

**RFP 22-70622 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.

The proposed Indiana I AM Alternate Assessment Research (I AM Research) project requires an independent partner with expertise in multiple areas, including:

- Knowledge of large-scale assessment design (with a focus on alternate and through-year designs in particular)
- Understanding of SWSCDs and methods to assess their knowledge and skills
- Knowledge of relevant content standards and high-quality test development procedures
- Understanding of state assessment policies, and ability to effectively engage with stakeholders, including national experts and practitioners, around assessment policy
- Capacity to conduct high-quality research, including literature reviews, focus groups, and cognitive labs
- Expertise in psychometrics
- Strong project management skills

The proposed WestEd team has expertise in each of these areas, as described further in Section 4 of our proposal (Staff Qualifications). Additionally, WestEd is a nonpartisan, nonprofit research, development, and service agency. We have a history of working successfully with many states, including current work with the state of Indiana on its ISPROUT assessment, and can bring relevant expertise to the project, but we are independent of Indiana's current alternate assessment work. WestEd's team also includes several partners who will bring local experience and additional alternate assessment skills to the project. Briljent, a certified Indiana woman-owned business, will manage expert and practitioner panels and focus groups, *BCforward*, a certified Indiana minority-owned business, will carry out cognitive lab observations, and Cognia, a national nonprofit known for custom assessment, will develop exemplar forms for use in data collection.

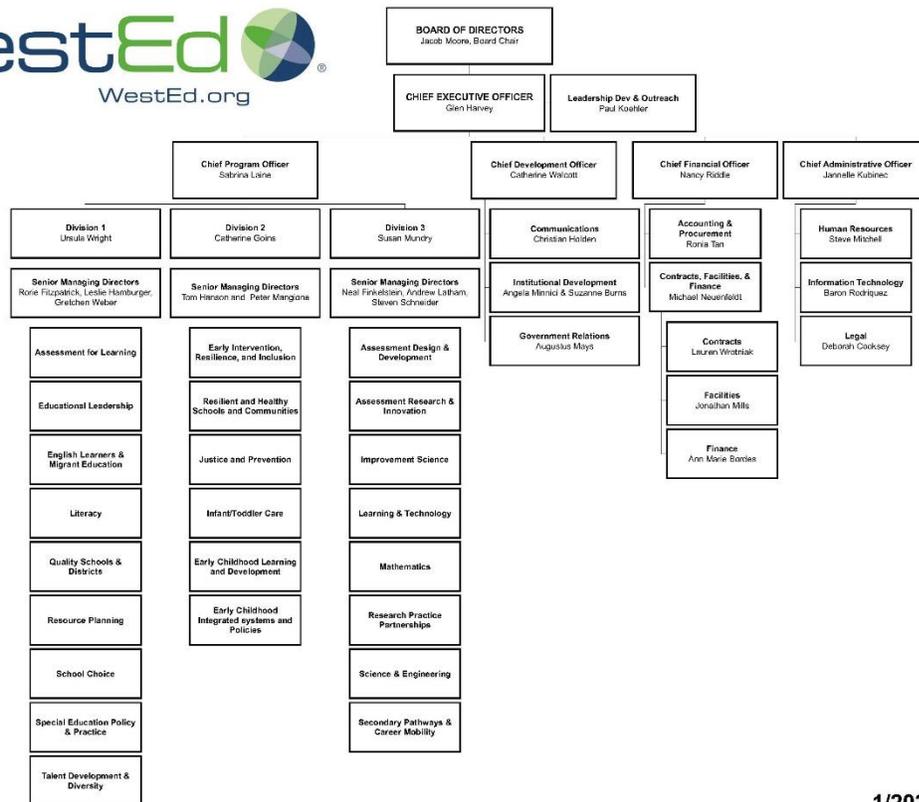
2.3.2 Respondent's Company Structure - Please include in this section the legal form of the Respondent's business organization, the state in which formed (accompanied by a certificate of authority), the types of business ventures in which the organization is involved, and a chart of the organization. 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.

WestEd is a preeminent educational research, development, and service organization with over 800 employees and 13 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. The agency's mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. In 2016, WestEd celebrated a half-century milestone, marking 50 years of improving learning and healthy development for children, youth, and adults from cradle to career.

WestEd is a Joint Powers Agency (JPA), authorized in 1995 by a California Joint Powers Agreement and governed by public entities in Arizona, California, Nevada, and Utah, with Board members representing agencies from these states and nationally. WestEd's headquarters are located at 730 Harrison Street in San Francisco. WestEd is a nonpartisan, not-for-profit organization that is tax exempt under Section 115(1) of the Internal Revenue Code. Because of this status, our work meets the giving guidelines of most philanthropic organizations.

From Fiscal Years 2017 through 2021, WestEd has carried out over 2,500 new contracts representing major contributions to the nation's R&D resources, for an average of over 500 new contracts per year. The agency is directed by the Chief Executive Officer, Glen Harvey and her executive team which includes Catherine Walcott, Chief Development Officer; Sabrina Laine, Chief Program Officer; Nancy M. Riddle, Chief Financial Officer; and Jannelle Kubinec, Chief Administrative Officer. This executive team strategically lead, mobilize, and operationalize a long-range course of action and a set of goals to align with and achieve the organization's vision. WestEd's corporate organizational chart follows.



1/2022

WestEd is nationally recognized for its technical assistance and consulting work with state and local education agencies, test publishers, universities, federal agencies, and foundations. WestEd’s staff have extensive combined experience developing and evaluating assessments and standards at all grades and levels—from pre-K through postsecondary—that are valid, high-quality, error-free, reliable, legally defensible, fair, and feasible. Our team includes educational measurement and subject-matter experts, including psychometricians, research associates, and content specialists in English language arts, mathematics, science (including Next Generation Science Standards), social studies, technology, the arts, early childhood, and health/physical education. Staff also have considerable experience developing assessments for and advising on the assessment of diverse learners and underserved student populations including English language learners and students with disabilities. Our experts create, communicate, and provide research-supported guidance to facilitate implementation of standards and instructional practices aligned to state and national standards and apply new knowledge in educational measurement to encourage principled assessment validation and innovation. WestEd’s special education experts help build state and local capacity to improve developmental and academic outcomes for children and adults with disabilities, spanning birth to age 21.

The proposed project team from WestEd brings together members of three different teams shown in the organization chart:

- Assessment Research and Innovation (Co-PI Dr. Marianne Perie and Assessment Psychometrics Lead Dr. Quintin Love)
- Special Education Policy and Practice (Co-PI Dr. Jose Blackorby, Research Co-Leads Dr. Nicholas Gage and Dr. Kate Nagle)
- Assessment Design and Development teams (Project Manager Mr. Kevin King, Policy and Engagement Lead Ms. Cinda Parton, Assessment Design and Development Lead Dr. Joanne Jensen.)

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 is the demographic compositions of Respondents’ Executive Staff and Board Members, if applicable.

Supporting DEI Overall

Since WestEd’s start in 1966, we have been tackling real-world challenges, in partnership with others, to make a difference in the lives of millions of children and adults. Our mission statement encapsulates the focus of WestEd’s work:

WestEd, a research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

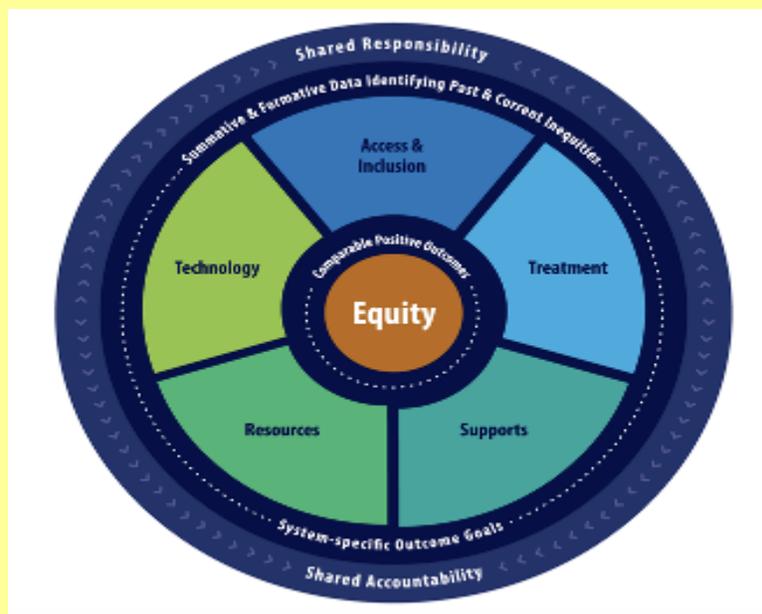
A core component of this mission is a deep commitment to equity. For over fifty years, we have established and leveraged equity as a core component of policy, technical assistance, evaluation, and professional development projects. Furthermore, we know that addressing equity issues requires staff who deeply understand the communities we serve, so WestEd actively recruits, attracts and retains diverse and varied teams who build from the assets of every community we serve. Diversity in our staff strengthens our appreciation for and commitment to one another, the work we do, and the communities we serve.

To guide the diverse project teams at WestEd, we have defined equity as:

Equity is the attainment of comparably positive outcomes for all groups within, or served by, any complex system, through implementation of policies, practices, and procedures that remove systemic barriers and provide the supports needed to ensure everyone’s full and successful participation in the system. Equity exists when race, ethnicity, language, religion, gender identity, sexual orientation, age, national origin, physical or cognitive ability, socioeconomic status, and other such characteristics are

not predictors of outcomes for any group or the individuals in it.

We have developed a framework for strengthening the equity focus across projects as well as a series of commitments as an organization to strengthen the impact of our work to address barriers to achieving equity. At WestEd, we believe that translating good intentions about equity into reality requires focused attention in five, often overlapping, areas that are common to any complex system: access and inclusion, treatment, supports, technology, and resources. Because systemic problems require systemic solutions, attention to any single focus area on its own will not suffice to advance equity. Staff apply the Equity Framework to every aspect of our work from the proposal development stage through completion of the project to measuring our impact on changes in policy and practice.



The text that follows describes three important pillars of WestEd’s strength: 1) expertise in high quality technical assistance and professional learning to address equity issues; 2) skills and experiences conducting research and analyzing data in ways that examine and surface equity issues in ways that leaders can address; and 3) staff recruitment and professional learning activities that strengthen the skills, knowledge, and impact of our teams as they work in the field to address inequities.

Supporting DEI Externally

For more than 5 decades WestEd has been highly successful in addressing inequities for students in schools, districts, State Education Agencies and other service systems across the country. We are recognized for helping to address the needs of the most vulnerable populations of children and youth such as English Language Learners, American Indian, black, and LatinX youth, the children of migrant workers, and students with disabilities who may also be homeless, justice-involved, or have

touchpoints with other service systems. WestEd has served for many years as a federally funded Equity Assistance Center in Regions 1, 2, and 9, providing technical assistance and training in civil rights, equity and school reform, and has worked with other states addressing inequities in rural districts. In addition, we operate many federally funded national and regional centers and contract with a large number of local agencies to help education and other service systems develop and implement plans, policies and practices that ensure equitable, high quality learning opportunities for all children and youth.

WestEd brings a full understanding of the “inequity equation”—the multiplier effect of numerous conditions on existing inequities in race, national origin, sex, and religion. Based on our extensive experience working with state, regional, and local service systems, our work helps build awareness, shift thinking and practice, and change systems and policies. A host of analytics including research, evaluation or policy analyses are often used to build political will towards change and to sustain it. Serving as a partner throughout the country, WestEd has worked with hundreds of local education agencies to raise student achievement and ensure equitable access and high-quality educational opportunities for all students. We also have projects that stretch beyond traditional schools and caregiving settings to work with institutions and agencies that support disadvantaged populations such as incarcerated youth, children and families experiencing homelessness, and young people in the foster care system.

Supporting DEI Internally

WestEd understands that addressing equity issues in the field requires staff who respect and reflect the communities we serve. To that end, WestEd actively recruits, attracts and develops diverse teams who build from the assets of every community we serve. To strengthen our internal efforts, a working group finalized in 2020 an Equity Framework to ensure that all staff have a clear understanding of equity in *practice* both within WestEd and our work in the field. The framework addresses five key areas that are common to any complex system: access and inclusion, treatment, supports, technology, and resources that are addressed through a commitment to *shared responsibility and accountability*, the establishment of *system-specific outcome goals*, and regular collection and analysis of *outcome data* to track and continuously improve outcomes. Examples of internal strategies to address equity include:

- Tailoring recruitment efforts and developing pipeline opportunities for historically underrepresented groups;
- Promoting Employee Resource Groups to further diversity and inclusion efforts at WestEd;
- Hiring a Manager of DEI who is engaging staff in inclusive leadership training; auditing our internal systems for bias, increasing staff development and retention through a mentoring program; and establishing an equity council to elevate, and address issues related to equity, diversity and inclusion.

A summary of the demographic information from the completed surveys of WestEd’s 51 Board members is below:

Demographic Information	October 2021 Responses
Gender	
Female	27
Male	24
Totals	51
Ethnicity/Race	
American Indian or Alaska Native	2
Asian/Indian	1
Black or African American	10
Hispanic, Latinx or Latino(a)	8
Other Pacific Islander	1
White	29
Totals	51

*Adapted from United States Census of 2020

As a result of WestEd’s commitment to diversity and to the efforts outlined above, 41.3% of WestEd staff are non-white, 27.5% of all leadership positions in WestEd (i.e., Officers, Senior Managers and Managers) are held by non-white staff, and 72.8% of WestEd staff are women.

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.**

Please see attachments entitled “2018-2019 Audited WestEd Financial Statements” and “2019-2020 Audited WestEd Financial Statements” for demonstration of financial stability.

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).

WestEd's CFO is responsible for ensuring WestEd's adherence with GAAP accounting as prescribed by GASB. WestEd's governance bylaws mandate that WestEd's Board regularly selects certain members to serve on WestEd's Management and Audit Committee. That committee is directly responsible for selecting and providing oversight to an independent auditor as well as reviewing and approving WestEd's audited financial statements. As a California Joint Powers Agency, WestEd is subject to the California Code of Regulations, including adherence to the Bagley-Keene Open Meeting Act, which implements a provision of the California Constitution that declares that "the meetings of public bodies and the writings of public officials and agencies shall be open to public scrutiny", and explicitly mandates open meetings. WestEd's Board members comply with all applicable conflict of interest statutes, regulations, and policies.

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
36. Ownership of Documents and Materials	B. Contractor is granted a non-transferable, non-exclusive, irrevocable, worldwide, royalty-free license to use, reproduce, publish, or re-publish, modify, or otherwise distribute the Materials for non-commercial purposes. Use of the Materials, other than related to contract performance by the Contractor, without the	WestEd would like to be able to use certain developed materials, such as the design of the assessment and protocols for other WestEd projects/services. We can agree to accredit the State as the owner of such copyrighted materials while being granted a license to use said materials.

	<p>prior written consent of the State, is prohibited.</p> <p>During the performance of this Contract, the Contractor shall be responsible for any loss of or damage to the Materials developed for or supplied by the State and used to develop or assist in the services provided while the Materials are in the possession of the Contractor. Any loss or damage thereto shall be restored at the Contractor's expense. The Contractor shall provide the State full, immediate, and unrestricted access to the Materials and to Contractor's work product during the term of this Contract.</p>	
<p>36. Ownership of Documents and Materials</p>	<p>C. Publication: The State and Contractor recognize that research results and findings under this Contract may have merit worthy of disclosure or publication. At the same time, the Parties recognize that they may have competing interests in the publication of proprietary, sensitive or confidential information. The Parties agree that either party may be permitted to propose the disclosure or publication of de-identified research in discussions at public symposia or professional</p>	<p>WestEd would like to add subsection C to this clause or include a stand-alone clause addressing publication rights. As a research institution, WestEd regularly publishes in journals. As noted in the suggested language, WestEd will take caution to exclude confidential information and can provide the State a copy of any proposed publication for review and comment.</p>

	meetings, and to publish same in journals, theses, dissertations or other publications or presentations. If requested, the Contractor will provide the State copy of any proposed publication or presentation.	

2.3.7 References - Reference information is captured on **Attachment H** Respondent should complete the reference information portion of the **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. **Attachment H** should be submitted 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	State of Washington Office of Superintendent of Public Instruction
Company Mailing Address	600 Washington St SE
Company City, State, Zip	Olympia, WA 98504-7200
Company Website Address	https://www.k12.wa.us/
Contact Person	Deb Came
Contact Title	Assistant Superintendent for Assessment and Student Information
Company Telephone Number	360-725-6434
Company Fax Number	N/A
Contact E-mail	deb.came@k12.wa.us
Industry of Company	State Agency
Customer 2	
Legal Name of Company or Governmental Entity	Massachusetts Department of Elementary and Secondary Education
Company Mailing Address	75 Pleasant St

Company City, State, Zip	Malden, MA 02148
Company Website Address	https://doe.mass.edu/
Contact Person	Sam Ribnick
Contact Title	Special Advisor, Innovative Assessments and Data
Company Telephone Number	617-823-3606
Company Fax Number	N/A
Contact E-mail	sam.ribnick@mass.gov
Industry of Company	State Agency
Customer 3	
Legal Name of Company or Governmental Entity	Louisiana Department of Education
Company Mailing Address	1201 North Third Street
Company City, State, Zip	Baton Rouge, LA 70802
Company Website Address	https://www.louisianabelieves.com/
Contact Person	Alissa Kilpatrick
Contact Title	Director of Assessment Content, Office of Teaching and Learning
Company Telephone Number	225-342-9891
Company Fax Number	N/A
Contact E-mail	Alissa.kilpatrick@la.gov
Industry of Company	State Department of Education

- 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.

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

WestEd has not had any contracts terminated for cause or default in this last 3 years, nor had any litigation involving contract losses or terminations. We can provide a list of contracts terminated for convenience if requested, many due to disruptions in services related to COVID-19.

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.

WestEd is not registered to do business in Indiana and believes it is exempt from business registration. Specifically, WestEd is a California joint powers authority (public agency) recognized as a governmental entity exempt from taxation pursuant to state and federal laws. As a governmental entity, WestEd's services are deemed essential governmental services rather than conducting business. (See "IRS determination letter" attached.) WestEd is a nonpartisan, nonprofit research, development, and service agency that provides scientific, educational, and research services to educational institutions and other public and community agencies for the public benefit. All of the services provided in Indiana will be in furtherance of these scientific, educational, benevolent, non-pecuniary public benefits. WestEd is registered in California as a public agency (See "California Public Registry filing" attached), and generally states recognize its public agency status pursuant to Article IV of the US Constitution (Full faith and credit clause). WestEd does not fit within any of the "business entity" categories requiring business registration in Indiana. If it is determined that WestEd needs to complete any filings to perform the contract, it will do so prior to beginning work.

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.

Pursuant to the authorizations granted by WestEd's Board of Directors, CEO, and Deputy CFO, Lauren Wrotniak, Interim Director of Contracts and Grants, is delegated signature authority for the agency. Please refer to the attachment entitled "L. Wrotniak Delegation of Authority."

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.

WestEd attended the pre-conference meeting (at which MWBE firms were represented), reviewed the Indiana-certified list of businesses, and sought recommendations from internal and external partners on effective MBE and WBE firms from existing or past projects. Through this process, we determined that Brilljant and BCforward were well-qualified to provide valuable scope contributions and we invited them to provide bids. Both were selected to participate in the project.

- 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.

N/A

2.3.11 Evidence of Financial Responsibility – Removed at the request of the agency.

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

Business Information	
Legal Name of Company	WestEd
Contact Name	Lauren Wrotniak
Contact Title	Interim Director, Contracts & Grants
Contact E-mail Address	contracts@wested.org
Company Mailing Address	730 Harrison St
Company City, State, Zip	San Francisco, CA 94107
Company Telephone Number	415-565-3000
Company Fax Number	415-565-3012
Company Website Address	www.wested.org
Federal Tax Identification Number (FTIN)	94-3233542
Number of Employees (company)	800
Years of Experience	55
Number of U.S. Offices	14
Year Indiana Office Established (if applicable)	N/A
Parent Company (if applicable)	N/A
Revenues (\$MM, previous year)	\$174M
Revenues (\$MM, 2 years prior)	\$165M
% Of Revenue from Indiana customers	.014%

- 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. This information is included as a separate attachment labeled as “WestEd Disaster Recovery Plan.”

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

Information security and data protection

As a research and development agency, WestEd collects, analyzes, stores, and transmits many types of data. Whether written on paper or stored in computer files or cloud systems; of a personal, financial, academic, or proprietary nature; pertaining to employees, contractors, clients, parents, or students; all of the information we work with is considered as information assets. WestEd is committed to protecting information through the management of an Information Security and Privacy Program, which promotes and enables the protective measures necessary to secure these assets.

In 2018, to demonstrate our commitment to best-in-class data security and privacy, WestEd invested in the formation of an agency Data Protection Office. The DPO is an agency-wide effort staffed to protect information assets – defined as data, documentation, networks, applications, and systems - from unauthorized access, alteration, or destruction. The DPO oversees that legal, contractual, procedural, design, and technical safeguards are in place to ensure the protection of all protected information. Our secure offerings include storage and processing solutions which can meet or exceed even our most demanding client data security requirements. For those clients that require complete auditability of their data, WestEd has developed a secure cloud data enclave which provides unmatched security of even our most sensitive client data. To provide further assurances of the effectiveness of our security and privacy efforts, WestEd conducts regular external security audits aligned to industry leading information security frameworks.

The reporting structure of the DPO with direct reporting to our Executive Team assures independence and authority for our data security program, which applies to all areas of WestEd, including but not limited to personnel, processes, programs, departments, and technology that store, use, or transmit information assets. To ensure staff awareness of their responsibilities, WestEd has developed a centralized repository and a series of staff information security and privacy trainings on applicable policies, procedures, regulations, and best practices. This program has been developed in accordance with the Critical Information Security (CIS) Controls Framework, as well as with the Federal NIST 800-53 standard for security and privacy controls.

Secure computing environment

WestEd's Secure Computing Environment (SCE) is a highly secure online, cloud-based storage and processing environment for highly sensitive data sets and/or clients with strict data security requirements. The SCE is engineered to provide a workspace for client data to be analyzed and assessed minimizing risk of integrity, compromise, and loss. Using Microsoft's Azure services, WestEd provides a platform backed by industry leading security standards. The DPO in collaboration with our IT department controls the policy and deployment of the architecture to ensure compliance.

The SCE meets or exceeds even the most stringent of client contractual security requirements and/or laws/regulations that require strict controls on protected data sets. The SCE can be utilized for long-term storage of highly sensitive data that requires strict access controls and/or to process large data sets through the use of either the Stata or “R” analytical toolsets.

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.

WestEd provides services to states through direct contract work with states and federally-funded support centers. A description of each follows.

Direct state support

WestEd provides direct support to 33 states through a range of services – research and evaluation, professional learning, technical assistance, and policy guidance – to support all learners from children to adults. In assessment, WestEd has current contracts with 12 states and has worked with many more over the years. Samples of current work include support for:

- The Louisiana Department of Education with the development of the 2025 LEAP assessment, aligned to Louisiana social studies and science content standards for grades 3 through 8, and for U.S. History and Biology.
- The Georgia Department of Education to develop and implementation of Georgia’s innovative through-course assessment pilot program, in accordance with Georgia Senate Bill 362 (Section 20-2-281).
- The Maryland State Department of Education (MSDE) to develop new assessments for grades K-3 to understand learners’ progress between the existing Kindergarten Readiness Assessment (KRA) and the Maryland Comprehensive Assessment Program (MCAP) at grade 3.
- The Massachusetts Department of Elementary and Secondary Education to develop an innovative science assessment.
- The Arizona Department of Education’s English Language Learner Assessment development.
- The Tennessee Department of Education’s development of items for its Tennessee Comprehensive Assessment Program (TCAP) Assessments, including summative, formative, and interim Assessments in ELA, mathematics, social studies, and science.

Federally-funded support for states

WestEd currently hosts a number of national and regional centers that conduct R&D and provide technical assistance and support to state departments of education. WestEd leads the Regional Educational Laboratory West (REL West) and the Regional Educational Laboratory Northwest (REL Northwest), 2 of 10 Regional Educational Laboratories funded by the U.S. Department of Education’s (ED) Institute of Education

Sciences (IES). REL West serves the states of Arizona, California, Nevada, and Utah and REL Northwest serves Alaska, Idaho, Montana, Oregon, and Washington. Essential tasks for the REL contract include assessing regional needs through information collection and review of research; maintaining and refining research alliances; providing analytic technical support to help LEAs, SEAs and others incorporate data analysis into their decision making; conduct applied research and evaluation studies; disseminate technical support products and study findings; collaborate and coordinate with other RELs; and management and reporting. WestEd has been the REL for the western region since 1966.

The agency is also currently a partner in the REL Northeast & Islands, REL Mid-Atlantic, and REL Pacific.

WestEd is the lead agency for the Region 2 (Connecticut, New York, Rhode Island), Region 13 (Bureau of Indian Education, New Mexico, Oklahoma) and Region 15 Comprehensive Centers (Arizona, California, Nevada, Utah) as well as the National Center on School Turnaround, funded by ED's Office of Secondary and Elementary Education (OESE). WestEd is a subcontractor for the Region 7 (Alabama, Florida, Mississippi) and Region 14 (Arkansas, Louisiana, Texas) Comprehensive Centers. The Comprehensive Centers Program provides technical assistance to state education agencies to lead and support their local education agencies and schools in meeting student achievement goals. The 19 regional centers provide training and assistance to their respective states' departments of education. The national centers provide assistance and research-based information and tools on specific content areas. The National Center for Systemic Improvement, funded by ED's Office of Special Education and Rehabilitative Services (OSERS), is a national center providing technical assistance to state education agencies and lead agencies to help build their capacity to support local education agencies and early intervention services programs and providers in improving education results and functional outcomes for children with disabilities. The Center for IDEA Fiscal Reporting (CIFR), funded by ED's Office of Special Education Programs (OSEP), supports States' IDEA Part B programs in meeting their IDEA fiscal data collection and reporting obligations; specifically, those obligations associated with the provisions under IDEA surrounding Local Education Agency Maintenance of Effort Reduction, voluntary or involuntary provision of Coordinated Early Intervening Services, and State Maintenance of Financial Support. WestEd is a subcontractor in the National TA Center to Improve State Capacity to Accurately Collect and Report Idea Data and the Center for the Integration of IDEA Data (CIID).

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.

This section describes several WestEd projects conducted in the last five years with

Indiana and other states specifically related to alternate assessment, alternate achievement standards, and through-course assessment. Additionally, we provide information from our partner Cognia related to their alternate assessment work.

Georgia Department of Education (GaDOE) Innovative Assessment Demonstration Authority (IADA) Support

WestEd provides technical assistance to two consortia of districts in the state of Georgia piloting different through-course assessment designs with funding from the federal IADA grant. This support includes facilitating a technical advisory committee advising the consortia, providing direct assistance to the consortia, and creating a process to collect comparability evidence to support the Georgia Department of Education in determining whether these assessments might be used in lieu of the current state assessment and potential future assessment peer review.

Washington Access to Instruction and Measurement (WA-AIM). WestEd collaborated with the State of Washington OSPI to develop the WA-AIM alternate assessment aligned to the NGSS. OSPI's goal was to develop an alternate assessment that maintained the three-dimensional expectations of the NGSS and the state's NGSS-aligned general education assessment (Washington Comprehensive Assessment of Science) while being appropriate for the alternate population. WestEd facilitated a series of state-level meetings with Washington state educators (both content-area and special education teachers), at grades 5 and 8 and high school, to select NGSS performance expectations for the alternate achievement standards, develop an access-point framework (including development of essential concepts and complexity differentiation) and performance tasks, and review items for content, bias, and sensitivity. WestEd supported OSPI in the facilitation of the development of alternate achievement level descriptors; worked with the State Alternate Assessment Coordinator to plan, design, and develop all meeting goals and outcomes; and supported educators through the selection of performance expectations and the use of an iterative process to develop performance tasks. The outcome of this work was development and review, with educator participation, of 15 performance tasks based on the alternate achievement standards. The WA-AIM science assessments consist of five stand-alone performance tasks designed to meet three levels of cognitive complexity. Each stand-alone task has three levels of cognitive complexity. The performance tasks for all cognitive levels are both paper-based and hands-on, with simple, accessible materials.

Nevada Assessment System Evaluation (Assessment Audit and Alignment Study).

The Nevada Department of Education selected WestEd to conduct an independent evaluation of the tools and assessments used to monitor the performance of the state's K–12 public school students. This work included independent alignment studies of Nevada's science assessments and alternate assessments, as well as an audit of currently used state assessment tools, with recommendations to improve tools and streamline the state's assessment system, and a comparison of Nevada's

state assessment system to assessment models used in other states.

ISTEP+ ELA and Mathematics Alignment Study. WestEd conducted a study to determine the degree of alignment between the 2015 Indiana Statewide Testing for Educational Progress Plus (ISTEP+) assessments and the 2014 Indiana Academic Standards in ELA and mathematics in grades 3–8. The study resulted in a final report that described the alignment, specified the nature of alignment gaps, and provided IDOE with meaningful and practicable recommendations to contribute to the quality of Indiana’s standards and assessments.

Additionally, in 2015, WestEd conducted alignment studies of the Indiana ISTAR+ grade 10 assessments for English/language arts, mathematics, and biology, and of the ISTAR alternate alignment system for English/language arts, mathematics, and science in grades 3–8 and 10. Earlier WestEd alternate assessment projects include test development for the Pennsylvania System of School Assessment–Modified and the Kansas Assessment of Modified Measures.

Cognia Alternate Assessment Experience

Client Partner	Time Frame	Assessment Design
Colorado	2000–2007	One of the first item-based alternate assessments
Florida	2007–2021	Item-based assessment and administration of a datafolio
Maine	1998–2020	Structured portfolio assessment—now a member of MSAA
Massachusetts	1998–current	Portfolio assessment, online data collection
Nevada	2008–2015	Item-based assessment, video administration
National Center and State Collaborative	2010–2015	Development and administration of item-based assessment, multi-state collaboration—now MSAA; Indiana was part of the collaborative at this time
Multi-State Alternate Assessment (MSAA)	2015–current	Stage-adaptive assessment, multi-state collaboration