

**RFP 22-68274 BUSINESS PROPOSAL  
ATTACHMENT E**

**Instructions: Please provide answers in the shaded areas to all questions. Reference all attachments in the shaded area.**

***Business Proposal***

**2.3.1 General (optional)** - Please introduce or summarize any information the Respondent deems relevant or important to the State's successful acquisition of the products and/or services requested in this RFP.

Cambium Assessment, Inc. (CAI) is a large business corporation and a leading provider of online assessment solutions for K–12 students throughout the United States. Our headquarters is in Washington, DC. Our parent company, Cambium Learning Group, was founded nearly four decades ago and specializes in the development of research-validated and evidence-based curricula and supplemental supports for K–12 instruction. CAI reaches beyond state-of-the-art practices to deliver innovative models, materials, and strategies that advance the field of educational measurement and improve the validity of student scores. CAI delivers the core grades 3–8 English/Language Arts (ELA) and Mathematics testing in 20 states and territories, serving 38% of students nationwide. We also deliver statewide alternate assessments, end-of-course assessments, Science assessments, Social Studies assessments, and English Language Proficiency (ELP) testing programs.

CAI currently delivers online statewide summative assessments in the following U.S. states and jurisdictions: Arkansas, California, Connecticut, Delaware, Florida, Hawaii, Idaho, Indiana, Iowa, Louisiana, Montana, Nebraska, New Hampshire, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Texas, U.S. Virgin Islands, Utah, Vermont, Washington, West Virginia, and Wyoming.

CAI has been successfully delivering the Indiana Learning Evaluation Assessment Readiness Network (ILEARN), Indiana's Alternate Measure (I AM), and the Indiana Reading Evaluation and Determination (IREAD-3) assessments since 2017. Indiana currently collaborates with CAI on these assessment programs, so corporation, school, and technology coordinators are already familiar with the CAI systems. This familiarity will enable a smooth transition to a new contract for the ILEARN, I AM, and IREAD-3 testing programs.

**2.3.2 Respondent's Company Structure** - Please include in this section the legal form of the Respondent's business organization, the state in which it was formed (accompanied by a certificate of authority), the types of business ventures in which the organization is involved, and a chart of the organization. If the organization includes more than one (1) product division, the division responsible for the development and marketing of the requested products and/or services in the United States must be described in more detail than other components of the organization. Please enter your response below and indicate if any attachments are included.

On December 31, 2019, Core Acquisition Corp., later renamed Cambium Assessment, Inc. (“CAI” or “Cambium Assessment”), a newly formed Delaware corporation and wholly-owned subsidiary of Cambium Intermediate Holdings, LLC, closed its acquisition of certain assets of the American Institutes for Research in the Behavioral Sciences (“AIR”), a not-for-profit behavioral and social-science research organization. The Company financed the acquisition through an incremental borrowing on the Company’s first lien- and second lien-secured term loan facilities and an equity contribution.

CAI delivers secure, reliable, and scalable assessment solutions that improve student performance while supporting state education accountability. Leading the nation with innovative design, CAI uses technology to measure student progress and provide educators and families with timely, relevant information about teaching and learning. The Company’s services cover all areas of assessment—from developing tests, delivering tests, and scoring and reporting results.

CAI’s Delaware Certificate of Authority is provided in Appendix A of our business proposal.

CAI’s corporate structure chart, provided in Appendix B of our business proposal, will help to illustrate the legal business structure through mergers and acquisitions.

### **Organizational and Project Structure**

During peak production periods, CAI has 625 full-time and 250 temporary staff members available to support Indiana and other state assessment clients. CAI’s work operates under the direction of Steve Kromer, President of CAI. Heather Hayes, Vice President of CAI Programs and Client Services, directs all online testing projects.

Mr. Kromer and Ms. Hayes have the authority to make corporate decisions related to this project and, along with other CAI senior managers, are intimately involved in project operations and attend key planning, progress, and technical meetings.

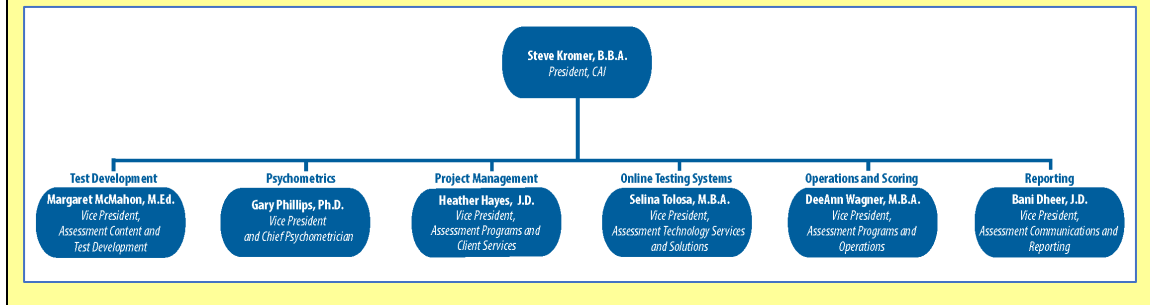
Policy decisions can and should be informed by technical guidance where appropriate, and the Indiana Department of Education (IDOE) will always have final authority on all policy matters. CAI will promptly inform IDOE of any technical or technological issues that could potentially impact policy so that IDOE can render the final decision. It is the role and responsibility of CAI to provide IDOE with our technical expertise and support while producing established contract deliverables.

### **Cambium Assessment, Inc. Structure and Leadership**

CAI’s workflow is organized by function, and each functional area is led by a member of CAI’s senior management team. For each project, a team leader in each area is designated who takes first-line responsibility for the team’s products and services, with ultimate responsibility for overall performance resting with the corporate director of the relevant functional area. CAI’s approach to managing personnel and staff ensures that there is a team to support each contract requirement and that critical information never resides with a single person.

In Exhibit 2.3.2-1, we present a high-level organizational chart of CAI’s executive leadership.

**Exhibit 2.3.2-1: CAI's Executive Structure**



**2.3.3 Respondent's Diversity, Equity, and Inclusion Information** - With the Cabinet appointment of a Chief Equity, Inclusion, and Opportunity Officer, on February 1, 2021, the State of Indiana sought to highlight the importance of this issue to the state. Please share leadership plans or efforts to measure and prioritize diversity, equity, and inclusion. Also, what are the demographic compositions of Respondents' Executive Staff and Board Members, if applicable.

CAI is dedicated to fostering a culture that celebrates unique backgrounds, ideas, and experiences. All qualified applicants receive consideration for employment without discrimination on the basis of race, color, religion, sex, gender, gender identity/expression, sexual orientation, national origin, protected veteran status, or disability. We are an Affirmative Action Employer and strive to ensure that we are creating an inclusive environment and actively sourcing diverse candidates for any open job opportunities. We currently have the resources listed below:

### **CAI's Diversity, Equity, and Inclusion (DEI) Council**

The DEI Council is a group of employees that represent different dimensions of diversity at CAI. These employees work closely with senior leaders to achieve tight alignment with CAI's overall business strategy and to help institutionalize human-capital practices that support and accelerate DEI goals. The DEI Council assists in creating strategic accountability for results, providing governance and oversight on diversity efforts and promoting company-wide communication on progress.

### **Employee Resource Groups (ERGs)**

ERGs are voluntary, employee-led groups that serve as a resource for members by fostering a diverse, equitable, and inclusive workplace aligned with CAI's mission. ERGs provide social support, knowledge sharing, exposure, and visibility to their members. These groups are composed of employees from any background who have a common affinity. Any employee can choose to participate in any ERG.

### **Heritage Month Celebrations**

Heritage Months are periods within the year that are designated to acknowledge and celebrate various ethnic and marginalized groups. These are times both to celebrate and to educate community members about various groups' roles in and contributions to American history. These are important times that help us to understand our own cultures and identities as well as those of others.

### Matching Gifts Program

CAI promotes stronger, more equitable communities through the CAI Matching Gifts Program. CAI encourages the generosity and community involvement of employees who support organizations working to end racism, discrimination, and bias.

Our CEO commitment statement is provided in Appendix C.

- 2.3.4 Company Financial Information** - This section must include documents to demonstrate the Respondent's financial stability. Examples of acceptable documents include most recent Dunn & Bradstreet Business Report (preferred) or audited financial statements for the two (2) most recently completed fiscal years. If neither of these can be provided, explain why, and include an income statement and balance sheet for each of the two most recently completed fiscal years.

If the documents being provided by the Respondent are those of a parent or holding company, additional information should be provided for the entity/organization directly responding to this RFP. That additional information **should explain the business relationship between the entities and demonstrate the financial stability of the entity/organization which is directly responding to this RFP.**

As a demonstration of our firm's financial health, CAI has provided audited consolidated financial statements for 2020 and 2019 in Appendix D.

These documents include consolidated financial statements for Cambium Intermediate Holdings, LLC's assets, which include Voyager Sopris Learning, Inc. (formerly Cambium Education, Inc., Sopris West Educational Services, Inc., and Voyager Expanded Learning, Inc.); Kurzweil Education, Inc. (formerly Kurzweil/IntelliTools, Inc., Kurzweil Educational Systems, Inc., and IntelliTools, Inc.); LAZEL, Inc. (which includes Learning A–Z, LLC, ExploreLearning, LLC, and IS3D, LLC); VKidz Holding Corp (which includes Time4Learning and VocabularySpellingCity); and Lexia Learning Systems, LLC. The acquisition of Cambium Assessment closed on December 31, 2019, and the opening balance sheet is provided in the 2019 and 2020 audited financial statements.

CAI's corporate structure chart, provided in Appendix B, represents where Cambium Assessment, Inc., falls into the organizational structure as a wholly-owned direct subsidiary to the audited entity.

- 2.3.5 Integrity of Company Structure and Financial Reporting** - This section must include a statement indicating that the CEO and/or CFO of the responding entity/organization has taken personal responsibility for the thoroughness and correctness of any/all financial information supplied with this proposal. The areas of interest to the State in considering corporate responsibility include the following items: separation of audit functions from corporate boards and board members, if any, the manner in which the organization assures board integrity, and the separation of audit functions and consulting services. The State will

consider the information offered in this section to determine the responsibility of the Respondent under IC 5-22-16-1(d).

CAI's Chief Financial Officer hereby confirms her personal responsibility for the thoroughness and correctness of any/all financial information contained in Appendix D of our business proposal. Management is responsible for the preparation and fair representation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal controls relevant to the preparation and fair representation of the financial statements that are free from material misstatement, whether due to fraud or error.

CAI's audit services are provided by RSM US, LLP, a member of the Center for Audit Quality and the Private Company Practice Section of the American Institute of Certified Public Accountants. RSM is also registered with the Public Company Accounting Oversight Board, a member of the Chamber of Digital Commerce, and a board member for the Accounting Blockchain Coalition. Its independent auditor's report is provided to the Board of Directors, Cambium Intermediate Holdings, LLC, and Subsidiaries.

The auditor's responsibility is to express an opinion on these financial statements based on their audits. RSM conducted their audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that RSM plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. RSM believes that the audit evidence they have obtained is sufficient and appropriate to provide a basis for their audit opinion.

**2.3.6 Contract Terms/Clauses** - Please provide the requested information in RFP Section 2.3.6. Additional rows may be added if necessary.

Contract Term Identifier and Header	Suggested Language Change	Rationale for Suggested Change
All references are to ATTACHMENT B: SAMPLE PROFESSIONAL SERVICES CONTRACT.	For clarity, exceptions are respectfully noted as follows: <ul style="list-style-type: none"> <li>deleted language is denoted as <del>strikethrough</del> text, and</li> <li>inserted language is denoted as <u>underlined</u> text.</li> </ul>	Generally, the requested changes are to conform the Sample Professional Services Contract language to previously negotiated and accepted language contained in CAI's contract with the Indiana Department of Education ("IDOE") for ILEARN and IREAD-3.
Section 7 Audits, second paragraph.	The State considers the Contractor to be a "Contractor" under 2 C.F.R. 200.330 for purposes of this Contract. <del>However, if it is determined that the Contractor is a "subrecipient" and if required by applicable provisions of 2 C.F.R. 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements), Contractor shall arrange for a financial and compliance audit, which complies with 2 C.F.R. 200.500 et seq.</del>	Amend the second paragraph as noted to conform to language previously negotiated with and accepted by the IDOE.
Section 12 Confidentiality of State Information, second paragraph.	<del>The parties acknowledge that the services to be performed by Contractor for the State under this Contract may require or allow</del>	Delete the second paragraph in its entirety to conform to language previously

	<p>access to data, materials, and information containing Social Security numbers maintained by the State in its computer system or other records. In addition to the covenant made above in this section and pursuant to 10 IAC 5-3-1(4), the Contractor and the State agree to comply with the provisions of IC § 4-1-10 and IC § 4-1-11. If any Social Security number(s) is/are disclosed by Contractor, Contractor agrees to pay the cost of the notice of disclosure of a breach of the security of the system in addition to any other claims and expenses for which it is liable under the terms of this contract.</p>	<p>negotiated with and accepted by IDOE.</p>
<p>Section 13.C. Continuity of Services.</p>	<p>C. The Contractor shall allow as many personnel as practicable to remain on the job during the phase-in period to help the successor maintain the continuity and consistency of the services required by this Contract. <del>The Contractor also shall disclose necessary personnel records and allow the successor to conduct on-site interviews with these employees. If selected employees are agreeable to the change, the Contractor shall release them at a mutually agreeable date and negotiate transfer of their earned fringe benefits to the successor.</del></p>	<p>Amend as noted to conform to language previously negotiated with and accepted by the IDOE.</p>
<p>Section 14.B. Debarment and Suspension.</p>	<p>B. The Contractor certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under this Contract and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The Contractor shall immediately notify the State if the Contractor becomes aware any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed under this Contract.</p>	<p>Amend as noted to conform to language previously negotiated with and accepted by the IDOE.</p>
<p>Section 23 HIPAA Compliance.</p>	<p><del>If this Contract involves services, activities or products subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Contractor ...</del></p>	<p>Delete the clause in its entirety to conform to language previously negotiated with and accepted by the IDOE.</p>
<p>Section 24 Indemnification.</p>	<p>The Contractor agrees to indemnify, defend, and hold harmless the State, its agents, officials, and employees from all third party claims and suits including court costs, attorney's fees, and other expenses caused by any <u>negligent act, willful misconduct</u> or omission of the Contractor and/or its subcontractors, if any, in the performance of this Contract, <u>to the extent such claims, suits, court costs, attorney's fees, and other expenses are due to the negligence or willful misconduct of the Contractor.</u> The State will not provide indemnification to the Contractor.</p>	<p>Amend as noted to conform to language previously negotiated with and accepted by the IDOE.</p>



Section 27 Information Technology Enterprise Architecture Requirements.	If this Contract involves information technology-related products or services, the Contractor agrees that all such products or services are compatible with any of the technology standards found at <a href="https://www.in.gov/iot/2394.htm">https://www.in.gov/iot/2394.htm</a> that are applicable, <del>including the assistive technology standard.</del> The State may terminate this Contract for default if <del>the terms of this paragraph are breached</del> Contractor fails to <u>cure a breach of this provision within a reasonable time.</u>	Amend as noted to conform to language previously negotiated with and accepted by the IDOE.
Section 28.A.4. Insurance, fiduciary liability.	<del>4. Fiduciary liability if the Contractor is responsible for the management and oversight of various employee benefit plans and programs such as ...</del>	Delete section 28.A.4. in its entirety to conform to language previously negotiated with and accepted by the IDOE.
36.A. Ownership of Documents and Materials.	A. All documents, records, <del>programs, applications, data, algorithms, film, tape, articles, memoranda, and other materials</del> (the "Materials") <del>not developed or licensed by the Contractor prior to execution of this Contract, but</del> specifically developed under this Contract shall be considered "work for hire" and the Contractor hereby transfers and assigns any ownership claims to the State so that all Materials will be the property of the State ("State Intellectual Property"). If ownership interest in the Materials cannot be assigned to the State, the Contractor grants the State a non-exclusive, non-cancelable, perpetual, worldwide royalty-free license to use the Materials and to use, modify, copy and create derivative works of the Materials. <u>Contractor Intellectual Property. Contractor shall retain all right, title and interest in and to any work, ideas, inventions, discoveries, tools, methodology, computer programs, processes and improvements and any other intellectual property, tangible or intangible, that has been created by Contractor prior to entering into this Contract and any derivations thereof ("Contractor Intellectual Property"). Contractor Intellectual Property includes, but is not limited to, Contractor's proprietary item banking system that includes, but is not limited to, item authoring, item management, item banking tools and validation. Contractor grants the State a royalty-free license of Contractor Intellectual Property in connection with the use of the systems that Contractor is required to deliver to the State under this Contract during the term of this Contract. For the avoidance of doubt, Materials shall not be deemed to include Contractor Intellectual Property, provided the State shall be granted an irrevocable, perpetual, non-exclusive royalty-free license to use any such Contractor Intellectual Property that is identified and incorporated into Materials.</u>	Amend as noted to conform to language previously negotiated with and accepted by the IDOE.

Section 39 Progress Reports.	39. Progress Reports. <u>The Contractor shall submit progress reports as required in Scope of Work Exhibit #.</u> <del>The Contractor shall submit progress reports to the State upon request. The report shall be oral, unless the State, upon receipt of the oral report, should deem it necessary to have it in written form. The progress reports shall serve the purpose of assuring the State that work is progressing in line with the schedule, and that completion can be reasonably assured on the scheduled date.</del>	Amend as noted to conform to language previously negotiated with and accepted by the IDOE.
Section 45 Termination for Convenience.	This Contract may be terminated, in whole or in part, by the State, which shall include and is not limited to IDOA and the State Budget Agency whenever, for any reason, the State determines that such termination is in its best interest. Termination of services shall be effected by delivery to the Contractor of a Termination Notice at least thirty (30) days prior to the termination effective date, specifying the extent to which performance of services under such termination becomes effective. The Contractor shall be compensated for services properly rendered or incurred prior to the effective date of termination. The State ...	Amend the third sentence as noted to conform to language previously negotiated with and accepted by the IDOE.

**2.3.7 References** - Reference information is captured on **Attachment H**. Respondent should complete the reference information portion of **Attachment H**, which includes the name, address, and telephone number of the client facility and the name, title, and phone/fax numbers of a person who may be contacted for further information if the State elects to do so. The rest of **Attachment H** should be completed by the reference and **emailed DIRECTLY** to the State. The State should receive three (3) **Attachment Hs** from clients for whom the Respondent has provided products and/or services that are the same or similar to those products and/or services requested in this RFP. **Attachment H** should be submitted to [idoareferences@idoa.in.gov](mailto:idoareferences@idoa.in.gov). **Attachment H** should arrive by the due date listed in Section 1.24 of the RFP. Please provide the customer information for each reference.

Customer 1	
Legal Name of Company or Governmental Entity	Hawaii Department of Education
Company Mailing Address	475 22nd Ave., Room 126
Company City, State, Zip	Honolulu, HI 96816
Company Website Address	<a href="https://www.hawaiipublicschools.org/Pages/Home.aspx">https://www.hawaiipublicschools.org/Pages/Home.aspx</a>
Contact Person	Brian Reiter
Contact Title	Assessment Section Administrator
Company Telephone Number	808-307-3636
Company Fax Number	808-733-4483
Contact E-mail	<a href="mailto:brian.reiter@k12.hi.us">brian.reiter@k12.hi.us</a>
Industry of Company	State Education Agency



Customer 2	
Legal Name of Company or Governmental Entity	New Hampshire Department of Education
Company Mailing Address	101 Pleasant Street
Company City, State, Zip	Concord, NH 03301
Company Website Address	<a href="https://www.education.nh.gov/">https://www.education.nh.gov/</a>
Contact Person	Melissa White
Contact Title	Assessment Administrator
Company Telephone Number	603-271-3855
Company Fax Number	NA
Contact E-mail	<a href="mailto:melissa.a.white@doe.nh.gov">melissa.a.white@doe.nh.gov</a>
Industry of Company	State Education Agency
Customer 3	
Legal Name of Company or Governmental Entity	Utah State Board of Education
Company Mailing Address	250 East 500 South
Company City, State, Zip	Salt Lake City, UT 84111-3204
Company Website Address	<a href="https://www.schools.utah.gov/">https://www.schools.utah.gov/</a>
Contact Person	Darin Nielsen
Contact Title	Assistant Superintendent, Student Learning
Company Telephone Number	801-538-7811
Company Fax Number	NA
Contact E-mail	<a href="mailto:darin.nielsen@schools.utah.gov">darin.nielsen@schools.utah.gov</a>
Industry of Company	State Education Agency

- a. Does your company have any pending litigation regarding contract disputes? Please provide a yes/no response. If yes, please provide details of dispute without violating any confidentiality requirements.

No, CAI does not have any pending litigation regarding contract disputes.

- b. Please list any contracts lost or terminated in the last 3 years and provide reasons for loss or termination, and contact information.

CAI has not had any contracts lost or terminated in the last 3 years.

**2.3.8 Registration to do Business** – Per RFP 2.3.8, Respondents providing the products and/or services required by this RFP must be registered to do business by the Indiana Secretary of State. The Secretary of State contact information may be found in Section 1.18 of the RFP. This process must be concluded prior to contract negotiations with the State. It is the successful Respondent’s responsibility to complete the required registration with the Secretary of State. Please indicate the status of registration, if applicable. Please clearly state if you are registered and if not provide an explanation.

CAI is registered to conduct business with the State of Indiana.  
 CAI’s Business ID is 201910281354203.

CAI's Business Registration Information can be found in Appendix E of our business proposal.  
CAI's Delaware Certificate of Authority is provided in Appendix A of our business proposal.

- 2.3.9 Authorizing Document** - Respondent personnel signing the Executive Summary of the proposal must be legally authorized by the organization to commit the organization contractually. This section shall contain proof of such authority. A copy of corporate bylaws or a corporate resolution adopted by the board of directors indicating this authority will fulfill this requirement. Please enter your response below and indicate if any attachments are included.

CAI's warrant contains proof of legal authority to commit the organization contractually and can be found in Appendix F of our business proposal.

**2.3.10 Diversity Subcontractor Agreements -**

- a. Per RFP Section 1.21, Minority & Women's Business Enterprises (MBE/WBE), explain process followed to engage with potential MBE and WBE owned, Indiana certified businesses listed on Division of Supplier Diversity site. List the businesses invited to discuss the opportunity for potential partnership.

CAI thoroughly reviewed the Scope of Services within the solicitation to identify what services could be performed by MBE/WBE organizations. After the scope was identified, CAI reviewed business entities found within the State of Indiana Certified M/W/IVOSB list at <https://www.in.gov/idoa/mwbe> to see which could be a good fit for providing services within our proposal.

Separately, after the pre-proposal conference was held, vendors proactively sought out CAI in order to potentially team.

The MBE/WBE businesses invited or sought to discuss the opportunity for potential partnership included:

- Intrinz Inc. (MBE and WBE)
- Virtuoso Education Consulting, LLC (MBE and WBE)
- Briljent, LLC (WBE)
- STLogics/Radcube (MBE and WBE)
- Bucher & Christian Consulting, Inc., D/B/A BCforward (MBE)
- Repucare (WBE)
- Fineline Printing Group (MBE)
- Professional Management Enterprises, Inc. (MBE and IVBE)

The successful MBE/WBE businesses we chose to partner with for this proposal include the following:

- Bucher & Christian Consulting, Inc., D/B/A BCforward (MBE)
- Intrinz Inc. (WBE)

- b. If not proposing each MBE or WBE subcontractor partnership, explain the rationale for declining to do so. Complete this for each category not proposed.

CAI has partnered with an Indiana certified MBE and an Indiana certified WBE to perform as subcontractors on any resulting award under this RFP.

- Indiana-certified MBE: Bucher & Christian Consulting, Inc., D/B/A BCforward
- Indiana-certified WBE: Intrinz Inc.

**2.3.11 Evidence of Financial Responsibility** – This section will indicate the ability to provide the mandatory evidence of financial responsibility. See Section 1.25 of RFP for details.

As CAI is currently the incumbent for the ILEARN, IREAD-3, and I AM assessments contracts, it is a requirement for us to provide a certified bond acquired from a surety company registered with the Indiana Department of Insurance or other evidence deemed acceptable by the State on a yearly basis.

As evidenced by our firm's financial health in Section 2.3.4, CAI will be able to provide a certified bond in the amount of \$5,400,000, not to exceed 10% of the contract price, when required to guarantee the performance of the selected respondent prior to a fully executed contract. As required, the bond will be submitted to the Indiana Department of Education's Chief Financial Officer prior to contract execution.

**2.3.12 General Information** - Each Respondent must enter your company's general information including contact information.

Business Information	
Legal Name of Company	Cambium Assessment, Inc.
Contact Name	Snehal Pathak
Contact Title	Senior Manager, Business Development
Contact E-mail Address	<a href="mailto:Snehal.Pathak@cambiumassessment.com">Snehal.Pathak@cambiumassessment.com</a>
Company Mailing Address	1000 Thomas Jefferson Street, NW
Company City, State, Zip	Washington, DC 20007
Company Telephone Number	202-926-2799
Company Fax Number	N/A
Company Website Address	<a href="https://www.cambiumassessment.com/">https://www.cambiumassessment.com/</a>
Federal Tax Identification Number (FTIN)	84-3272684
Number of Employees (company)	643
Years of Experience	22
Number of U.S. Offices	7
Year Indiana Office Established (if applicable)	N/A
Parent Company (if applicable)	Cambium Intermediate Holdings, LLC (DE)
Revenues (\$MM, previous year)	2020: \$243,564,055
Revenues (\$MM, 2 years prior)	2019: \$262,269,055
% Of Revenue from Indiana customers	2020: 8.5% and 2019: 8.8%

- a. Does your Company have a formal disaster recovery plan? Please provide a yes/no response. If no, please provide an explanation of any alternative solution your company has to offer. If yes, please note and include as an attachment.

Yes. We have included our Business Continuity Plan in Appendix G of our business proposal.

- b. What is your company's technology and process for securing any State information that is maintained within your company?

### System Security

CAI understands our responsibility as stewards of secure test items, and we take clearly defined precautions to protect these data. We protect data assets from intrusion through our applications, as well as through other human and automated controls during all phases of the project. CAI is ISO 27001:2013-certified to protect test data according to industry-standard security controls, and we are audited annually to demonstrate compliance with these controls. We are also certified for successful implementation of the Center for Internet Security (CIS) Top 20 controls.

A host of application-level security controls safeguard against unauthorized access to test items. Across all systems, including our item bank, our applications are password protected; password complexity requirements are enforced, routinely audited, and periodically revised. Role-based and jurisdiction-based permissions restrict authorized users' access to functionality and data.

Each of our systems maintains access logs, so we can tell which accounts were used to access the system, at what time, and the data to which the account had access. All of our networks are protected by firewalls, automated intrusion-detection systems, and extensive network monitoring. These safeguards protect against bad actors who might attempt to bypass our applications, hack into our systems, and steal data. All of our systems—including servers, firewalls, and load balancers—are regularly updated with security patches. These systems have proven effective in protecting our clients' secure data.

CAI considers test items to be critical assets that must be protected in a manner that mitigates data security risks. Our penetration testing program is designed to safeguard CAI's mission objectives by providing assurance that critical information assets are adequately protected against malicious actors. The goal of the CAI penetration testing program is to simulate in a secure environment an advanced cyberattack that exploits vulnerabilities in our applications and system configurations. The program's objective is to identify and remediate vulnerabilities so that we can harden our systems and improve our overall security posture.

In addition to the online protection of test items, we have policies and procedures in place to prevent accidental disclosure of any confidential material. All of our personnel are required to undergo background checks and participate in our extensive security training, which is periodically updated and revised. All of our personnel are required to sign a nondisclosure agreement (NDA), and NDA language is used in all contracts with third parties that involve confidential information.

## Security of Physical Plants

### Physical Security at CAI Facilities

Every CAI location has card-controlled access. In our main office, card entry is required for entrance to the building during business hours and is required for entry to any of the floors where work is performed. The entry is monitored by a guard. In each facility, visitors must sign in upon entry and must be escorted by a CAI staff member. When in printed form, test items are protected by at least two locks when a CAI staff member is not present: Locked doors require a card reader to enter the office areas where work is conducted, and staff offices and workrooms are locked when secure material is present and the staff member is not. Similar locks and controls prevent unauthorized access to servers on our network. Most of our data and test items are stored on CAI-dedicated servers at Rackspace, which has state-of-the-art security, including biometric access control to sensitive areas.

### Physical Security at Rackspace Facilities

Some of CAI's systems are located at the Rackspace Chicago data center. Rackspace data centers implement industry-leading security, as demonstrated by their ISO 27001 certification in alignment with ISO 27002 and compliance with NIST 800-53 security controls. Every Rackspace employee undergoes a background check and extensive security training. Data center access is limited to authorized Rackspace data center personnel. Even Rackspace clients cannot enter the data centers. Keycard protocols are in place, and the tightly controlled data center access, biometric scanning is in place. Security cameras monitor all data and provide round-the-clock interior and exterior surveillance.

### Physical Security at Amazon Web Services Locations

CAI's TDS is hosted at Amazon Web Services (AWS). We do not store any secure data in these systems, and all AWS virtual machines are tied to regions hosted in the continental United States. AWS provides a robust array of physical, logistical, and environmental controls to secure all their facilities. Each of their locations undergoes site evaluation for environmental and geographic risk with backup power, network, and compute capacity to ensure high availability. Data center access is restricted to authorized personnel only, and through the adoption of the principle of least privilege, access is further limited to only specific areas by need. All access to data centers is logged and regularly audited with additional monitoring through the use of CCTVs and sensors to detect any unauthorized access. All device inventory is centrally managed and regularly audited. The AWS security operations center performs regular threat and vulnerability reviews, and external auditors are used to test for compliance.

### User Authentication

CAI uses Red Hat Single Sign-On (RH-SSO), an open-source access management solution and a federation server platform to manage users and user permissions as well as user authentication. Password rules enforce strong passwords, require periodic changes, and prevent password reuse for an extended period of time. All content is encrypted at rest, and the system is accessible only through HTTPS, providing encryption in transit.

### User Permissions

User permissioning is both role-based and jurisdiction-based. The security model allows access to functionality on the basis of user roles. These roles are completely configurable. Where student data are involved, the security model is also jurisdiction-based, allowing users to access only the data within their appropriate purview.

A user's role determines what actions that user can take, which types of reports the user can view, and similar functional limitations. Data access rights reveal, for example, which school

test coordinator can view which teacher and student data. Data access rights are governed by relationships among entities in our Roster Tracking System (RTS), along with a configurable set of business rules. These rules describe which access rights correspond to which relationships and enforce client-specific policies.

**2.3.13 Experience Serving State Governments** - Please provide a brief description of your company's experience in serving state governments and/or quasi-governmental accounts.

**Cambium Assessment, Inc. Experience**

CAI offers a testing management system that has successfully supported state testing programs since the early 2000s, developing innovative and customized standards-based assessments utilizing a variety of test designs, test administration plans, and other program-specific factors. We have 625 full-time staff and, during peak production, up to 250 temporary staff members available to support our state assessment clients.

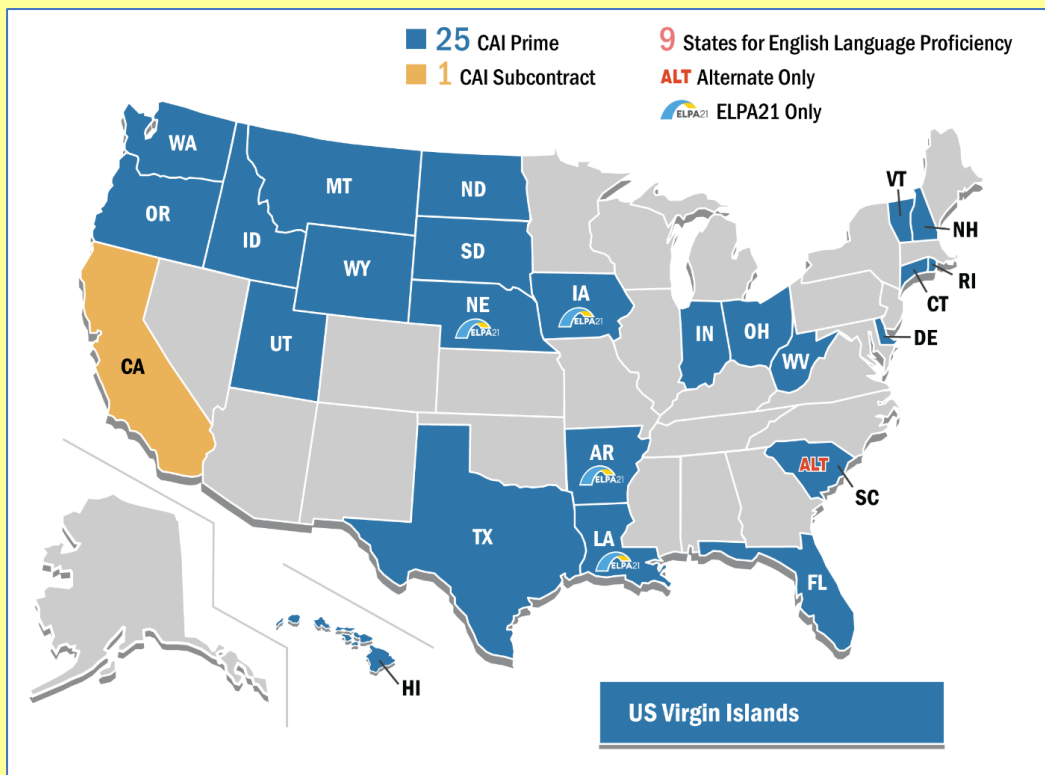
Highlights of CAI's experience supporting high-stakes assessments include the following:

- CAI has successfully delivered online statewide summative ELA and mathematics assessments in Oregon since 2007; in Delaware and Hawaii since 2009; in Utah since 2012; in California, Connecticut, Florida, Idaho, New Hampshire, Ohio, South Dakota, the U.S. Virgin Islands, Vermont, Washington, and West Virginia since 2015; in Montana and North Dakota since 2016; and in Indiana and Wyoming since 2017.
- CAI continues to successfully deliver science assessment programs in Connecticut, Delaware, Hawaii, Idaho, New Hampshire, Ohio, Rhode Island, Utah, Vermont, Washington, West Virginia, and Wyoming. In spring 2020, we began administering science assessments in Montana, North Dakota, and South Dakota. CAI began administering Utah's innovative new science assessments that measure Utah's new Science with Engineering Education (SEEd) standards in 2018 to students in grades 6–8, and we currently administer the new science assessments to students in grades 4 and 5. We also deliver science assessments in California as a subcontractor.
- CAI has successfully delivered social studies assessments in Ohio (including graduation testing) since 2004 and in Hawaii since 2009.
- CAI has successfully delivered ELP assessments in Oregon (online tests since 2007) and Ohio (paper-pencil tests since 2006), and now delivers the English Language Proficiency Assessment for the 21st Century (ELPA21) online in Arkansas, Iowa, Louisiana, Nebraska, Ohio, Oregon, West Virginia, and Washington.
- CAI has successfully delivered alternate assessments based on our unique model in Delaware, Hawaii, Idaho, Montana, New Mexico, Ohio, South Carolina, South Dakota, Vermont, and Wyoming. We also support the delivery of California's and Indiana's alternate assessments, as well as the National Center and State Collaborative (NCSC) test in Connecticut.
- Since 2017, CAI has delivered more than 200,000 online Scholastic Aptitude Tests (SATs) for the College Board.
- In 2020, CAI was awarded the Texas Statewide Assessment contract, one of the largest K–12 assessment programs in the United States.



Exhibit 2.3.13-1 presents a map of CAI’s statewide assessment projects.

**Exhibit 2.3.13-1: States and Jurisdictions Served by CAI**



In Exhibits 2.3.13-2 and 2.3.13-3, we provide the names of current and previous CAI clients, respectively, and the length of time they have been using our solution.

**Exhibit 2.3.13-2: CAI’s Current Clients**

State	Start of Contract Year	Number of Years with CAI
Arkansas	2016	5
California	2013	8
College Board	2017	4
Connecticut	2014	7
Delaware	2009	12
Florida	2014	7
Hawaii	2006	15
Idaho	2014	7
Indiana	2017	4
Iowa	2016	5
Louisiana	2016	5
Montana	2015	6
Nebraska	2016	5
New Hampshire	2014	7
North Dakota	2017	4
Ohio	2002	19
Oregon	2007	14
Rhode Island	2017	4
South Carolina	2004	17

South Dakota	2014	7
Texas	2020	1
Utah	2012	9
Vermont	2014	7
U.S. Virgin Islands	2014	7
Washington	2014	7
West Virginia	2014	7
Wyoming	2014	7

#### Exhibit 2.3.13-3: CAI's Previous Clients

State	Contract Term	Number of Years with CAI
Arizona	2014–2021	7
Bureau of Indian Education	2016–2021	5
Maine	2014–2015	1
Minnesota	2010–2014	4
New Mexico	2006–2020	14

#### Online Testing

Although testing was substantially disrupted in spring 2020, in the 2018–2019 school year, CAI delivered more than 60.7 million tests with near-perfect uptime across all state assessment clients, and more than 40 million tests in the 2020–2021 school year. CAI delivers online testing in 26 states and jurisdictions. For 23 of those clients, we deliver customized adaptive tests, including tests in ELA and mathematics. We currently deliver statewide assessments in several large states, including California, where we test more than 99.99% of that state's 3.2 million grade-eligible students online with adaptive tests.

CAI is the only organization to have successfully delivered statewide adaptive assessments at scale for more than 10 years in ELA, mathematics, and science. CAI is the nation's largest provider of online adaptive tests, with a peer-reviewed adaptive engine to support large-scale K–12 testing. We delivered the first statewide, online adaptive testing in the country to receive a *Substantially Meets* status under the 2005 U.S. Department of Education (USDOE) peer review.

We have the capacity to provide item-adaptive, multistage-adaptive, and online fixed forms via our test delivery engine. Our performance record extends back to when CAI's adaptive engine was chosen to replace Oregon's Technology Enhanced Student Assessment (TESA) engine. Our work with the Oregon Department of Education began with contracts specifically designed to document psychometric properties of the current testing program and to produce deliverables that were then submitted to the USDOE for the initial round of peer reviews. After a year of implementing the new adaptive engine and completing the required studies in 2007, the USDOE found Oregon to be compliant with all the psychometric and technical requirements for the general assessment. Since that time, we have implemented adaptive testing models in 24 states and jurisdictions.

Exhibit 2.3.13-4 shows the states where CAI has implemented adaptive testing models, listing the state, the type of test, and the testing volume.

**Exhibit 2.3.13-4: Adaptive Testing Capability**

State	Item Adaptive or Multi-Stage Adaptive	Testing Volume for Adaptive Assessments (SY 2018–2019)
Arkansas	Multi-Stage Adaptive (Screener)	10,382
California	Multi-Stage Adaptive and Item Adaptive	7,910,573
Connecticut	Item Adaptive (Smarter Balanced); Linear-on-the-Fly Test (LOFT) for Next Generation Science Standards (NGSS) assessments	578,104
Delaware	Item Adaptive	126,068
Hawaii	Item Adaptive	254,766
Idaho	Item Adaptive	351,771
Indiana	Item Adaptive	2,072,862
Iowa	Multi-Stage Adaptive (Screener)	9,112
Louisiana	Multi-Stage Adaptive (Screener)	5,103
Montana	Item Adaptive	136,285
Nebraska	Multi-Stage Adaptive (Screener)	4,940
New Hampshire	Item Adaptive	280,478
North Dakota	Item Adaptive	114,660
Ohio	Will offer Item Adaptive in spring 2022 for Alternate assessments only	3,801,691
Oregon	Item Adaptive (English/Language Arts [ELA], Mathematics, ELPA Summative); Item Adaptive for Science expected in spring 2022	776,758
Rhode Island	LOFT (NGSS)	61,730
South Carolina	Item Adaptive	11,541
South Dakota	Item Adaptive	152,529
U.S. Virgin Islands	Item Adaptive	3,886
Utah	Item Adaptive; LOFT (NGSS)	N/A (CAI did not have Utah contract in 2018–2019)
Vermont	Item Adaptive (Smarter Balanced); LOFT (NGSS)	119,332
Washington	Item Adaptive (Smarter Balanced)	1,468,755
West Virginia	Item Adaptive (Smarter Balanced); LOFT (NGSS)	731,542
Wyoming	Item Adaptive	380,150
		<b>Total: 19,363,018</b>

CAI has the most accessible system available. We provide online testing for nearly all students in California, Connecticut, Delaware, Hawaii, Idaho, Indiana, Montana, New Hampshire, North Dakota, Oregon, South Dakota, Utah, Vermont, and West Virginia. This includes not only ELA and mathematics, but often science and social studies assessments, as well.

CAI provides the test delivery platform behind other companies:

- Previously, Measured Progress subcontracted online test delivery to CAI in North Dakota and Montana; we were awarded the contracts as the states' prime vendor in 2018 and 2019, respectively.
- Educational Testing Service (ETS) has subcontracted all online test delivery to CAI in California. CAI delivers not only ELA and mathematics assessments to 480,000 students per grade in grades 3–11, but also ETS science assessments for grade 5, grade 8, and high school; alternate assessments in ELA,

mathematics, and science; and the statewide English Language Proficiency Assessment for California (ELPAC).

- The College Board has selected CAI to deliver the SAT online, which many states offer as their high school accountability assessment.

CAI's Test Delivery System (TDS) has the smallest technology footprint in schools, supports the assessment community's broadest array of item types, and offers the most robust selection of accommodations and embedded supports available in the industry. Our online testing system is accessible to all students. We have received Web Content Accessibility Guidelines (WCAG) 2.1 AA certification, a very high level of certification for accessible web applications. Moreover, our system boasts the most comprehensive set of tools, embedded supports, and accommodations currently in operational use across the nation. We are committed to accessibility for all students.

### Industry-Leading Test Development

The first generation of online tests simply put paper-pencil tests online. The next generation incorporated some technology-enhanced features, including machine-scored graphic-response items, machine-scored equation items, a variety of selected-response input types, and some level of automated scoring of written responses, including essays and shorter, written responses. CAI state assessment clients are now benefiting from third-generation technologies that make fuller use of computer capabilities.

Third-generation assessment tasks

- engage students in meaningful, real-world tasks similar to those used in effective instruction;
- require sustained attention to, and engagement with, the task to achieve the goal;
- are scored intelligently by the computer, incorporating information about early mistakes into the evaluation of later responses;
- create and use many opportunities to discern what students know and can do as they work through the tasks; and
- make explicit the response features that are thought to provide relevant evidence of targeted skills and knowledge, as well as the inference that the evidence is thought to support.

The way items are scored creates a direct link between *what the student does* and the *skills and knowledge* that the student response demonstrates. This approach provides a physical embodiment of *evidence-centered design*, Mislevy and Haertel's well-regarded approach to cognitive measurement (Mislevy & Haertel, 2006). It also provides a structure for ensuring and reviewing alignment during test development, and when tests are scored and reported, a clear explanation of what was measured, how it was measured, and why it was measured.

### Accurate and Reliable Scoring and Reporting

With all of our state testing programs, CAI has proven our ability to develop and deliver easily understood reports based on accurate and reliable data. Student results are reported immediately in our Centralized Reporting System (CRS) so that educators can act on assessment results quickly. The system is intuitive and user-friendly, and educators can use the CRS to find and interpret data for multiple assessments.

Our paper reports are produced using a process that gives us nearly unlimited flexibility in designing variable text and data reports. This flexibility enables our designers and psychometricians to experiment with different ways to visualize the data and, ultimately, to propose designs that can be accurately interpreted by parents. Over the years, we have

experimented with a variety of data displays and communication techniques in focus groups and cognitive interviews. This research has helped us to design reports that not only provide valid data but also guide users to valid interpretations and inferences from that data. Each spring, CAI successfully delivers approximately 25 million pages of customized, color, paper score reports to families across 12 states.

### Psychometric Activities

CAI psychometricians provide comprehensive psychometric support for 12 custom state general education assessments in ELA, mathematics, and/or science, as well as psychometric support services for an additional 10 states, plus the U.S. Virgin Islands, which participates in the Smarter Balanced assessments. Our psychometricians also support 10 state alternate assessments and nine state English Language Proficiency assessments.

CAI psychometricians employ a wide range of item response theory (IRT) models as best suited to the item types being modeled. In state assessment programs, these models include unidimensional three-parameter logistic (3PL), two-parameter logistic (2PL), and Rasch models for calibrating dichotomous items, and Generalized Partial Credit and Masters' Partial Credit models (GPCMs and MPCMs) for polytomous items. In addition, we employ multidimensional IRT models to calibrate scoring assertions arising from our multi-interaction item clusters. Similar multidimensional models are used to calibrate the English Language Proficiency Assessments for the 21st Century (ELPA21), administered by a consortium of states.

CAI psychometricians have extensive standard-setting experience and state-of-the-art standard-setting tools. Our psychometric staff have conducted dozens of standard-setting workshops, for general education and alternate assessment systems, in 13 states. CAI's online standard-setting tool guides panelists through all phases of the standard-setting workshop, allowing panelists to interact with items just as their students do during test administration. Panelists are able to access item attributes, benchmark information, impact data, and any other information at any point as determined by our state assessment clients. Recommended performance standard locations are entered directly, and performance standard locations, including feedback and impact data, are tabulated instantly for presentation to panelists.

CAI psychometricians provide the most comprehensive documentation of technical quality of state assessment systems, and we have successfully supported our clients through peer review. CAI is widely recognized as the industry leader in assessment psychometrics. In nearly every state where CAI has implemented an online or adaptive testing system—including the adaptive system we designed and built for the Smarter Balanced Assessment Consortium—our superior technical support has resulted in a *Substantially Meets Requirements* rating from the U.S. Department of Education. We aim to consistently apply and develop the most rigorous and technically sound scientific methods and to document these methods for a broad audience that includes educational stakeholders, policymakers, researchers, and practitioners.

### Data Recognition Corporation

DRC is a privately held educational assessment company with a staff of 755 full-time employees and more than 3,000 seasonal and temporary employees in 14 locations around the country.

Since DRC's founding in 1978, they have remained committed to their customers-first attitude. Their hallmark in the testing industry has become their unparalleled responsiveness and customized solutions for each of their state educational assessment clients. DRC is owned, controlled, operated, and managed by Susan Shannon Engeleiter, President and CEO.



DRC is one of the most experienced testing contractors in the nation, with responsibility for projects involving the testing of millions of students. DRC's current education contract base includes statewide assessment projects in the 18 states listed below and in one multi-state consortium, the 41-member WIDA Consortium for English Language Learners.

- Alabama
- Alaska
- Connecticut
- Florida\*
- Georgia
- Louisiana
- Michigan
- Mississippi
- Missouri
- Nebraska
- Nevada
- Ohio\*
- Pennsylvania
- South Carolina
- Texas
- Utah\*
- Washington
- Wisconsin

\* DRC performs as a subcontractor to CAI for paper-based test administration and/or handscoring.

DRC is headquartered in the Minneapolis suburb of Maple Grove, Minnesota, with nearby distribution and processing centers located in Brooklyn Park, Minnesota, and 11 other locations (scoring centers and offices) across the country. (See Exhibit 2.3.13-5.) DRC occupies more than 825,000 square feet of office and warehouse space in 14 locations.

**Exhibit 2.3.13-5: DRC Headquarters**





### Efficient Paper Solutions

DRC offers efficient solutions for paper-and-pencil assessments, from in-house printing of paper-based test forms to highly secure and accurate packaging, distribution, and receipt of assessment materials.

### Printing and Publishing

DRC is a leader in scannable and digital printing solutions for large-scale educational assessment clients, along with federal agencies, state governments, and business clients. They provide complex publishing, printing, mailing, and fulfillment solutions that are highly customizable. Specializing in producing accurate, error-free, and on-time products, DRC delivers high-quality products and services that exceed their customers' expectations.

DRC has received ISO 9001 certification in their Document Services business unit, assuring clients that formal quality control and risk management processes are incorporated into all of DRC's standard operating procedures.

DRC produces paper-based test forms, including scannable forms, to exacting specifications, guaranteeing the highest possible data integrity for scanning and imaging machines. DRC prints nearly 250 million scannable pages per year. DRC also provides digital printing and report production services (with a production rate of more than 100 million pages per year), intelligent inserting, complete bindery and custom finishing, distribution services, and mailing fulfillment for commercial and government clients.

### Materials Distribution and Receipt

Throughout their history, DRC has implemented and refined distribution, collection, and processing procedures that have proven extremely successful in reducing the burden on school and district staff while accurately accounting for secure test materials. DRC's Operations staff has managed and overseen the distribution, shipping, collection, and scoring of many statewide assessment programs.

DRC's materials distribution and processing centers are conveniently located in the Minneapolis suburb of Brooklyn Park, less than ten miles from their Maple Grove headquarters. These facilities occupy nearly 300,000 square feet of office, production, and warehouse space. They were custom designed to support DRC's high-volume packaging, shipping and receiving, secure document accounting, document processing, scanning, and editing functions, along with short- and long-term secure materials storage. Annually, DRC packages, distributes, and tracks more than 28 million materials (12 million secure materials).

DRC has extensive capacity for paper-based materials packaging, distribution, receipt, processing, and storage. (See Exhibit 2.3.13-6.)

#### Exhibit 2.3.13-6: DRC Packaging, Distribution, Receipt, Processing, and Storage Facilities



#### Scanning

DRC has implemented and refined a scannable document process that is extremely reliable and efficient for their state testing clients. DRC provides:

- Client-tailored processes and solutions
- Reliable and efficient processes
- Adherence to stringent quality control procedures

DRC has successfully processed millions of scannable test materials for large-scale statewide programs in several states. Their processing and scanning procedures have earned ISO 9001 certification—ensuring that these procedures meet internationally recognized quality management standards.

DRC's scanning capacity is among the highest in the testing industry. (See Exhibit 2.3.13-7.)

#### **Exhibit 2.3.13-7: DRC's Scanning Facilities**



#### **Performance Assessment Services (Handscoring) Capabilities**

DRC's performance assessment team is one of the most qualified in the testing industry. Their combined experience includes designing and conducting large-scale scoring efforts for myriad content areas, grade levels, and student populations. DRC works diligently with clients to customize scoring to meet the specific parameters of each assessment. Their scorers are dependable, accurate, and are valued for helping to meet strict reporting deadlines and staying focused on producing accurate scores.

DRC's performance assessment scoring processes are ISO 9001-certified. They operate nine scoring centers throughout the United States and maintain a scorer retention rate that is unsurpassed in the industry. Since 1986, DRC has provided millions of accurate scores for students across the country.

#### **Superior Quality Management**

DRC is passionate about providing quality products and services to their clients and recognizes that quality processes are critical elements of their business.

A primary factor in DRC's continued success in providing error-free services to clients is their company-wide dedication to quality. Over more than 40 years of successful student achievement testing, DRC has developed and refined their quality control system to ensure the highest levels of customer satisfaction and quality assurance; quality is both a program and an overarching approach to their business. DRC's quality management system focuses on defining and implementing critical quality control processes to ensure that the products and services delivered to their clients meet and exceed their requirements. This extends to DRC's relationships with other vendors and partners.



At DRC, quality is a commitment to excellence and is achieved by teamwork and the process of continuous improvement. Quality principles are infused into everyone's roles within the organization.

DRC believes that quality begins with the attitude that a task must be done right the first time. DRC staff members take great pride in their work, and their products reflect that pride. DRC believes in reasonable and sensible approaches to problem-solving. They pride themselves on their creativity and ability to anticipate problems, as well as their genuine affinity for discovering multiple solutions to difficult issues.

DRC's project delivery quality control process begins with contract award and ends only with the successful distribution of all required deliverables. Quality control checkpoints are in place at every stage of each assessment program. Their proven quality control framework is an integral part of ensuring accurate and timely delivery. As added assurance, DRC regularly conducts audits of their quality processes to ensure compliance with company procedures. Any divergence from the requirements is tracked by DRC's corrective action system and resolved as quickly as possible. All audit results are utilized in a continuous quality improvement process.

#### ISO 9001 Certification

As proof of DRC's commitment to quality, they attained ISO 9001 certification in 2007 and has maintained certification since that time. DRC's current certification is valid through December of 2022.

### 2.3.14 Experience Serving Similar Clients - Please describe your company's experience in serving customers of a similar size to the State with similar scope. Please provide specific clients and detailed examples.

In Exhibit 2.3.14-1, we include a summary of several CAI projects that demonstrate our successful past performance on projects similar in scope to those referenced in the RFP.

#### Exhibit 2.3.14-1: CAI Summary of Similar Projects

Client/Project Name and Dates	Project Description
<b>Arizona Department of Education (ADE)</b> Arizona State Assessment (AzMERIT/AzM2): 2014–2017; 2018–2021	<p>When Arizona left the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium in 2014, CAI was awarded the contract to develop the new AzMERIT, a system of ELA and mathematics assessments in grades 3–11. Arizona selected a combination of CAI's Independent College and Career Readiness (ICCR) ELA and mathematics item banks to go along with the development of new Arizona-owned items to create the AzMERIT assessments. CAI supported a successful experience transitioning Arizona ELA and mathematics from the paper-pencil-based Arizona's Instrument to Measure Standards (AIMS) to the online AzMERIT. Arizona was targeting a slow rollout of online testing, but with the ease of use of CAI's systems, approximately 80% of Arizona students took AzMERIT online by Year 3 of the contract, representing a much faster online adoption than the ADE expected. Arizona used CAI's essay-scoring engine to score essay responses in the AzMERIT/AzM2 ELA assessments.</p> <p>CAI developed and delivered a comprehensive technical report that documented the development, administration, scoring, and reporting of the AzMERIT/AzM2 assessments. The AzMERIT/AzM2 technical report was reviewed by the ADE and its Technical Advisory Committee (TAC) and was continually revised to support the ADE's technical reporting goals.</p>

	<p>Beyond technical reporting, CAI committed to providing the ADE with the necessary research studies to support technical documentation of the validity, reliability, and fairness of Arizona’s assessments in support of peer review, as well as additional research studies suggested by the TAC. CAI worked with the ADE to investigate differential effects of glossary accommodations for limited-English-proficient students in spring 2017, building on an initial investigation conducted in spring 2015. We also worked to examine student perceptions of the fairness of reading passages, especially as they may be moderated by membership in important demographic subgroups, including gender and ethnic subgroups, as well as students with Individualized Education Programs (IEPs), limited-English-proficient students, and students with low socioeconomic status as indicated by their free and reduced-price lunch status.</p> <p>In the AzMERIT/AzM2 program, as with many other states, CAI proved our ability to develop and deliver easily understood reports based on accurate and reliable data. CAI and the ADE collaborated closely in the design of the AzMERIT/AzM2 online and paper-pencil score reports for ELA and mathematics, which CAI successfully delivered to Arizona educators and parents the past four years.</p>
<p><b>California Department of Education (CDE)</b>          California Assessment of Student Performance and Progress (CAASPP):          2015–2022; 2022–2027</p>	<p>The California Assessment of Student Performance and Progress (CAASPP) system consists of six distinct groups of assessments available to more than 6.5 million students in grades K–12. CAI, as a subcontractor to ETS, provides a variety of assessment delivery services, ranging from identity management and operational/practice test delivery to online participation/score reporting and teacher-driven scoring for interim assessments. CAASPP currently consists of the following test families:</p> <ul style="list-style-type: none"> <li>• Smarter Balanced interim assessments in ELA and mathematics</li> <li>• Smarter Balanced summative assessments in ELA and mathematics</li> <li>• California alternate assessments in ELA, mathematics, and science</li> <li>• California science tests</li> <li>• California Spanish assessment</li> <li>• English Language Proficiency Assessment for California (ELPAC)</li> </ul> <p>Additionally, custom practice and training content developed by ETS is made available to students and members of the public via the CAI TDS to familiarize stakeholders with testing content. Practice and training test components include the following:</p> <ul style="list-style-type: none"> <li>• Smarter Balanced practice and training tests in ELA and mathematics</li> <li>• California alternate assessment practice and training tests in ELA and mathematics</li> <li>• California alternate assessment training tests in ELA, mathematics, and science</li> <li>• California science practice and training tests</li> <li>• California Spanish practice and training tests</li> </ul> <p>There are currently 17 production (operational and practice) test configurations launched and managed during each school year.</p> <p><b>Smarter Balanced Assessments</b></p> <p>California is a governing member of, and the largest state within, the Smarter Balanced Assessment Consortium (SBAC), a public agency comprising 17 U.S.-based educational jurisdictions administering online tests aligned to the Common Core State Standards (CCSS). The assessments are administered annually in grades 3–8 and 11 and consist of a computer-adaptive test (CAT) and performance task (PT) in ELA and mathematics. CAI delivery of these assessments began in the spring of 2014 with the administration of the SBAC field tests. Following a successful field test, this original subcontract was extended through the first full operational testing year in 2014–2015. More than 13 million individual Smarter Balanced summative assessments are delivered to</p>

	<p>approximately 3.3 million California students in grades 3–8 and 11 each school year.</p> <p>Additionally, Smarter Balanced interim assessments, aimed at students in grades 3–8 and 11, are made available year-round to more than 6.5 million California students across the K–12 spectrum. On average, more than 5 million individual interim assessments have been administered in each school year since the 2015–2016 school year.</p> <p>The extension of California-based assessment work through the 2017–2018 school year saw the addition of new assessment components, including alternate assessments, and early-stage development of science and Spanish assessments. New ETS/California-authored alternate assessments in ELA, mathematics, and science were added along with the new California Science Test; and the paper-pencil standards-based tests in Spanish were transitioned into an online delivery format.</p> <p>The California Alternate Assessment (CAA) is administered to approximately 32,000 students in grades 3–8 and 11 for ELA and mathematics, and grades 5, 8, and 10 for science. Alternate assessment content is authored by ETS and imported into CAI's item banks, where it is prepared for delivery. Work on the CAA resulted in the development and implementation of a new stage-adaptive algorithm that allows students to be routed to different fixed segments of an assessment on the basis of performance, while allowing test takers the ability to manage student interaction with the test according to individual cognitive abilities.</p> <p>The California Science Tests were piloted in 2016–2017 in grades 5, 8, and 10, and the California Spanish Assessment was piloted in the fall of 2017. Both test families concluded successful field tests in the 2017–2018 academic year and were transitioned into full operational assessments in 2018–2019.</p>
<p><b>Ohio Department of Education (ODE)</b>          Ohio State Tests:          2009–2014; 2014–2022          Ohio Alternate Assessments:          2009–2015; 2013–2022</p>	<p>CAI has demonstrated excellence, innovation, and flexibility in delivering the Ohio assessments since 2002.</p> <p>We have gone beyond our contract requirements and worked with the ODE to dramatically improve the technical quality of the tests, transform score reporting and design, and successfully move Ohio to 90+% online testing in spring 2017.</p> <p>CAI began our Ohio work by implementing the diagnostic and achievement testing for grades K–8 in 2002 and for Ohio's Graduation Tests in 2007. In addition to delivering Ohio's science and social studies tests at the elementary school, middle school, and high school levels since 2003, CAI has worked with Ohio's educators to develop new computer-based assessments in science and social studies since 2011. When Ohio adopted its New Learning Standards in ELA and mathematics and then left PARCC after one year, Ohio exercised an option in CAI's contract to create entirely new ELA and mathematics assessments. Using a combination of Utah's SAGE and CAI's ICCR items, CAI created and delivered new online and paper-pencil assessments in fewer than nine months and, at the same time, created a new bank of Ohio-owned items for field testing. Our development and psychometric staff developed test designs and specifications, developed all-new items, and successfully piloted the new assessments.</p> <p>CAI also supports Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) and English language proficiency assessment. For the AASCD, CAI developed and managed Ohio's traditional portfolio-based alternate assessment system for nine years and then worked with Ohio in 2011 to transition to CAI's innovative alternate assessments for students with disabilities. Ohio adopted the CAI-designed Adaptive Alternate Assessment Measuring Growth that had been used successfully in other states. For the English language proficiency assessment, CAI was the lead contractor in the development of the original English Language Proficiency Assessment (ELPA) in partnership with CCSS, Ohio, and other participating states from 2005 to</p>



	<p>2007. Under subsequent contracts, CAI worked with Ohio to create the Ohio Test of English Language Acquisition (OTELA) from ELPA, and CAI delivered the OTELA flawlessly from 2007 through 2015. Since 2016, CAI has delivered the ELPA21 consortium assessment in Ohio (the Ohio English Language Proficiency Assessment) for paper-pencil and online.</p>
<p><b>Florida Department of Education (FDOE)</b>            Florida Statewide Assessments (FSA):            2014–2020; 2020–2022 with three one-year renewal options</p>	<p>CAI has worked with FDOE and Florida educators to develop new computer-based assessments in ELA and mathematics since 2014. CAI is responsible for managing the FSA item bank, developing test content, building test forms, conducting psychometric analyses, administering and scoring tests, and reporting test results for the Florida assessments.</p> <p>CAI transitioned Florida schools from 100% paper-pencil test administration to online testing according to FDOE's computer-based testing (CBT) transition plan. To accompany the development of new Florida educational standards, the FSA was designed to measure students' progress in ELA and mathematics, and to provide EOC tests. The FSA was first administered to students during spring 2015, replacing the Florida Comprehensive Assessment Test 2.0 in ELA and mathematics. The FSA is delivered primarily as an online, fixed-form assessment.</p> <p>In 2014–2015, using Utah's SAGE items, CAI created and delivered new online and paper-pencil assessments and, at the same time, created a new bank of CAI- ICCR- and Florida-owned items for field testing. Partnering with FDOE, our development and psychometric staff developed test designs and specifications, created all-new items, and successfully piloted the new assessments.</p>
	<p>The primary purpose of the FSA is to measure students' achievement of Florida's educational standards. Assessment supports instruction and student learning, and the results help Florida's educational leadership and stakeholders to determine whether the goals of the state education system are being met. Assessments indicate whether Florida has equipped its students with the knowledge and skills they need to be ready for careers and college-level coursework.</p> <p>Florida's educational assessments also provide the basis for student, school, and district accountability systems. Assessment results are used to determine school and district grades, which gives Florida educators a standard way to measure the quality and progress of Florida's education system. Assessment results are also used in teacher evaluations to measure how effectively teachers advance student learning.</p> <p>Florida's assessment and accountability efforts have had a significant, positive impact on student achievement over time. Including Florida-owned and CAI- ICCR items, CAI has developed 8,530 items. An additional 1,900 items were developed for 2018–2019.</p>
<p><b>Hawaii Department of Education (HIDOE)</b>            Hawaii State Assessments (HSA):            2006–2024</p>	<p>CAI has supported Hawaii since 2006 on a set of projects covering the original paper-pencil HSA, which transitioned to online, adaptive tests in 2009–2010; EOC assessments; alternate assessments; science assessments for grades 4 and 8; and the HSA's transition to Smarter Balanced in 2014. CAI delivered the paper-pencil test from 2006 through 2010, before the HSA was converted online for the 2010–2011 school year. Since then and through the current Smarter Balanced testing, more than 99% of Hawaii students have tested online, and fully adaptive braille testing has been available. CAI also developed and delivers online high school EOC assessments. Hawaii was the first CAI client to move 100% online and adapt to a tablet-based alternate assessment for students with disabilities, and we also administered the assessments for students in the Hawaiian Language Immersion Program at grades 3 and 4 for several years.</p> <p>CAI not only met the schedule requirements for this project but actually reduced our fixed prices over time as more students tested online.</p>

<p><b>Idaho State Department of Education (SDE)</b>          Idaho Standards Achievement Test (ISAT) Comprehensive Assessment System:          2014–2019 (Extension through 2020, with four additional one-year renewal options)</p>	<p>CAI was awarded the contract to develop the Idaho Standards Achievement Test (ISAT) Comprehensive Assessment System, a system of ELA and mathematics assessments for grades 3–11 in the 2014–2017 school years. CAI has supported Idaho’s Smarter Balanced online ELA and mathematics adaptive summative and interim assessments for all students since 2014. Idaho added contracts for its legacy science assessments for grades 5 and 7, its EOC biology and chemistry tests, and its alternate assessment ELA and mathematics assessments for grades 3–8 and 11 in the 2016–2017 school year. Idaho also opted to add the two-year extension to incorporate all tests through the 2018–2019 school year.</p> <p>Since 2014 and through the current Smarter Balanced testing cycle, more than 99% of Idaho students have tested online, and fully adaptive braille testing has been available. CAI is also supporting a Lexiles and Quantiles linking study of this year’s assessment.</p> <p>CAI was also awarded the contract for Idaho Senate Bill No. 1396, requiring all computer-adaptive test items to be reviewed by a committee of Idaho stakeholders. CAI has supported Idaho on this work since 2014.</p>
<p><b>New Hampshire Department of Education (NH DOE)</b>          New Hampshire Statewide Assessment System (NH SAS):          2017–2021 (+3 option years)</p>	<p>The New Hampshire Statewide Assessment System (NH SAS) includes summative and interim assessments in ELA, mathematics, and science. These assessments serve New Hampshire’s 144,000 students in grades 3–8 and 11 (for science). CAI provides a variety of assessment delivery services, ranging from identity management and operational/practice test delivery to online participation/score reporting. NH SAS currently consists of the following:</p> <ul style="list-style-type: none"> <li>• NH SAS summative assessments in ELA, mathematics, and science</li> <li>• NH SAS interim assessments in ELA, mathematics, and science (two types)</li> <li>• NH SAS Comprehensive Interim Assessments: ELA and mathematics, grades 3–8</li> <li>• NH SAS Benchmark Modules: ELA and mathematics, grades 3–8; science, grades 5, 8, and 11</li> </ul> <p>Additionally, practice and training content is made available to students and members of the public, in an effort to familiarize stakeholders with testing content.</p> <p>Starting in 2017–2018, New Hampshire created its own statewide assessment system, consisting of interim and summative assessments in ELA, mathematics, and science. Previously, New Hampshire was a member of SBAC. CAI was New Hampshire’s assessment vendor during its time with SBAC and continues to deliver the NH SAS assessment platform. The NH SAS is administered annually in grades 3–8 and 11 and consists of a computer-adaptive test in ELA, mathematics, and science for the summative and interim comprehensive assessments. The NH SAS Interim Benchmark Modules are fixed-form assessments. CAI delivery of these assessments began in the spring of 2017.</p>
<p><b>North Dakota Department of Public Instruction (NDDPI)</b>          North Dakota State Assessment (NDSA):          2018–2022</p>	<p>The North Dakota State Assessment (NDSA) consists of delivering assessments in ELA and mathematics to approximately 72,000 students across North Dakota in grades 3–8 and 10. CAI provides a variety of assessment delivery services, ranging from identity management to practice test delivery, fixed-form operational forms development using the ICCR item bank, and online participation/score reporting. NDSA currently consists of the following:</p> <ul style="list-style-type: none"> <li>• ICCR summative assessments in ELA/writing</li> <li>• ICCR summative assessment in mathematics</li> </ul> <p><b>ICCR Assessments</b></p> <p>North Dakota is one of four states delivering assessments built using the ICCR item bank. The assessments are administered annually in grades 3–8 and 10 and consist of a fixed-form test for each grade in ELA/writing and mathematics. CAI delivery of these assessments began in the spring of 2018.</p>

	<p><b>Additional Services</b></p> <p>CAI provides additional service for NDDPI, including standard setting, alignment studies, technical reporting, and support for peer-review submission. A dedicated project team works with NDDPI to successfully deliver the NDSA each spring and help ensure that the assessment is as enjoyable an experience as possible for each student, test administrator, and parent. To help accomplish this, we provide additional supporting documentation, training slides, and videos for test administrators.</p>
<p><b>West Virginia Department of Education (WVDE)</b>            West Virginia General Summative Assessment (WVGSA):            2017–2018 (+3 option years)</p>	<p>CAI was awarded the contract to develop the new West Virginia General Summative Assessment (WVGSA), a system of ELA and mathematics assessments for grades 3–8 and science assessments for grades 5 and 8 in the 2017–2018 school year. West Virginia selected a combination of ICCR ELA and mathematics items to create the WVGSA assessments. West Virginia also adopted the new science assessment that CAI developed with West Virginia and a consortium of other states.</p> <p>CAI is committed to providing the WVDE with the necessary research studies to support technical documentation of the validity, reliability, and fairness of West Virginia’s assessments in support of peer review, as well as additional research studies suggested by the TAC. In 2018, CAI conducted with WVDE a standard-setting process for ELA, mathematics, and science to establish and validate cut scores that will be used for these assessments. CAI is also supporting a Lexiles and Quantiles linking study of this year’s assessment.</p> <p>CAI and the WVDE have collaborated closely in the design of the WVGSA online and paper-pencil score reports for ELA, mathematics, and science, which CAI has successfully delivered to West Virginia educators and parents for the past four years. CAI and WVDE collaborated to develop updated online and paper-pencil reports that were delivered following the spring 2018 assessment.</p> <p>The WVGSA consists of the following:</p> <ul style="list-style-type: none"> <li>• Classroom Benchmark Assessment (CBA) in ELA and mathematics, grades 3–8</li> <li>• Comprehensive Interim Assessment (CIA) in ELA and mathematics, grades 3–8</li> <li>• Interim Module Assessment (IMA) in ELA and mathematics, grades 3–8</li> <li>• West Virginia Diagnostics (DIA) in ELA and mathematics, grades 3–8</li> <li>• Science Interim Assessment (SIA), grades 5 and 8</li> <li>• General Summative Assessment in ELA and mathematics, grades 3–8; science, grades 5 and 8</li> </ul> <p><b>Additional Assessments</b></p> <p>West Virginia has contracted with ELPA21 and CAI to assess its English learners (ELs). ELPA21 has authored the screener and summative assessments that are administered through CAI’s TDS and reported through CAI’s Reporting System. The assessment is administered to approximately 2,000 students statewide in grades K–12. There is an ELPA screener assessment given throughout the year to determine eligibility for the EL program and an ELPA summative assessment given once a year in the spring.</p>
<p><b>Wyoming Department of Education (WDE)</b>            Wyoming Test of Proficiency and Progress (WY-TOPP):            2017–2022 (+2 option years)            Wyoming Alternate (WYALT):            2014–2020</p>	<p>In 2014, Wyoming fully adopted another state’s operational alternate assessment from development through reporting. This task-based alternate assessment was used for measuring growth for approximately 650 students in ELA, mathematics, and science across three grade bands of elementary school, middle school, and high school.</p> <p>In the spring of 2018, CAI supported Wyoming in delivering an online, grade-level independent field test of an alternate assessment in ELA, mathematics, and science as a part of an item-sharing agreement; CAI began delivering a grade-level, online computer-adaptive alternate assessment for the spring 2020 administration.</p>

In 2017, Wyoming began the general assessment testing contract with CAI. WY-TOPP includes three different types of assessments: modular, interim, and summative. All tests are made available to approximately 7,000 students per grade, in grades 3–10. After the implementation of the 2017 fall interim assessments, the WY-TOPP contract was amended to include interim assessments for grades K–2 for the remaining years of the contract. The WY-TOPP tests consist of the following:

- Modular assessments in ELA and mathematics (grades K–10)
- Interim assessments in ELA and mathematics (grades K–10)
- Summative assessments in ELA and mathematics (grades 3–10)
- Wyoming Legacy Science Summative Assessment (grades 4, 8, and 10) through spring 2020
- Next Generation Science Standards (NGSS) Science Summative Assessment (grades 4, 8, and 10) beginning spring 2021

As a component of this contract, CAI is managing the development of science items to implement a new summative science assessment aligned to the NGSS, operational in 2020–2021. Wyoming has entered an agreement with various states to share NGSS-aligned items. Development of Wyoming-owned science clusters and items also began in Year 1 of the general education assessment contract. New development is field tested in embedded item slots within Wyoming's current legacy science assessment in preparation for the NGSS assessment.

Along with the implementation of tests, CAI provides a variety of assessment delivery services, ranging from student identity management and operational/practice test delivery to online participation/score reporting and artificial intelligence (AI) scoring for our modular, interim, and summative assessments.

Additionally, custom practice and training content is made available to students and field users in the state, intended to familiarize stakeholders with testing content and the online testing platform. There are more than 400 different operational and practice assessments launched and managed in each school year.

#### **Additional Information**

During the 2018–2019 test administration, Wyoming opted to be included in a beta testing pilot for a new system CAI developed. This tool allows teachers to create their own online classroom assessments and access student results immediately in the Reporting System. Various schools throughout the state will be testing the new system with more than 2,000 participants known at this time.

# **Appendix A:**

# **Certificate of Authority**





# Delaware

The First State

Page 1

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY "CAMBIUM ASSESSMENT, INC." IS DULY INCORPORATED UNDER THE LAWS OF THE STATE OF DELAWARE AND IS IN GOOD STANDING AND HAS A LEGAL CORPORATE EXISTENCE SO FAR AS THE RECORDS OF THIS OFFICE SHOW, AS OF THE THIRTY-FIRST DAY OF JULY, A.D. 2020.

AND I DO HEREBY FURTHER CERTIFY THAT THE ANNUAL REPORTS HAVE BEEN FILED TO DATE.

AND I DO HEREBY FURTHER CERTIFY THAT THE FRANCHISE TAXES HAVE BEEN PAID TO DATE.



7567988 8300

SR# 20206519548

You may verify this certificate online at [corp.delaware.gov/authver.shtml](http://corp.delaware.gov/authver.shtml)

A handwritten signature in black ink, appearing to read "JB", is written over a horizontal line. Below the line, the text "Jeffrey W. Bullock, Secretary of State" is printed in a small font.

Authentication: 203384510

Date: 07-31-20

**FOREIGN BUSINESS CORPORATION  
CERTIFICATE OF AUTHORITY APPLICATION**

CT Corporation System  
Pick Up Basket  
301 S. Bedford Street, Suite 1  
Madison, WI 53703

**▲ Please provide an email or postal mailing address for the filed copy of the document.**

**Your phone number during the day:** \_\_\_\_\_

**(Instructions Continued):**

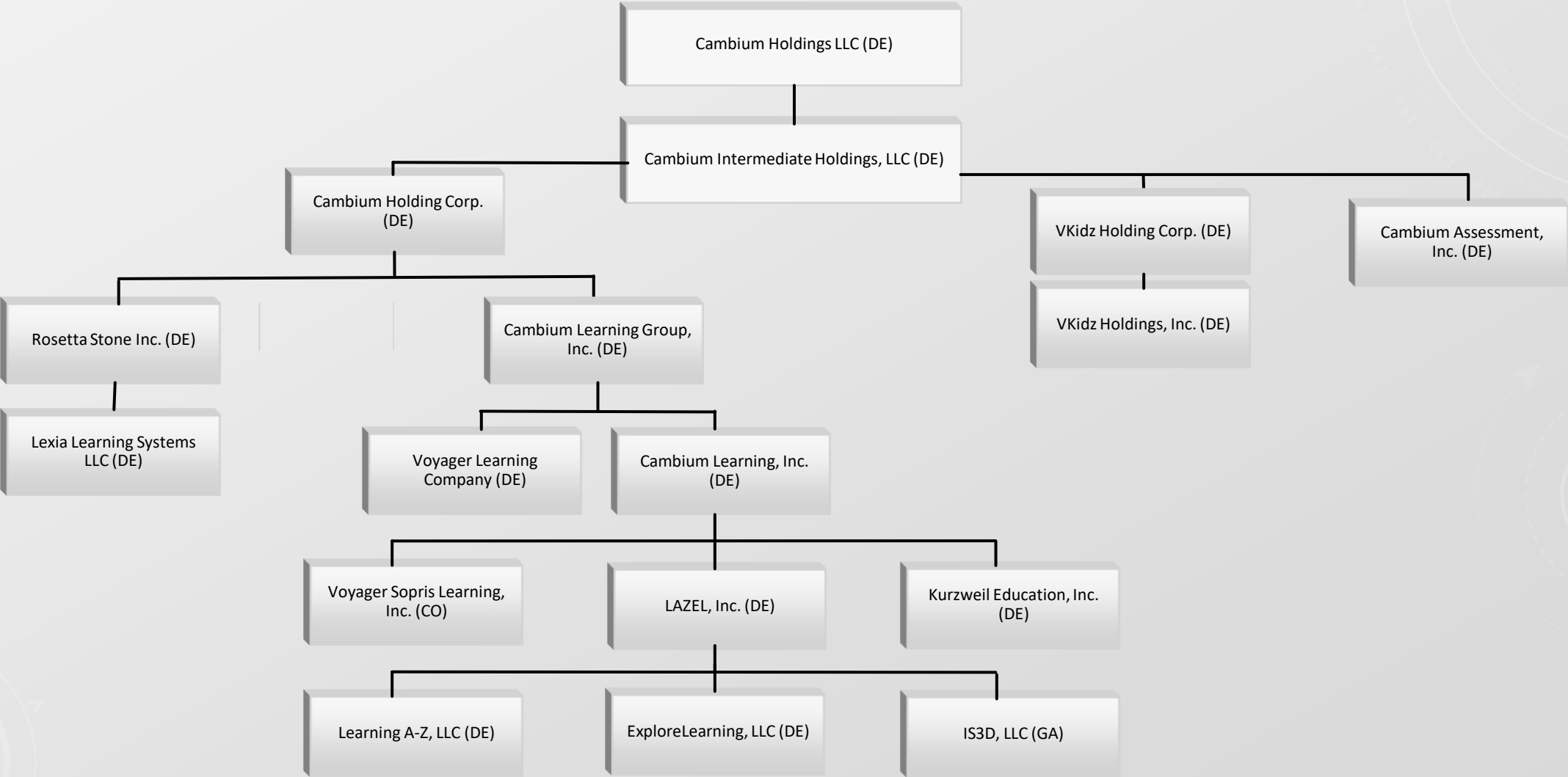
- 5 & 6.** Enter the name of the corporation's registered agent and registered office in Wisconsin. The address of the registered office must describe its physical location, i.e., street name, number, city (in Wisconsin) and ZIP code. Failure to continuously maintain an agent and office may set grounds for revocation of the corporation's certificate of authority. Annual report forms, notices and other official communications are directed to the corporation's registered agent, so it is important to keep this information current. Request Form 13 to make a change of registered agent or registered office.
- 7.** Enter the address of the corporation's principal office, inside or outside Wisconsin, where its principle executive offices are located.
- 8.** Indicate if the corporation has, or has not, transacted business in Wisconsin without holding a certificate of authority. If the response is "Yes," complete Supplemental on page 5 & 6.
- 9 & 10.** Provide the name and address of each of the corporation's officers and directors. If the corporation has no directors, indicate that in item 10.
- 11.** Provide complete information on the number and type of capital shares the corporation is authorized to issue, and the number and type of such shares that are issued.
- 12.** For items A.(1) thru A.(6), provide figures estimating the first year's activity and compute the percentage of the corporation's capital to be represented in Wisconsin. NOTE: The governing statute does not define "gross business" or "Wisconsin business." If the figures for "gross business" (item 12(A) 1) equate to gross sales by the corporation worldwide, then gross sales in Wisconsin would be the appropriate criteria in computing "Wisconsin business" (item 12 (A) 4). Similarly for "Total Assets" and "Wisconsin Assets." If "Total Assets" are stated at their depreciated value, "Wisconsin Assets" would also be stated at their depreciated value. So long as criteria are consistently applied, an unwarranted distortion may be avoided.
- 13 & 14.** Use these items to compute the filing fee based on the corporation's capital to be represented in Wisconsin.
- 15.** Determine the **FILING FEE** from the appropriate section in item 15 and remit the fee by check payable to "Department of Financial Institutions." If the computation is made using Supplemental Form 21S, the result will include the basic qualification fee.
- 16.** The application is to be executed by an officer of the corporation. Print or type the name and title of the officer signing the application and the date it was signed.

# **Appendix B:**

# **Corporate Structure Chart**



# CAMBIUM LEARNING GROUP ORGANIZATIONAL CHART







# **Appendix C:**

# **Equal Employment Opportunity Statement**



## EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT


It is the policy of Cambium Learning Group and its subsidiaries ("Cambium") not to discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age, marital status, genetic information, disability or because he or she is a protected veteran. It is also the policy of Cambium to take affirmative action to employ and to advance in employment, all persons regardless of race, color, religion, sex, national origin, age, marital status, genetic information, disability or protected veteran status, and to base all employment decisions only on valid job requirements. This policy shall apply to all employment actions, including but not limited to recruitment, hiring, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation and selection for training, including apprenticeship, at all levels of employment.

Employees and applicants of Cambium will not be subject to harassment on the basis of race, color, religion, sex, national origin, age, marital status, genetic information, disability or because he or she is a protected veteran. Additionally, retaliation, including intimidation, threats, or coercion, because an employee or applicant has objected to discrimination, engaged or may engage in filing a complaint, assisted in a review, investigation, or hearing or have otherwise sought to obtain their legal rights under any Federal, State, or local EEO law is prohibited.

As Chief Executive Officer of Cambium, I am committed to the principles of Affirmative Action and Equal Employment Opportunity. In order to ensure dissemination and implementation of Equal Employment Opportunity (EEO) and affirmative action throughout all levels of the company, Maite Taylor, Manager, People Operations, has been selected as Cambium's EEO Manager. One of the EEO Manager's duties will be to establish and maintain internal audit and reporting systems to allow for effective measurement of EEO programs.

In furtherance of Cambium's policy regarding Affirmative Action and Equal Employment Opportunity, we have developed a written Affirmative Action Program which sets forth the policies, practices and procedures that we are committed to in order to ensure that its policy of nondiscrimination and affirmative action is accomplished. This Affirmative Action Program is available through Human Resources for inspection by any employee or applicant for employment upon request, during normal business hours. Interested persons should contact [maite.taylor@clg.lexialearning.com](mailto:maite.taylor@clg.lexialearning.com) for assistance.

We request the support of all employees in accomplishing Equal Employment Opportunity.



**John Campbell**  
Chief Executive Officer  
January 1, 2021







# **Appendix D:**

# **Financial Statements**



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# **Appendix E:**

# **Business Registration**

# **Information**



**BUSINESS INFORMATION**  
HOLLI SULLIVAN  
INDIANA SECRETARY OF STATE  
09/01/2021 04:17 PM

**Business Details**

Business Name: **CAMBIUM ASSESSMENT, INC.** Business ID: **201910281354203**  
Entity Type: **Foreign For-Profit Corporation** Business Status: **Active**  
Creation Date: **10/28/2019** Inactive Date:  
Principal Office Address: **1000 Thomas Jefferson NW, Washington, DC, 20007, USA** Expiration Date: **Perpetual**  
Jurisdiction of Formation: **Delaware** Business Entity Report Due Date: **10/31/2023**  
Original Formation Date: **08/19/2019** Years Due:

**Principal Information**

Title	Name	Address
Director/CEO/President	John Campbell	1000 Thomas Jefferson NW, Washington, DC, 20007, USA
Director	Adam Freed	1000 THOMAS JEFFERSON NW, Washington, DC, 20007, USA
Director	Alice Li	1000 THOMAS JEFFERSON NW, Washington, DC, 20007, USA
Director	Margery Mayer	1000 THOMAS JEFFERSON NW, Washington, DC, 20007, USA
Director	Ramzi M. Musallam	1000 THOMAS JEFFERSON NW, Washington, DC, 20007, USA
Director	Daniel H. Sugar	1000 THOMAS JEFFERSON NW, Washington, DC, 20007, USA
CFO/Treasurer/Vice President	Barbara Benson	1000 THOMAS JEFFERSON NW, Washington, DC, 20007, USA
Secretary	Sean Klein	1000 THOMAS JEFFERSON NW, Washington, DC, 20007, USA

**Registered Agent Information**

Type: **Business Commercial Registered Agent**  
Name: **C T CORPORATION SYSTEM**  
Address: **334 North Senate Avenue, Indianapolis, IN, 46204, USA**



# **Appendix F:**

# **Warrant**

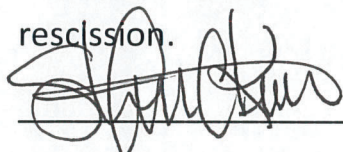


# Cambium Assessment, Inc.

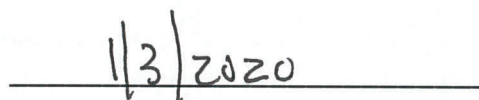
## Contract Office Warrant Delegation

As President of Cambium Assessment, Inc. ("CAI"), I hereby delegate to Christopher Lowe, Director, Contracts, authority to sign on behalf of CAI, any commercial or government grant, contract, subcontract or modification of awards made to the programs of CAI. For this delegation to be effective, Christopher Lowe agrees to solemnly affirm the responsibility to uphold and protect CAI's fiduciary interests in its business affairs in full compliance with established corporate policies and procedures and applicable statutory rules and regulations.

This warrant shall remain in effect until written notice of its amendment or rescission.



Steve Kromer, President



Date

I hereby solemnly affirm the delegated responsibility to uphold and protect CAI's fiduciary interest in its business affairs in full compliance with established corporate policies and procedures and applicable statutory rules and regulations.



Christopher Lowe, Director, Contracts



Date





# **Appendix G:**

# **Business Continuity Plan**



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