

RFP 24-75844
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.

As a nationally recognized authority on educational technology and online learning, the Johns Hopkins University School of Education Center for Technology in Education (JHU CTE)'s mission is to improve the quality of life for all children and youth through teaching, research, and leadership in the uses of technology. Over twenty-four years we have created a series of leading-edge online data systems, software tools, and professional development programs used by hundreds of thousands of educators and students across the world.

For more than a decade, JHU CTE has worked in partnership with WestEd and the states of Maryland and Ohio on the development, implementation, and support of a comprehensive kindergarten readiness assessment initiative that contains a point-in-time, summative Kindergarten Readiness Assessment (KRA), and a formative Early Learning Assessment (ELA). JHU CTE also led the design and development of the Ready for Kindergarten Online Early Childhood Comprehensive Assessment System (KReady) that has been used by more than 80,000 educators to assess more than 2.5 million children across Hawaii, Maryland, Ohio, Indiana, Michigan, and South Carolina.

JHU CTE stands uniquely prepared to address this RFP due to our longstanding partnership with the Indiana Department of Education (IDOE) to deliver the ISPROUT assessment, and our proposed solution that continues and expands our work in Indiana with the proven assessment partner, WestEd. Over our five year implementation of the ISPROUT Early Learning Assessment, JHU CTE has worked closely with IDOE to make significant customizations that are based on Indiana's unique needs including incorporating additional skill progressions to ISPROUT to best align with Indiana's Early Learning Standards; creating engaging learning activities to allow for observation of the more challenging skills; developing teacher and family-friendly reports with scale scores to measure growth over time; and building functionality into the KReady system to streamline viewing of student data over time. WestEd has had high levels of engagement throughout the five years to provide assessment and psychometric support. In our proposed solution, WestEd will continue in that role.

We have both the operational capacity and expertise that is needed to successfully carry out the important work requested in this solicitation. JHU CTE has extensive experience managing large-scale projects and a proven history of high quality outcomes, on-time delivery, strong communication with partners and sponsors, and a willingness to go above-and-beyond expectations to ensure project success.

- 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.

The Johns Hopkins University is a non-profit, private educational institution incorporated in the State of Maryland. See **Attachment 1** Certificate of Authority and **Attachment 2** Organization Chart.

- 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.

Johns Hopkins University Diversity Statement

At Johns Hopkins we strive to be a model of a pluralistic society in which we acknowledge, embrace, and engage diverse identities, perspectives, and experiences. We seek to build and buttress an inclusive intellectual and physical environment to ensure that all members of our community know with certainty that they belong at Johns Hopkins. And we aspire to equitably share the benefits and burdens of dismantling persistent systemic barriers to individual and communal success.

We believe, fundamentally, that every person has equal dignity and worth, and our unwavering commitment to diversity, equity, and inclusion is rooted in this predicate principle. These core values are essential to our university's academic, research, and public service missions, and bolster our commitment to excellence. Our search for truth and knowledge for the good of humanity depends on bringing the greatest variety of viewpoints and voices to bear on the challenges before us as students, scholars, staff, neighbors, and citizens.

At the intersection of these values is justice. Over the course of history, our nation and university have breached the ideals of justice by discriminating on the basis of race; ethnicity; sex; gender identity and expression; religious belief and observance; disability; socio-economic status; veteran/military status; age and other factors. We recognize the painful truth that such discrimination has inflicted multigenerational harm and further disenfranchises members of our society. Although our polity and our institution have made meaningful progress, we are by no means past the injury and loss caused by discriminatory practices.

Johns Hopkins assumes its responsibility as a leading research university to work to achieve diversity, equity, and inclusion, and we hold ourselves accountable for our progress through transparency, open communication, and an ongoing, unflinching assessment of met and unmet needs.

For more information, please visit: <https://www.jhu.edu/about/diversity-inclusion/>

JHU's Composition reports can be found at:
<https://diversity.jhu.edu/resources/jhu-composition-reports/>

School of Education

With a deep, evidence-based understanding of the connection between inequality and educational opportunity—and bolstered by Johns Hopkins University's commitment to diversity, equity, and inclusion—the School of Education works to increase educational opportunity for all persons and to nurture a learning and working environment that utilizes the contributions and develops the talents of a diverse range of students, faculty, and staff.

To that end, a major priority of our Office of Diversity and Faculty Development involves the implementation of strategic diversity efforts geared towards faculty, students, staff, and alumni, from working to help all stakeholders feel valued and able to flourish to identifying and reviewing data to ensure that the school meets its diversity, equity, and inclusion milestones.

Johns Hopkins University is deeply committed to the dignity and equality of all persons—inclusive of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, and veteran status.

For more information, please visit
<https://education.jhu.edu/about/diversity-equity-inclusion/>

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.**

See attached audited financial statements for FY21 and FY22, labeled **Attachment 3** Annual Report 2021 and **Attachment 4** Annual Report 2022.

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).

See **Attachment 5** JHU Internal Control Policy.

2.3.6 Contract Terms/Clauses - Please provide the requested information in RFP Section 2.3.6.

Please review our proposed edits to **Attachment B** (Sample Contract) and **Attachment B3** (Saas Terms). Attachment B1 (Infrastructure as a Service) and Attachment B2 (Platform as a Service) are not applicable.

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 no more than ten (10) business days after the proposal submission 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	Maryland State Department of Education
Company Mailing Address	200 West Baltimore Street
Company City, State, Zip	Baltimore, MD 21201
Company Website Address	https://marylandpublicschools.org/
Contact Person	Judy Walker
Contact Title	Early Learning Branch Chief (Retired) <i>Judy Walker led the state's implementation of the proposed assessment solution from school year 2014/15 through 2022/23 and can best speak to our deliverables and services.</i>
Company Telephone Number	443-605-2413
Company Fax Number	
Contact E-mail	jdcpw54@gmail.com
Industry of Company	Early Childhood Education
Customer 2	
Legal Name of Company or Governmental Entity	Washtenaw Intermediate School District
Company Mailing Address	1819 South Wagner Road, PO Box 1406
Company City, State, Zip	Ann Arbor, MI 48106-1406
Company Website Address	https://www.washtenawisd.org/
Contact Person	Alan Oman
Contact Title	Executive Director of Early Childhood Programs (Retired)
Company Telephone Number	989-859-6701
Company Fax Number	
Contact E-mail	alan_oman@outlook.com
Industry of Company	Early Childhood Education
Customer 3	
Legal Name of Company or Governmental Entity	South Carolina Department of Education Office of Assessment and Standards
Company Mailing Address	1429 Senate Street
Company City, State, Zip	Columbia, SC 29201

Company Website Address	https://ed.sc.gov/
Contact Person	Susan Creighton
Contact Title	Education Associate
Company Telephone Number	803-734-8535
Company Fax Number	803-734-8886
Contact E-mail	Screight@ed.sc.gov
Industry of Company	Early Childhood Education

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.

The Johns Hopkins University, School of Education, is registered to do business with the state of Indiana under the following ID numbers:
Secretary of State (Active): 1998101558
Bidder ID#: 0000050033

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.

Jonathan Berry, Contracts Associate, has authority to sign agreements on behalf of Johns Hopkins University. Please see **Attachment 6** JHURA Signature Authority Letter.

2.3.10 Subcontractors - The Respondent is responsible for the performance of any obligations that may result from this RFP and shall not be relieved by the non-performance of any subcontractor. Any Respondent’s proposal must identify all subcontractors and describe the contractual relationship between the Respondent and each subcontractor. Per instructions in **Attachment J**, either a copy of the executed subcontract or a letter of agreement over the official signature of the firms involved must accompany each proposal.

Any subcontracts entered by the Respondent must be in compliance with all State statutes and will be subject to the provisions thereof. For each portion of the proposed products and services to be provided by a subcontractor, the

technical proposal must include the identification of the functions to be provided by the subcontractor and the subcontractor's related qualifications and experience.

The combined qualifications and experience of the Respondent and any or all subcontractors will be considered in the State's evaluation. The Respondent must furnish information to the State as to the amount of the subcontract, the qualifications of the subcontractor for guaranteeing performance, and any other data that may be required by the State. All subcontracts held by the Respondent must be made available upon request for inspection and examination by appropriate State officials, and such relationships must meet with the approval of the State.

The Respondent must list any subcontractor's name, address, and the state in which formed that are proposed to be used in providing the required products and/or services. The subcontractor's responsibilities under the proposal, anticipated dollar amount for subcontract, subcontractor's form of organization, and an indication from the subcontractor of a willingness to carry out these responsibilities are to be included for each subcontractor. This assurance in no way relieves the Respondent of any responsibilities in responding to this RFP or in completing the commitments documented in the proposal. The Respondent must indicate which, if any, subcontractors qualify as a Minority Business Enterprise, Women's Business Enterprise, or Veteran Owned Business under IC 4-13-16.5-1 and IC 5-22-14-3.5. See Sections 1.21, 1.22 and **Attachments A/A1** for Minority, Women, and Veteran Business information.

IVOSB entities (whether a prime or subcontractor) must have a Bidder ID. If registered with IDOA, this should have already been provided (as with MWBEs). IVOSBs that are only registered with the Federal Center for Veterans Business Enterprise will need to ensure that they also have a Bidder ID provided by IDOA (please see section 2.3.7 for details).

JHU CTE, the Respondent, will assume the primary responsibility for program management, for delivery of the technology system, and for professional development. JHU CTE will provide ongoing communication with the State and its stakeholders, will manage the day-to-day project activities, and will report on progress delivery. JHU CTE will also manage help desk support and will provide ongoing support for trainers and data managers throughout assessment administration. Project Manager Ms. Karrie Dash will provide overall contract management and program coordination, according to the State's established project management processes, practices, and preferences.

WestEd

Responsibility: WestEd will provide technical assistance to the Indiana Department of Education and the Center for Technology in Education regarding scoring, reporting, standard setting, and appropriate use of assessment results.

Address: 730 Harrison Street, Suite 500, San Francisco, CA 94107

Primary point of contact: Joanne L. Jensen, Ph.D., Director, Assessment Design and Development

Email: jjensen@wested.org | Phone: (415) 615-3145 | Fax: (415) 615-3200

<https://www.wested.org/>

Subcontract amount: [REDACTED]

Please see **Attachment 7** WestEd Letter of Commitment

No.Inc

Responsibility: No.Inc will provide software development services for the Comprehensive Assessment System.

Address: 3600 Clipper Mill Rd #401, Baltimore, MD 21211

Primary point of contact: James Hagen, President

Email: james@noinc.com | Phone (410) 332-0041

<https://www.noinc.com/>

Subcontract amount: [REDACTED]

Please see **Attachment 8** NoInc Letter of Commitment

Please review **Attachment A** MWBE Participation Form for BCforward and Briljent.

Bucher + Christian Consulting, Inc. D/B/A BCforward (MBE)

Responsibility: BCforward will provide training, and professional development services for this project.

Address: 9777 N. College Ave, Indianapolis, IN 46280

Primary point of contact: Todd Tolson, Global Account Manager

Email: Todd.Tolson@BCforward.com | Phone: (317) 493-2017 | Fax: (866) 881-7769

<http://www.bcforward.com>

Subcontract amount: [REDACTED]

Please see **Attachment 9** BCForward Letter of Commitment

Briljent, LLC (WBE)

Responsibility: Briljent will provide training and professional development services for this project.

Address: 7615 W Jefferson Blvd., Fort Wayne, IN 46804

Primary point of contact: Adam Gulla, Business Development Manager

Email: agulla@briljent.com | Phone: (317) 767-4140 | Fax: (260) 434-0991

<https://briljent.com/>

Subcontract amount: [REDACTED]

Please see **Attachment 10** Briljent Letter of Commitment

Please review **Attachment A1** IVOSB Participant Form for the Bingle Research Group.

Bingle Research Group, Inc. (IVOSB)

Responsibility: The Bingle Research Group will provide teacher training evaluation, surveys, and other evaluation assignments.

Address: 4721 N. Pennsylvania St., Indianapolis, IN 46205

Primary point of contact: Fred Bingle, President

Email: fbingle@binglerg.com | Phone: 317-927-7004

<http://www.bingleresearchgroup.com/>

Subcontract amount: [REDACTED]

Please see **Attachment 11** Bingle Research Group Letter of Commitment

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.

Notwithstanding any other provisions relating to the beginning of the term, any contract will not become effective until the evidence of financial responsibility is delivered in the correct form and amount to the address indicated in Section 1.25.

The Johns Hopkins University is prepared to provide evidence of financial responsibility as requested by the State.

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

Business Information	
Legal Name of Company	The Johns Hopkins University
Contact Name	Lisa Reed
Contact Title	Associate Director, Business Development, Finance and Operations
Contact E-mail Address	lisa.reed@jhu.edu
Company Mailing Address	3400 N Charles St
Company City, State, Zip	Baltimore, MD 21218
Company Telephone Number	443-927-0300
Company Fax Number	410-516-9818
Company Website Address	https://www.jhu.edu
Federal Tax Identification Number (FTIN)	52-0595110
Number of Employees (company)	27,300
Years of Experience	147
Number of U.S. Offices	
Year Indiana Office Established (if applicable)	n/a
Parent Company (if applicable)	n/a
Revenues (\$MM, previous year)	\$7,446
Revenues (\$MM, 2 years prior)	\$6,659
% Of Revenue from Indiana customers	n/a

- 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. Please review **Attachment 12** Disaster Recovery and Security Plan.

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

JHU CTE understands the mission-critical importance of protecting Indiana's data and will implement rigorous administrative, physical, and technical safeguards to do so. Maintaining a sufficient level of data security is a multi-part process that includes planning, conducting regular risk assessments, and carrying out proactive security scans and vulnerability checks. These activities are not fixed and static in nature, but are rather an ongoing process of monitoring and updating the system and processes based on evolving circumstances and a continuously changing landscape of external security threats. JHU CTE's security plans and policies will be reviewed and evaluated annually by an external security auditor, the results of which will be reported in a SOC-2, Type II audit report.

JHU CTE and its subcontractors adhere to strict security best practices to ensure the secure hosting and maintenance of the KReady system and the protection of all State data within it. The implementation of industry-standard measures, such as those outlined in the NIST cybersecurity framework, ensures data collection, monitoring, security, access control, incident response, and data protection are in line with rigorous standards. Specific strategies include:

Data encryption: Enforcing SSL encryption on all connections and data transfers in and out of the system, including archival and backup data, both in transit and at rest.

Server hardening: Removing unnecessary software, employing strict access controls, regularly reviewing account permissions and policies, applying updates and security patches, limiting runtime settings, disabling unnecessary ports and services, and generally complying with evolving industry recommendations and best practices related to server security.

Proactive monitoring: The KReady server environment is proactively monitored to detect unauthorized access attempts, possible hacking activity or other active or potential exploits or vulnerabilities and remediation actions are taken as needed.

Staff training: All staff are trained in the critical aspects of the Family Educational Rights and Privacy Act (FERPA) to ensure comprehensive understanding of the importance of protecting personalized student data and best practices in handling data to minimize risk of accidental exposure. Technical staff include AWS-certified engineers with substantial experience maintaining secure server environments.

For additional information related to KReady's security policies and disaster recovery preparedness, please see **Attachment 12** Disaster Recovery and Security Plan.

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.

JHU CTE has been working with state government leaders to implement the Kindergarten Readiness Assessment and Early Learning Assessment since 2014. We worked with state partners in Indiana, Maryland, Ohio, Hawaii, and South Carolina.

In addition to the kindergarten readiness Comprehensive Assessment System initiatives, JHU CTE has substantial, long-term experience developing and implementing statewide educational programs and technology systems. In our home state of Maryland, JHU CTE has developed and implemented the state's Individualized Education Program (IEP) system and Individualized Family Service Plan (IFSP) system for the past 18 years. As with KReady, each of those statewide data systems involves the onboarding of large amounts of data from local school systems, support for ongoing classroom-level data collection, the development and delivery of dynamic reports, the deployment of online professional development, oversight and collaboration with a help desk for system end-users, and deploying and maintaining a secure, scalable server infrastructure.

Further, JHU CTE staff members, including those responsible for ensuring that budgetary and fiscal requirements are met, have this extensive experience in managing large-scale projects with these state partners. They are well versed in federal and state fiscal procedures and compliance requirements. JHU CTE projects have a history of on-time delivery, strong communication with partners and customers, outstanding technical expertise, and high rates of customer satisfaction.

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.

JHU CTE possesses considerable experience in serving clients with a size and scope comparable to Indiana.

Maryland

For the past eleven years, JHU CTE has provided comprehensive services and support to the Maryland State Department of Education (MSDE). Our commitment extends to managing the technology infrastructure essential for delivering the Kindergarten Readiness Assessment (KRA) and the Early Learning Assessment (ELA), as well as providing training, professional development, and ongoing assistance to teachers, administrators, and data managers involved in administering the KRA and the ELA across the State of Maryland.

Since 2014, over 180,000 Maryland students have been assessed using the KReady technology platform developed by JHU CTE. The system generates various reports and data exports at district, school, and classroom levels to support policy and instructional decisions, including a print-ready Instant Individual Student Report for

parents and families. Additionally, JHU CTE's professional development and training program benefits approximately 4,000 educators and 50 data managers annually.

Ohio

For the past twelve years, JHU CTE has been a reliable partner, offering comprehensive services and support to the Ohio Department of Education (ODE). Our commitment extends to managing the technology infrastructure essential for delivering the Kindergarten Readiness Assessment (KRA) and the Early Learning Assessment (ELA) and providing training, professional development, and ongoing assistance to teachers, administrators, and data managers engaged in administering the KRA throughout the state of Ohio.

Since 2014, over 720,000 Ohio students (approximately 120,000 per year) have taken the KRA through JHU CTE's technology platform. This system generates various reports and data exports, supporting policy and instructional decisions at the district, school, and classroom levels. Additionally, JHU CTE's professional development and training program benefits approximately 11,000 educators and 700 data managers each year.

For children aged 36-72 months, the ELA is administered at least twice a year to students in public preschool special education programs, with availability for those in general education settings as well. Since 2014, more than 250,000 Ohio students (approximately 50,000 per year) have taken the ELA via JHU CTE's technology platform. Around 10,500 preschool educators administer the ELA annually.

South Carolina

For the past six years, JHU CTE has been providing comprehensive services and support to the South Carolina Department of Education (SCDE). Our focus includes managing the technology infrastructure for delivering the Kindergarten Readiness Assessment (KRA) and providing training, professional development, and assistance to teachers, administrators, and data managers involved in administering the KRA throughout South Carolina.

The initial pilot of the KRA took place in 2016, involving around 1,400 students. Building on this success, South Carolina initiated a census administration of the KRA in the Fall of 2017, covering a significant scale of approximately 55,000 students and 3,000 teachers statewide.

To complement the KRA administration, JHU CTE also designed and implemented a comprehensive professional development and training program. This program was geared towards approximately 3,000 teachers involved in administering the KRA throughout the state, as well as data managers responsible for data onboarding, report generation, and technical support for the KRA. The combination of our assessment infrastructure and targeted training has contributed to a seamless and

effective assessment process, benefiting students and educators alike in South Carolina.

With substantial experience in serving state governments, we proudly highlight our longstanding collaboration with the Indiana State Department of Education (IDOE) over multiple years on the ISPROUT ELA. Our extensive expertise in working closely with state governments, combined with our ongoing partnership with IDOE, has allowed us to develop a deep understanding of the specific needs and priorities of Indiana's education landscape. This established relationship and shared knowledge uniquely position us to provide comprehensive support and solutions tailored to meet the evolving demands of Indiana's educational initiatives.

2.3.15 Payment – Removed at the request of the agency.

2.3.16 Extending Pricing to Other Governmental Bodies – Indicate your willingness to extend prices of awarded products and/or services to other governmental bodies per RFP section 2.3.16.

Johns Hopkins University is not willing to extend prices of awarded products and/or services to other governmental bodies.

2.3.17 Cloud Terms – Additional Terms and Conditions related to Cloud-based systems the State expects to execute with the successful Respondent(s) are provided in Attachment B1, B2, and B3. Depending on your proposed System, you could be required to agree to one or more of the following sets of Additional Terms and Conditions: Attachment B1 – IOT Additional Terms and Conditions - Infrastructure as a Service Engagements (IaaS), Attachment B2 – IOT Additional Terms and Conditions - Platform as a Service Engagements (PaaS), Attachment B3 – IOT Additional Terms and Conditions - Software as a Service Engagements (SaaS).

Please indicate in your response below which of these sets of Additional Terms and Conditions you believe applies to your proposed system. Review these Additional Terms and Conditions and indicate acceptance and / or any redlined edits, ***via Tracked Changes*** in MS Word. It is the State's strong desire to not deviate from the Additional Terms and Conditions that are provided in these attachments and as such the State reserves the right to reject any and all requested changes. Any or all portions of this RFP and any or all portions of your response may be incorporated as part of the final contract.

In addition to your response below, Respondents are also required to review and respond to the questions included in **Attachment L** Cloud Questionnaire and **Attachment M** Resource Usage Template.

Based on commonly accepted technical definitions of IaaS, PaaS, and SaaS, the KReady system would be considered Software as a Service (SaaS) and Attachment B1 (IaaS) and B2 (PaaS) are not applicable. In July of 2023, as part of JHU CTE's contract renewal for the ISPROUT project, the document **State of Indiana Additional Terms and Conditions Software as a Service Engagements (Attachment B3)** was accepted with minor modifications approved by IDOE and IOT. To ensure consistency in language, JHU CTE proposes that the language related to SaaS terms and conditions should mirror the existing agreement for ISPROUT.

Please review **Attachment L** Cloud Questionnaire and Attachment M Resource Usage Template for our responses.