's financial position and its ability to afford the court ordered desegregation programs, and a review of the effectiveness of the District's desegregation office.

Education and Professional Development

Covey Leadership Center

Completed three in-depth leadership workshops with this leading management company.

Adizes Institute

Completed certification course on Organizational Transformation. Course utilized Adizes' highly acclaimed change process which helps organizations to reach and sustain PRIME performance.

Price Waterhouse

Completed an average of 40 hours of professional development each year on topics such as strategic planning, benchmarking, and project management.

C.P.A. and F.L.M.I.

Passed certified public accountancy examination at the age of 20. Became a Fellow of the Life Management Institute by passing the nine-part certification test.

Northern Illinois University

B.S. Accountancy (with honors), Minors in Economics and Environmental Studies.

DAVID OSBORNE

dosborne@ncee.org

Professional Experience

- 2009-Present **Engagement Manager, National Center on Education and the Economy**
Washington, DC
Provide technical assistance to key state, district, and school-level stakeholders to advance the goals of the NCEE Board Examination Consortium. Serves as NCEE's primary board examination system liaison in the States of Maine, Vermont, and Rhode Island.
- 2007-2009 **Policy Director, Citizens Energy Corporation**
Boston, MA
Analyzed existing laws, tracked federal and state legislation, and helped develop corporate policy positions covering a range of energy, environmental, and social policy areas. Investigated potential business development opportunities to further the company's mission to meet the basic needs of the poor. Managed more than \$800,000 in corporate and individual donations annually and the company website.
- 2003-2007 **Vice President for Communications and West Coast Director, Public Works, LLC**
Providence, RI
Provided public policy research, analysis, and recommendations to leading public sector policymakers and candidates on a variety of issues, including government management, criminal justice, energy efficiency, economic development, environmental services, tax policy, early childhood education, and health care. Managed specific projects, undertook research, and drafted final project reports. Projects included developing innovative public safety initiatives for the Office of the Governor of New Mexico and the Office of the Governor of West Virginia; leading performance review teams involving a troubled financial aid loan guaranty agency in California and state public safety agencies in New Mexico; drafting a community crisis response planning guide for the U.S. Justice Department; assessing the implications of demographic trends on the future economy and development of the State of Delaware; and developing a business case to support a \$1.5 billion environmental investment program for two of the largest public pension funds in the U.S. Managed the firm's public website, media relations, and the publication of a public policy e-newsletter.
- 1999-2003 **Assistant Secretary and Director of Communications, State and Consumer Services Agency**
Sacramento, CA
Assisted the Agency Secretary in the management of a 12-department Cabinet Agency with 15,000 employees and an annual operating budget of \$1.3 billion; supported the Agency Secretary on policy development, interagency coordination, and communications; represented the Agency and Governor's Office in testimony

before the Legislature and in other public forums. Directed Agency communications, media affairs, and public events in coordination with the Governor's Office; oversaw and coordinated the work of 25 public information officers within the Agency. Helped coordinate the state's response to California's 2000-01 energy crisis, including strategies that led to a 20% reduction in energy use in state facilities, saving the state millions of dollars in utility costs. Managed fiscal policy analyses undertaken to improve the state's \$2.6 billion subsidized child care system. Directed the Agency's efforts to redesign and streamline the state's role in public school construction, shortening the construction design, approval, and funding process by more than one year. Coordinated efforts to improve crime victim services through the state Victim Compensation Board, achieving distribution of record amounts of compensation while reducing claims processing times. Worked with more than 40 independent professional licensing boards and commissions that reported up administratively through the Agency on budget, legislative, information technology, and personnel matters.

1994-1996

Special Assistant to the Director, U.S. Department of Justice, Office for Victims of Crime (OVC)

Washington, DC

Helped manage a federal agency with a half billion dollar annual budget that provided grants to more than 2,500 victim assistance programs serving more than 2.5 million crime victims nationwide each year. Analyzed Congressional legislation, conducted strategic planning, and drafted position papers, legislative recommendations, and speeches for the OVC Director and the Attorney General of the United States. Created and managed an emergency crisis response team program to assist communities following large scale criminal incidents; oversaw deployment of four crisis teams following the Oklahoma City bombing. Managed a contract overseeing the OVC Resource Center, the nation's largest crime victim clearinghouse. Monitored national-scope projects to identify promising practices in applying technology to assist crime victims and to develop the capacity of communities to respond rapidly to large-scale crime victimizations.

1993-1994

Policy Analyst, National Alliance for Model State Drug Laws

Washington, DC

Organized and planned the public release of the President's Commission on Model State Drug Laws' final report (see below); served as media liaison for the report's public release. Planned nationwide dissemination of the final report to all state governors and state legislatures.

1993

Staff Consultant to the President's Commission on Model State Drug Laws, Executive Office of the President of the United States

Washington, DC

Drafted 15 model state drug control laws and policy statements for the Commission's Drug-Free Families, Schools, and Workplaces Task Force and the Executive Summary to the Commission's six-volume report. Some of these model state drug laws have been adopted by at least 20 states. Coordinated and planned

public hearings and activities of the Commission's five task forces.

- 1990-1992 **Research Assistant, Program in Criminal Justice, Harvard University
Kennedy School of Government**
Cambridge, MA
Co-wrote research report for a federally-sponsored study of grass-roots community responses to drugs. Helped convene and organize meetings of the Harvard Working Group of State Drug Control Executives and produced reports, case studies, and teaching materials for presentation at group meetings. Provided supplemental research on community policing, drug policy, and criminal justice; worked with state and local policymakers to develop urban crime control initiatives. Contributing writer for various Kennedy School and Harvard University publications, including the *Harvard Gazette* and the *Research Bulletin* of the Malcolm Wiener Center for Social Policy.

Education

- 1999 **Boston College Law School, Newton, MA**
Juris Doctor
- 1991 **Boston University, Boston, MA**
Bachelor of Science, Magna Cum Laude, in Magazine Journalism

Publications

- *Early Child Care and Education: The Need for a National Policy*, Center for National Policy (with Jennifer Kolker and Eric Schnurer), Sept. 2004
- "Victim's Rights and Services: A Historical Perspective and Goals for the Twenty-First Century," *McGeorge Law Review* (with Aileen Adams). Summer 2002.
- "Case Studies of Community Anti-Drug Efforts," *National Institute of Justice Research in Brief*, National Institute of Justice, U.S. Department of Justice (with Saul Weingart and Francis X. Hartman). Oct. 1994.
- "The Place Lives On," op-ed, *Washington Post* July 3, 1993

JAMES W. PELLEGRINO

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Professional Experience

- 2001-Present **Liberal Arts & Sciences Distinguished Professor of Cognitive Psychology and Distinguished Professor of Education, University of Illinois at Chicago; Co-Director, Learning Sciences Research Institute, UIC**
Chicago, IL
- 1999 **Visiting Professor and Visiting Scholar, Stanford University School of Education. (April-December)**
Palo Alto, CA
- 1992-1998 **Co-Director, Learning Technology Center, Vanderbilt University**
Nashville, TN
- 1989-1991 **Frank W. Mayborn Professor of Cognitive Studies, Peabody College of Education and Human Development, Vanderbilt University**
Nashville, TN
- 1987-1989 **Chairman, Department of Education, University of California at Santa Barbara**
Santa Barbara, CA
- 1987 **Acting Dean, Graduate School of Education, University of California at Santa Barbara**
Santa Barbara, CA
- 1983-1989 **Professor of Education and Psychology, University of California at Santa Barbara**
Santa Barbara, CA
- 1979-1983 **Associate Professor of Education and Psychology, University of California at Santa Barbara**
Santa Barbara, CA
- 1978-1979 **Associate Professor in the Department of Psychology and Research Associate in the Learning Research and Development Center, University of Pittsburgh**
Pittsburgh, PA
- 1973-1978 **Assistant Professor in the Department of Psychology and Research Associate in the Learning Research and Development Center, University of Pittsburgh**
Pittsburgh, PA

Education

- 1973 **University of Colorado, Denver, CO**
PhD in Experimental, Quantitative Psychology
- 1970 **University of Colorado, Denver, CO**
Master of Arts in Experimental, Quantitative Psychology
- 1969 **University of Colorado, Denver, CO**
Bachelor of Arts in Psychology

Editorial Responsibilities

- Editor, *Peabody Journal of Education*, 1995-2000
- Associate Editor,
 - *Review of Educational Research*, 1980-1984
 - *Journal of Engineering Education*, 2007
- Consulting Editor/Reviewer
 - *Journal of the Learning Sciences*, 2009-
 - *Journal of Engineering Education*, 2006-2007
 - *Review of Research in Education*, 2005-2008
 - *Educational Evaluation and Policy Analysis*, 2003-2009
 - *Cognition & Instruction*, 2002-
 - *Journal of Technology, Learning and Assessment*, 2002-
 - *Learning and Individual Differences*, 1987-2002
 - *Educational Researcher*, 1999-2001
 - *Behavior Research Methods, Instruments and Computers*, 1975-1992
 - *Child Development*, 1982-1984
 - *Intelligence*, 1984-1992
 - *Journal of Educational Psychology*, 1984-1985, 1990-1992; 2008-2009
 - *Journal of Experimental Psychology: General*, 1975-1981
- Editorial Associate, *The Behavioral and Brain Sciences*
- Guest Consulting Editor
 - *Journal of Experimental Psychology: Human Learning and Memory*
 - *Journal of Experimental Child Psychology*
 - *Memory & Cognition*
 - *Psychological Review*
 - *Cognitive Psychology*
 - *Journal of Memory and Language*
 - *Journal of Educational Psychology*
 - *Educational Researcher*
 - *Educational Psychologist*
 - *American Educational Research Journal*
 - *Child Development*
 - *American Psychologist*
 - *Cognition and Instruction Science*

Professional Associations and Service

Psychonomic Society, Sigma Xi, Midwestern Psychological Association, Rocky Mountain Psychological Association, Society for Research in Child Development, American Educational Research Association, American Association for the Advancement of Science, New York Academy of Science, Cognitive Science Society, Society for Multivariate Experimental Psychology, Computers in Psychology, Society for Mathematical Psychology, European Association for Research on Learning and Instruction (EARLI), International Society for the Learning Sciences.

National Academy of Sciences and National Research Council:

- 1997-99: *Committee on the Evaluation of the National and State Assessments of Educational Progress* (Committee Chair);
- 1998-99: *Committee on Learning Research and Educational Practice* (Committee Co-chair);
- 1999-01: *Committee on Cognitive Science Foundations of Assessment* (Committee Co-chair);
- 2001-03: *Committee on Improving Learning with Information Technology* (Committee member);
- 2001-03: *Committee on Strategic Education Research Program – Panel on Learning and Instruction Research* (Panel Chair)
- 2003-05: *Committee on Test Design for K-12 Science Achievement* (Committee member)
- 2009-10: *Committee on Science Learning: Games, Simulations and Education* (Committee member)
- 2010-11: *Committee on Framework for New Science Education Standards* (Committee member)
- 2001-08: *Board on Testing and Assessment* (Board Member)

AERA Presidential Nominating Committee; AERA Annual Meeting Program Committee - Section C-6 Program Chair; AERA Publications Committee; AERA Council (elected Member-at-Large); AERA OIA Executive Committee (Chair); AERA GPL Committee; AERA Panel on Improving Educational Research; AERA Research Quality Committee (Chair 2004-05); AERA IES Advisory Committee (2005); AERA Task Force on Reporting of Research Methods in AERA Publications (2005-06)

AACTE Research and Information Committee; AACTE Government Relations Committee; NCATE Technology Task Force;

NSF, NIMH, OERI Proposal Reviewer; Canada Research Council Proposal Reviewer, Australian Research Council Proposal Reviewer.

Institute for Educational Sciences: Cognitive Processes Grant Review Panel (2006-2008)

Educational Testing Service: Visiting Research Panel (2006-12; Chair 2008-12)

U.S. Department of Education: National Educational Technology Plan (Technical Working Group Member, 2009-10)

Recent Grants Support

- 1997-2001 "The Challenge Zone; High Standards in Mathematics and Science," National Science Foundation, Co-Principal Investigator with J. Bransford, N. Vye, & B. Sherwood.
- 1997-2003 "The K-12 Learning Consortium," Atlantic Philanthropies, Co-Principal Investigator with J. Bransford, S. Goldman, & T. Hasselbring.
- 1997-2000 "National Partnership for Excellence and Accountability in Teaching," U.S. Department of Education, Principal Investigator.
- 1999-2003 "Information Technology and Teacher Education: Leveraging the Power of Learning Theory and Technology," U.S. Department of Education, Co-Principal Investigator with J. Bransford.
- 2000-2003 "Teacher Education and Technology: What Works and Why," Atlantic Philanthropies, Principal Investigator.
- 2002-2008 "Teaching Teachers To Use Technology: What Works and Why," Atlantic Philanthropies, Co-Principal Investigator with S. Goldman
- 2003-2004 "Assessment Development Project in Mathematics and Science," Chicago Public Schools, Principal Investigator.
- 2004-2008 "Designing Learning Environments for Teaching Scientific Argumentation and Mathematical Reasoning with Geographic Data," National Science Foundation, Co-Principal Investigator with J. Radinsky & S. Goldman
- 2004-2006 "Project TRUST: Technology Resources for Urban School Transformation," U.S. Department of Education, Co-Principal Investigator with Kim Lawless, Susan Goldman & Louanne Smolin.
- 2004-2008 "Pedagogical Agents: Question Answering Technology for Inquiry-Based Study of Bioinformatics," National Science Foundation, Co-Principal Investigator with Dan Roth of University of Illinois, Urbana-Champaign.
- 2004-2009 "NCLT: National Center for Learning and Teaching in Nanoscience and Engineering," National Science Foundation, Investigator on UIC subcontract with Tom Moher as UIC PI and Bob Chang from Northwestern University as Overall Project PI.
- 2004-2007 "Development of a Benchmark Assessment System to Support the Chicago Mathematics and Science Initiative," Chicago Public Schools, Principal Investigator.

- 2005-2006 "Assessment of Teacher Quality and Performance," NCREL/Learning Point Associates, Principal Investigator.
- 2005-2007 "Professional Development Support for Implementing Curriculum-Based Assessment within the CPS Math-Science Initiative," Chicago Community Trust, Principal Investigator.
- 2005-2010 "Assessment of Readers Struggling to Comprehend Multiple Sources of Information," Institute for Educational Sciences, USDOE, Co-Principal Investigator with Kim Lawless, Susan Goldman, Kim Gomez, & Ev Smith.
- 2005-2010 "Making the Invisible Visible: Students' and Teachers' Knowledge of States and State Changes," National Science Foundation, Co-Principal Investigator with N. Stein, PI U. Chicago, & J. Wiley, UIC.
- 2005-2010 "From Research to Practice: Redesigning AP Science Courses to Advance Science Literacy and Support Learning with Understanding," National Science Foundation, Principal Investigator. (Project is funded through the College Board; M. Reckase, Michigan State, & Jeanne Pemberton, Univ. of Arizona, Co-Principal Investigators).
- 2008-2012 "Evaluating the Cognitive, Psychometric, and Instructional Affordances of Curriculum-Embedded Assessments: A Comprehensive Validity-Based Approach," National Science Foundation, Principal Investigator, Co-PIs Susan Goldman, Louis DiBello & Kimberly Gomez.
- 2007-2009 "Comprehensive Program for Struggling Algebra Students," Chicago Community Trust, Co-Principal Investigator with Marty Gartzman, Susan Goldman and Danny Martin.
- 2008-2010 "Research on Student Understanding of Solution Phenomena in College Chemistry," National Science Foundation, Co-Principal Investigator with Don Wink and Susan Goldman.
- 2009-2013 "The Cognitive, Psychometric, and Instructional Validity of Curriculum-Embedded Assessments: In-depth Analyses of the Resources Available to Teachers Within Everyday Mathematics," Institute of Education Sciences, USDOE, Principal Investigator, Co-PIs Lou DiBello, Susan Goldman, Alison, Castro and William Stout.
- 2009-2013 "An Architecture of Intensification: Building a Comprehensive Program for Struggling Students in Double-Period Algebra Classes," National Science Foundation, Co-Principal Investigator with Marty Gartzman, Susan Goldman, and Alison Castro.
- 2009-2012 "Integrating Cognition and Measurement with Conceptual Knowledge: Establishing the Validity and Diagnostic Capacity of Concept Inventories," National Science Foundation, Co-Principal Investigator with Lou DiBello.

- 2009–2010 “The Advanced Placement Course Redesign Effort: A Time-Critical Analysis of Assessment Development Processes and Outcomes,” National Science Foundation, Principal Investigator.
- 2009–2012 “ciHUB a Virtual Community to Support Research, Development, and Dissemination of Concept Inventories,” National Science Foundation, Co-Principal Investigator with Lou DiBello.

Recent Publications

- 2000 *Grading the Nation's Report Card: Research from the Evaluation of NAEP*, with N. Raju, M. Bertenthal, L. Jones & K. Mitchell. Washington, DC: National Academy Press. National Academy of Sciences Report
- 2000 Adventures in anchored instruction: Lessons from beyond the ivory tower, with the Cognition and Technology Group at Vanderbilt. In R. Glaser (Ed.), *Advances in instructional psychology: Vol 5. Educational design and cognitive science* (pp. 35-99). Mahwah, NJ: Erlbaum. Book Chapter
- 2000 A Response to ACT's Technical Advisers on NAEP Standard Setting. *Educational Measurement: Issues and Practice*, 2000, 19(2), 14-15. Journal Commentary
- 2001 *Knowing What Students Know: The Science and Design of Educational Assessment*, with N. Chudowsky & R. Glaser. Washington, DC: National Academy Press. National Academy of Sciences Report
- 2001 Rethinking and redesigning educational assessment. Education Commission of the States, Denver, CO. Commissioned Policy Paper
- 2001 The motivational and academic consequences of elementary mathematics environments: Do constructivist innovations and reforms make a difference?, with D. Hickey & A. Moore. *American Educational Research Journal*. 2001, 38, 611-652. Journal Article
- 2001 Building tests to support instruction and accountability: A guide for policymakers, with the Commission on Instructionally Supportive Assessment. Report commissioned by education professional organizations including NEA, NAESP, NASSP, NMSP, & AASA. <http://www.nea.org/accountability/buildingtests.html>. Commissioned Report
- 2001 Illustrative language for an RFP to build tests to support instruction and accountability, with the Commission on Instructionally Supportive Assessment. Report commissioned by education professional organizations including NEA, NAESP, NASSP, NMSP, & AASA. <http://www.nea.org/accountability/rfp.html>. Commissioned Report

- 2002 Understanding how students learn and inferring what they know: Implications for the design of curriculum, instruction and assessment. In M. J. Smith (Ed.), *NSF K-12 Mathematics and Science Curriculum and Implementation Centers Conference Proceedings* (pp. 76-92). Washington, DC.: National Science Foundation and American Geological Institute. NSF Report
- 2002 Connecting learning theory and instructional practice: Leveraging some powerful affordances of technology, with the Cognition and Technology Group at Vanderbilt. In H. O'Neill & R. Perez (Eds.), *Technology applications in education: A learning view* (pp. 173-209). Mahwah, NJ: Erlbaum. Book Chapter
- 2002 Issues, examples, and challenges in formative assessment, with E. B. Hunt In D. Halpern & M. Hackel (Eds.), *New directions for teaching and learning* (pp. 73-85), New York: Wiley. Book Chapter
- 2002/3 Technology for teaching and learning with understanding, with S. R. Goldman, S. M. Williams, R. Sherwood, R. Plants & T. Hasselbring. In J. M. Cooper (Ed.), *Classroom teaching skills* (7th edition) (pp. 181-224). Boston, MA: Houghton Mifflin. Book Chapter
- 2002 Be careful what you ask for – you may get it: *Educational research in the spotlight*, with S. R. Goldman Educational Researcher, 2002, 31, No. 8, 15-17. Journal Article
- 2002 How people learn: Contributions to framing a research agenda in technology education in. H. Middleton, M. Pavlova, & D. Roebuck (Eds.), *Learning in technology education: Challenges for the 21st century* (pp. 114-129). Brisbane Australia: Griffith University. Book Chapter
- 2002/3 Knowing what students know. *Issues in Science and Technology*, Winter 2002/3, XIX, No. 2, 48-52. Journal Article
- 2003 Connecting learning theory and instruction: Principles, practices and possibilities. In F. Achtenhagen & E. John (Eds.), *Milestones of vocational education and training. Vol. 1. The teaching-learning perspective..* (pp. 17-42). Bielefeld: Bertelsmann. Book Chapter
- 2003 Issues in the study of complex teaching-learning environments: Comments on the research program of the Seminar für Wirtschaftspädagogik. In F. Achtenhagen & E. John (Eds.), *Milestones of vocational education and training. Vol. 1. The teaching-learning perspective*, (pp. 449-473). Bielefeld: Bertelsmann. Book Chapter
- 2003 The challenge of knowing what students know. *Measurement: Interdisciplinary Research and Perspectives*, 2003, Vol 1, No. 1. Journal Article

- 2003 Large-scale assessments that support learning: What will it take?, with N. Chudowsky *Theory into Practice*, Winter 2003, 42(1), 75-83. Journal Article
- 2003 Assessment: The National Assessment of Educational Progress. In J. Guthrie (Ed.), *Encyclopedia of Education* (pp. 131-134). New York: Macmillan. Book Chapter
- 2003 Intelligence: Myths, mysteries, and realities. In J. Guthrie (Ed.), *Encyclopedia of Education* (pp. 1201-1206). New York: Macmillan. Book Chapter
- 2003 Foundations of assessment, with N. Chudowsky. *Measurement: Interdisciplinary Research and Perspectives*, 2003, Vol 1, No. 2, 103-148. Journal Focus Article
- 2003 Technology and the advancement of educational assessment In R. Pea, W. Wulf, S. Elliott, & M. Darling (Eds.), *Planning for two transformations in education and learning technology: Report of a workshop* (pp. 107-110). Washington, DC: National Academy Press. Essay in National Academy of Sciences Report
- 2003 Setting Research Agendas in Science, Mathematics, and Technology Education: The National Research Council's How People Learn Report In *Proceedings of the 2nd AAAS Technology Education Workshop*. Washington, DC: AAAS.
<http://www.project2061.org/meetings/technology/tech2/Pellegrino.htm>
Conference Proceedings
- 2004 The evolution of educational assessment: Considering the past and imagining the future. William Angoff Memorial Lecture, Policy Report Series, Educational Testing Service, Princeton, NJ. Available at:
<http://www.ets.org/Media/Research/pdf/PICANG6.pdf> Invited Distinguished Lecture
- 2004 Complex learning environments: Connecting learning theory, instructional design, and technology In N. J. Seel & S. Dijkstra (Eds). *Curriculum, plans, and processes in instructional design: International perspectives* (pp. 25-48). Mahwah, NJ: Erlbaum Associates. Book Chapter
- 2004 Learning and Instruction: A SERP Research Agenda, with S. Donovan Washington, DC: National Academy Press. National Academy of Sciences Report
- 2004 Designs for research on technology and assessment: Conflicting or complementary agendas? In B. Means & G. Haertel (Eds.), *Using Technology Evaluation to Enhance Student Learning* (pp. 49-56). New York: Teachers College Press. Book Chapter

- 2004 Instructionally supportive accountability tests in science: A viable option?, with J. Popham, T. Keller, B. Moulding, & P. Sandifer Design Team Report submitted to the National Research Council Committee on Test Design for K-12 Science Achievement. NRC Commissioned Report
- 2005/6 Technology for teaching and learning with understanding, with S. R. Goldman, K. Lawless & R. Plants. In J. M. Cooper (Ed.), *Classroom teaching skills (8th edition)* (pp. 185-234). Boston, MA: Houghton Mifflin. Book Chapter
- 2005 The assessment resources available within the four standards-based K-8 mathematics curricula of the CMSI: A review, analysis and critique, with S. Goldman Technical Report, Chicago Public Schools, Center for the Study of Learning, Instruction, and Teacher Development). Chicago: University of Illinois at Chicago. Commissioned Technical Report
- 2005 Frameworks and methods for analyzing the assessment resources available within the four standards-based K-8 mathematics curricula of the CMSI, with S. Goldman Technical Report, Chicago Public Schools, Center for the Study of Learning, Instruction, and Teacher Development). Chicago: University of Illinois at Chicago. Commissioned Technical Report
- 2005 Theory, Level, and Function: Three dimensions for understanding transfer and student assessment, with D. T. Hickey. In J. P. Mestre (Ed.). *Transfer of learning from a modern multidisciplinary perspective* (pp. 251-293). Greenwich, CO: Information Age Publishing. Book Chapter
- 2005 A Prospectus for Design of Evaluation Studies of the USDOE EETT Program: Professional Development of Teachers in the Integration of Technology into Teaching and Learning, with K. Lawless Commissioned Report for U.S. Department of Education. U. S. Government Report
- 2005 Instructionally supportive accountability tests in science: A viable assessment option?, with J. Popham, T. Keller, B. Moulding, & P. Sandifer. *Measurement: Interdisciplinary Research and Perspectives*, 2005, 3(3), 121-187. Journal Focus Article
- 2005 Ah, the real world. with J. Popham, T. Keller, B. Moulding, & P. Sandifer. *Measurement: Interdisciplinary Research and Perspectives*, 2005, 3(3), 202-205. Journal Article
- 2006 Educational assessment: Towards better alignment between theory and practice, with D. Hickey. In L. Verschaffel, F. Dochy, M. Boekaerts, & S. Vosniadou (Eds.). *Instructional psychology: Past, present and future trends. Sixteen essays in honour of Erik De Corte* (Advances in Learning and Instruction Series) (pp 169-189). Oxford: Elsevier. Book Chapter
- 2006 Understanding and influencing the integration of technology into teacher education, with S. R. Goldman, M. Brown, B. Oney, D. C. Nacu & R. Plants.

- In F. Oser, F. Achtenhagen & U. Renold (Eds.). *Competence oriented teacher training: Old research demands and new pathways* (pp. 179-196). Rotterdam: Sense Publishers. Book Chapter
- 2006 From early reading to high school mathematics: Matching case studies of four educational innovations against principles for effective scale up. In B. Schneider & S. K. McDonald (Eds.). *Scaling up educational reform: Volume 2: Principles and examples* (pp 131-140). New York: Rowman & Littlefield. Book Chapter
- 2006 Lessons learned from using an asynchronous online discussion board to facilitate scientific thinking in a large cognitive psychology lecture class, with J. Lippman, R. Koziol, & E. Whitehair. In S. Barab, K. Hay, & D. Hickey (Eds.). *Proceedings of 7th international conference of the learning sciences* (pp. 956-957). Mahwah, NJ: Erlbaum Associates. Conference Proceedings
- 2006 The AIM System: A tool for designing and supporting teacher education and professional development in multiple areas of teaching, learning & assessment, with S. Goldman, M. Brown and K. Lawless. In Kinshuk, D. G. Sampson, J. M. Spector, & P. Isaias (Eds.). *Proceedings of IADIS International Conference on Cognition and Exploratory Learning in the Digital Age* (pp. 396-400). Portugal: IADIS Press. Conference Proceedings
- 2006 Rethinking and Redesigning Curriculum, Instruction and Assessment: What Contemporary Research and Theory Suggests. Commissioned Paper for the New Commission on the Skills of the American Workforce sponsored by the National Center on Education and the Economy. Available at: <http://skillscommission.org/commissioned.htm>. Commissioned Paper
- 2006 A validity framework for evaluating the technical quality of alternate assessments, with S. Marion *Educational Measurement: Issues and Practice*, Winter 2006, 47-57. Journal Article
- 2007 Beyond rhetoric: Realities and complexities of integrating assessment into teaching and learning, with S. Goldman. In C. Dwyer (Ed). *The future of assessment: Shaping teaching and learning* (pp. 7-52). Mahwah, NJ: Erlbaum. Book Chapter
- 2007 Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers, with K. Lawless *Review of Educational Research*, 77, 4, 575-614. Journal Article
- 2007 Should NAEP performance standards be used for setting standards on state assessments? *Phi Delta Kappan*, 88 (7), 539-541. Journal Article
- 2007 Teacher education and technology: Initial results from the "What Works and Why" project, with S. Goldman, M. Bertenthal, & K. Lawless. In L. Smolin, K. Lawless, & N. Burbules (Eds.), *Information and communication technologies:*

- Considerations of current practice for teachers and teacher educators* (pp. 52-86). New York: Blackwell. Book Chapter
- 2007 Assessment and Accountability for Improving Schools and Learning: Principles and Recommendations for Federal and State and Local Systems, (authored as a member of the nine-person Expert Panel on Assessment). Commissioned report produced for the *Forum on Educational Accountability*, available online at <http://www.edaccountability.org/> Commissioned Report
- 2008 From Cognitive Theory to Instructional Practice: Technology and the Evolution of Anchored Instruction, with S. Brophy. In D. Ifenthaler, P. Pirnay-Dummer, & J. M. Spector (Eds.), *Understanding models for learning and instruction: Essays in honor of Norbert Seel* (pp. 277-303). New York: Springer. Book Chapter
- 2008 Technology and Formative Assessment, with J. Brown & S. Hinze. In T. Good (Ed.), *21st Century Education: A Reference Handbook*. Vol 2. Technology (pp. 245-255). Thousand Oaks, CA: Sage. Book Chapter
- 2008 Beyond standard lectures: Supporting the development of critical thinking in cognitive psychology courses, with J. Lippman, T. Kershaw, & S. Ohlsson. In D. S. Dunn, J. S. Halonen, & R. A. Smith (Eds.) *Teaching critical thinking in psychology: A handbook of best practices* (pp. 183-197), New York: Blackwell. Book Chapter
- 2008 Savannah: Mobile gaming and learning: A review commentary, with S. Goldman In D. Leu, J. Coiro, C. Lankshear, & M. Knobel, (Eds.), *Handbook of Research on New Literacies* (pp. 1037-1048). Mahwah, NJ: Erlbaum. Book Chapter
- 2008 Sustaining technology integration in teacher education, with M. Cohen, D. Schmidt, & S. Schultz *Action in Teacher Education*. Journal Article
- 2008 Educating Future Engineers: Who, What, and How, with S. Sheppard & B. Olds (Eds.) Special Issue of the *Journal of Engineering Education*, July 2008. Journal Special Issue
- 2008 On becoming a 21st century engineer, with S. Sheppard & B. Olds *Journal of Engineering Education*, 97 (3), 231-234. Journal Article
- 2008 What students can teach us, with S. Sheppard & B. Olds *Journal of Engineering Education Selects*, p. 57, July 2008. Journal Brief
- 2008 Undergraduate cognitive psychology students' evaluations of scientific arguments in a contrasting-essays assignment, with J. Lippman & F. Amurao. In *Proceedings of 8th International conference of the learning sciences*, 2008. Conference Proceedings

- 2008 Using construct-centered design to align curriculum, instruction, and assessment development in emerging science, with Members of the National Center for Teaching and Learning Nanoscale Science and Engineering. In *Proceedings of 8th International conference of the learning sciences*, 2008. Conference Proceedings
- 2008 Construct-centered design, with N. Shin, S. Stevens, J. Krajcik, & S. Geier In *Proceedings of 8th International conference of the learning sciences*, 2008. Conference Proceedings
- 2008 Using construct-centered design to revise instruction and assessment in a nanoscale self-assembly design activity: A case study, with E. Shipley, B. Lopez Silva, S. Daly, E. Wischow, & T. Moher. In *Proceedings of 8th International conference of the learning sciences*, 2008. Conference Proceedings
- 2009 Making contemporary knowledge shareable and useable in teacher education: Technology and media tools to transform teaching and learning, with S. Goldman, K. Lawless, & M. Brown. In F. Oser, U. Renold, E. John, E. Winther, & S. Weber (Eds.), *VET Boost: Towards a theory of professional competencies - Essays in Honor of Frank Achtenhagen*. Dordrecht, Netherlands: Sense Publishers. Book Chapter
- 2009 Teacher education and technology: A look at current practice and why there is still much left to do, with S. Goldman & K. Lawless. In F. Oser, U. Renold, E. John, E. Winther, & S. Weber (Eds.), *VET Boost: Towards a theory of professional competencies - Essays in Honor of Frank Achtenhagen*. Dordrecht, Netherlands: Sense Publishers. Book Chapter
- 2009 Strategy selection for cognitive skill acquisition depends on task demands and working memory capacity, with S. Hinze & M. Bunting. *Learning and Individual Differences*, 19, 590-595. Journal Article
- 2009 Technology and testing, with E. Quellmalz. *Science*, 323, 75-79. Journal Article
- 2010 Technology and formative assessment In B. McGaw, P. Peterson, & E. Baker (Eds.), *International Encyclopedia of Education* (3rd Ed.), Elsevier, in press. Book Chapter
- 2009 The Challenges of Conceptualizing What Low Achievers Know and How to Assess Their Competence. In M. Perie (Ed.), *Considerations for the Alternate Assessment based on Modified Achievement Standards (AA-MAS): Understanding the Eligible Population and Applying that Knowledge to their Instruction and Assessment*. New York, NY: New York Comprehensive Center. Chapter in Commissioned Report

- 2009 Pre-K–12 Science and Mathematics Education, (authored as a member of the 14 person Expert Panel) National Academy of Education White Paper. National Academy of Education Reports
- 2010 Linking Cognitive and Developmental Research and Theory to Problems of Educational Practice: A Consideration of Agendas and Issues In N. Stein (Ed.), *Developmental Science Goes to School*, Taylor Francis, in press. Book Chapter
- 2010 The Challenges of Conceptualizing What Low Achievers Know and Assessing that Knowledge. In M. Perie (Ed.) (2010). *Teaching and Assessing Low-Achieving Students with Disabilities: A Guide to Alternate Assessments Based on Modified Achievement Standards* (pp. 67-109). Baltimore, MD: Brookes Publishing. Book Chapter
- 2010 Perspectives on the integration of technology and assessment, with E. Quellmalz. *Journal of Research on Technology in Education*, in press
Journal Article
- 2010 The design of an assessment system for the race to the top: A learning sciences perspective on issues of growth and measurement. In P. Forgione & N. Doorey (Eds.), *Exploratory Seminar: Measurement Challenges Within the Race to the Top Agenda*. Princeton, NJ: Center for K–12 Assessment & Performance Management, Educational Testing Service. Book Chapter

BRIAN ROWAN

browan@umich.edu

Professional Experience

- 2001-Present **University of Michigan**
Ann Arbor, MI
As education professor, teach graduate courses in M.A. and Ph.D. programs in educational administration, foundations, and policy analysis. As research professor, direct program on Education and Well Being at ISR's Survey Research Center. Other duties: Coordinator of Educational Administration Program (1992-1994), Rackham Graduate School Dissertation/ Thesis Grants Committee (1992-1993), School of Education Graduate Affairs Committee (1991-1994), School of Education Promotions and Tenure Committee (1997-1999); University of Michigan Outreach Providers Group (1996-1998); Associate Deans/Associate Provosts Group (1997-1998); School of Education Executive Committee (Ex Officio:1994-1998 and 2005-2006; Elected: 2003-2004); Chair, Quantitative Methods Search Committee (2005-2006). Board of Directors, Michigan Union (1999-2001); Faculty Senate Advisory Committee on University Budgets (1999-2003); University Development Committee (2007-present).
- 2007-Present **Professor (by courtesy), Department of Sociology, University of Michigan**
Ann Arbor, MI
- 2006-Present **Research Professor, Institute for Social Research, University of Michigan**
Ann Arbor, MI
- 1997-1998 **Visiting Professor, Faculty of Education, the Chinese University of Hong Kong**
Hong Kong, SAR, China
(Winter, 1997; Winter, 1998). Taught faculty and graduate seminars on analysis of school effectiveness, gave public lectures, advised faculty on research.
- 1994-1998 **Associate Dean for Research, School of Education, University of Michigan**
2005-2006 Ann Arbor, MI
- 1991-1994 **Associate Professor, Educational Studies Program, University of Michigan**
Ann Arbor, MI
- 1989-1991 **Chairperson, Department of Educational Administration, College of Education, Michigan State University**
East Lansing, MI
As chairperson, administered programs of teaching, research, and service in a department of 22.5 FTE faculty offering programs in Adult and Continuing Education, College and University Administration, and K-12 Educational Administration.

- 1986-1991 **Associate Professor, Departments of Educational Administration and Teacher Education with affiliate status in Department of Sociology, College of Education, Michigan State University**
 East Lansing, MI
 Taught graduate courses in organization theory, educational policy, and applied research. Other activities: Coordinator, K-12 Educational Administration Program (1988), College of Education: Graduate Education Policy Committee (1987), Undergraduate Education Policy Committee (1989-1991), Dean's Executive Committee (1989-1991).
- 1985-1986 **Senior Research Director, Far West Laboratory for Educational Research and Development**
 San Francisco, CA
 Served as principal investigator of two national studies; supervised staff of 23 employees; controlled research budget of \$705,000.
- 1983-1986 **Lecturer, School of Business Administration, University of California at Berkeley**
 Berkeley, CA
 (September, 1978-August, 1979). Taught undergraduate courses in sociological theory, organization theory, and sociology of education.
- 1983-1985 **Senior Research Scientist, Far West Laboratory for Educational Research and Development**
 San Francisco, CA
 Developed and directed programs of applied research under National Institute of Education's Regional Educational Laboratory contract; supervised staff of 3-5 employees; controlled research budget of \$75,000-\$150,000.
- 1981-1983 **Associate Research Scientist, Far West Laboratory for Educational Research and Development**
 San Francisco, CA
 Participated in the development and conduct of applied research programs on school leadership and management as part of National Institute of Education's Regional Educational Laboratory contract.
- 1979-1981 **Assistant Professor, Department of Sociology, Texas Christian University**
 Fort Worth, TX
 Taught undergraduate and graduate courses in organization theory, stratification, qualitative and quantitative methods; served on University Committee on Evaluation; College of Arts and Sciences Committees on Status of Women and Human Subjects; Department Committees on Curriculum and Personnel; elected to Department Advisory Committee.

1978 Visiting Lecturer, School of Business Administration, University of California at Berkeley
Berkeley, CA
Taught undergraduate and graduate courses in organizational theory.

Professional Memberships

Alpha Kappa Delta (Sociology Honors Society)
American Educational Research Association
Phi Beta Kappa

Recent Publications: Books

H.D Meyer and B. Rowan (eds.). **The New Institutionalism in Education: Advancing Research and Policy**. Albany: State University of New York Press, 2006.

Panel on Quality Improvement in Student Financial Aid (R. Fecso, ed.). **Quality in Student Financial Aid Programs: A New Approach**. Washington, D.C.: National Academy Press, 1993.

R.F. Elmore and Associates. **Restructuring Schools: The Next Generation of Educational Reform**. San Francisco: Jossey Bass, 1990.

J.W. Meyer and W.R. Scott with B. Rowan and T.E. Deal. **Organizational Environments: Rational and Institutional**. Beverly Hills, CA: Sage, 1983.

Recent Publications: Articles And Chapters

Rowan, B. Organizational institutionalism at Stanford: Reflections on the founding of a 30-year theoretical research program. In, F. Dobbin and C.B. Schoonhoven (Eds.), **Stanford's Organization Theory Renaissance, 1970-2000, A Volume in Research in the Sociology of Organizations**, Volume 28, Chapter 1, pp. 3-19. Bingley, UK: Emerald Insight, 2010.

Kataoka, S.H., B. Rowan, and K.E. Hoagwood. Bridging the divide: In search of common ground in mental health and education research and policy. **Psychiatric Services**, 2009, *60*:1510-1515.

Rowan, B. and R. Correnti. Interventions to improve instruction: How implementation strategies affect instructional change. In, W.K. Hoy and M. DiPaola (Eds.), **Studies in School Improvement: A Volume in Theory and Research in Educational Administration**, Volume 8, Chapter 3. Greenwich, CT: Information Age, 2009.

Rowan, B., R. Correnti, R.J. Miller, and E. Camburn. School improvement by design: Lessons from a study of Comprehensive School Reform designs. In, B. Schnieder & G. Sykes (Eds.), **Handbook of Education Policy Research**. London: Taylor & Francis,

2009. Reprinted and disseminated nationally as a research monograph by the Consortium for Policy Research in Education, 2009.
- Rowan, B., R. Jacob, and R. Correnti. Using instructional logs to identify quality in educational settings. **New Directions for Youth Development**, 2009, Spring, 13-32.
- Rowan, B. and R. Correnti. Studying reading instruction with teacher logs: Lessons from A Study of Instructional Improvement. **Educational Researcher**, 2009, 38, 120-131. See also the response to commentaries on this article: Rowan, B. and R. Correnti. Measuring instruction with teacher logs. **Educational Researcher**, 2009, 38, 549-551.
- Rowan, B., E. Camburn, and R. Correnti. Teacher logs as a tool for studying educational process. In, R. Belli, F. Stafford , and D. Alwin. (Eds). **Using Calendar and Diary Methods in Life Events Research**. Newbury Park, CA: Sage, 2008.
- Parkinson, J. and B. Rowan. Poverty, literacy achievement, and educational reform. In, S.B. Neuman (Ed.), **Educating the Other America: Top Experts Tackle Poverty, Literacy, and Achievement in our Schools**. Baltimore: Brookes, 2008.
- Rowan, B. Does the school improvement industry help or prevent deep and sound change? **Journal of Educational Change**, 9, 2008: 197-202.
- Hill, H.C., D.L. Ball, M. Blunk, I.M. Goffney, and B. Rowan. Validating the ecological assumption: The relationship of measure scores to classroom teaching and student learning. **Measurement: Interdisciplinary Research and Perspectives**, 2007, 5, 107-118.
- Rowan, B. and R.J. Miller. Organizational strategies for promoting instructional change: Implementation dynamics in schools working with comprehensive school reform providers. **American Educational Research Journal**, 2007, 44, 252-297.
- Correnti, R. and B. Rowan. Opening up the black box: Literacy instruction in schools participating in three comprehensive school reform programs. **American Educational Research Journal**, 2007, 44, 298-338.
- Rowan, B. The new institutionalism and the study of educational organizations: Changing ideas for changing times. In, H.D. Meyer and B. Rowan (eds.). **The New Institutionalism in Education: Advancing Research and Policy**. Albany: State University of New York Press, 2006.
- Rowan, B. The school improvement industry in the United States: Why educational change is both pervasive and ineffectual. In, H.D. Meyer and B. Rowan (eds.). **The New Institutionalism in Education: Advancing Research and Policy**. Albany: State University of New York Press, 2006.
- Rowan, B. Truth or consequences: Reflections on the theory movement and its aftermath in education. In, D.Mitchell (Ed.), **New Foundations for Knowledge in Educational**

Administration, Policy, and Politics: Science and Sensationalism. Mahwah, NJ: Lawrence Earlbaum, 2006.

- Miller, R.J. and B. Rowan. Effects of organic management on student achievement. **American Educational Research Journal**, 2006, 43, 219-253.
- Hill, H.C., B. Rowan, and D.L. Ball. Effects of teachers' mathematical knowledge for teaching on student achievement. **American Educational Research Journal**, 2005, 42, 371-406.
- Ball, D.L. and B. Rowan. Introduction: Measuring instruction. **Elementary School Journal**, 2004, 105, 3-10 (introduction to special issue edited by B. Rowan and D.L. Ball).
- Rowan, B., D.M. Harrison, and A. Hayes. Using instructional logs to study mathematics curriculum and teaching in the early grades. **Elementary School Journal**, 2004, 105, 103-127.
- Rowan, B., E. Camburn, and R. Correnti. Using teacher logs to measure the enacted curriculum in large-scale surveys: Insights from the Study of Instructional Improvement. **Elementary School Journal**, 2004, 105, 75-102.
- Rowan, B., Barnes, C.L., and Camburn, E. Benefiting from Comprehensive School Reform: A review of research on CSR implementation. In, C. Cross (Ed.), **Putting the Pieces Together: Lessons from Comprehensive School Reform Research**. Washington, DC: National Clearinghouse on Comprehensive School Reform, 2004.
- Kang, S.J., B. Rowan, and S.W. Raudenbush. Estimating the effects of academic departments on organic design in high schools: A crossed, multilevel analysis. In W.K. Hoy and C.G. Miskel (eds.), **Educational Administration, Policy, and Reform: Theory and Measurement, A Volume in Theory and Research in Educational Administration**, Volume 3, Chapter 5. Greenwich, CT: Information Age, 2004.
- Camburn, E., B. Rowan, and J. Taylor. Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. **Educational Evaluation and Policy Analysis**, 2003, 25(4), pp. 347-374.
- Miller, R.J. and B. Rowan. Sources and consequences of organic management in elementary and secondary schools. In W.K. Hoy and C.G. Miskel (eds.), **Studies in Leading and Organizing Schools, A Volume in Theory and Research in Educational Administration**, Volume 2, pp. 51-89. Greenwich, CT: Information Age Publishing, 2003.
- Rowan, B. The ecology of school improvement: Notes on the school improvement industry in the United States. **Journal of Educational Change**, 2002, 3, pp. 283-314.
- Rowan, B. Rationality and reality in organizational management: Using the coupling metaphor to understand educational (and other) organizations—a concluding comment. **Journal**

of *Educational Administration*, 2002, 40 (6), pp. 604-611.

- Rowan, B., R. Correnti, and R.J. Miller. What large-scale survey research tells us about teacher effects on student achievement: Insights from the *Prospects* study of elementary schools. *Teachers College Record*, 2002, 104 (December), pp. 1525-1567.
- Rowan, B. Large-scale, cross-national surveys of educational achievement: Promises, pitfalls, and possibilities. In National Research Council (A. Porter and A. Gamoran, Eds.), **Methodological Advances in Cross-National Surveys of Achievement**. Washington, DC: National Academy Press, 2002.
- Rowan, B. Teachers' work and instructional management, part I: Alternative views of the task of teaching. In W.K. Hoy and C.G. Miskel (eds.), **Theory and Research in Educational Administration**, Volume 1, pp.129-149. Greenwich, CT: Information Age Publishing, 2002.
- Rowan, B. Teachers' work and instructional management, part II: Does organic management promote expert teaching? In W.K. Hoy and C.G. Miskel (eds.), **Theory and Research in Educational Administration**, Volume 1, pp. 151-168. Greenwich, CT: Information Age Publishing, 2002.
- Rowan, B. School reform in the United States: What works. In C. Dimmock and A. Walker (Eds.), **Future School Administration: Western and Asian Perspectives**. Hong Kong: The Chinese University Press, 2000.

Recent Book Reviews

- Review of *The Social Organization of Schooling*, edited by Larry V. Hedges and Barbara Schneider, in *American Journal of Sociology*, 2007, 112 (March), 1566-1568.
- Review of *Decentralization and School Improvement: Can We Fulfill the Promise* edited by J Hannaway and M. Carnoy, in *Contemporary Sociology*, 1994, 23 (July), 569-571.
- Review of *The Shaping of Social Organization: Social Rule System Theory with Applications*, by Tom R. Burns and Helena Flam, in *Administrative Science Quarterly*, 1993, 38 (June), 346-347.
- Review of: *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985*, by Steven Brint and Jerome Karabel, in *Administrative Science Quarterly*, 1991, 30 (June): 326-328).
- Rowan, B. Making sense of organizational symbolism. Review essay on L.R. Pondy, G. Morgan, and T. Dandridge (eds.), *Organizational Symbolism*, in *Contemporary Sociology*, 1985, 14 (March): 173-175.
- Review of: *The Organizational Life Cycle*, by J.R. Kimberly, R.H. Miles, and Associates, in

American Journal of Sociology, 1984, 90 (March): 978-980.

Review of: The Limits of Politics: Collective Goods and Political Change in Postindustrial Societies, by R. Benjamin, in *Social Science Quarterly*, 1982, 63 (June): 402-403.

Recent Research Reports And Monographs

Rowan, B., S.W. Raudenbush, R. Correnti, S.G. Schilling, & C. Johnson. Studying "balance" in balanced literacy instruction: How different mixes of word analysis and text comprehension instruction affect first grade students reading achievement. Paper prepared for research seminar on learning from longitudinal data, National Center for Education Statistics, May, 2005.

Raudenbush, S., G.L. Hong, & B. Rowan. Studying the causal effects of instruction with application to primary school mathematics. Paper prepared for research seminar on large-scale data analysis, National Center for Education Statistics, March, 2002 (available at www.sii.soe.umich.edu).

Rowan, B. (2001). What Large-Scale, Survey Research Tells Us About the Effects of Teachers and Teaching on Student Achievement. Ann Arbor, MI: Consortium for Policy Research in Education, University of Pennsylvania, Graduate School of Education, CPRE Research Report Series RR-051, November, 2002 (available at www.cpre.org).

Rowan, B., Schilling, S. G., Ball, D. L., & Miller, R.. Measuring Teachers' Pedagogical Content Knowledge in Surveys: An Exploratory Study. With: Appendix A: Detailed Results for the Domain of Mathematics, and Appendix B: Detailed Results for the Domain of Reading/ Language Arts. Ann Arbor, MI: Consortium for Policy Research in Education, Study of Instructional Improvement, University of Michigan, Research Note S-2, Fall, 2001 (available at www.sii.soe.umich.edu).

Atkins-Burnett, S., Rowan, B., & Correnti, R.. (2001). Administering Standardized Achievement Tests to Young Children: How Mode of Administration Affects the Reliability and Validity of Standardized Measures of Student Achievement in Kindergarten and First Grade. Ann Arbor, MI: Consortium for Policy Research in Education, Study of Instructional Improvement, University of Michigan, Research Note S-1, Fall, 2001 (available at www.sii.soe.umich.edu).

Other Professional Communications

Over 75 papers presented at professional meetings (including meetings of the American Anthropological Association, American Educational Research Association, American Sociological Association, and European Association for Research on Instruction and Learning)). Invited presentations at numerous universities, public schools and districts, regional and state associations of professional educators, and state and federal education agencies.

Recent Sponsored Research

Co-Principal Investigator (with Kathryn Borman and Sally B. Kilgore): Systems Leadership in Middle Schools: A School Policy Intervention with Random Assignment. This project is a collaboration between the University of South Florida, the University of Michigan, and Modern Red SchoolHouse to test the effectiveness of a school leadership intervention. UM portion of the budget funded as subcontract with University of South Florida (Institute for Education Sciences, primary sponsor). \$970,714 for the period 4/1/2009 – 3/31/2013.

Co-Principal Investigator (with Courtney Bell, Drew Gitomer, Daniel McCafrey) and UM Project Director: Understanding Teacher Quality. The project is a collaboration of the Educational Testing Service, RAND, and the University of Michigan to examine multiple measures of teaching quality and their relationship to gains in student achievement in middle school mathematics and English/language arts classes. UM portion of the budget funded as a subcontract with the Educational Testing Service (Bill and Melinda Gates Foundation, primary sponsor). \$4,290,135 for the period 11/2008 – 7/2012.

Principal Investigator (with K. Burnley): Catalyzing School Improvement in Michigan: Working with Schools, Families and Communities. Planning grant funded by the W.K. Kellogg Foundation. \$350,000 for the period 04/08 – 4/09.

Principal Investigator: A Description of Reading Instruction in the United States. Development and implementation of national study of reading instruction in 1st and 4th grade classrooms in the United States. Funded by the International Reading Association, \$750,000 for the period 03/08 – 05/11.

Principal Investigator: External Evaluation of State of Louisiana Value-Added Teacher Preparation Assessment Model. Funded by the Board of Regents of the State of Louisiana, \$60,000 for the period 03/08-07/09.

Principal Investigator: Studies of Scaling for the Center for Continuous Instructional Improvement. Funded by the Consortium for Policy Research in Education (William and Flora Hewlett Foundation, primary sponsor). \$263,820 for the period 08/01/2007 to 01/31/2009.

Participating Investigator and UM Project Director (Stephen W. Raudenbush, PI): Improving Research on Instruction: Models, Designs, and Analytic Methods. Funded by grant from the University of Chicago (Spencer Foundation, primary sponsor), \$156,809 for the period 9/1/2006 – 8/31/2008.

Project Director and Co-Principal Investigator (with Carol Barnes and Diane Massell): Studies of Regional Assistance Centers, a project studying the design and effectiveness of technical assistance activities of three federally-sponsored regional technical assistance centers operated by Learning Point Associates – the Great Lakes East

Comprehensive Center, the Great Lakes West Comprehensive Center, and the National Comprehensive Center on Teacher Quality. Funded by grants from the U.S. Department of Education, \$882,259 for the period January, 2006 – June, 2010 (Great Lakes East); \$1,193,440 for the period January, 2006 – June 2010 (National Comprehensive Center on Teacher Quality); and \$1,193,440 for the period for the period January, 2006 – June 2010 (Great Lakes West).

Project Director and Co-Principal Investigator (with D.K. Cohen and S. Raudenbush): Education of Students in Poverty, a seed project of the University of Michigan's Center for Research and Solutions for Society (CARSS). Funded by small grants from CARSS (\$80,000), the Spencer Foundation (\$50,000), and the Hewlett Foundation (\$75,000) for period September 2005 – September 2007.

Co-Principal Investigator (with Joanne Carlisle): Assessment of Pedagogical Content Knowledge of Teachers of Reading. Funded by the Institute for Education Sciences, \$1,677,575 for the period 06/2005 to 08/2009.

Principal Investigator: The CSR/IQ Consortium, a project working to build and evaluate the use of instructional information systems in schools. Funded by a subcontract from Co-Nect (Bruce Golberg, Project Director), a not-for-profit provider of staff development and technology integration services to schools. \$352,777 for period September 2003 – August 2006.

Co-Principal Investigator (with S. Raudenbush): Longitudinal Evaluation of School Change and Performance (LESCP): A Secondary Analysis. Funded by Westat, \$99,471 for period March 2001 – June 2002.

Study Director and Co-Principal Investigator (with D.K. Cohen and D. Ball): A Study of Instructional Improvement, a multi-method, longitudinal study of the design, implementation, and instructional effectiveness of three comprehensive school reform programs. Funded by grants from the William and Flora Hewlett Foundation, \$1,000,000 for period September 2005 to August 2007; \$2,000,000 for the period June, 2002 to June 2004; grants from the Atlantic Philanthropies, USA, \$8,000,000 for period September, 2002 to August, 2006 and \$12,491,452 for period September, 1998-August, 2002; subcontract from American Institutes of Research, Educational Statistics Services Institute, \$50,000 for the period November, 1999-March, 2000; subcontract from University of Pennsylvania for work related to Project A.1, the Consortium for Policy Research in Education, U.S. Department of Education, Office of Educational Research and Improvement, \$1,504,721 for period March, 2001 – September, 2005 and \$2,318,458 for period July 1, 1996 - June 30, 2001; subcontract from the University of Washington for work related to National Center for Research on Policy and Teaching Excellence, U.S. Department of Education, Office of Educational Research and Improvement, \$1,480,009 for period October, 1997 - September, 2002; grant from the Atlantic Philanthropies, USA, \$650,000 for period September, 1997 - August, 1998.

Honors And Awards

2008: *Who's Who In America*

2007: Elected member, National Academy of Education

1994: The William J. Davis Award for outstanding scholarship, University Council on Educational Administration.

1990: Visiting Scholar, School of Education, Stanford University.

1983: *Who's Who in the West*

1974-1976: National Institute of Mental Health Organizational Research Trainee, Stanford University.

1973-1974: National Institute of Mental Health Graduate Fellow, Stanford University.

1972-1973: Stanford University Fellow.

Other Professional Activities

Project Director: Michigan Education Technology Consortium, a consortium of local education agencies that provided professional development and instructional support for the improved use of instructional technologies in K-12 schools, sponsored by the University of Michigan, School of Education and by gifts from Bay-Aranac Intermediate School District, Jackson Intermediate School District, Kent Intermediate School District, Oakland Intermediate School District, Plymouth Canton Schools, Saginaw Public Schools, and Washtenaw Intermediate School District, 1995-1996.

Interim Director: School Leadership Academy, sponsored by the Rockefeller Foundation through a grant to the College of Education, Michigan State University, 1989-1990.

Reviewer: Administrative Science Quarterly; American Journal of Education; American Journal of Sociology; American Educational Research Journal; Educational Administration Quarterly; Educational Evaluation and Policy Analysis; Educational Researcher; Elementary School Journal; Issues in Education; Journal of Educational Psychology; Journal of Research on Mathematics Education; Journal of Research on Teacher Education; Review of Educational Research; Sociology of Education; The Social Science Journal.

Editorial Boards: American Educational Research Journal (1992-1996; 2000-2003); Educational Administration Quarterly (1992-1996; 2005-present); Educational Evaluation and Policy Analysis (1991-1994; 2003-present), Educational Researcher (1993-1995), Journal of Bio Education (2008-present), Teachers College Record (1995-2002).

Consultant: American Educational Research Association; American Institutes for Research; Association of California School Administrators; California State Department of Education (Division of Compensatory Education); Carnegie Corporation; Co-Nect, Inc.; Cosmos Corporation; Dallas (TX) Independent School District; Charles A. Dana Center, University of Texas; Danforth Foundation; E.H. White and Company; Far West Laboratory for Educational Research and Development; Greater Battle Creek (MI) Healthy Lifestyles Project; William and Flora Hewlett Foundation;

Homewood-Flossmoor (IL) School District; Illinois State Department of Education (Illinois Principals Leadership Academy); Ingham (MI) Intermediate School District; Inter-university Consortium for Political and Social Research; National Academy of Sciences, Education Center; National Center for Education Statistics; National Institute of Education/OERI/Institute for Education Sciences; National Opinion Research Center; National Institutes of Child Health and Development; National Science Foundation, Education and Human Resources Division; New American Schools; Northwest Regional Educational Laboratory; Oregon State Department of Education; LessonLab-Pearson, Education; Rand Corporation; Research Triangle Institute; Alfred P. Sloan Foundation; Spencer Foundation; Texas Higher Education Coordinating Board; Thinkfive.com; U.S. Department of Education; Washington State University; Wireless Generation, Inc.; Wisconsin Center for Educational Research.

Panel Memberships and Advisory Boards: Member: Research Advisory Council, National Academy of Education, 2010-present; Panel Chair: National Academy of Education, Time and Learning Work Group (2008-2009). Member: Technical Working Group, Experimental Studies, Midwest Regional Educational Laboratory (2006-present). Member: Content Experts Panel, Educational Resources and Information Clearinghouse (2004-present). Member: Advisory Board, Status of Reading Instruction Institute, International Reading Association (2006 – 2007). Member: American Educational Research Association Task Force on Data Sharing (2006-2007). Member: Technical Advisory Group, Gates Foundation Small Schools Evaluation, American Institutes for Research (2004-2006); Member: Technical Work Group, Early Reading Professional Development Study, American Institutes for Research (2004-present); Chair: Technical Review Panel, Grants on Teacher Quality, Institute for Education Sciences (2003; 2004); Member: National Advisory Panel, Longitudinal Evaluation of Effective School Interventions, American Institutes of Research (2000 – 2002); Member: Technical Advisory Panel, National Evaluation of the Comprehensive School Reform Dissemination Act, U.S. Department of Education (January, 1999 – January 2001); Member: National Advisory Panel, School Mathematics and Science Achievement Center, University of Wisconsin, Madison (December, 1996-2000); Member: OERI Technical Review Panel, Center for Research on the Education of Students Placed at Risk (June, 1997); Member: National Advisory Panel, The Consortium on Chicago Schools Research (1993-1995); Member: National Advisory Panel, Center on the Organization and Restructuring of Schools, University of Wisconsin, Madison (1993-1995). Member: Panel on Quality Control of Student Financial Aid, National Research Council (1991-1992). Member: Advisory Board, Center for Educational Leadership, Ingham (MI) Intermediate School District (1984-1986). Member: Program Effectiveness Panel (formerly Joint Dissemination and Review Panel), U.S. Department of Education (1988-1996). Member: Research Advisory Panel, Consortium for Policy Research in Education, Rutgers University (1986-1996). Member: Review panel, Field-Initiated Grants Competition, U.S. Department of Education (April, 1989, March, 1990; June, 2000, June, 2001). Member: Technical Assistance Staff, Michigan LEAD grant (1987-1990). Member: Review panel, NIE grants competition for

National R&D Center on Effective Elementary Schools (1984-1986). Member:
Advisory Panel, Sourcebook on Effective Chapter 1 Projects (1984-1985). Advisor:
U.S. Secretary of Education's initiative to improve the Chapter 1 program (1984)

SUSAN K. SCLAFANI

ssclafani@ncee.org

Professional Experience

- 2009-Present **Director of State Services, National Center on Education and the Economy**
Washington, DC
Directs the implementation, planning, and services for work with members of the State Consortium on Board Examination Systems. Advises on curriculum and instructional strategies to improve high school student performance. Develops papers and publications on implications of international practices for U.S. education.
- 2005-2009 **Managing Director, Chartwell Education Group**
Washington, DC
Provided strategic advice and services to school districts, state departments of education, educational organizations and associations, educational corporations, and governmental entities in the United States and abroad, on issues related to improving student achievement, arts education, high school redesign, mathematics and science initiatives, and international education.
- 2003-2005 **Assistant Secretary, Office of Vocational and Adult Education, United States Department of Education**
Washington, DC
Advised the Secretary on all matters related to vocational and adult education. Coordinated programs of the Office of Vocational and Adult Education. Recommended policies to ensure that all Americans have the knowledge and technical skills necessary to succeed in postsecondary education and the workforce. Mobilized effective and scientifically-based state and local high school reform initiatives through the Preparing America's Future Initiative. Led initiatives to improve the quality of mathematics and science teaching and learning. Supported America's community colleges. Improved adult education programs. Managed a budget of \$2 billion.
- 2001-2004 **Counselor to the Secretary of Education, United States Department of Education**
Washington, DC
Advised the Secretary on education issues and long-term education initiatives. Represented the views of the Secretary to other Departments and offices in the Executive and Legislative branches. Led initiatives to improve the quality of mathematics and science teaching and learning. Coordinated outreach initiatives, policy and program directives and documents developed at the Secretary's request. Represented the Department at meetings of the Organization for Economic Cooperation and Development and the Asia Pacific Economic Cooperation.

Represented the Secretary at national, regional and state conferences and events.

- 1996-2001 **Chief of Staff for Educational Services, Houston Independent School District**
Houston, TX
Coordinated the administration of all educational services to schools and departments through facilitation of the departments of Educational Programs, School Administration, Legal Services, and Community and Public Affairs. Supervised the departments of Research and Accountability; Development, including federal funds administration, grants, legislative relations, and policy development; Special Projects, and Board Agenda Preparation. Oversaw the operations of the Office of the Superintendent of Schools and referrals to Superintendent's Cabinet members. Served as representative of Superintendent of Schools and resource to School Board members, external governmental, public, and private organizations, and educational institutions.
- 1994-1996 **Chief of Staff, Houston Independent School District**
Houston, TX
Coordinated the administration of the Office of the Superintendent of Schools and referrals to Superintendent's Cabinet members. Served as representative of Superintendent of Schools and resource to School Board members, external governmental, public, and private organizations, and educational institutions. Coordinated agendas of meetings of senior staff and planning of district-wide programs in light of state and local program mandates. Coordinated/facilitated senior staff's Performance Planning and Appraisals. Coordinated strategic planning and accountability model for district improvement efforts. Supervised technology and information systems for district, including design of \$10 million wide-area network system.
- 1992-1994 **Associate Superintendent, District Administration, Houston Independent School District**
Houston, TX
Coordinated the administration of Office of the Superintendent of Schools and referrals to Superintendent's Cabinet members. Served as representative of Superintendent of Schools and resource to School Board members, external governmental, public and private organizations, and educational institutions. Coordinated senior staff in planning of district-wide programs in light of state and local program mandates. Coordinated strategic planning and accountability model for district improvement efforts.
- 1989-1992 **Assistant Superintendent, Construction Management and Program Planning, Houston Independent School District**
Houston, TX
Developed district policy initiatives as liaison to state education department. Planned and coordinated closing of under-enrolled schools. Established collaborative programs with universities and individual schools. Projected student enrollment and established attendance zones. Directed educational facilities

programming for Project Renewal, a \$627 million renovation and construction program.

- 1987-1989 **Executive Director of Curriculum Development, Houston Independent School District**
Houston, TX
Planned district-wide K-12 Character Education program. Administered budget of \$2.5 million. Directed Project ACCESS (an integrated curriculum for all students, including multilingual, special education, magnet, gifted and talented, and at-risk students). Developed and implemented strategic plan for district. Planned and coordinated \$8.5 million district response to accreditation audit.
- 1984-1987 **Graduate Student, Cooperative Superintendency Program, The University of Texas at Austin and the Texas Education Agency**
Austin, TX
Analyzed and designed processes, procedures, and programs for the Texas Education Agency (TEA) and school districts. Assisted in the development of State Board of Education reform policy.
- 1983-1984 **Central Office Coordinator, Instructional Technology, Houston Independent School District**
Houston, TX
Coordinated integration of technology into instruction at 235 schools and administered budget of \$1 million for equity purchase of microcomputers.
- 1978-1983 **Magnet School Coordinator/Principal, High School for Engineering Professions at B.T. Washington High School, Houston Independent School District**
Houston, TX
Recruited, selected, and supervised 26 staff members. Planned and evaluated the instructional program, integrating math, science, technology, and problem-solving. Recruited, supervised, and counseled 450 multi-ethnic magnet school students. Developed corporate partnerships and on-going public relations program.

Related Professional Experience

- 1999-2001 **Adjunct Professor, University of Houston, Department of Educational Leadership**
Houston, TX
Taught graduate course: Principalship, for HISD's aspiring principal cohort groups.
- 1988-1994 **Adjunct Professor, University of Houston, Department of Curriculum and Instruction**
Houston, TX
Taught graduate course: Computers in the Classroom, served on dissertation committees.

- 1986-1987 **Vice President and General Manager, Quantum Access, Inc.**
Houston, TX
Established policies and procedures for newly-formed technology company.
Designed data process for CD-ROM products for educational administration.
Conducted public relations and sales campaigns.

Education

- 1987 **The University of Texas at Austin, Austin, TX**
PhD Educational Administration
- 1985 **The University of Texas at Austin, Austin, TX**
Masters of Education in Educational Administration
- 1967 **University of Chicago, Chicago, IL**
Masters of Arts in German Language and Literature
- 1966 **Vassar Colledge, Poughkeepsie, NY**
Bachelor of Art in German and Mathematics, *cum laude*

Licensure

Texas Administrator Certificate, Superintendent, Supervisor, Midmanagement
Texas Lifetime Teacher Certification, Mathematics and German, Grades 6-12
Illinois Teacher Certification, Mathematics
New York State Teacher Certification, Mathematics

Academic Honors And Awards

- American Leadership Forum: Member of Houston Class XVIII
- Annenberg Fellow, Brown University, Coalition of Essential Schools, 1994-
- Superintendents Prepared Program, 1992-93, An Urban Leadership Development Consortium
- Cooperative Superintendency Program Fellowship, 1985-87, The University of Texas at Austin
- Shankland Scholarship, (National Competitive Graduate Education Dissertation Award)
American Association of School Administrators, 1985-86
- Graduate Fellowship, U.S. Department of Education, 1984-85, The University of Texas at Austin
- Graduate Fellowship, 1966-67, The University of Chicago
- Research Assistantship, 1966-67, The University of Chicago Computer Center
- Full Scholarship 1962-66, Vassar College

Professional Associations

- American and Texas Association of School Administrators: Workshop Facilitator, Conference Presenter, Committee Member, Chair, Central Office Staff Committee
- Association for Supervision and Curriculum Development (National and Texas): Conference Presenter, Committee Member

- National Council of Teachers of Mathematics: Workshop Facilitator, Conference Presenter, Local Arrangements Committee Member
- National Society for the Study of Education
- Phi Delta Kappa: Houston
- Texas Council of Women School Executives: Workshop Facilitator, Conference Presenter, Board Member, President, 1989-90.

Research Grants And Funded Proposals

\$250,000	<i>Schools for a New Society</i> , A One-Year Planning Grant to redesign the comprehensive high schools in Houston, funded by the Carnegie Corporation. 2000-20001 followed by \$15 million grant to HISD through the A+ Organization
\$15,000,000	<i>Houston Urban Learning Initiative in a Networked Community</i> , Five-year Urban Systemic Initiative Grant to improve the quality of mathematics, science and technology education in the Houston Independent School District, funded by the National Science Foundation. 1999-2004
\$2,000,000	<i>Character Education for the Houston Independent School District</i> , Three-year commitments from 20 corporate and foundation sponsors to the HISD Character Education Program 1989. Author and Co-fundraiser with W. J. Bowen, Transco Energy Company.
\$1,000,000	<i>In Pursuit of Excellence in the Superintendency</i> , Meadows Foundation Grant to the American Association of School Administrators and the University of Texas at Austin, 1987. Coauthor with Dr. Nolan Estes.
\$120,000	<i>In Pursuit of Excellence in the Superintendency</i> , Meadows Foundation Grant to the American Association of School Administrators and the University of Texas at Austin, 1986. Coauthor with Dr. Nolan Estes. Director of resulting national study of the superintendency.
\$200,000	<i>Computer Literacy Centers</i> , U.S. Department of Education, 1983. Coauthor with Dr. John Arch and Dr. Richard Smith.

Publications

- Sclafani, S. K. (May 2010) "Teacher Compensation Around the Globe" *Phi Delta Kappan*, 91 (8): 38-43.
- Sclafani, S. K. Editor and Contributor. (2009) *Evaluating and Rewarding the Quality of Teachers: International Practice*. OECD, Paris.
- Sclafani, S.K. October, 2008) "Two Roads to High Performance." *Educational Leadership* 66 (2): 26-31.
- Sclafani, S. K. (2008) *Rethinking Human Capital in Education: Singapore as a Model for Teacher Development*, a paper prepared for the Aspen Institute Education and Society Program, Aspen Institute, Washington, DC.

- Sclafani, S. K. (February, 2007) Report on the Career & Technical Education Programs of the Pittsburgh Public Schools. Chartwell Education Group, LLC.
- Sclafani, S. K. & Tucker, M.S. (October, 2006) Teacher and Principal Compensation: An international review. Center for American Progress. Washington, DC.
- Sclafani, S. K. (May, 2001) Using an aligned system to make real progress for Texas students. *Education and Urban Society* 33 (3): 305-312.
- Paige, R., and Sclafani, S.K. (2001) Strategies for reforming Houston's schools. School Choice or Best Systems, What Improves Education? Edited by Wang, M.C and Walberg, H. J.
- Woodfin, D., Sanchez, K., and Sclafani, S.K. (Spring, 1996) Community involvement jump-starts a districtwide character education program. *Journal of Staff Development* 17, (2)0: 24-28.
- Smith, R.A., and Sclafani, S.K. (November, 1989). Integrating values learning systems: Guidelines for evaluation. *The Computing Teacher* 17:36-38.
- Glass, T.E., and Sclafani, S.B. (July, 1988). Here are skills you say you need. *The Executive Educator* 10:19-20.
- Sclafani, S.K. Smith, R.A., and Arch, J. (November, 1984). A model for a computer literacy project. *The Computing Teacher* 12:39-43.

SUSAN SULLIVAN

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Professional Experience

- 2009-Present **Secretary of the Corporation and Director of Administration, National Center on Education and the Economy**
Washington, DC
Responsible for the day-to-day administration of the NCEE. Liaison with and support of Board of Trustees.
- 1996-2009 **Secretary of the Corporation and Special Assistant to the President, National Center on Education and the Economy**
Washington, DC
Served as Liaison with corporation's attorneys in all matters including intellectual property, governmental agency investigations, immigration and personnel issues, contracts and subsidiary formations until in-house counsel hired. Currently continue to handle many of these matters working directly with in-house counsel. Liaison with and support of Board of Trustees. Responsible for site selection, lease negotiation, facility design and setup of corporate headquarters and regional offices for NCEE and its subsidiaries. Assisted with NCEE's growth from a small non-for-profit with a staff of 5 to a not-for profit with two for-profit subsidiaries with a staff of 200 with a budget growth from \$500,000 of over \$60 million.
- 1989-1996 **Director of Administration and Secretary of the Corporation, National Center on Education and the Economy**
Rochester, NY
Responsible for the day-to-day administration of the NCEE. Overall responsibility for developing the financial/accounting, personnel, data processing and meeting coordination infrastructure. Responsible for design and coordination of major workshops and meetings ranging in size from 10 to over 1300 participants with budgets of up to \$1 million based on conceptual understanding of goals to be accomplished. Liaison with and support of Board of Trustees.
- 1987-1988 **Consultant, National Foundation for the Improvement of Education**
Washington, DC
Served as acting Deputy Director. Designed and implemented overall scheduling plans for staff and monitored day-to-day activities. Monitored grants for at-risk youth program.
- 1986-1987 **Consultant, WEB Associates, Council on Foundations**
Washington, DC
Arranged a national conference and assisted on project addressing role of community foundations as catalysts for change in public education. Assisted in development of a self-assessment guide and researched training experiences offered nationally for community foundations.

- Jan-Sept 1986 **Director, Planning and Logistics, Legislators' School for Youth Leadership Development, Rural Education Institute, East Carolina University**
Greenville, NC
Directed the development and implementation of a summer leadership development school for Eastern North Carolina junior and senior high school students including policy development, budget management, student selection, staff selection, scheduling, public relations and program development.
- Jan-Dec 1985 **Policy Analyst, Education Commission of the States**
Denver, CO
Cultivated and maintained working relationships with a consortium of five national education and legislative organizations developing policies and priorities. Conducted case studies on business efficiency of selected school districts.
- 1982-1984 **Assistant for Administrative Planning and Development, Education Commission of the States**
Denver, CO
Conducted alternative facility search including cost factor analysis and negotiation of \$4.5 million Lease. Upgraded all aspects of business/administrative operations including needs analysis, evaluation and installation of equipment for increased productivity. Closed out \$70 million project including outplacement assistance, equipment/property/facility disposition and federally monitored contract settlements. Managed \$300,000 renovation project including coordination with building management, architects, construction crews and staff.
- 1981-1982 **Acting Director, Data Processing Department, National Assessment of Educational Progress Project, Education Commission of the States**
Denver, CO
Managed staff of 16 with \$750,000 annual budget. Developed, evaluated and monitored guidelines, long-range plans, procedures and specifications for all data processing activities. Participated in overall direction and management of the National Assessment, a \$4 million annual project to assess student skills nationwide. Oversaw hardware/software upgrades, including the selection of a sophisticated data base management system.
- 1971-1981 **Data Processing Department, National Assessment of Educational Progress Project, Education Commission of the States**
Denver, CO
Created long- and short-range plans for production support activities, computer operations and data entry (staff of 10, IBM 370/138 computer). Negotiated National Assessment scope-of-work with federal monitors for a \$3.5 million contract. Co-directed a \$450,000 skills assessment of drop-outs for the Department of Labor. Monitored National Assessment processing subcontract with Westinghouse Information Systems. Developed and implemented archiving guidelines for entire National Assessment Project.

LYONEL B. TRACY

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Professional Experience

- 2009-Present **Engagement Manager, National Center on Education and the Economy**
Washington, DC
- 2005-2009 **New Hampshire Commissioner of Education**
Concord, NH
- 2000-2005 **Superintendent of Schools, School Administrative Unit 52**
Portsmouth, NH
- 1998-2000 **Superintendent of Schools, School Administrative Unit 15**
Auburn, Candia, Hooksett, NH
- 1997-1998 **Interim Superintendent of Schools, School Administrative Unit 34**
Hillsborough, NH
- 1991-1996 **Superintendent of Schools, Orleans Southwest Supervisory Union**
Hardwick, VT
- 1989-1991 **Account Representative, Metropolitan Life**
St. Johnsbury, VT
- 1987-1989 **Superintendent/Principal, Acton School Department**
Acton, ME
- 1983-1987 **Assistant Principal/Athletic Director, York High School**
York, ME
- 1980-1983 **Assistant Principal/Athletic Director, Noble High School**
Berwick, ME
- 1978-1980 **English Teacher, Noble High School**
Berwick, ME
- 1974-1978 **English Department Chairperson, Mattanawcook Academy**
Lincoln, ME
- 1970-1974 **English/Algebra Teacher, Maine Central Institute**
Pittsfield, ME
- 1969-1970 **English Teacher, Warsaw High School**
Pittsfield, ME

Education

- 1997 **The George Washington University**, Washington, DC
Doctorate in Educational Administration and Policy Studies
- 1986 **University of Maine**, Orono, ME
Central Office Administration, Superintendency. CAGS.
- 1979 **University of Maine**, Orono, ME
Master Degree in Educational Administration
- 1969 **University of Maine**, Farmington, ME
Bachelor of Science in English and Mathematics

Other Related Experience

Many public speaking engagements on New Hampshire's Follow-The-Child Initiative, a personalized education for each student.

Martin Luther King, Jr. Annual Breakfast
Keynote Speaker: "So, Tell Me Another Story"
Portsmouth, New Hampshire
January 2003

Conducted half-day workshop at New Hampshire PTA Annual Convention
"Thinking Styles for Children"
November 2002

Addressed New Hampshire PTA Annual Convention
"A Child-specific Education: Guidelines for Parents and Teachers"
November 1999

Addressed New Hampshire PTA Annual Convention,
"Don't Let School Interfere With Your Child's Education."
November 1998

"The Superintendency: Selecting a Power Elite in Small-Town America"
Research Presentation, Scholars Showcase
The George Washington University
Washington, DC, March 4, 1997 (Invited)

"Implementing the New Mathematics Standards, Grades 6-12:
Implications of Teacher Training"
Panel Participant with Dr. Deborah T. Haver
Scholars Showcase, The George Washington University
Washington, DC, March 3, 1997 (Invited)

Keynote Speaker for school-to-work induction ceremony,
Nokomis High School, Newport, Maine.
"Never Let School Interfere With Your Education."
October 1996

Addressed National Superintendents' Academy, Washington, D.C.
"The Narrative and the Numbers"
July 1993

Conducted Wolcott Teachers Workshop
"The Living, Breathing Portfolio, One Superintendent's View."
November 1992

Conducted Workshop for Vermont School Boards' Association and
"Maine School Governance."
January 1992

Addressed University of Vermont Education Majors
"Who Gets Hired?"
1991, 1992, 1995

Danville High School Commencement Speaker
"Blending Business and Education"
June 1991

Professional Membership And Activities

Life Member of US Chess Federation
Charter and Life Member of New Hampshire Supreme Court Society
Honorary Life Member of NH National Education Association
New Hampshire Association of School Administrators
President, New England Association of School Superintendents
American Association of School Administrators
Association for Supervision and Curriculum Development
National Association of Elementary Principals (Past Member)
National Association of Secondary School Principals (Past Member)
National Association of Life Underwriters (Past Member)
National Association of Security Dealers (Past Member)
International Association of Approved Basketball Officials (Past Member)

Several awards from National Education Association of New Hampshire; State and National PTA;
New Hampshire School Administrators Association; New Hampshire Principals' Association;
Association for Supervision and Curriculum Development.

In 2005, created the *New Commission on the Skills of the American Workforce*. Served as Vice-Chair and Staff Director of the Commission. In December 2006, the Commission released its report, *Tough Choices or Tough Times*, which contained an analysis of the competitive position of the United States in the changing global economy and a redesign of the American elementary and secondary education system intended to enable our citizens to thrive and our nation to maintain its standard of living. The report was hailed as the *Nation at Risk* report for our generation, referring to the landmark 1983 report that proved to be a call to arms for education policy in the latter part of the 20th century.

- 1992-Present Created the New Standards Consortium in 1992, and then co-directed it. New Standards led the United States in creating state-of-the-art performance standards for the schools, as well as matching examinations matched to the standards. The New Standards Performance Standards have been used as a model by many states as they built their own academic standards and as a benchmark against which to judge the quality of state standards and assessments by Achieve, the national agency formed by the governors and major-company CEOs to support the standards movement.
- 1995-2001 **Member of the Board and Chair of the Committee on Standards, Assessment and Certification Policy, National Skill Standards Board**
Washington, DC
Enacted into legislation in 1994 by the Congress as part of Goals 2000, this board was charged with bringing into being a national system of occupational standards to serve as the lynchpin of a new workforce development system for the United States. Was appointed by President Clinton to serve as one of the initial members of the Board in 1995. Appointed to serve as chairman of the Committee on Standards, Assessment and Certification Policy, which was responsible for developing the overall design for the national certification system, the structure of the standards and the nature of the assessment system. The National Skill Standards Board was first proposed as one of the recommendations made in *America's Choice*.
- 1988-1990 **Professor of Education, University of Rochester Graduate School of Education and Human Development**
Rochester, NY
Taught courses on education policy.
- 1985-1987 **Executive Director, Carnegie Forum on Education and the Economy**
Washington, DC
Asked by the president of Carnegie Corporation of New York to design the Carnegie Forum and serve as its staff director. The Forum was initiated by Carnegie Corporation to provide policy leadership on national education issues. In May 1986, the Forum released *A Nation Prepared: Teachers for the 21st Century*, the report of its Task Force on Teaching as a Profession, composed of some of America's most distinguished political and educational leaders. The report

presented a comprehensive plan for a fundamental restructuring of policies for elementary and secondary education and for teacher preparation, licensing and certification. Was the report's principal author, and directed the national implementation program that followed the report's release. *A Nation Prepared* was used by many state legislatures, governors and state education agencies as the basis of a fundamental reexamination of state education policies.

Also directed a program of studies examining the relationship between policies for education, training and retraining on the one hand, and national economic outcomes on the other. On the basis of this work, provided technical assistance to a variety of public and private agencies, including the Joint Economic Committee of the Congress; planned a series of nine hearings for the Joint Committee on 'Competitiveness and the Quality of the American Workforce.'

1987

President, National Board for Professional Teaching Standards
Washington, DC

The recommendation to create a National Board for Professional Teaching Standards was made in the report of the Carnegie Forum's Task Force on Teaching as a Profession. The Board was intended to serve for teaching a function analogous to that served for medicine by the National Board of Medical Examiners — to raise greatly the quality of teachers and therefore of teaching by certifying teachers who meet a high standard of knowledge and performance. With funding from Carnegie Corporation, directed the activities of the Planning Group of leading teachers, education policy makers, teacher educators, business leaders and state officials that designed and created the Board. The Board, which issued its first certificate in 1995, was created in May 1987. Served briefly as the Board's first President.

1981-1984

Director, Project on Information Technology and Education
Washington, DC

A study of the instructional uses of computers and telecommunications in education, with primary focus on policy issues. The Project was supported by a grant from Carnegie Corporation of New York. Testified before Congress, the National Governors' Association and state legislatures on policy issues arising from this study and consulted with educational institutions, private firms and government agencies in the U.S. and abroad. The study was widely reported on in the national press.

1972-1981

Associate Director, the National Institute of Education, U.S. Department of Education
Washington, DC

Designed and managed the education policy research program of the United States government. The program was addressed to problems of finance, governance, management and organization at all levels of education. Developed major new research programs on higher education finance, education and training in private industry, the contributions of investments in education and training to the national economy, and organizational analysis. Participated in the formulation of

administration proposals for education legislation; advised the Office of the Secretary, the Office of Management and Budget, the Domestic Policy Council and other executive branch units on issues of education policy, and provided expert testimony to the Congress.

- 1971 **Assistant Executive Director, Northwest Regional Education Laboratory**
Portland, OR
Restructured the administrative, financial and program operations of this multi-funded non-profit research and development organization.
- 1966-1970 **Education Development Center**
Washington, DC
Held the positions of Assistant to the President, Secretary of the Corporation, and Assistant Director of the Regional Educational Laboratory Program. EDC was at that time engaged primarily in the development of mathematics and science curricula for precollege and postsecondary education in this country and abroad.
- 1962-1965 **WGBH-TV**
Boston, MA
Following three years in television production, became Assistant Director of the Education Division. Developed new applications of non-broadcast communications technology for higher education and medical services. Served as the planning staff for a group organizing a regional educational laboratory for New England.

Education

- 1982 **The George Washington University, Washington, DC**
Masters of Special Studies with a concentration in Telecommunications Policy
- 1962 **Yale University School of Drama, New Haven, CT**
Studied theater engineering and technical theater production.
- 1961 **Brown University, Providence, RI**
Bachelor of Arts

Publications

Selected Articles, Chapters and Opinion Pieces

"The Turning Point: Telecommunications and Higher Education", The Journal of Communications, Winter 1983, Volume 33:1.

"Computers and U.S. Schools: some myths and some proposals", Viewpoint column in The Institute, News Supplement to the IEEE Spectrum, November 1983, Volume 7, Number 11, The Institute of Electrical and Electronics Engineers.

"Changing Market Demands Higher Education Response", Opinion column in the State Education Leader, Fall 1983, Volume 2, Number 4, The Education Commission of the States.

"Computers on Campus: Working Papers", an issue of Current Issues in Higher Education, 1983-84, Number 2, the American Association of Higher Education.

"The Turning Point: Telecommunications and Higher Education", in Pamela Tate and Marilyn Kressel, editors, *The Expanding Role of Telecommunications in Education* (San Francisco: Jossey-Bass, 1983).

"Readying Future Workers to Move From Challenge to Challenge", Commentary column in Education Week, December 14, 1983.

"Speculations on Higher Education and International Communications", in William Blume and Paul Schneller, editors, *Toward International Tele-Education* (Westview Press, 1984).

"Microcomputers: Panic or Panacea?" review article in Change, November/December, 1984.

"Education and the Economy: Between a Rock and a Hard Place," The Wingspread Journal, Summer 1985.

"State Economic Development and Education: A Framework for Policy Development." Published by the National Conference of Lieutenant Governors in 1986.

"Computers in the Schools: What Revolution?" The Journal of Communications, Autumn 1986, Vol. 36:4.

"Better Teachers: The Arts and Sciences Connection." Change, September/October, 1986.

(with David Mandel) "The Carnegie Report: A Call for Redesigning the Schools," Phi Delta Kappan, September 1986, pp 24-27.

"The College Market," in M.A.F. Rehnke, editor, *Creating Career Programs in a Liberal Arts Context* (San Francisco: Jossey-Bass, 1987).

(with David Mandel) "Competitiveness and the Quality of the American Workforce," a paper commissioned and published by the National Governors' Association, July, 1987.

(with David Mandel) "A Voucher Plan for Workers," a 'commentary' piece appearing in Education Week, 7 October 1987.

"The Teaching of Teachers: Tough Lessons," an op-ed piece appearing in the Los Angeles Times, Sunday, 25 October 1987.

"Peter Drucker and the Structure of Schooling," Educational Leadership.

(with Joan Wills) "A High-Performance System: Five Federal Education Initiatives," a commentary piece in Change, November/December, 1988.

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"The Certificate of Initial Mastery: A Primer" (Washington, DC: National Center on Education and the Economy, 1994) monograph.

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(with Ray Marshall) *Thinking for a Living: Education and the Wealth of Nations* (New York: Basic Books, 1992). Winner of the Sidney Hillman prize for 1992.

(with Judy Codding) *Standards For Our Schools: How to Set Them, Measure Them, and Reach Them* (California: Jossey-Bass, Inc. Publishers, 1998).

Selected Addresses, Consultations and Congressional Testimony

"The Telecommunications Needs of the Education Community." Testimony presented to the U.S. House of Representatives, Subcommittee on Telecommunications, Consumer Protection and Finance, Committee on Energy and Commerce, 23 June 1981.

"Telecommunications and Higher Education", presented at the Tenth Annual Conference on Telecommunications Policy Research, 28 April 1982.

"The Economic Challenge and the Education Bottleneck", presented to the Commerce Science Council, U.S. Department of Commerce, 15 May 1982.

"Skills for a High-Tech Economy", presented at the 17th Annual Meeting, The Education Commission of the States, 20 July 1983.

"Federal Policy on Computing in the Schools", presented to a seminar for Congressional staff co-sponsored by the Subcommittee on Oversight of the House Committee on Science and Technology, the Association for Computing Machinery, and the Consortium of Social Science Agencies, 27 October 1983.

"Federal Policy on Computers in our Schools." Testimony presented to the United States House of Representatives, Subcommittee on Elementary, Secondary, and Vocational Education, 1 May 1984.

"State Economic Development and Education: A Framework for Policy Development." Keynote Address presented to the Annual Meeting of the Eastern Region Council of Governments. Portland, Maine. 15 July 1985.

Testimony to the National Governors' Association Task Force on Teaching. 12 December 1985.

Testimony to the National Governors' Association Task Force on Advanced Technology. 10 January 1986

"Demography, the Economy and American Education Policy." Testimony to the Joint Economic Committee of the United States Congress, Subcommittee on Economic Resources, Competitiveness and Security Economics. 29 July 1986.

Testimony to the House Education Committee of the Washington State Legislature, the House and Senate Education Committees of the Iowa State Legislature, the Joint Education Committee of the Massachusetts State Legislature, and the House and Senate Education Committees of the Vermont State Legislature, on various occasions.

"The Competitive Challenge: Americans' Skills and Education Policy." Testimony to the Senate Budget Committee, United States Congress. 17 February 1987.

Testimony on S. 838, the "Computer Education Assistance Act of 1987," to the Subcommittee on Education, Arts and Humanities, Committee on Labor and Human Resources, U.S. Senate, 4 August 1987.

Testimony on the education, training and retraining of the American workforce to the Southern Governors Association; Louisville, Kentucky; 31 August 1987.

Testimony on the Quality of the American Workforce to the Subcommittee on Education and Health of the Joint Economic Committee of the U.S. Congress, 21 October 1987 and 3 December 1987.

Keynote address at 1st Governor's Conference on 21st Century Schools (Washington State). February 1988.

"Human Resource Investment: The Next Generation." Keynote address at Jobs for the Future Strategic Planning Conference. 6 February 1990.

"Need for Fundamental School Restructuring." Keynote address to National Alliance of Business' Business Roundtable Corporate Working Group on Education. 4 February 1990.

Testimony on the quality of the American workforce before the Joint Economic Committee's Subcommittee on Education and Health, 14 June 1990.

Testimony on the proposal for national examinations of student performance before the Senate Committee on Labor and Human Resources' Subcommittee on Education, Arts and Humanities, 7 March 1991.

Delivered annual Horace Mann Lecture, University of Pittsburgh School of Education, October 1992.

Member of international expert team assembled by the United States Department of State to advise the education ministries of Indonesia and Thailand. 1992

"A Human Resources Strategy for the United States." Keynote address to National Governors' Association annual employment and training conference. 1993

Member of international expert team assembled by the OECD to review the South Korean education and training system. 1994.

Keynote speaker at international convocation on national qualifications systems sponsored by the National Training Board of Australia in Sydney, Australia. 1995.

Invited address to the New Zealand Qualifications Authority in Auckland, New Zealand. 1995.

Keynote speaker at national planning conference in London, England convened by the National Curriculum Authority of the Department of Education of the U.K. and the National Council on Vocational Qualifications. 1996.

Panel member at the Midwestern Governors' Conference in Indianapolis, Indiana, May 1998.

Other

Member of numerous education boards.

MARC S. TUCKER

mtucker@ncee.org

Professional Experience

1988-Present **President, National Center on Education and the Economy**
Washington, DC

Created the NCEE in 1988 to provide national leadership for the development of performance-oriented systems for education and job training. NCEE is widely regarded as a leader of the standards-based reform movement in American education.

In the summer of 1989, created the Commission on the Skills of the American Workforce. The Commission was charged with developing a consensus on the fundamental changes in policy required to make the skills of the nation's front-line workers fully competitive. The Commission was co-chaired by William Brock and Ray Marshall, Secretaries of Labor in the Reagan and Carter administrations, respectively. Was a member of the Commission and one of several authors of the Commission's report, *America's Choice: high skills or low wages!*, released in June 1990. The recommendations made in *America's Choice* heavily influenced much of the Clinton administration's education and job training agenda and most of those proposals were enacted into Federal and state policy.

Also in 1989, created the National Alliance for Restructuring Education, a collaborative of states and urban school districts committed to comprehensive restructuring of their systems to enable their students to achieve explicit, internationally benchmarked performance standards. The Alliance was selected in 1992 for a coveted award from the New American Schools Development Corporation. Among the school districts served by the Alliance in 1996 were Chicago, Washington, DC, San Diego, Pittsburgh and Los Angeles.

With Judy Coddling, created the America's Choice School Design, one of the nation's leading comprehensive school designs, in 1998. America's Choice provides designs, materials, technical assistance, training and professional development needed by schools, districts and states to improve the performance of low-performing schools.

With Judy Coddling, created the National Institute for School Leadership to provide an innovative, powerful executive development program for principals modeled after the best leadership training in business and the military. The NISL program is designed to enable school districts to build the capacity to provide their principals with the skills and knowledge they need to drive student performance up dramatically.

Appendix Q

Letters of Support for CTE Task Force

American Association of Community Colleges

National Association of State Directors of Career Technical Education Consortium



June 4, 2010

One Dupont Circle, NW
Suite 410
Washington, DC 20036

www.aacc.nche.edu
[T] 202.728.0200
[F] 202.833.2467

Mr. Marc Tucker
President
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW
Suite 5300
Washington, D.C. 20006

Dear Marc:

The American Association of Community Colleges (AACCC) formally supports the State Consortium on Board Examination Systems' application to the U.S. Department of Education for a Race to the Top High School Course Assessment grant. We believe this will be an effective model for applying board examination systems as a proven strategy to raise student performance, close the achievement gap, increase college attendance and graduation rates around the world, and provide the needed intervention to ensure America's competitive position in the global marketplace.

By implementing board examination systems in our high schools, including high schools with large numbers of remedially-needy students, more young people will be prepared to do college-level work. Further, this strategy will help align student expectations with what is necessary for them to successfully enter and complete college.

AACCC's community college network recognizes the need to test and affirm college readiness and provide clear career pathways for our students. Your proposal sets an achievable agenda that is important to our colleges, to thousands of inadequately-prepared high school dropouts/graduates, and to the national completion agenda.

Along with strong evidence that State Board Examination Systems have a very favorable impact on student achievement, the National Center on Education and the Economy has done significant work that positions the Center to capably manage this initiative.

AACCC has been proud to work with NCEE in the past and appreciates the opportunity to provide perspective on how community colleges can support the work of this project. We look forward to having representation on the Center's Career and Technical Education Task Force that will help develop strategies, guidance, and results. AACCC will also help explore and identify relevant models and colleges interested in exploring these practices. AACCC leadership will

continue to provide advice related to the role of higher education and the opportunities community colleges provide.

In particular, we see an opportunity to promote the proposed work of the State Consortium on Board Examination Systems and its partners through our commitment to prepare students for high-wage, high-demand careers as part of their post-secondary study.

We hope the U.S. Department of Education will give its fullest consideration to this very important initiative and the opportunity it will afford our students and our nation.

Sincerely,

(b)(2)

George R. Boggs
President and CEO

STATE DIRECTORS
National Association of State Directors
of Career Technical Education Consortium

June 15, 2010

Dear Mr. Tucker and the National Center on Education and the Economy:

On behalf of the National Association of State Directors of Career Technical Education Consortium, we are pleased to submit this letter to express our interest in and support for the State Board Examination Systems Consortium's application for the Race to the Top High School Course Assessment grant to the U.S. Department of Education. We believe that the United States' competitiveness in the global economy will benefit from the development of Career Technical Education (CTE) examinations aligned to industry and postsecondary needs and standards.

We are especially supportive of the inclusion of CTE as a priority focus of this application, as we believe CTE's involvement will help make secondary education more relevant and thus ensure that more students are prepared for both college and careers. Further, it is our hope is that the assessment development approach detailed in this application, which includes significant industry involvement, will result in nationally portable credentials that hold value for students. Finally, we believe that the development of CTE examinations that measure both technical and academic content will promote curricular integration of these subject areas.

Our organization is pleased to be invited to serve on the Career and Technical Education Task Force, which will play a key role in defining sequence of courses, as well as review existing examinations for their appropriateness and alignment to U.S. needs. Through our work with Career Clusters, as well as our reach to all fifty states, we believe we can contribute very prominently to this work.

The National Center on Education and the Economy has a rich history in work related to industry and educational standards and is poised as a strong candidate to serve as project manager. We urge the U.S. Department of Education to fund this very important effort -- our students' futures are depending on it.

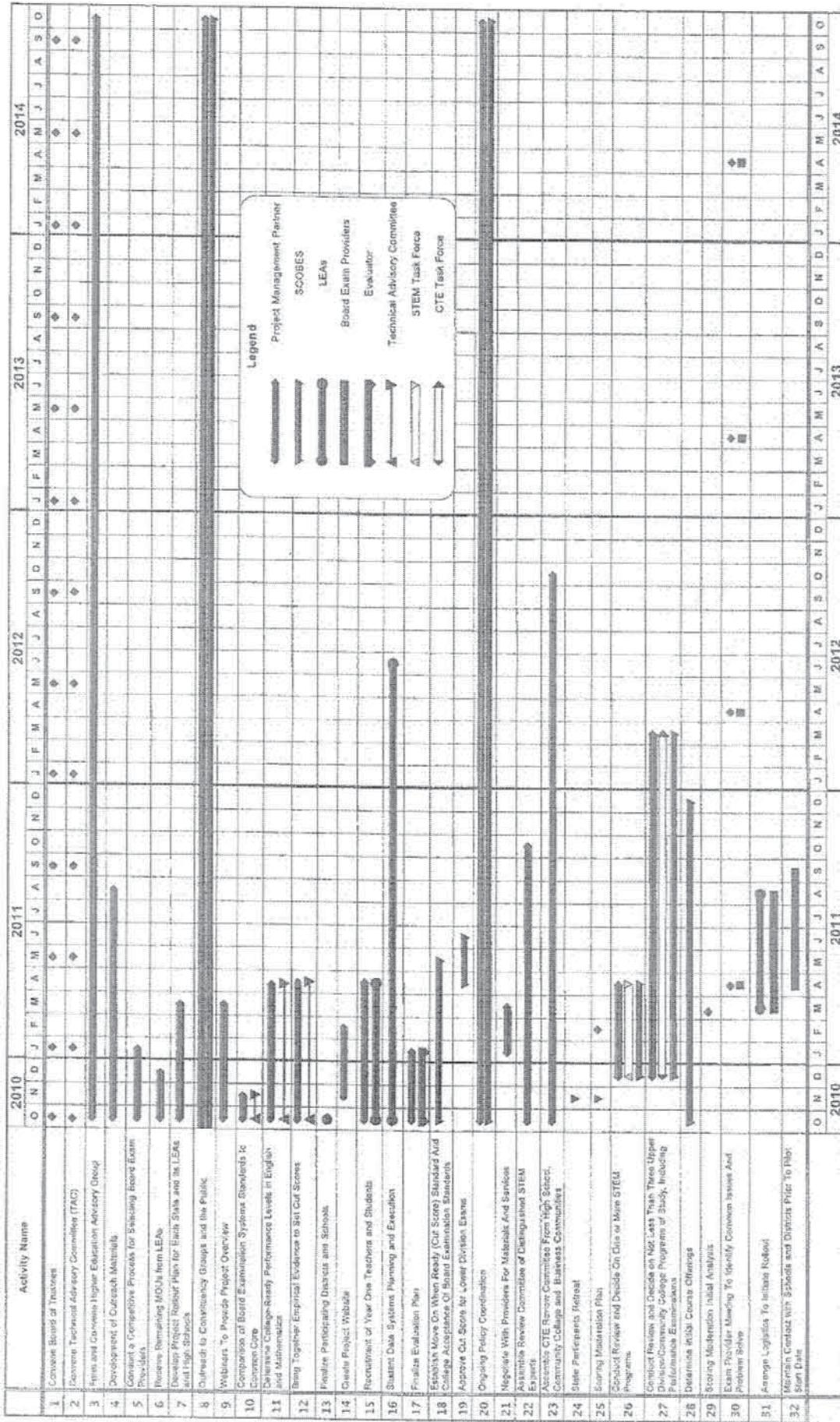
Sincerely,

(b)(2)

Kimberly A. Green
Executive Director

8484 Georgia Avenue | Suite 830 | Silver Spring, MD | 20910
301-588-9630 | fax: 301-588-9631

Appendix R: Timeline and Key Benchmarks for the State Consortium on Board Examination Systems



Appendix S

Letter of Support for STEM Task Force from Dr. Michael
Crow



June 3, 2010

Marc Tucker
President
National Center on Education and the Economy
2000 Pennsylvania Avenue, NW, Suite 5300
Washington, DC 20006

Dear Marc:

I write to the National Center on Education and the Economy (NCEE) in support of the State Consortium on Board Examination Systems' application for the Race to the Top High School Course Assessment grant to the U.S. Department of Education.

On behalf of Arizona State University, I am pleased to support the State Board Examination Systems Consortium as it pilots board examination systems as a proven strategy to raise student performance, close the achievement gap, increase international graduation and college going rates, and bolster U.S. competitiveness in the global marketplace. By implementing board examination systems in our high schools, including those with large numbers of high-need students, more young people in our state will be prepared to do college-level work without remediation.

Along with strong evidence that State Board Examination Systems have a very large impact on student achievement, the work that the Consortium's project manager, NCEE, has done over the years makes it a strong candidate to serve as the lead for this effort. NCEE has shown, through its past work, that it has designed, developed, adapted and managed highly effective programs working with many states and hundreds of schools and school districts, and receives wide acclaim from educators across the country.

We believe that if the State Consortium on Board Examination Systems and its partners receive a Race to the Top High School Course Assessment grant, high schools will be able to purchase the necessary materials, professional development and scoring services and additional supports for students that are struggling to succeed in high school. This effort will make it possible for our schools to provide world-class instructional systems and assessments to our students, particularly those students that need these programs the most. In addition, the Consortium has the opportunity to bring world-class Career and Technical courses and assessments and Science, Technology, Engineering and Mathematics (STEM) courses and assessments to U.S. high schools so that our students are prepared for high wage, high demand careers or further university study.

We urge the U.S. Department of Education to fund this very important effort – our students' futures and our nation's economic health are depending on it.

Sincerely,

Michael M. Crow
President