

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Competitive Grants for State Assessment Program**

**CFDA # 84.368A**

**PR/Award # S368A190004**

**Grants.gov Tracking#: GRANT12823224**

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Mar 29, 2019

PR/Award # S368A190004

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<b>Attachment - 1 (1238-Part 7 - GEPA Narrative - Advancing ALTELLA 3-26)</b>	e12
<b>6. Grants.gov Lobbying Form</b>	e15
<b>7. Dept of Education Supplemental Information for SF-424</b>	e16
<b>Attachment - 1 (1236-Part 2 - Human Subjects Narrative - Advancing ALTELLA)</b>	e17
<b>8. ED Abstract Narrative Form</b>	e20
<b>Attachment - 1 (1237-Part 3 - Project Abstract - Advancing ALTELLA 3-22)</b>	e21
<b>9. Project Narrative Form</b>	e23
<b>Attachment - 1 (1234-Part 4 - Project Narrative - Advancing ALTELLA 3-25)</b>	e24
<b>10. Other Narrative Form</b>	e87
<b>Attachment - 1 (1235-Part 6 - Other Attachments - Advancing ALTELLA)</b>	e88
<b>11. Budget Narrative Form</b>	e235
<b>Attachment - 1 (1239-Part 5 - Budget Narrative MDE - Advancing ALTELLA 3-27)</b>	e236
<b>Attachment - 2 (1240-WCER - Budget Justification - Advancing ALTELLA 3-27)</b>	e242

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/27/2019"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Minnesota Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="416007162"/>	* c. Organizational DUNS: <input type="text" value="9335613180000"/>

**d. Address:**

* Street1:	<input type="text" value="1500 Highway 36 West"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Roseville"/>
County/Parish:	<input type="text" value="Ramsey"/>
* State:	<input type="text" value="MN: Minnesota"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="55113-4035"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Tracy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Montez Lindner"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="EL Assessment Project Specialist"/>
--

Organizational Affiliation: <input type="text" value="Minnesota Department of Education"/>
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* Telephone Number: <input type="text" value="651-582-8692"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="tracy.montez.lindner@state.mn.us"/>
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**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.368

CFDA Title:

Competitive Grants for State Assessments (formerly Grants for Enhanced Assessment Instruments)

**\* 12. Funding Opportunity Number:**

ED-GRANTS-012819-001

\* Title:

Office of Elementary and Secondary Education (OESE): Competitive Grants for State Assessments Program CFDA Number 84.368A

**13. Competition Identification Number:**

84-368A2019-1

Title:

Competitive Grants for State Assessment Program

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Advancing ALTELLA: Alternate Assessment Redesign

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,998,938.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,998,938.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Minnesota Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	3,566.00	3,673.00	3,784.00	3,897.00		14,920.00
2. Fringe Benefits	877.00	904.00	931.00	959.00		3,671.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	786,256.00	1,024,915.00	984,934.00	1,160,941.00		3,957,046.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	445.00	458.00	472.00	486.00		1,861.00
9. Total Direct Costs (lines 1-8)	791,144.00	1,029,950.00	990,121.00	1,166,283.00		3,977,498.00
10. Indirect Costs*	5,320.00	5,346.00	5,373.00	5,401.00		21,440.00
11. Training Stipends						
12. Total Costs (lines 9-11)	796,464.00	1,035,296.00	995,494.00	1,171,684.00		3,998,938.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # S368A190004

Name of Institution/Organization Minnesota Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Amanda L Sroka</p>	<p>TITLE</p> <p>Grant Writer</p>
<p>APPLICANT ORGANIZATION</p> <p>Minnesota Department of Education</p>	<p>DATE SUBMITTED</p> <p>03/27/2019</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Competitive Grants for State Assessments (formerly Grants for Enhanced Assessment Instruments)"/> CFDA Number, if applicable: <input type="text" value="84.368"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

**Federal Use Only:** Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

1238-Part 7 - GEPA Narrative - Advancing A

Add Attachment

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA) Requirements**

### **Advancing ALTELLA: Alternate Assessment Redesign**

The Advancing ALTELLA project is committed to ensuring equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. Because the collaborating partner is the Wisconsin Center for Educational Research (WCER), it will be responsible for carrying out all project activities and hiring. The General Education Provisions Act (GEPA) requirements reflect the commitment of WCER to equitable access and participation.

### **General Statement of Non-discrimination and Accessibility**

In every sense, UW–Madison is a public university. Active in the dissemination of knowledge, the university is guided by the “Wisconsin Idea,” which holds that education should influence and improve people’s lives beyond the university classroom. The university’s longstanding partnership with Wisconsin and its residents is an integral component of its mission to create, integrate, transfer, and apply knowledge. Central to the university’s mission is a commitment to achieve diversity in its faculty, students, and staff and to be responsive to groups that have traditionally been underserved by higher education.

The University of Wisconsin–Madison and its School of Education are equal opportunity, affirmative action employers with a history of strong commitment to equity and diversity issues. The institution has long been proactive in setting policies and providing education to staff, in addition to monitoring progress and responding to problems. All hiring will follow university procedures. Meetings will be held in accessible locations.

## **Barriers to Project Employment**

The University of Wisconsin-Madison and WCER have maintained a consistent record of hiring persons with disabilities, as well as people with a variety of national origins, races, age groups, and gender identifications. WCER researchers come from such diverse backgrounds as astronomy, biology, economics, engineering, law, mathematics, psychology, and sociology, as well as from most areas of specialization within the School of Education. WCER employs more than 100 graduate students in these varied fields who participate in the work of the center while they gain research training and often opportunities to publish collaboratively with senior researchers. *Advancing ALTELLA* is committed to continuing the employment of individuals from a variety of backgrounds, particularly individuals with disabilities and people who represent ethnic minorities. Within WIDA at WCER, two individuals who are multilingual and who also have cognitive disabilities are employed as project support staff. If hiring is needed for this project, WCER will undertake an active recruitment policy for hiring individuals with disabilities as well as individuals from diverse backgrounds.

## **Barriers to Participation in Project Activities**

*Advancing ALTELLA* contains several components where there may be barriers to full participation for some individuals. To the best of our knowledge, most our participants (e.g., advisory group members, state education agency personnel, and educators), will be fluent English speakers; however, some participants may require translation or interpretation services. We will provide interpreters as needed for in-person project meetings; we will have project materials translated for participants when needed.

The advisory group members and state education agency personnel will participate in meetings and reviews via email, webinars, and teleconferences. If any of our stakeholders require

large print or audio presentation, computers should allow for easy adaptation to fit the needs of individual participants. Sign interpreters will be hired when needed. A Telecommunication Device for the Deaf (TDD) service is available if we are communicating with any participants with hearing impairments via telephone. In-person meetings will be conducted in hotels or other public conference facilities that are fully accessible to individuals with physical disabilities.

All materials disseminated from the project will be made available on a web page for the project. These materials will be Web Content Accessibility Guidelines compliant.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Minnesota Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Amanda Middle Name:
* Last Name: Sroka	Suffix:
* Title: Grant Writer	
<b>* SIGNATURE:</b> Amanda L Sroka	<b>* DATE:</b> 03/27/2019

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Ms.	First Name: Tracy	Middle Name:	Last Name: Montez Lindner	Suffix:
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Address:

Street1:	1500 Highway 36 West
Street2:	
City:	Roseville
County:	
State:	MN: Minnesota
Zip Code:	55113-4035
Country:	USA: UNITED STATES

Phone Number (give area code) 651-582-8692	Fax Number (give area code)
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Email Address:  
tracy.montez.lindner@state.mn.us

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1236-Part 2 - Human Subjects Narrative - Advanc	Add Attachment	Delete Attachment	View Attachment
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## **Advancing ALTELLA: Alternate Assessment Redesign**

### **Human Subjects Narrative**

The research proposed for *Advancing ALTELLA* is related to the development and validation of federally mandated assessments to be developed under this project and is considered to be Exempt. Research activities will be conducted by the Wisconsin Center for Education Research (WCER) *Advancing ALTELLA* project team and WIDA staff. Researchers will follow UW-Madison human subjects informed consent procedures. Educators participating in research activities will be asked to give informed consent. The parents/caregivers of participating students will be asked to give parental consent and students, depending on age, will be asked to give assent or written consent. Parents/caregivers participating in the screener cognitive labs will be asked to give written consent. Consent forms will be translated into other languages as needed.

Participation in research activities will be voluntary. Schools will be recruited by soliciting nominations from state and district-level leadership in the participating states. Then the schools will identify eligible participants. Inclusion criteria for the students will be based on establishing representation of the spectrum of English language proficiency levels, obtaining a diverse sample that mirrors the greater population of English learners with significant cognitive disabilities in the participating states with attention to language background and disability category. In the case of the screener, parents and families will be identified using a similar process.

In all cases, data collected will be anonymized. No participant names or schools will be included in any reports. Data collected will be given codes, and codes will be kept separate from the data itself.

**Cognitive labs and technology explorations.** Cognitive labs will be conducted as part of the development process for both the screener and the annual summative assessment. The purpose of cognitive labs is to understand the mental processes of the test taker when interacting with the test items. In addition, although the proposed project focuses on the design of a paper-based assessment, the project proposes to explore technology possibilities, including delivery options (e.g., computers, iPads, and SmartBoards) as well as response options (e.g., AAC devices, iPads, picture cards). Up to 40 cognitive labs will be conducted to inform the development of the screener and the revamped assessment. This activity is considered Exempt because the purpose of the cognitive labs is to provide feedback that will inform the development of the assessments.

**Outcome:** assessment items and response options

**Method of Evaluation:** Cognitive lab protocols will be reviewed by the Advisory Group, External Evaluator (Evergreen Evaluation), and the Research subcommittee.

**Classroom observations.** To inform the assessment design and development and the types of assessment resource materials to provide, a limited number of classroom observations will be conducted for an extended period of time (i.e., up to two days) with a goal of uncovering additional language development strategies used in classrooms. Up to 50 classroom observations will be conducted in project states. This activity is considered Exempt because the observations are observing typical or normal classroom practices with the purpose of informing assessment development.

**Outcome:** Formative feedback to inform item development and professional development materials

**Method of Evaluation:** Observation protocols will be reviewed by the Advisory Group, External Evaluator, and the WIDA Accessibility, Accommodations, and Equity subcommittee.

**Validity studies.** Advancing ALTELLA and WIDA staff will conduct a validity studies to determine whether the project assessments are being implemented as intended and whether their intended effects are being achieved. Data for this study will come from two sources: 1) an online survey and 2) field test data. Educators participating in the field test will be given a survey at the conclusion of the field test. Participants will be surveyed regarding their perceptions of what is being assessed, teachers' preparation for assessment administration, how results are interpreted and used, and their perceptions of the types of professional development activities used to support the assessment. Risks are expected to be minimal given participants will be asked to comment on the effectiveness of educational materials not unlike the kinds of curricular and assessment materials they typically interact with. Benefits include knowing how well the new assessments are implemented and whether the intended effects are achieved. The survey is considered to be Exempt because it is gathering feedback on a typical educational activity with a goal of improving the assessment. Other validity studies will be conducted using the field test data in order to determine that the items are performing as expected. These studies are also considered to be Exempt because they will use data gathered from typical educational activities (i.e., assessment) and the data will not include student names or identification numbers.

**Outcome:** technically sound assessment

**Method of evaluation:** Validity studies will be reviewed by the Advancing ALTELLA advisory group, the WIDA TAC, the external evaluator, and the WIDA psychometrics subcommittee.

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Advancing ALTELLA: Alternate Assessment Redesign**

The Minnesota Department of Education, in collaboration with, and on behalf of the WIDA Consortium at the Wisconsin Center for Education Research at the University of Wisconsin–Madison along with the Texas Education Agency, proposes to develop a redesigned alternate English language proficiency (ELP) assessment for English learners with the most significant cognitive disabilities. This project, known as Advancing ALTELLA: Alternate Assessment Redesign, will leverage the lessons learned from the Alternate English Language Learning Assessment (ALTELLA) enhanced assessment grant as well as the knowledge gained from the six years of the WIDA Consortium’s administration of the Alternate ACCESS assessment. This assessment was given to approximately 25,000 students in the 2017-18 school year across the 39 WIDA states and territories as well as in the state of Washington. This redesigned alternate ELP assessment will be anchored in the most current English language development standards that are aligned with college and career ready standards and are supported by rigorous ongoing research and other instructional supports.

The Advancing ALTELLA project is a collaboration of states and organizations that will build on WIDA’s successful foundation that include (a) a consortium approach in which representatives from all participating states will have an active voice in the design and direction of the project; (b) an assessment use argument approach in which the assessment use claims will drive the development of the assessment; and (c) a “can do” approach that supports educators’ building on students’ assets to develop English proficiency, access grade-level content, and reach language goals that provide access to college, community, and career ready goals for English learners with significant cognitive disabilities.

To accomplish these goals, the proposed project will undertake the following activities:

- (1) Develop an ELP screener for English learners with significant cognitive disabilities;
- (2) Develop an updated annual alternate ELP assessment, including new specifications, new items, and a kindergarten form;
- (3) Create professional development materials to support the implementation and administration of the new and updated assessments;
- (4) Conduct classroom observations, research and evaluation, including psychometric analyses, cognitive labs and technology explorations of item types;
- (5) Disseminate project materials and findings.

This project meets the following Absolute Priorities: **Absolute Priority 1**—Developing models to measure and assess student progress or growth, **Absolute Priority 2**—Developing or improving models to measure and assess student progress or growth, **Absolute Priority 3**—Developing or improving assessments for children with disabilities, **Absolute Priority 4**—Allowing for collaboration, **Absolute Priority 5**—Measuring student academic achievement using multiple measures, and **Absolute Priority 6**—Evaluating student academic achievement through the development of comprehensive academic assessment instruments.

The Advancing ALTELLA: Alternate Assessment Redesign project is a critical next step in promoting equitable educational outcomes for English language learners who have significant cognitive disabilities. The project will provide enhancement in the large-scale summative assessment of the language development of this small, but important and chronically underserved population of students, and it will also provide key insights on the English language growth and development of these students so that educators and Individualized Education Program (IEP) teams can make informed decisions about the student’s English language goals. Furthermore, the products and services developed through this grant will offer educators more knowledge and resources to serve their students and to guide program development and educational policy.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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**Advancing ALTELLA: Alternate Assessment Redesign**

**Table of Contents**

1. Introduction..... 1

2. Need for the Project ..... 3

3. Significance..... 11

4. Quality of the Project Design..... 15

5. Quality of Project Services ..... 35

6. Project Management ..... 37

7. Project Evaluation Plan (Evergreen Evaluation)..... 56

## **Advancing ALTELLA: Alternate Assessment Redesign**

### **1. Introduction**

The Minnesota Department of Education, in collaboration with, and on behalf of the WIDA Consortium at the Wisconsin Center for Education Research at the University of Wisconsin–Madison along with the Texas Education Agency, is applying for funding under the competitive assessment grant program to build on the collective knowledge and lessons learned from 10 years of Alternate ACCESS administration. The proposed project draws on recent findings from the Alternate English Language Learning Assessment (ALTELLA) project to develop an alternate English language proficiency assessment that meets the federal requirements for peer review, but more importantly, also provides information to students, parents, and educators on the growth and development of English language proficiency for those English learners with the most significant cognitive disabilities. Minnesota is the lead state in the Advancing ALTELLA: Alternate Assessment Redesign (hereafter, Advancing ALTELLA) collaborative, which includes the 40 states and entities of the WIDA Consortium and the Texas Education Agency.

The goal of the proposed project is to redesign, update, and extend the current Alternate ACCESS, which includes (1) developing an English language proficiency screener for English learners with significant cognitive disabilities; (2) revamping the current Alternate ACCESS that includes developing a Kindergarten version and updating the current forms; (3) creating professional learning materials to support the implementation and administration of the new and updated assessments; (4) conducting research and evaluation to enhance the new and updated assessments; and (5) disseminating project findings, results, and updates on a project website, in publications, and at national conferences and state meetings.

Advancing ALTELLA meets the following **Absolute Priorities**:

**Absolute Priority 1:** Developing or improving assessments for English learners, including assessments of English language proficiency. This project will develop an English language proficiency screener for English learners with significant cognitive disabilities, develop a Kindergarten English language proficiency assessment for this population, and update the current Alternate ACCESS for new items, including new item types based on updated standards.

**Absolute Priority 2:** Developing or improving models to measure and assess student progress or student growth on state assessments. The project will develop a redesigned Alternate English language proficiency assessment that measures student growth in developing English language proficiency.

**Absolute Priority 3:** Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities. This project will develop and update an English language proficiency assessment specifically designed for English learners with significant cognitive disabilities.

**Absolute Priority 4:** Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments. Advancing ALTELLA is a collaboration of 40 states and entities along with the WIDA Consortium. Additional project partners include the Accessible Teaching, Learning, and Assessment Systems (ATLAS) Center at the University of Kansas, the Center for Applied Linguistics, and Evergreen Evaluation & Consulting, Inc. This project will also collaborate with national experts in the fields of accessibility, assessment, and psychometrics. All project partners will work collaboratively to redesign the Alternate ACCESS.

**Absolute Priority 5:** Measuring student academic achievement using multiple measures of student academic achievement from multiple sources. English language proficiency assessments are one means of measuring students' academic achievement. This project intends to strengthen the assessment so educators can more effectively use results to support instructional decision-making. Also, the redesign will involve pairing the Alternate ACCESS with the Individual Characteristics Questionnaire (Shyyan, Christensen, Mitchell, & Ceylan, 2018) so that multiple sources of information contribute to our understanding of student achievement for this population of students.

**Absolute Priority 6:** Evaluating student academic achievement through the development of comprehensive academic assessment instruments that emphasize the mastery of standards and aligned competencies in a competency-based education model. The proposed project will develop a revamped assessment aligned to the updated WIDA alternate achievement standards for English learners with significant cognitive disabilities and new Can-Do Descriptors that reflect what these students can do at various stages of their English language development.

## **2. Need for the Project**

The United States Department of Education (2018) considers English learners and their ongoing progress toward English language proficiency to be imperative to school accountability and success. Communications from the United States Department of Education have clarified that *all* English learners must be assessed for English language proficiency, including those with the most significant cognitive disabilities. These clarifications also indicated that states are allowed to develop, adopt, and base an assessment on alternate English language proficiency achievement standards (U.S. Department of Education's Office of School Support, 2017, as cited in Still & Christensen, 2018). Until recently, the term "alternate achievement standards" was

perhaps misunderstood by states and policymakers to mean a *separate* set of standards for English language development, rather than as standards used to evaluate the performance of English learners with the most significant cognitive disabilities (Still & Christensen, 2018; Quenemoen & Thurlow, 2015). These achievement standards have the potential to help educators, policymakers, and assessment developers think about what proficiency looks like for these students. The ALTELLA project, an enhanced assessment grant awarded in 2015, helped educators learn more about the characteristics of English learners with significant cognitive disabilities (Christensen, Mitchell, Shyyan, & Ryan, 2018), the strategies and practices that educators of these students use (Christensen & Mitchell, 2018), and approaches to prioritizing standards (Michaels, Gholson, & Sheinker, 2018). Yet, little is known about how these learners were progressing toward English mastery to ensure their success in school and on the path to college, career, and community readiness (Kleinert, Kearns, Quenemoen, & Thurlow, 2013). Although Alternate ACCESS, WIDA’s alternate English language proficiency assessment, has been administered for 7 years, states and districts remain uncertain about how to identify students for whom this assessment is appropriate (Christensen & Mitchell, 2018); states are also unclear about how to approach exiting these students from English language services (Christensen & Mitchell, 2018).

### **Defining English Learners with Significant Cognitive Disabilities**

Currently, there is no agreed upon definition for English learners with significant cognitive disabilities at the federal or state level. For the purposes of this proposal, we follow Christensen and colleagues in defining this population of students as individuals who have a home language other than English and “have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs,

and ... are progressing toward English language proficiency in speaking, reading, writing, and understanding [including listening]" (Christensen, Gholson, & Shyyan, 2018, p. 3). Without an established definition, states and districts may find it difficult to identify those students for whom an alternate English language proficiency assessment would be most appropriate. In many cases, Individual Education Program (IEP) teams must make participation decisions based on the student's participation—or likely participation—in the alternate content assessment, which begins in Grade 3, unlike English language proficiency assessment, which starts in Kindergarten. This is particularly challenging because, currently, there is no established appropriate screener to determine the English learner status of potential English learners who have significant cognitive disabilities. Without this critical component, IEP teams must rely upon an educated guess to determine the student's participation in English language proficiency assessment.

### **Findings from the ALTELLA Project**

In seeking to create a foundational knowledge base about English learners with significant cognitive disabilities, the ALTELLA project developed the Individual Characteristics Questionnaire, which asked educators to provide information about their English learners with significant cognitive disabilities. Characteristic data from over 1,500 students was collected from educators in 29 states, both WIDA and non-WIDA states. The most common primary disabilities in this population included intellectual disabilities (mild, moderate, and profound), autism, multiple disabilities, and developmental delay. Two-fifths of these students had secondary disabilities (Christensen, Mitchell, Shyyan, & Ryan, 2018).

A great deal of students in this population are underserved with regard to English language development. Students who may be eligible for taking Alternate ACCESS are primarily served in special education classrooms with students with disabilities only (Christensen, Mitchell, Shyyan,

& Ryan, 2018; Christensen & Mitchell, 2018). A majority of educators who serve this population are special educators (Christensen & Mitchell, 2018). Almost a quarter of students do not receive English language development instruction, and 39.8% did not have an English language acquisition specialist (e.g., English as a second language teacher or coordinator) on their IEP team (Christensen, Mitchell, Shyyan, & Ryan, 2018). English language development instruction for this population of students is often delivered in special education classrooms; many of these teachers report that they do not have the proper training in second language acquisition or practices to develop English language proficiency (Christensen & Mitchell, 2018).

Several misconceptions exist about the language, communication, and abilities of English learners with significant cognitive disabilities. Teachers may conflate language and communication, with communication being “a social event that requires sending and receiving messages with shared understanding of meaning” and language being “a structured and shared form of communication like spoken and written words, figures, characters, and gestures, or a combination of these” (Huff & Christensen, 2018, p. 2). Educators tend to focus on communication at the expense of purposefully helping students develop their English language skills. Language is critically important to access content instruction and expand opportunities for success in postsecondary transition settings.

It is important that English learners with significant cognitive disabilities are assessed for English language proficiency based on alternate achievement standards. These students need access to instruction in order to develop the academic English needed to participate meaningfully in English-speaking classrooms. Educators need accurate information on the English language development of their English learners with significant cognitive disabilities so they can better target instruction to the student’s individual needs. Schools and states need accurate scores from

an alternate English language proficiency assessment to include in accountability efforts. Parents and other stakeholders need to know that their students are learning English at school so that these students can be appropriately prepared for college, community, and careers.

### **WIDA Standards**

The WIDA English language development standards have been shown to correspond to the academic content standards of consortium member states, as well as to the Common Core State Standards. Currently, WIDA is developing updated English language development standards that will include alternate academic achievement standards for English learners with significant cognitive disabilities to be published in 2020. These standards will replace WIDA's 2007 and 2012 editions of the English language development standards. In addition to these standards, WIDA is developing a set of Can-Do Descriptors for English learners with significant cognitive disabilities. These Can-Do Descriptors will provide examples of what students "can do" at each of the alternate achievement levels in order to guide educators in the WIDA Consortium, the Texas Education Agency, and other states in providing English language development instruction. This work, which is outside of this grant proposal, will serve as the foundation of the test design and blueprint for the summative assessment. In developing the next generation of alternate English language proficiency assessments, the goal is to continue to create items and performance tasks that allow English learners with significant cognitive disabilities to demonstrate achievement of the WIDA English language proficiency standards as students move toward readying themselves for college, the community, and careers. These significant updates to the WIDA standards as well as the development of these new Can-Do Descriptors necessitate updating the current Alternate ACCESS.

## **Description of Alternate ACCESS**

Alternate ACCESS is WIDA’s English language proficiency assessment for English learners with significant cognitive disabilities in Grades 1-12. It is a paper-based assessment that includes individual sections that assess each language domain: Listening, Speaking, Reading, and Writing. The development of Alternate ACCESS began in 2007. It was launched in 2012 and has been administered for 7 years.

The assessment is developed from the following WIDA English language development standards: Standard 1 (Social and Instructional Language), Standard 2 (Language of Language Arts), Standard 3 (Language of Mathematics), and Standard 4 (Language of Science). Alternate ACCESS assesses English language proficiency achievement growth over six levels: A1 (Initiating), A2 (Exploring), A3 (Engaging), P1 (Entering), P2 (Beginning), and P3 (Developing). P1 also encompasses the first three levels (A1-A3), which are alternate English language development proficiency levels. Alternate ACCESS produces scores for each language domain as well as four composite scores: oral language (based on performances in listening and speaking), literacy (based on performances in reading and writing), comprehension (based on performances in listening and reading), and an overall score (based on performances in all four domains) (WIDA Consortium, 2017). Proficiency level P3 is only applicable to writing; other scores only go up to P2 (WIDA, 2018). The Alternate ACCESS proficiency levels are embedded throughout WIDA’s English Language Development Standards as well as WIDA’s Alternate Model Performance Indicators (WIDA Consortium, 2011). The Alternate Model Performance Indicators “describe the expectations for [English language learners] with significant cognitive disabilities for each of the four Standards, at the four different grade-level clusters, across four

language domains, and at each of the language proficiency levels” (WIDA Consortium, 2017, p. 3).

All sections of the Alternate ACCESS are locally scored. Currently, the Alternate ACCESS uses the following administration procedures for the listening and reading sections (a sample item and administration directions are included in Part 6). Educators are asked to administer CUE A, the initial prompt and question for a task. If the student does not respond, the test administrator must repeat CUE A, as indicated in the test administrator’s script. If the student answers incorrectly or does not respond to CUE A a second time, the test administrator will read CUE B, which simplifies the initial prompt and asks the question again. If the student responds incorrectly, or does not respond at all after the test administrator reads CUE B, the test administrator will administer CUE C. This cue provides the answer to the question, restates the prompt, and asks the question again (WIDA Consortium, 2017, p. 10). For the writing section, there are three thematic folders. Parts A and B have tasks from proficiency levels A1 - P2, whereas Part C has writing tasks from proficiency levels A1 - P3. Part C is only administered if the student scores a “Meets” on 7 of 8 tasks in Parts A and B. The test administration script is designed to allow the administrator to model the task for the student, providing the student a chance to observe the activity before trying it. For the speaking task, there are two thematic folders. Part A contains tasks for proficiency levels A1 - A3, while Part B contains tasks for proficiency levels P1 - P2. The student is given up to six opportunities to respond appropriately to the task.

During the 2017-2018 school year, Alternate ACCESS was administered to approximately 25,000 students across 39 WIDA states and territories as well as the state of Washington. This is an increase from the 20,000 students that were assessed in the 2016-2017 school year.

## **Gaps in Alternate ACCESS that Need to Be Addressed**

Alternate ACCESS in its current form has gaps that need to be addressed. First, an alternate English language proficiency screener does not exist for English learners with significant cognitive disabilities. Screening for English language services for these students is done individually by states according to their own policies, but states are relying heavily on the home language survey to determine English learner status. Also, Alternate ACCESS is a Grade 1-12 assessment, with grade clusters breaking down as follows: 1-2, 3-5, 6-8, and 9-12. A Kindergarten form for the assessment has not yet been developed.

Alternate ACCESS was originally developed based upon the 2007 edition of the WIDA standards, and it has not been updated since its initial implementation in 2012. Since its initial development and implementation, the items on the Alternate ACCESS have not been updated or refreshed. Furthermore, Alternate ACCESS does not encompass WIDA English language development Standard 5—Language of Social Studies—and thus items that address this standard are not included on the test. Although not part of the proposed project, WIDA is revising the performance indicators (i.e., achievement standards) used for English learners with significant cognitive disabilities, which includes application of the above noted new Can-Do Descriptors.

For some students, demonstrating proficiency in one or more domains may be difficult because the assessment may not be fully accessible (e.g., a student who is deaf may have difficulty accessing the listening portion of the assessment). WIDA's assessments, including Alternate ACCESS, do not allow for students to receive an overall composite score if they are not able to access one of the four language domains. For example, a student who is deaf or hard of hearing may be given an exemption on the listening section of the assessment and will not receive a listening or composite score that factors in listening. States do not know how to exit

students on the assessment under these circumstances because they typically use overall composite scores as a criterion. Only recently has WIDA given technical guidance to states on how various models for calculating overall composite scores for these students can offer opportunities for accountability (Porter, Cook, & Sahakyan, 2019); we have not fully explored how these students, especially those with significant cognitive disabilities, can exit services. Under the current WIDA standards, students who take the Alternate ACCESS may have difficulty demonstrating eligibility for exiting English language services. WIDA’s revision of the performance indicators for English learners with significant cognitive disabilities, as well as the revamping of Alternate ACCESS, will help states better understand how to develop appropriate identification and exit criteria. Furthermore, Advancing ALTELLA will include advisory group members with expertise in students who are deaf or hard of hearing and students who are blind or have low vision. Accessibility and accommodations policies will be reexamined to ensure that the assessment is as accessible as possible for all students participating.

### **3. Significance**

The Advancing ALTELLA project recognizes that English learners with significant cognitive disabilities must balance “triple work”: (1) learning content knowledge in the areas of English language arts, mathematics, science, and social studies, (2) learning English as a second language, and (3) navigating learning language and content with one or more disabilities (Shyyan & Christensen, 2018). The Advancing ALTELLA project is an opportunity to apply what was discovered during the ALTELLA project to fill gaps in the implementation of alternate English language proficiency assessments, improve Alternate ACCESS to be a more useful assessment for this group of students, expand the Alternate ACCESS, continue building our knowledge about alternate English language proficiency assessments, and support educators in making

informed decisions about classroom practices that can help their English learners with significant cognitive disabilities not only progress toward achieving English language proficiency, but also progress toward college, career, and community readiness.

Due to a lack of a federal definition as well as limitations in state data reporting systems, it is difficult to know exactly how many English learners with significant cognitive disabilities are enrolled in United States' schools. For the 2017-18 academic school year, approximately 25,000 students took the Alternate ACCESS. Across the states in the WIDA Consortium, the number of students included in this assessment varies widely, with some states having higher numbers of students assessed and other states having only a few students participating in the assessment. Although this population of students typically makes up a small percentage of the overall number of English learners, it is critical to ensure that they are appropriately assessed in their English language development and provided targeted instructional support to develop English language proficiency.

As mentioned, educators have difficulties appropriately identifying if their student with a significant cognitive disability is an English learner. In some cases, students may be overlooked for English learner status; in other cases, students may not have a clear path to exit services. These students may retain an English learner designation even when they demonstrate similar or better English language skills than their classmates. In interviewing educators for the ALTELLA project one teacher stated, "I think a lot of kids are just labelled [English learners], but they're actually not" (Christensen & Mitchell, 2018). Furthermore, teachers often conflate language and communication, commenting that "All of [their] students are English learners" (Christensen & Mitchell, 2018; Huff & Christensen, 2018). Having an appropriate screener for this group of students is critical to ensure school accountability requirements and student success.

Complexities in identifying these students result in the possibility that students may not be taking an appropriate assessment, if they are taking one at all (Christensen, Mitchell, Shyyan, & Ryan, 2018). When students are able to take an appropriate assessment that addresses the full range of English language development, educators may better understand the language development of their students and use this information to decide on strategies and practices that will help students build upon what they know and can do. The Advancing ALTELLA project will create assessment administration and professional development materials, including score reports designed to help these educators make decisions that will benefit their students.

Advancing ALTELLA aims to expand upon and improve the current Alternate ACCESS for all English learners with significant cognitive disabilities. As noted, there is no Kindergarten form of the Alternate ACCESS. Furthermore, only one form of the assessment exists for each of four grade bands. This is problematic because students who take Alternate ACCESS multiple years may be taking the same assessment year after year, particularly in high school. Advancing ALTELLA will develop a Kindergarten form of the assessment and redevelop the Alternate ACCESS to have new items as well as multiple forms.

Another improvement that will be made on the Alternate ACCESS is the addition of items that assess the language of social studies. Social studies is a critical area of instruction, as it is often focused on community engagement, a topic that may be significant for students as they work toward post-secondary goals. Currently, the Standard 5—Language of Social Studies—is the only WIDA English language development standard that the Alternate ACCESS does not address.

Advancing ALTELLA intends to expand our collective knowledge about English learners, their characteristics, and their development of English language proficiency by focusing on the

extension and improvement of the Alternate ACCESS system (i.e., the screener and annual summative assessment). The assessment system will provide a basis for consortium-led research that will provide data to improve achievement for English learners with significant cognitive disabilities nationally. The screener may be used for validity studies of home language surveys for English learner identification and determination of eligibility for language support. The summative assessment will provide data for predictive validity studies of performance on achievement measures and determination of the time required for these students to gain the English proficiency needed to access general content curriculum. The combined data will also contribute to evolving definitions of English learners with significant cognitive disabilities and to our understanding of academic language and its impact on academic achievement. Finally, research using data generated by the proposed assessment system will shed light on the academic achievement of English learners with significant cognitive disabilities and the field of second language acquisition more generally.

The revamped Alternate ACCESS will give WIDA consortium members the opportunity to incorporate a high-quality assessment and its results into their educational systems to improve teaching, learning, and language instruction programs for English learners with significant cognitive disabilities. The fundamental goal of Alternate ACCESS is to provide actionable data that leads to improved student outcomes in the belief that when educators know what their students with significant cognitive disabilities can do, they are better equipped to guide those students in building their language base to access grade-level content and, eventually, participate meaningfully in college, career, and community.

#### **4. Quality of the Project Design**

The Advancing ALTELLA project is designed to benefit states, districts, educators, students, and families by developing two primary assessments: a screener to determine English learner status for potential English learners with significant cognitive disabilities, and an updated and revamped Alternate ACCESS with updated specifications, forms, and items for Grades K–12 that reflect the most current WIDA standards. The ultimate goal of Advancing ALTELLA is to establish a valid and reliable means of assessing English language development for English learners with significant cognitive disabilities. English language proficiency is a critical skill in accessing the content instruction these students need to create a successful path to college, career, and community engagement.

##### **Project Rationale**

The Advancing ALTELLA project takes an assessment-use argument approach as its rationale in the design of project activities. WIDA’s assessment use argument was developed by the Center for Applied Linguistics and combines models for test development (i.e., Evidence-Centered Design [Mislevy, Almond, & Lukas, 2004]) and assessment validation (i.e., the assessment use argument from Bachman & Palmer, 2010) to cover the assessment development and implementation process from initial conceptualization to score interpretations and consequences of using the assessment. This validation framework provides the rationale and justification for the decisions made in designing and developing the test, as well as the additional activities that support the assessment development. The assessment use argument is the conceptual framework for linking the test taker’s performance to the test developers’ intended consequences and decisions (see Part 6 for an illustration of WIDA’s validation framework).

**Project Activities.** To meet the needs of improving and extending the Alternate ACCESS, Advancing ALTELLA proposes five activities. The goals, objectives, and outcomes for each activity are described in this section (see Table 1).

**Table 1. Advancing ALTELLA: Alternate Assessment Redesign Project Activity Goals, Objectives, and Outcomes**

Advancing ALTELLA Goals	Objectives	Outcomes
<p>1. Develop a screener to use as a criterion to determine whether students with significant cognitive disabilities may qualify as English learners.</p>	<p>1a. Conduct a literature review to determine the current status of language screening for English learners with significant cognitive disabilities.</p> <p>1b. Develop a prototype and get stakeholder feedback.</p> <p>1c. Conduct cognitive labs.</p> <p>1d. Conduct a bias, sensitivity, and content review.</p> <p>1e. Revise the prototype.</p> <p>1f. Field test and revise based on the field test results.</p> <p>1g. Implement the updated</p>	<p>Students who have significant cognitive disabilities and are also English learners will be appropriately identified for participation in the alternate English language proficiency assessment.</p>

Advancing ALTELLA Goals	Objectives	Outcomes
	screener.	
<p>2. Develop an updated annual alternate English language proficiency assessment for grades K–12.</p>	<p>2a. Conduct a literature review to ensure that the assessment reflects current knowledge and trends.</p> <p>2b. Develop and review trial items.</p> <p>2c. Conduct cognitive labs to support the development of item types.</p> <p>2d. Develop items.</p> <p>2e. Review items for content, bias, and sensitivity.</p> <p>2f. Update accessibility and accommodations policies for the assessment.</p> <p>2g. Implement the Individual Characteristics Questionnaire as part of the field testing.</p> <p>2h. Field test the assessment and revise based on analysis</p>	<p>The English language development progress of English learners with significant cognitive disabilities will be measured in a meaningful, impartial, relevant, and sufficient manner.</p>

Advancing ALTELLA Goals	Objectives	Outcomes
	<p>to create two new operational forms including a new Kindergarten assessment</p> <p><i>Note:</i> Standard setting and operational implementation will fall outside of the grant period, but will be conducted after the first operational test.</p>	
<p>3. Develop professional learning materials that support the implementation of the field test.</p>	<p>3a. Develop online test administration module.</p> <p>3b. Develop test administration manual.</p> <p>3c. Develop updated accessibility and accommodations guidelines.</p> <p>3d. Develop a handout on the assessment for families.</p>	<p>The updated Alternate ACCESS field test will be administered and scored with fidelity to students who have been appropriately identified to participate in the assessment.</p>
<p>4. Conduct research to inform the development of the assessment.</p>	<p>4a. Conduct cognitive labs.</p> <p>4b. Conduct classroom observations.</p>	<p>Cognitive labs and classroom observations ensure that the assessment items are</p>

<b>Advancing ALTELLA Goals</b>	<b>Objectives</b>	<b>Outcomes</b>
	<p>4c. Conduct technology explorations.</p> <p>4d. Conduct psychometric analyses.</p>	<p>meaningful, accessible, and relevant to the population of students taking the assessment.</p> <p>Technology explorations will provide evidence to support decision making related to the test delivery approach (i.e., maintaining a paper form or developing a technology platform for the assessment).</p> <p>Psychometric analyses support the validity of the claims made by the assessment.</p>
<p>5. Disseminate project findings widely.</p>	<p>5a. Develop a project website.</p> <p>5b. Provide periodic updates at SCASS meetings and other national convenings.</p> <p>5c. Disseminate findings at conferences.</p>	<p>Project findings will be shared with state departments of education, national experts and policymakers, educators, families, and other interested stakeholders, including</p>

Advancing ALTELLA Goals	Objectives	Outcomes
	5d. Disseminate project findings through reports and other publications.  5e. Disseminate findings through participating state communication channels.	project partners and beyond.

**Activity 1: Develop an English language proficiency screener for English learners with significant cognitive disabilities**

According to federal guidelines, educators are required to evaluate students for language services within 30 days of enrollment. This may prove challenging because the current screening tools may not be accessible for students who have significant cognitive disabilities. In order for students’ English learner status to be determined, a screener that is appropriate for this population of students needs to be developed. The Advancing ALTELLA project will develop an assessment to screen students for English language services. Due to a variety of factors, including access needs, language and communication approaches, and the diversity of this student population, the screener may likely take a different format from a traditional language screener. Instead, Advancing ALTELLA intends to build on the work of the WIDA Early Years’ assessments with an approach that may be more similar to a checklist or clinical assessment.

The new screener to be developed will be informed by research in the fields of disability studies/special education, alternate assessment, and linguistics. The screener will reflect the

WIDA standards currently in development, including alternate achievement standards for English learners with significant cognitive disabilities. Prototype materials will be developed and informed by iterative feedback from project partners, including state partners and experts, including a parent advocate (see Advisory Group). The materials will be reviewed for bias and sensitivity and cognitive labs will be conducted in collaboration with staff from the ATLAS Center. The screener will initially be developed as a paper-based tool; however, the project team will explore the possibility of developing an electronic version as well.

### **Activity 2: Revamp an annual alternate English language proficiency assessment**

Federal guidelines have indicated that all English language proficiency assessments need to meet peer review guidelines. Although the Alternate ACCESS is currently administered in the WIDA Consortium states as well as Washington, the assessment is in need of critical updates. The Alternate ACCESS initially did not incorporate Standard 5—The Language of Social Studies—and has not had items updated since the assessment was implemented in 2012. Furthermore, the assessment does not have a Kindergarten form. The Advancing ALTELLA project will redesign the Alternate ACCESS to align to the newly created WIDA alternate achievement standards for English learners with significant cognitive disabilities and add necessary assessments to support students' acquisition of challenging English language proficiency standards.

This activity has two main components. The first is to develop a Kindergarten version of the assessment. The second is to update the current Alternate ACCESS, including new test specifications, an item refresh, multiple forms of each assessment, and new items that address the language of social studies. The redeveloped alternate assessment will reflect the WIDA

standards currently in development, including alternate achievement standards for English learners with significant cognitive disabilities.

**Approach to test development.** In redesigning the Alternate ACCESS, Advancing ALTELLA and relevant WIDA staff (e.g., assessment development, inclusion specialists, early elementary assessment development, some of which will be in-kind) will work closely with the ATLAS Center and the Center for Applied Linguistics throughout the assessment development phases of the project. Advancing ALTELLA project staff will collaborate closely with the ATLAS Center to develop items for the assessment. Project staff will involve the Center for Applied Linguistics in the psychometric analysis of field test data, including the development of technical reports.

**Approach to universal design and accommodations.** An imperative behind universal design of assessment is that assessments should be designed from the beginning to reflect the diverse needs of the learner population who will take the assessment (Christensen, Shyyan, & Johnstone, 2014). The revamped Alternate ACCESS will reflect this imperative by not only centering universal design of assessment at the heart of the assessment development, but also by implementing the Individual Characteristics Questionnaire as part of the assessment administration. The questionnaire was developed and piloted by the ALTELLA project to learn more about the language and disability related needs of students who are eligible to take an alternate assessment of English language proficiency. Gathering questionnaire data will inform the validity of the assessment because it will yield information that helps determine that the right students are participating in the assessment. It can also inform future updates to the assessment by providing information on disability information and other demographics, as well as the range of language abilities included in the test-taking population.

In addition to addressing universal design of assessment, Advancing ALTELLA intends to review accessibility and accommodation policies for the Alternate ACCESS. These policies will be updated to ensure that the test is accessible to all students who will participate in it and that the assessment is a true measurement of English language proficiency for this population of students. Advancing ALTELLA project staff will work closely with state educational agencies and the Advancing ALTELLA advisory group to enhance the supports used for the Alternate ACCESS.

**Domain considerations.** Little is known about what English language proficiency looks like for English learners with significant cognitive disabilities. The reading, listening, speaking, and writing items will follow research-based specifications that are fully aligned with the WIDA English language proficiency standards and will be used as a foundation for developing the redesign. Special attention will be paid to the individual student's mode of communication (e.g., augmentative and alternative communication device, communication board). In this way, we will consider approaches that may differ from traditional multiple choice and text-based constructed responses to innovative item types that allow for a wide range of response options to measure the targeted construct. Throughout this process, Advancing ALTELLA will define domains for this population of students.

**Development of test items.** The current Alternate ACCESS test battery is a collection of tasks administered to all English learners across all grades and all proficiencies. Each test form consists of a set of thematic folders, or parts, generally containing three items each. This arrangement is intended to give students a context for items, minimizing the cognitive leaps they must make in transitioning from items in one area (e.g., language of math) to items in the next. Because this format has been successful in operationalizing the standards, it will serve as a

starting point for work on the redesign of the summative assessment. The redesign of the Alternate ACCESS will have new items, including new item types, items that address all WIDA standards, and enough items to have two forms of the assessment.

**Development phases.** The update to the annual alternate English language proficiency assessment and development of the Kindergarten form will follow a four-step process: (1) initial development, (2) piloting, (3) field testing, and (4) operationalization. Below, we briefly describe each phase.

***Phase 1: Initial development.*** The goal of the initial phase is to create agreed-upon plans for the design and development of the assessment, including initial test and item specifications, and item writing guidelines written clearly enough for all relevant stakeholders to understand. At the end of this phase, carefully selected prototypes of actual items are ready for piloting. The Advancing ALTELLA project staff will work closely with the ATLAS Center during this initial development phase.

***Phase 2: Piloting.*** Piloting is an iterative process in which all aspects of the prototypical items, administration instructions, and scoring procedures are carefully researched. Piloting is exploratory in nature, and each pilot has its own research questions. Evidence to test hypotheses about the test items and procedures is collected through a variety of qualitative and quantitative methods. For example, cognitive labs may be conducted with students to ensure that they understand the task demands and the best way to respond. Validity evidence is sought to support hypotheses about the task and evidence model, and when alternative hypotheses cannot be adequately disconfirmed, prototypes, rubrics, and scoring procedures are revised based on the research findings. With successive pilots, more items may be developed and join the piloting pool as item specifications become tighter and more refined.

***Phase 3: Field testing.*** The goal of field testing is to confirm hypotheses about all aspects of the test items, ensure that all aspects of the administration and scoring work as intended, and collect data to link performance on new items with performance on existing items. During Phase 3, WIDA’s assessment operations and content teams will take primary responsibility in implementing the field test with the full support of WIDA’s psychometric and operational partners (i.e., the Center for Applied Linguistics and Data Recognition Corporation). As with most assessments, more items will be developed than will ultimately be needed. This supports the best selection of available item sets to be operationally implemented. For this project, we plan to conduct a stand-alone field test.

***Phase 4-Operationalization.*** The goal of the operationalization phase is to finalize all materials to ensure they are ready for large-scale use. The operational forms of the updated Alternate ACCESS will replace the current assessment form. This phase will also include setting standards. The activities of Phase 4 will fall outside of the project timeframe; however, WIDA is committed to conducting these activities at the conclusion of the project.

**Approach to developing scoring materials.** Score reports resulting from the Advancing ALTELLA project will build on WIDA’s 7-year experience with delivering meaningful, uniform score reports customized to the needs of the various stakeholders of the consortium. The specific score reports that will be generated for Alternate ACCESS redesign will be determined by a variety of stakeholders, including the Advancing ALTELLA project team, WIDA staff, relevant assessment subcommittees, and state educational agencies of consortium member states along with the Texas Education Agency; however, we anticipate that score reports will target audiences similar to those for the current Alternate ACCESS administration. In collaboration with state education agencies and local education agencies, WIDA is already providing translations of the

parent/guardian report in more than 30 languages and will continue this practice with the assessments.

**Student performance data.** The Alternate ACCESS revised assessment tools will produce all of the required student performance data described in Absolute Priority 2. As with WIDA’s current ACCESS test, the revised Alternate ACCESS will provide fair, valid, and reliable measures of student English language proficiency in the domains of reading, writing, speaking, and listening, which will be combined to form a comprehensive English language proficiency score. As with ACCESS, these scores will be provided as scale scores on a vertical K–12 scale and as interpretive proficiency-level scores that, for each grade level, show the relationship between scores and proficiency levels as defined by the WIDA standards. Educators will be able to use these scores to chart student progress in learning English over time, to inform decisions about whether an individual student should exit from English language instruction educational programs, and to help determine school, local educational agencies, and state effectiveness for accountability purposes. At a more local level, scores may be used by educators to inform the approaches they take in supporting their students’ language development, and will serve as one of multiple measures of student achievement as required in Absolute Priority 5.

**Activity 3: Create professional learning materials to support the implementation and administration of the new and updated assessments**

To ensure that the field test is administered with fidelity, professional learning materials will be developed. Current Alternate ACCESS guidelines require an educator that works closely with the student to administer the assessment. Advancing ALTELLA aims to develop assessment administration and professional learning materials, which will aid educators of English learners with significant cognitive disabilities in understanding how to properly administer the

assessment in order to obtain the most valid and reliable information for their student's progress towards reaching English language proficiency.

Advancing ALTELLA project and WIDA staff will develop an online training module for both the alternate screener and annual assessment. These training modules will give an overview and the goals of the assessment, the components of the assessment, and the scoring procedure for the assessment. Advancing ALTELLA will also develop a test administration manual and ancillary materials for both the screener and the annual assessment. The purpose of these materials is to address the administration requirements and procedures for educators who deliver and score the assessments, and to provide more comprehensive information about the assessments. Advancing ALTELLA project and WIDA staff will also update the accessibility and accommodations supplement for the Alternate ACCESS. Materials for families, such as parent handouts, will also be created. To ensure the high quality, appropriate intensity, and sufficient duration of these professional learning materials, they will undergo review by WIDA subcommittees and state project partners prior to field testing. These materials will also be included in the project evaluation plan.

#### **Activity 4: Research and evaluation**

Research and evaluation activities will be conducted to support the validity claims about the updated Alternate ACCESS. These research activities include cognitive labs, classroom observations, technology explorations, and psychometric analyses. Each activity is described in more detail in this section.

**Cognitive labs.** Cognitive labs will be conducted as part of the development process for both the screener and the annual summative assessment. The purpose of cognitive labs is to understand the mental processes of the test taker when interacting with the test items. The

ATLAS Center has experience conducting cognitive labs with students who have significant cognitive disabilities, and the process used for this project will be informed by their work. Up to 40 cognitive labs will be conducted.

**Classroom observations.** Classroom teachers are the key factor in student achievement (Ball & Cohen; 1999, Borko, 2004; Cohen & Hill, 2000) and are an important part of the assessment system. Until recently, very little was known about the strategies used by classroom educators to support the language development of their students with significant cognitive disabilities (Christensen & Mitchell, 2018). Although the ALTELLA project was able to conduct classroom observations in 10 states, the observations were generally very short. The findings indicated that most strategies used by educators were primarily special education-based strategies rather than language development strategies. Thus, to inform the assessment design and development, and the types of assessment resource materials to provide, a limited number of classroom observations and assessment observations will be conducted for a more extended period of time, with a goal of uncovering additional language development strategies used in classrooms and understanding the administration approaches and challenges related to the assessment. Up to 50 classroom observations and assessment administration observations will be conducted.

**Technology explorations.** A key consideration in the redesign of the Alternate ACCESS is whether to administer the assessment on paper or use a technology-based platform. The proposed update will develop the assessment using a paper-based administration, based on a number of considerations. One is that some states in the WIDA Consortium require tests to be administered via paper forms, so it is not possible to move away from a paper form altogether. The current administration of Alternate ACCESS is a paper form that supports a number of

response options, including technology-based approaches such as augmentative and alternative communication devices and switches, as well as low-tech options, including scribed answers and eye gaze. In addition, when Christensen and Mitchell (2018) interviewed educators about their preferences for an updated assessment, there was no consensus among educators about using a technology platform rather than a paper form. The Advancing ALTELLA project recognizes, however, the potential for a technology option to provide an efficient means of delivering the assessment. To this end, the project proposes to explore technology possibilities, including delivery options (e.g., computers, iPads, and SmartBoards) as well as response options (e.g., augmentative and alternative communication devices, iPads, picture cards). These technology explorations will be conducted as part of our trial-item development, cognitive labs, and classroom observations.

**Psychometric analyses.** Because the revamped alternate assessment will be built on the foundation of the current Alternate ACCESS, the planned psychometric analyses are based on WIDA’s well-established existing procedures for analyzing items and test forms. In addition, to supporting the validity of interpretation of the quantitative analyses, descriptions of qualitative analyses that will be conducted are included in this section.

**Measurement models.** The Rasch measurement model (Wilson, 2005; Wright & Stone, 1979) will form the basis of the psychometric analysis undertaken in developing the annual summative test. Careful analysis based on Rasch fit statistics will guide decisions about the inclusion, revision, and deletion of items during the development and field-testing of test forms. For all domains, a Rasch rating scale model will be used, analogous to that used on the current Alternate ACCESS (WIDA Consortium 2017, p.5).

***Equating and scaling.*** The equating and scaling procedure used with Alternate ACCESS will be designed through adjacent grade-level cluster testing to derive a single, vertically equated scale from Kindergarten to Grade 12 so that progress could be measured across all grade levels (Kenyon, 2006; Kenyon, MacGregor, Li, & Cook, 2011). In brief, this scaling will be accomplished after the field test. Concurrent calibration will be used to determine item difficulty measures. These item difficulty measures will be used to create the scale scores used for reporting results on the test. (See WIDA Consortium, 2017, pp. 4-5 for more detail on equating and scaling procedures.) Such careful procedures ensure the stability of the updated Alternate ACCESS.

***Reliability and errors of measurement.*** A variety of approaches—including Cronbach’s alpha and stratified alpha—are used to provide estimates of the test reliability by domain and composite score. In addition, item response theory information function and conditional standard errors of measurement are provided by domain. Such techniques will be used to analyze the reliability of the assessment over time, and included in the field test technical report. For more detail on these procedures, please refer to WIDA’s Alternate ACCESS Annual Technical Report (WIDA Consortium, 2017, pp. 70 - 71).

***Validity.*** Following the assessment use argument, the overarching purpose of the assessments developed under the Advancing ALTELLA project will be to assess the developing English language proficiency of English learners with significant cognitive disabilities in Grades K–12 in the United States following WIDA’s English language proficiency standards. Additional purposes include (a) identifying the English language proficiency level of students with respect to the WIDA alternate achievement standards, currently in development; (b) identifying those students who have attained English language proficiency, based on alternate achievement

standards; (c) assessing annual English language proficiency gains using a standards-based assessment instrument; (d) providing districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs and determine staffing requirements; (e) providing data for meeting federal and state accountability requirements with respect to student assessment; and (f) providing information that enhances instruction and learning in programs for English learners with significant cognitive disabilities. Below, we describe studies addressing the validity of Alternate ACCESS, stating the claim to be investigated, evidence collected or to be collected to support the claim, and the methodology used or to be used to test the validity of the claim.

***Construct validity.*** Construct validity—what test scores mean and what kinds of inferences they support—is the central concept underlying the Alternate ACCESS test validation process. The first steps in establishing the construct validity of the Alternate ACCESS assessment are careful specification of content and review of the items assessing the alternate achievement standards. Empirical evidence such as test reliability, test fit statistics and will be used to identify the presence of construct-irrelevant elements. Another indication of construct irrelevance might be differential item functioning (DIF). To minimize construct-irrelevant variance that can occur when test administrators score items more leniently or more severely than established standards, a number of procedures and interrater reliability checks are instituted, which will be used throughout the project. Finally, Advancing ALTELLA project and WIDA psychometric staff will conduct empirical analyses examining the underlying structure of Alternate ACCESS including exploratory and confirmatory factor analyses and structural equation modeling.

***Minimizing item bias.*** Minimizing item bias is essential to ensure that Alternate ACCESS measures students' English language proficiency without introducing construct-irrelevant elements in the performances on which the measurement is based. Three measures that are taken

to minimize bias in the Alternate ACCESS will be adopted. First, careful attention will be paid to content validity during the item-writing, cognitive-lab, field-testing, and item-review processes. Second, every item will be approved by a bias and sensitivity panel that includes panelists familiar with the various disabilities common in this population of students before it is administered to any student. Third, operational data will be examined to identify items with high levels of DIF. Such items will then be examined to determine if item-performance differences between identifiable subgroups of the population are due to extraneous or construct-irrelevant information, making the items unfairly difficult for a certain subgroup. The inclusion of such items will be minimized in the test development process. In the past, DIF has been assessed for males vs. females and Hispanics vs. non-Hispanics, with findings reported in the annual technical reports. Items with high levels of DIF are typically removed from the operational test. The collection of additional ancillary background data on English learners with significant cognitive disabilities using the Individual Characteristics Questionnaire will make it possible to create additional groupings of students.

***Concurrent validity.*** Current validity, a type of criterion-related validity, compares students' concurrent performances on tests measuring similar constructs. Thus, if test A (i.e., Alternate ACCESS) highly correlates with test B (a "well established" standardized Alt ELPA), test A is understood to be measuring the same thing. Given that Alternate ACCESS does not have a standardized test comparison, there is no comparable test. To establish concurrent validity in this case, we will survey teachers about their students' English language proficiency (using teacher-friendly guidelines and training materials) at the same time students participate in the field test of the updated Alternate ACCESS.

*Consequential validity.* The most important consequence of English language proficiency tests is the use of the test data to make judgments about the proficiency of English learners in K–12 programs. Because such decisions are usually established at the state and applied at local levels, the consequential validity of Alternate ACCESS is best addressed through a series of carefully planned research and evaluation studies with input and involvement from state and local stakeholders. The most relevant consequential validity issues are (a) whether the assessment is being implemented as designed and (b) whether the theory of action is being realized, including whether the intended effects on individuals and institutions are being achieved. Necessary in supporting these efforts and informing the interpretation of their findings is the systematic analysis of documents (e.g., administration manuals, training and professional development materials, scoring protocols, score reports, interpretation guides, proficiency-level descriptors) to ensure that the purpose, uses, English language proficiency domain and language modality definitions, and population definitions are consistently and accurately represented. Research suggests that inconsistent or insufficient documentation and communication of these critical factors can affect assessment implementation and thus the validity of interpretation of assessment results (AERA, APA, & NCME, 1999; Assessment and Accountability Comprehensive Center, 2009; Crooks, Kane, & Cohen, 1996; Gorin, 2007; Kane, 2007; Lane, Parke, & Stone, 1998; Linn, 1997). This document analysis will help (a) mitigate the potential for misuse or misunderstanding of the assessment resulting in negative unintended consequences, and (b) improve the potential for fidelity of implementation and implementation conditions that facilitate the intended consequences of the assessment.

## **Activity 5: Dissemination**

Dissemination of project updates and findings is critical for both project partners and the field as a whole. The dissemination plan for Advancing ALTELLA includes: (1) developing a project website to share project information, project updates, and publications; (2) providing updates at State Collaboratives on Assessment and Student Standards (SCASS); (3) sharing results of investigations at national conferences and obtaining additional feedback on the project activities; and (4) publication of project reports and articles in journals. States and other project partners will also disseminate materials.

**Website.** Project staff at WIDA will develop a webpage with links to key project information, including participating states, project activities and reports, conference presentations. The website and all documents posted will meet the industry standards for accessibility.

**SCASS Meetings.** Regular updates on the project activities will be provided at SCASS meetings, including the Assessing Special Education Students, Technical Issues in Large Scale Assessment, and English Learner SCASS meetings. Project findings will be shared in order to gain valuable feedback from a wide range of states and also to ensure that project findings are shared more broadly, reaching stakeholders that may not be project participants.

**National Conferences.** Information about the screener, the annual assessment, and research activities will be shared at national conferences. Potential conferences include the Council of Chief State School Officer's National Conference on Student Assessment, the American Educational Research Association (AERA)/National Conference on Measurement in Education (NCME), the Council for Exceptional Children annual conference, and the WIDA National Conference. Feedback will be sought from session participants on the use and

applicability of all materials. Project staff will take the lead in disseminating materials at national conferences. State agency personnel will be invited and encouraged to participate in conference presentations.

**Publications.** Publications will include project reports, technical reports, and journal articles. Project publications will be posted on the project website. They also will be disseminated widely, to all participating state agency personnel, through email listservs and newsletters. Reports will be disseminated to other stakeholders through SCASS meetings. Journal articles will be developed based on project activities. These will target peer-reviewed journals that reach a variety of relevant audiences, such as *Assessment for Effective Intervention*, *Educational Policy*, *Journal of Special Education Leadership*, *Teaching Exceptional Children*, *Language Testing*, and *TESOL Quarterly*. Project staff, participating states, and advisory panelists will write these articles, with project staff taking the lead.

**State dissemination.** Information from the project will be widely distributed within participating states, including via state newsletters (print and electronic), through regularly scheduled training forums, and other state mechanisms for information sharing.

## **5. Quality of Project Services**

Advancing ALTELLA is designed to update and improve the existing Alternate ACCESS to meet federal requirements for peer review and to support educator decision-making related to supporting their students' language development. Project activities will be built on a foundation of universal design and entail various strategies (e.g., item try-outs, cognitive labs, field testing), as well as tailored approaches (e.g., online, face-to-face, synchronous, asynchronous) to bolster the ongoing learning of both project participants and others in the field for whom the project deliverables are intended, including educators and the students themselves. English learners with

significant cognitive disabilities are inherently a diverse group, representing a wide range of language and cultural backgrounds and disabilities. Research and assessment development activities, including field testing, are committed to the inclusion of the diversity of this population. Efforts will be made to include both male and female students, students at all grade levels, students with different disabilities, and students who have commonly spoken languages (e.g., Spanish, Arabic) as well as students who have less commonly spoken languages (e.g., Karen, Haitian Creole).

Professional learning materials that are created for the project will be developed using principles of universal design. In addition, these materials will be created using previously tested processes and procedures developed by WIDA to ensure that they are sufficient enough to support the administration and scoring of the assessment. These materials will be included in the external evaluation and formative feedback will be used for continuous improvement. Care will be taken so that these materials not only reflect the representation of the stakeholder population, but also that the materials are useful and relatable.

Sustainability and capacity building are inherent characteristics of project deliverables, as the final products will be new assessments that will be implemented in WIDA Consortium states and available for use in other states. Ultimately, all project activities are intended to improve outcomes for English learners who have significant cognitive disabilities. Addressing the English development of these students is one step toward equal access and treatment because it provides greater access to opportunity as they move toward their goals as contributing members of the workforce and their communities.

Advancing ALTELLA will create meaningful opportunities for persons from traditionally underrepresented groups, including persons with disabilities, in the employment of project staff

and experts, in the composition of our state members' widely varying demographic and cultural profiles, and involvement of teachers, students, and other stakeholders from the design of the project to its implementation. For example, the advisory group includes a member who is deaf/hard-of-hearing and another member who is blind. The advisory group also includes a parent of an English learner with a significant cognitive disability. For all activities, we will provide the accommodations needed for full and meaningful participation including interpreters for staff, partners, and stakeholders who have disability or English proficiency needs. We will ensure the project website will include relevant information and documents in a format that meets a government or industry-recognized standard for accessibility.

## **6. Project Management**

### **Work Plan and Timeline**

Advancing ALTELLA is designed to take place across 4 years. Tables 2-7 reflect a more detailed description of the work plan and timeline.

**Table 2 Project Management Timeline**

Project Management	Year 1 (2019 – 2020)				Year 2 (2020 – 2021)				Year 3 (2021 – 2022)				Year 4 (2022 – 2023)			
	Q3	Q4	Q1	Q2												
Contracting between lead state, WCER, and other partners																
Convene in-person kickoff meeting																
Hold regular calls between lead state and project team																
Hold regular calls with participating states																
Convene annual in-person meeting with participating states																
External evaluation																
Convene project close-out meeting																
Submit annual performance report																
Submit final performance report																

**Table 3 Activity 1 Timeline**

Activity 1: Screener	Year 1 (2019 – 2020)				Year 2 (2020 – 2021)				Year 3 (2021 – 2022)				Year 4 (2022 – 2023)			
	Q3	Q4	Q1	Q2												
Literature review		■	■													
Standards review		■	■	■												
Initial assessment design document					■	■										
Develop prototype materials							■	■								
Bias, sensitivity, and content review							■	■								
Cognitive labs - small scale administration of prototype							■	■								
Revise materials							■	■	■							
Field testing								■	■	■						
Analysis									■	■	■					
Create scoring guide										■	■	■				
Operational implementation													■	■	■	■

**Table 4 Activity 2 Timeline**

Activity 2: Annual Assessment	Year 1 (2019 – 2020)				Year 2 (2020 – 2021)				Year 3 (2021 – 2022)				Year 4 (2022 – 2023)			
	Q3	Q4	Q1	Q2												
Literature review	■	■														
Trial-item development			■	■												
Review of trial items					■											
Cognitive labs, piloting						■	■	■	■							
Update accessibility and accommodations policies					■	■	■	■					■	■		
Item development							■	■	■							
Bias, sensitivity, and content review								■	■							
Field testing									■	■	■	■				
Analysis, form development											■	■	■			
Operational implementation														■	■	■
Standard setting															■	■
Annual technical & research reports																■

**Table 5 Activity 3 Timeline**

<b>Activity 3: Assessment Administration and Professional Development Materials</b>	<b>Year 1 (2019 – 2020)</b>				<b>Year 2 (2020 – 2021)</b>				<b>Year 3 (2021 – 2022)</b>				<b>Year 4 (2022 – 2023)</b>			
	<b>Q3</b>	<b>Q4</b>	<b>Q1</b>	<b>Q2</b>												
Develop screener administration manual																
Develop field test administration manual and annual assessment test administration manual																
Develop and update accessibility policy and manual																
Develop screener administration training course																
Develop materials for families																
Develop annual assessment administration training course																

**Table 6 Activity 4 Timeline**

Activity 4: Research and Evaluation	Year 1 (2019 – 2020)				Year 2 (2020 – 2021)				Year 3 (2021 – 2022)				Year 4 (2022 – 2023)			
	Q3	Q4	Q1	Q2												
Classroom observations	■															
Observations of assessment administration										■						
Technology explorations					■								■			
Psychometric analyses												■				

**Table 7 Activity 5 Timeline**

Activity 5: Dissemination	Year 1 (2019 – 2020)				Year 2 (2020 – 2021)				Year 3 (2021 – 2022)				Year 4 (2022 – 2023)			
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Create and maintain project website	[Activity occurs continuously across all quarters]															
Disseminate project updates and findings at national conferences																
Disseminate project updates and findings at SCASS meetings																
Disseminate project publications																

## **Adequacy of Resources**

The Minnesota Department of Education, as lead agency, has the resources in place to implement the project and ensure its success. The Department has experience managing projects across multiple states, as it has been the lead state and fiscal agent for other enhanced assessment grants, and it has managed contracts with the University of Wisconsin. Minnesota has been a member of the WIDA Consortium since 2010.

As a collaborating partner, WIDA offers strength and resources. Funded by an enhanced assessment grant in 2004, WIDA has been a leader in K–12 instruction and assessment of English language development. Over time, WIDA has been able to expand and improve its comprehensive system of assessments and instructional support for educators and practitioners of multilingual learners. Because of this work, WIDA is well-positioned to collaborate closely with states in moving forward with these critical updates to Alternate ACCESS.

The collaboration of states brings established organizational resources together. The states bring to this project their individual and collective commitments to developing assessment systems that ensure that assessment outcomes for all students, including English learners with significant cognitive disabilities are valid, through the use of the assessment use argument approach to developing an updated alternate English language proficiency assessment. One of the most powerful resources this project has is the States' interest in partnering to ensure the highest possible outcome for their students, to share resources across large states and small, and to advance the research and practice field while they do so. This project includes the WIDA Consortium states and entities as well as the Texas Education Agency; the outcomes of this project have the potential to reach beyond those states named in this project. The 41 states and entities in this project represent both large and small states with substantial numbers of urban and

rural local education agencies. Several project states have large populations of English learners, including those with significant cognitive disabilities. Other states have very small populations of students, and these states may be unable to develop such an assessment independently.

WIDA has excellent facilities, equipment, supplies, substantial experience, and other resources to support this project. WIDA is an affiliated center in the Wisconsin Center for Education Research (WCER) in the School of Education at the University of Wisconsin–Madison. This linkage provides the project with rich resources for ensuring adequate support for successful completion of all activities. WCER is one of the oldest, largest, and most productive university-based education research centers in the world. WCER is committed to improving educational outcomes for the nation’s diverse student population, positively impacting education practice, and fostering collaboration among disciplines and with practitioners. Most recently, WCER was the collaborating partner on the ALTELLA project, an enhanced assessment grant that developed a foundational knowledge base to support continued efforts to understand the population of students who are designated English learners with significant cognitive disabilities. ALTELLA began with five states committed to work in collaboration, and ultimately expanded to include 29 participating states, representing WIDA, ELPA21, and independent states.

WCER is housed in the Educational Sciences Building, a facility built with matching state and federal funds and dedicated to education research and development. WCER’s Business Office provides projects with budgeting, forecasting, accounting and financial management, and human resource management. The WCER Technical Services Department provides multimedia services, custom software development, graphical design for web and print, and computer support for more than 600 networked computer systems. Data warehousing and network operations are supported by more than 60 servers (actual and virtual), including data warehouse

servers running Enterprise MS-SQL 2008 R2 on a Windows 2008 R2 Server. Security is managed through firewall access rules and active directory. These resources provide WCER with the capability to manage data sets that contain sensitive student and school information.

### **Quality of the Management Plan**

The Minnesota Department of Education, as the lead agency, will provide overall leadership and oversight of all project requirements. It will manage subcontracts, ensuring that subcontractors perform in accordance with the subcontract terms, conditions, and specifications. The Minnesota Department of Education will ensure that project requirements are being met during routine calls with the subcontractors and other key project personnel. This work will be carried out by Tracy Montez Lindner, Principal Investigator (PI), and Dawn Cameron, project director, or designees within the Minnesota Department of Education.

WIDA will organize and carry out the subcontract project activities under the direction of co-PIs Dr. H. Gary Cook and Dr. Laurene Christensen. Minnesota's PIs and WIDA's PIs will form the project leadership team. This team will meet by telephone conference regularly throughout the project to review work compared to projected timelines, to troubleshoot and problem-solve, and to plan activities. WIDA will hold regular calls and meetings with project states and collaborating organizations to keep all stakeholders abreast of project activities and developments.

**Minnesota Department of Education.** PI Tracy Montez Lindner (.20FTE, in kind), will have overall responsibility for directing the project and managing the budget. She will also contribute to evaluation and dissemination efforts for the project. Project director Dawn Cameron (.10 FTE, in kind) will monitor the progress of project activities and the budget. She will be a representative for Minnesota at project meetings and will be responsible for carrying

out the state's responsibilities. Montez Lindner and Cameron will represent Minnesota at project meetings and will be responsible for carrying out the state's responsibilities for the project. Additional staff from the Minnesota Department of Education may participate in project activities as appropriate.

**Collaborating States.** All states in the WIDA Consortium as well as the Texas Education Agency will participate in the project. Part 6 includes letters of commitment from many of the participating WIDA states and the Texas Education Agency. Each state participating in the Advancing ALTELLA project may identify up to two people who will carry out its state's responsibilities; ideally, these individuals will have expertise in English learners and special education students. Specifically, the state partners will: (1) support the recruitment of educators to participate in grant activities; (2) participate in periodic conference calls about the project; (3) participate in in-person meetings to provide feedback on project activities; (4) participate in project activities including field testing, research, and dissemination; and (5) use any materials developed by the project. In addition, they will provide documentation required for external quality reviews and evaluation activities. State coordinators will participate in regular phone calls to ensure the project's success.

**WIDA Responsibilities.** Minnesota will work closely with WIDA to carry out the activities in each of the stated objectives. WIDA's co-PIs, H. Gary Cook and Laurene Christensen, will ensure that each activity is carried out in a way that is consistent with the project objectives and state agreed-upon activities in this proposal, and will ensure that the Minnesota Department of Education is continually aware of its progress on all activities. Progress updates will occur formally through regular calls and meetings, and informally through

frequent email and phone communications. A letter of commitment from WIDA is included in Part 6.

Specific WIDA responsibilities include: (1) project management for all key project activities and objectives; (2) developing an English language proficiency screener for students with significant cognitive disabilities; (3) revamping the annual alternate assessment to include new specifications and new forms; (4) conduct research; (5) developing professional learning materials to support the implementation of the revamped annual assessment; and (6) dissemination of project updates and findings. Table 8 provides more information on the specific WIDA personnel responsible for carrying out each activity.

**Table 8 WIDA Personnel Responsible for Advancing ALTELLA Project Activities**

<b>Project Activity</b>	<b>Responsible WIDA Personnel</b>
<b>Project Management</b>	
Contracting between lead state, WCER, and other partners	Ceylan, Cook, and Christensen
Convene in-person meetings that includes all stakeholders	Ceylan, Cook, Christensen, Mitchell, Gibson, and Burton
Hold regular calls between lead state and project team	Ceylan, Cook, and Christensen
Hold regular calls with participating states	Ceylan, Cook, Christensen, Mitchell, Gibson, and Burton
External evaluation	Christensen, Ceylan, and Cook
Submit performance reports	Ceylan, Christensen, and Cook
<b>Activity 1: Screener</b>	

Literature review	Mitchell, Vorhees, Christensen, Cranley, and Cook
Standards review	Mitchell, Vorhees, Christensen, Cranley, and Cook
Initial assessment design document	Cook, Anderson, Christensen, Cranley, Mitchell, and Ceylan
Develop prototype materials	Cook, Anderson, Christensen, Cranley, Chapman, Olsen, Mitchell, and Ceylan
Bias, sensitivity, and content review	Cook, Anderson, Christensen, Cranley, Chapman, Olsen, Mitchell, Vorhees, and Ceylan
Cognitive labs - small scale administration of prototype	Christensen, Cook, Cranley, Mitchell, Vorhees, Olsen, Anderson, Ceylan
Revise materials	Cook, Anderson, Christensen, Chapman, Olsen, Mitchell, Erlandson, Cranley, Ceylan
Field testing	Cook, Anderson, Vorhees, Chapman, Bauer, Christensen, and Ceylan
Analysis	Cook, Anderson, Reichert, Bishop, Christensen, Cranley, and Ceylan
Create scoring guide	Cook, Chapman, Anderson, Christensen, Cranley, Erlandson, Holmes, and Ceylan

Operational implementation	Cook, Anderson, Christensen, Burton, Bishop
<b>Activity 2: Annual Assessment</b>	
Literature review	Mitchell, Vorhees, Christensen, Cranley, and Cook
Trial-item development and review	Cook, Anderson, Christensen, Cranley, Mitchell, Vorhees, Olsen, Chapman, and Ceylan
Cognitive labs, piloting	Christensen, Cook, Chapman, Cranley, Mitchell, Vorhees, Olsen, Anderson, Ceylan
Update accessibility and accommodations polices	Christensen, Burton, Vorhees, Anderson, and Mitchell
Item development	Cook, Anderson, Christensen, Cranley, Mitchell, Vorhees, Olsen, Chapman, and Ceylan
Bias, sensitivity, and content review	Cook, Anderson, Christensen, Cranley, Mitchell, Vorhees, Olsen, Chapman, and Ceylan
Field testing	Cook, Anderson, Chapman, Bauer, Vorhees, Christensen, and Ceylan

Analysis, form development	Cook, Anderson, Bishop, Reichert, Vorhees, Christensen, Cranley, Erlandson, and Ceylan
Operational implementation	Cook, Anderson, Christensen
Standard setting	Cook, Anderson, Christensen, and Chapman
Annual technical & research reports	Cook, Anderson, Reichert, Bishop, Christensen, Cranley, Erlandson, and Ceylan
<b>Activity 3: Assessment Administration and Professional Development Materials</b>	
Develop screener administration manual	Cook, Anderson, Christensen, Cranley, Mossgrove, Vorhees, Erlandson, Holmes, Burton, and Ceylan
Develop field test administration manual and annual assessment test administration manual	Cook, Anderson, Christensen, Cranley, Mossgrove, Vorhees, Erlandson, Holmes, Burton, and Ceylan
Develop and update accessibility policy and manual	Christensen, Burton, Vorhees, Mitchell, Holmes, and Ceylan
Develop training courses for both screener and annual assessment	Christensen, Mossgrove, Vorhees, Burton, Mitchell, Olsen, and Ceylan
Develop materials for families	Christensen, Cranley, Mitchell, Vorhees, Burton, and Ceylan

<b>Activity 4: Research and Evaluation</b>	
Observations of classrooms and assessment administration	Christensen, Cook, Cranley, Anderson, Burton, Mitchell, Olsen, and Ceylan
Technology explorations	Christensen, Cook, Cranley, Mitchell, Olsen, Anderson, and Ceylan
Psychometric analyses	Cook, Bishop, Reichert, Anderson, Christensen, Cranley, and Ceylan
<b>Activity 5: Dissemination</b>	
Create and maintain project website	Ceylan, Christensen, Mitchell, Holmes, and Cook
Disseminate project updates and findings at national conferences	Cook and Christensen, with others to be determined
Disseminate project updates and findings at SCASS meetings	Christensen and Cook, with others to be determined
Disseminate project publications	Ceylan, Christensen, and Cook

**ATLAS Center.** ATLAS at the University of Kansas will partner on this project to support the item development for the updated assessment. ATLAS promotes learning by creating accessible and academically rigorous technology-based learning and assessment systems. The center serves students with disabilities, struggling learners, and teachers through several projects focused on improving student outcomes. The center’s primary assessment system, Dynamic Learning Maps<sup>®</sup>, is designed for students with the most significant cognitive disabilities. These assessments are available in English language arts, mathematics, and science and are

administered in 18 states. ATLAS also develops and delivers customized alternate assessments in social studies for individual states. A letter of commitment from ATLAS is provided in Part 6.

**Center for Applied Linguistics.** The Center for Applied Linguistics (CAL) is a non-profit organization founded in 1959. Headquartered in Washington D.C., CAL has earned an international reputation for its contributions to the fields of bilingual and dual language education, English as a second language, world languages education, language policy, assessment, immigrant and refugee integration, literacy, dialect studies, and the education of linguistically and culturally diverse adults and children. CAL's mission is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. CAL will support Advancing ALTELLA by providing psychometric analyses and content consultation for test development. A letter of commitment from CAL is provided in Part 6.

**Evergreen Evaluation & Consulting, Inc.** Evergreen Evaluation & Consulting, Inc. (EEC) is a woman-owned firm located near Burlington, Vermont, founded in 1990 by Dr. Patricia Mueller. EEC consultants and associates have extensive experience developing evaluation strategies and methodologies designed to provide formative and summative feedback to project managers, program personnel, clients and end users, and other key stakeholders. EEC has a demonstrated capacity to communicate evaluation outcomes about the quality, relevance and effectiveness of large scale education programs and services. A letter of commitment from EEC is provided in Part 6.

### **Adequate Budget**

Our budget reflects a sufficient but reasonable allocation of funds in relation to the purpose, activities, design, and potential significance of the proposed project. For each state to

develop its own assessment, a certain resource expenditure is required. By working together, the resources of each state are leveraged to contribute to a stronger overall project. Furthermore, the project design reflects an ambitious but reasonable timeline to accomplish the project goals.

The overall budget includes all expenses for the Minnesota Department of Education's responsibilities in administering the grant activities, as well as for the activities that will be undertaken by WIDA. The Minnesota Department of Education will provide the leadership on the project in kind. The WIDA portion of the budget includes the additional contractual partners, including the external evaluator. WIDA will manage all project activities with input and assistance from states. WIDA will host the advisory group stipends and expenses. WIDA will cover the associated travel costs for state partners to travel to meetings. EEC will assume all costs associated with the external evaluation.

### **Quality and Commitment of Personnel**

**Minnesota Department of Education.** The PI for Advancing ALTELLA, Tracy Montez Lindner (.20FTE, in kind), will have overall responsibility for directing the project and managing the budget. She will also contribute to evaluation and dissemination efforts for the project. Dawn Cameron (.10 FTE, in kind) will serve as project director. Their summary vitae are provided in Part 6.

**State personnel.** States will select two representatives, one English language education specialist and one special education specialist, to attend in-person meetings and conference calls. This project will also utilize WIDA's subcommittee structure to gather input on activities throughout the duration of this project.

**WIDA personnel.** Two co-PIs will lead the work of Advancing ALTELLA. **H Gary Cook**, Ph.D. (.15 FTE) is the PI of the project, and is currently the senior director of assessment

at WIDA and is a research scientist attached to WCER. Dr. Cook will serve as the lead on the assessment development activities. **Laurene Christensen**, Ph.D. (.25 FTE) is the co-PI, and will serve as the project director. Dr. Christensen is an assessment researcher at WIDA who specializes in the area of assessment of English learners with disabilities, including alternate English language proficiency assessments. Dr. Christensen brings a wealth of experience to this project; most recently, she was the PI for the ALTELLA project. Dr. Christensen will serve as the lead for the professional development materials, research, and dissemination activities. **Indira Ceylan** (.40 FTE) will be the overall project manager for all grant activities. She has 6 years of experience in various roles at WIDA. Ms. Ceylan was the project manager for the ALTELLA project. **Beth Anderson** (up to .15 FTE) will be project manager for the assessment development components. Ms. Anderson is WIDA's Assessment Operation Director and has extensive experience in the operational implementation of the current Alternate ACCESS assessment. **James Mitchell** (.25 FTE) will serve as an assistant researcher for the Advancing ALTELLA project and was an assistant researcher on the ALTELLA project. Mr. Mitchell will work closely with Dr. Christensen on the research activities and contribute to the assessment development activities. Summary vitae for the above mentioned personnel are provided in Part 6. Other staff at WIDA will carry out various project activities; some WIDA staff time will be donated in-kind as needed.

### **Advisory Group**

Members of the Advisory Group have all agreed to commit up to 12 days on the project over the project period. Brief biographical information is presented here; summary vitae are also provided in Part 6. **Jenny Beltran** is a parent of an English learner with a significant cognitive disability and a parent advocate. **Stephanie Cawthon** is the Director of the National Deaf Center

and a professor of educational psychology at the University of Texas at Austin. **Steve Elliott** is a professor of educational assessment at Arizona State University. He specializes in measuring assessment growth for students with disabilities and opportunity to learn. **Claudia Flowers** is the chair of the Department of Educational Leadership at the University of North Carolina-Charlotte. She researches alternate assessments for students with significant cognitive disabilities and testing accommodations. **Vitaliy Shyyan** is the Director of Student Supports at the Smarter Balanced Consortium; he is an expert on universal design, accessibility, and accommodations. **Sheri Wells-Jensen** is a professor of linguistics at Bowling Green State University. She is an expert in braille literacy and disability studies.

### **7. Project Evaluation Plan (Evergreen Evaluation)**

This section describes the plan for formative evaluation of Advancing ALTELLA activities and summative evaluation of Advancing ALTELLA intended outcomes. The evaluation plan relies on objective measures of progress in implementing the project and ensuring quality of Advancing ALTELLA assessment tools and products. The proposed evaluation approach ensures that project activities are completed in a timely manner, and Advancing ALTELLA goals and objectives are achieved with a high standard of quality. This section outlines how performance measures will inform evaluation questions and guide data collection activities that in turn will produce quantitative and qualitative data to: (1) provide formative performance feedback of Advancing ALTELLA progress toward achieving intended outcomes; (2) assist project management in assessing tool and product quality assurance; and (3) provide summative evaluation as to the overall value, worth, efficiency, and effectiveness of the Advancing ALTELLA project.

Evaluation is an essential and integral component of project operations, and Advancing ALTELLA staff are committed to improving practice, increasing the quality and quantity of available evaluation data, and using evaluation findings to guide decisions. The Advancing ALTELLA's evaluation serves two purposes: (1) to inform the Advancing ALTELLA about what it does well and what needs to improve; and (2) to measure the effort, effect, and outcomes of the work. The evaluation includes performance targets for each activity area against which Advancing ALTELLA outputs, outcomes, and impact will be measured.

Upon funding, the project will contract with Evergreen Evaluation & Consulting, Inc. (EEC) to conduct the external evaluation. EEC senior evaluators and associates have extensive experience in developing evaluation strategies and methodologies designed to provide formative and summative feedback to project management and stakeholders. EEC's current and recent portfolio includes numerous projects funded through the Office of Special Education Programs, as well as a project funded through the Office of English Language Learners (National Professional Development Program), among others. EEC is familiar with the Government Performance and Results Act (GPRA) performance measurement system and can assist clients competently with reporting requirements. EEC uses a collaborative approach to program evaluation and conducts all activities in close coordination with the client. EEC has a reputation for developing and implementing timely, flexible, and culturally responsive evaluation plans.

**Evaluation with a learning orientation.** The evaluation design includes ongoing, formative evaluation as a key element in making data-based decisions and mid-course corrections. The evaluation approach includes: *process evaluation* (quality of content, design and delivery/implementation); *outcome evaluation* (achievement of outcomes); *learnings* (barriers/enablers, nuances, surprises, causal explanations/mechanisms, feedback loops); and *forward/outward*

focused evaluation questions (e.g., replication, sustainability, threats, opportunities) (Davidson, 2005). Specifically, the evaluation will assess: (a) the quality and usefulness of Advancing ALTELLA tools and products; (b) the coordination and partnership with WIDA states and their stakeholders in the development of the tools; and (c) the impact reach and potential application of the tools and products in service of English learners with the most significant cognitive disabilities. The Evaluation Plan will serve as the roadmap for the evaluation throughout the grant cycle and will be reviewed and revised annually by Advancing ALTELLA senior leadership and key stakeholders to ensure that data collected, analyzed, and reported are used to guide project revisions and upgrades. This ongoing, cyclical use of data is designed to guarantee that evaluation activities maintain a focus on learning and utilization, as well as continuous quality improvement.

**Evaluation plan.** The evaluation plan outlines both program (GPRA) and project performance measures for key outputs and all outcomes, including detailed descriptions of data sources, data collection methods, responsible parties, analyses, timelines for collection and reporting (see Part 6). The formative evaluation will target the process components to produce information about the tool development, the quality of the items and stakeholder satisfaction with Advancing ALTELLA efforts to forge partnerships in the development and dissemination of tools and products. These data will inform continuous improvement opportunities and midcourse corrections, if necessary. The summative evaluation will measure impact by assessing the potential benefits of Advancing ALTELLA tools and resources to its target audiences.

**Evaluation oversight.** The leadership team will facilitate the regular use of evaluation findings at strategic intervals, using both formative and summative evaluation reports with key stakeholders to evaluate progress and modify plans as appropriate. Reports will include both

quantitative and qualitative data that provide periodic performance feedback and examine the effectiveness of the five activity areas (i.e., development of a screener and annual assessment; the administration guidance materials; and research/dissemination of the products). In addition to the traditional types of evaluation reports, EEC will develop one-page infographics with data summaries to be shared with key stakeholders, including the federal project officer.

Advancing ALTELLA's PIs and EEC will review and revise the evaluation plan, as needed, at the onset and throughout the life of the project. Once finalized, the evaluation methodology will be shared with Advancing ALTELLA staff to explain the data collection, process and purpose of all planned activities, as well as the role of evaluation in providing feedback to the program. Finally, the evaluation team will develop an annual Data Collection Schedule that provides an overview of key data collection tasks along with their timing, data sources, and reporting format (electronic, oral or written). Monthly review of the Data Collection Schedule with project leadership and EEC ensures timely collection and reporting of data. EEC will assist the PIs with submission of the annual 524B Continuation Reports and the Final Report.

**Evaluation methods.** Our evaluation assesses key implementation components for each of Advancing ALTELLA's five activity areas. The evaluation plan identifies process and outcome performance measures that will provide quantitative and qualitative data to assess progress, challenges, and successes in achieving the goals of each area. EEC uses a mixed-methodology approach to evaluation to produce rigorous, contextualized, and useful data. All methods address the overarching goal of tracking, measuring, and understanding Advancing \ ALTELLA efforts and effects (i.e., high quality assessment tools). A variety of methods, including document reviews, progress monitoring of work group processes and products, survey

and interview protocols will be used to identify quality of tools and products. Evaluation will be focused on effectiveness of implementation, progress toward achieving outcomes, potential impact, and stakeholder satisfaction. All instruments and procedures will be designed, tested, and implemented in accordance with standard evaluation protocols (Dillman et al., 2009; Fowler, 2014; Krueger & Casey, 2015). The following section describes the specific data collection methods to measure ALTELLA processes and outcomes.

*Survey and Interview Quality Assurance Reviews of Advancing ALTELLA Tools.* The focus of Advancing ALTELLA’s activities is to develop cutting edge screening and annual assessment tools for English learners with the most significant cognitive disabilities. To evaluate the quality, relevance and usefulness of these tools, EEC will administer a Quality Assurance Review (QAR) survey to Advancing ALTELLA experts and key stakeholders. The QAR assessment is based on the Office of Special Education quality indicators and rating rubric and consists of seven scaled items and three open response items under the following constructs: Quality (Substance and Communication); Relevance (Need, Pertinence, and Reach); and Usefulness (Ease and Suitability). See Part 6 for a generic QAR survey. In addition to these questions, specific survey items will be added to determine the extent to which the tools meet the “Critical Elements for State Assessment Peer Review” (U.S. Department of Education, 2018). For example, questions will be added to assess the technical quality of the instrument, such as the validity, the reliability and ensuring there are multiple assessment forms. Does the instrument sufficiently address the needs of the target students (e.g., English learners with significant cognitive disabilities)? What is the likelihood that the tools will meet the standards set forth in the peer review process? The evaluation team will develop the survey instrument, which will be administered, analyzed and reported by EEC. To complement and triangulate survey data, EEC

will interview a sample of survey respondents to focus on the strengths and weaknesses of the tools and to elicit recommendations for improvement for positioning Advancing ALTELLA to submit them for the peer review process. To assess the quality of the assessment professional learning materials, the evaluation will determine the extent to which the materials address Guskey's Five Levels of Professional Development (see Part 6).

***Collaborative Mapping.*** The degree to which Advancing ALTELLA creates and sustains collaborations with key stakeholders and partners with similar goals and outcomes is another critical element to evaluate. Researchers acknowledge that there are stages of collaboration ranging from initial communication and networking to forming a unified, transformative team (Frey et al., 2006). The design for this component of the evaluation includes four discrete methods of data collection: (1) a "collaboration map" will be developed and reported to illustrate the key collaborators (actors/partners), the context of their activity (themes and content) and the "strength" of their collaborations; (2) online administration of the validated "Partner Survey" of key partners to understand the activities of Advancing ALTELLA, and later the outcomes and benefits of the collaboration; and (3) in-depth interviews with key partners to better understand the quality and outcomes of the collaborative relationships. Additional survey questions can be added to the "Partner Survey" to rate other perceived and realized benefits of the collaboration, such as increased dissemination of the tools to the field. Data analysis and reporting will follow standard protocols using descriptive statistics. A report of findings will be issued and included in the continuation report submission.

***Assessment of Advancing ALTELLA's Dissemination Activities.*** A final area for investigation (and one of the GPRA measures) seeks to understand Advancing ALTELLA's two diffusion activities (i.e., research and dissemination). The evaluation will track and log the

various activities, such as presentations and publications, the reach of those activities and end-user satisfaction and potential application of the disseminated tools and administration guidance. In addition, web site usage will be tracked, and a sample of web site users will be surveyed to assess its quality, functionality, navigation and layout. These data will be collected and reported annually.

### **Methods Produce Formative and Summative Data to Demonstrate Outcomes**

The Evaluation Plan outlines the process and outcome performance measures to directly assess the processes implemented in the development of high quality tools and products. Established performance measure benchmarks will help ensure ongoing progress toward meeting rigorous targets, yet allow for description of incremental changes over time. In addition, the measures clearly relate to the activities proposed by the project, so that each activity will be assessed using a mixed-methods approach to gain both quantitative and qualitative data for continuous improvement to guide the project's enhancement of products, tools, and resources.

Annual Reports produced by EEC will contain findings on process and outcome measures. Feedback from these mixed-methods and multiple sources of data will be interpreted with Advancing ALTELLA leadership and staff responsible for implementing midcourse corrections and refining their tools. The evaluation will be planned, designed, implemented, and reported to ensure the highest and best use of all evaluative data (Wholey et al., 2010).

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

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[View Optional Other Attachment](#)

Part 6: Other Attachments

**Individual Resumes for Project Directors and Key Personnel**.....1

**Minnesota Department of Education** .....1

        Tracy Montez Lindner .....2  
        Advancing ALTELLA Principal Investigator

        Dawn Cameron .....4  
        Advancing ALTELLA Project Director

**WIDA**.....7

        H. Gary Cook, Ph.D. ....7  
        Advancing ALTELLA Principal Investigator

        Laurene Christensen, Ph.D. ....11  
        Advancing ALTELLA Project Director

        Beth Anderson .....16  
        Advancing ALTELLA Project Manager

        Indira Ceylan.....18  
        Advancing ALTELLA Project Manager

        James Mitchell .....20  
        Advancing ALTELLA Assistant Researcher

**Letters of Support from Advancing ALTELLA Advisory Group**.....25

**Stephanie Cawthon, Ph.D.**.....26  
    Professor of Human Development, Culture, and Learning Sciences  
    *University of Texas at Austin*

**Stephen Elliott, Ph.D.**.....28  
    Mickelson Foundation Professor  
    *Arizona State University*

**Claudia Flowers, Ph.D.**.....29  
    Chair and Professor of Educational Leadership  
    *University of North Carolina at Charlotte*

**Anllanet Guzman-Beltran (Jenny Beltran)** .....31  
    Bilingual Special Education Resource Teacher and Case Manager  
    *COMMUNITY Consolidated School District 93*

<b>Vitaliy Shyyan, Ph.D.</b> .....	33
Director of Student Supports <i>Smarter Balanced Assessment Consortium</i>	
<b>Sheri Wells-Jensen, Ph.D.</b> .....	35
Associate Professor of English <i>Bowling Green State University</i>	
<b>Individual Resumes for Advancing ALTELLA Advisory Group</b> .....	37
<b>Stephanie Cawthon, Ph.D.</b> .....	38
Professor of Human Development, Culture, and Learning Sciences <i>University of Texas at Austin</i>	
<b>Steve Elliott, Ph.D.</b> .....	42
Mickelson Foundation Professor <i>Arizona State University</i>	
<b>Claudia Flowers, Ph.D.</b> .....	46
Chair and Professor of Educational Leadership <i>University of North Carolina at Charlotte</i>	
<b>Anllanet Guzman-Beltran (Jenny Beltran)</b> .....	50
Bilingual Special Education Resource Teacher and Case Manager <i>COMMUNITY Consolidated School District 93</i>	
<b>Vitaliy Shyyan, Ph.D.</b> .....	53
Director of Student Supports <i>Smarter Balanced Assessment Consortium</i>	
<b>Sheri Wells-Jensen, Ph.D.</b> .....	56
Associate Professor of English <i>Bowling Green State University</i>	
<b>Letters of Commitment from Organizations</b> .....	59
<b>ATLAS Center</b> .....	60
<b>Center for Applied Linguistics</b> .....	62
<b>Evergreen Evaluation &amp; Consulting, Inc.</b> .....	63
<b>WIDA</b> .....	65
<b>Individual Resumes for Personnel at Organizations</b> .....	66
<b>ATLAS Center</b> .....	67
Meagan Karvonen, Ph.D. ....	67
Director of ATLAS	

Russell Swinburne Romine, Ph.D.....	71
Associate Director of ATLAS	
<b>Evergreen Evaluation &amp; Consulting, Inc.....</b>	<b>74</b>
Patricia Mueller, Ed.D. ....	74
President and Founder of Evergreen Evaluation & Consulting, Inc.	
<b>State Education Agency Letters of Commitment .....</b>	<b>79</b>
Alabama .....	80
District of Columbia .....	81
Georgia.....	82
Illinois .....	83
Indiana.....	84
Kentucky.....	85
Maine .....	86
Maryland.....	87
Massachusetts .....	88
Michigan .....	89
Missouri .....	90
New Mexico.....	91
North Carolina .....	92
North Dakota.....	93
Texas.....	94
Utah.....	95
Vermont .....	96
Wisconsin.....	97
Wyoming.....	98
<b>Indirect Cost Rate Agreements.....</b>	<b>99</b>
Minnesota Department of Education .....	100
University of Wisconsin-Madison .....	103

<b>Supporting Documents</b> .....	110
Alternate ACCESS Sample Item .....	111
WIDA’s Validation Framework .....	112
Evergreen Evaluation & Consulting Capability Statement .....	113
Advancing ALTELLA Evaluation Plan.....	124
Quality Assurance Review Survey .....	132
Guskey’s Levels.....	135
<b>References</b> .....	138

**Individual Resumes for Project Directors and Key Personnel**

**Letters of Support from Advancing ALTELLA Advisory Group**

March 17, 2019

Dear Drs. Christensen and Cook,

I am pleased to offer support for the proposal of a collaborative of states and the Wisconsin Center for Education Research (WCER) through the Advancing ALTELLA: Alternate Assessment Redesign project. The Advancing ALTELLA: Alternate Assessment Redesign project is helping to advance the field of alternate English language proficiency assessment, accurately assess English learners with significant cognitive disabilities' proficiency in the English language, and provide educators of these students with research-informed materials and practices.

I accept your invitation to serve as a member of the Advancing ALTELLA: Alternate Assessment Redesign Advisory Group, and I look forward to working with you. I agree to the roles and responsibilities of membership in the advisory group in ways that support an update to the Alternate ACCESS, including item updates and a new Kindergarten form, the development of an alternate English language proficiency screener, and professional learning materials. I look forward to sharing my skills in working with English Language learners with cognitive disabilities grades K-3<sup>rd</sup> grade since 2008 and have acquired a wide array of technology, sensory and alternative educational delivery tools to enable and strengthen language acquisition will assist with the project partners.

I have been working with students that are English Languages learners since 2008. I am very aware of the challenges parents and schools face when teaching academic materials with student who are English learners and have cognitive disabilities. Because I had students with a variety of disabilities, I have found myself diving into every possible resource, from high tech to low tech, that can help a student successfully keep their native language and learn a new language while developing their academic skills. This has allowed me to be a part of creating several educational plans to assist students' academic gains, social and emotional progression, parental involvement and language development. Every child is different and because disabilities also vary there is not just a one way to teach the students.

I understand that my role in the project may include:

- Participating in in-person meetings;
- Providing input and expertise on the assessment development process;
- Reviewing and commenting on project products and services in my area of expertise

This project is of great interest to me because I am a strong believer that a student must retain their native language as this is their life language (communication outside a school setting). It is also important to work and provide schools who are faced with ongoing language resource challenges due to limited or lack of resources which would provide better opportunities for students with disabilities. I share WCER and the member states' commitment to redesigning the Alternate ACCESS, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort on improving educational outcomes for ELs with significant cognitive disabilities.

I wish you the best in this important endeavor and hope to join you all in it.

Kind regards,

Anllanet Guzman-Beltran

**Individual Resumes for Advancing ALTELLA Advisory Group**

**Letters of Commitment from Organizations**

## **Individual Resumes for Personnel at Organizations**

**State Education Agency Letters of Commitment**



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

GRETCHEN WHITMER  
GOVERNOR

SHEILA A. ALLES  
INTERIM STATE SUPERINTENDENT

March 5, 2019

Dear Drs. Christensen and Cook,

As Director of Assessment at the Michigan Department of Education, I am pleased to offer our state's commitment to the proposed project, Advancing ALTELLA: Alternate Assessment Redesign. As part of this collaboration with the Minnesota Department of Education, other states, and the Wisconsin Center for Education Research (WCER), I look forward to gaining the important knowledge from this project's proposed activities in order to establish a foundation toward the development of an alternate English language proficiency assessment for English learners with significant cognitive disabilities.

Our state will have the following responsibilities to the project: (1) to participate in any in-person meetings both in person and via conference call; (2) to provide input and feedback on project activities as requested; (3) to support the efforts of the project team to recruit participation for project activities, such as item development and field testing, research activities, and other project activities; and (4) to support project dissemination efforts. We are aware that any travel associated with this project will be covered by the grant.

Our state's participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. Michigan has close to 1,000 students who take the current Alternate ACCESS for ELLs. Additional research, including the previous findings from the ALTELLA project, and state efforts focusing on ELs with significant cognitive disabilities is ongoing but has provided a wealth of information not previously available when the current Alternate ACCESS for ELLs was developed. I believe that from our work together, this collaboration among states and WCER will yield these proposed deliverables, which will improve outcomes for English learners with significant cognitive disabilities in our state as well as be a great benefit to the field as a whole.

Kind regards,

ANDREW MIDDLESTEAD

STATE BOARD OF EDUCATION

CASANDRA E. ULBRICH – PRESIDENT • PAMELA PUGH – VICE PRESIDENT  
MICHELLE FECTEAU – SECRETARY • TOM MCMILLIN – TREASURER  
TIFFANY D. TILLEY – NASBE DELEGATE • JUDITH PRITCHETT  
LUPE RAMIREZ – NASBE DELEGATE • JAMES SNYDER

Advancing ALTELLA: Alternate Assessment Redesign – Letter of Commitment

March 19, 2019

Dear Drs. Christensen and Cook:

As the English Learner Consultant at the Wyoming Department of Education, I am pleased to offer our state's commitment to the proposed project, Advancing ALTELLA: Alternate Assessment Redesign. As part of this collaboration with the Minnesota Department of Education, other states, and the Wisconsin Center for Education Research (WCER), I look forward to gaining important knowledge from this project's proposed activities. It will assist with establishing a foundation toward the development of an alternate English language proficiency assessment for English learners with significant cognitive disabilities.

Our state is committed to the following: (1) to participate in any in-person meetings both in person and via conference call; (2) to provide input and feedback on project activities as requested; (3) to support the efforts of the project team to recruit participants for project activities, such as item development and field testing, research activities, and other project activities; and (4) to support project dissemination efforts. We are aware that any travel associated with this project will be covered by the grant.

Our state's participation in this project is due to the value we see in its collaborative nature as well as the project deliverables. The knowledge we will gain will allow us to better serve all Wyoming students.

Kind regards,

Antoinette Hallam  
English Learner/Foreign Language Consultant  
Standards and Assessment Division  
Wyoming Department of Education  
122 West 25<sup>th</sup> Street, Suite E200  
Cheyenne, Wyoming 82002  
(307) 777-5217

## **Indirect Cost Rate Agreements**

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Minnesota Department of Education  
1500 West Highway 36  
Roseville, MN 55113-4266

**Date:** June 19, 2018

**Agreement No:** 2018-070

**Filing Reference:** Replaces previous Agreement No. 2017-087

**Dated:** 7/21/2017

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2017	06/30/2018	18.6%	MTDC	APwR
Fixed	07/01/2018	06/30/2019	17.8%	MTDC	APwR

**Distribution Base:**

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**Applicable To:**

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II - Particulars**

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

**Section III - Special Remarks**

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

**Section IV - Approvals**

For the State Education Agency:

Minnesota Department of Education  
1500 West Highway 36  
Roseville, MN 55113-4266

For the Federal Government:

U.S. Department of Education  
OCFO / FIO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450

**Frances  
Outland**

Digitally signed by  
Frances Outland  
Date: 2018.06.19  
18:01:51 -04'00'

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Frances Outland  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Director, Indirect Cost Group  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
June 19, 2018  
Date

Negotiator: Andre Hylton  
Telephone Number: (202) 245-7568

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1396006492A1

DATE:10/19/2018

ORGANIZATION:

FILING REF.: The preceding agreement was dated 05/14/2018

University of Wisconsin - Madison,  
Extension and System  
21 North Park Street  
Suite 6401  
Madison, WI 53715

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

**SECTION I: INDIRECT COST RATES**

RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2017	06/30/2018	53.00	On Campus	Organized Research
PRED.	07/01/2018	06/30/2019	54.00	On Campus	Organized Research
PRED.	07/01/2019	06/30/2021	55.00	On Campus	Organized Research
PRED.	07/01/2021	06/30/2022	55.50	On Campus	Organized Research
PRED.	07/01/2017	06/30/2022	53.00	On Campus	Instruction
PRED.	07/01/2017	06/30/2022	38.00	On Campus	Public Service
PRED.	07/01/2017	06/30/2019	29.50	On Campus	Ext. Public Service (1)
PRED.	07/01/2017	06/30/2019	37.00	On Campus	Primate Ctr Core Grant (2)
PRED.	07/01/2019	06/30/2021	38.00	On Campus	Primate Ctr Core Grant (2)
PRED.	07/01/2021	06/30/2022	38.50	On Campus	Primate Ctr Core Grant (2)
PRED.	07/01/2017	06/30/2022	26.00	Off Campus	All Programs

ORGANIZATION: University of Wisconsin - Madison, Extension and System

AGREEMENT DATE: 10/19/2018

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2022	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

(1) Effective July 1, 2019, the University of Wisconsin Extension was transferred in part to the University of Wisconsin-Madison and in part to the University of Wisconsin System with University of Wisconsin-Madison acting as UW System's fiscal manager for grants, contracts, and other agreements.

(2) Wisconsin National Primate Research Center - See Section II - Special Remarks

ORGANIZATION: University of Wisconsin - Madison, Extension and System

AGREEMENT DATE: 10/19/2018

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2017	6/30/2018	35.00	All	(1)
FIXED	7/1/2017	6/30/2018	44.60	All	(2)
FIXED	7/1/2017	6/30/2018	23.00	All	(3)
FIXED	7/1/2017	6/30/2018	22.20	All	(4)
FIXED	7/1/2017	6/30/2018	16.50	All	(5)
FIXED	7/1/2017	6/30/2018	8.60	All	(6)
FIXED	7/1/2017	6/30/2018	6.00	All	(7)
FIXED	7/1/2017	6/30/2018	3.20	All	(8)
FIXED	7/1/2018	6/30/2019	33.30	All	(1)
FIXED	7/1/2018	6/30/2019	42.50	All	(2)
FIXED	7/1/2018	6/30/2019	21.00	All	(3)
FIXED	7/1/2018	6/30/2019	20.00	All	(4)
FIXED	7/1/2018	6/30/2019	14.70	All	(5)
FIXED	7/1/2018	6/30/2019	11.50	All	(6)
FIXED	7/1/2018	6/30/2019	13.60	All	(7)
FIXED	7/1/2018	6/30/2019	3.10	All	(8)

ORGANIZATION: University of Wisconsin - Madison, Extension and System

AGREEMENT DATE: 10/19/2018

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PROV.	7/1/2019	6/30/2022	Use same rates and conditions as those cited for fiscal year ending June 30, 2019.
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\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages of faculty and staff including vacation, holiday and sick leave pay and other paid absences of only the faculty and staff. Rate does not apply to student employees, research or teaching assistants.

- (1) Regular Faculty and Academic Staff
- (2) University and UWEXT Permanent Staff
- (3) Research Assistants, Project Assistants, Teaching Assistants, Pre-Doc Fellows and/or Trainees
- (4) Research Associates and Grad Interns
- (5) Post-Doc Fellows and/or Trainees
- (6) Limited Term Employees (LTE's)
- (7) Ad Hoc Program Specialists, Undergraduate Assistants and Undergraduate Interns
- (8) Student Hourly Employees

Fringe Benefit rates are combined rates for Madison and Milwaukee Campuses and are applied to both the campuses. These Fringe Benefit rates are also included on the University of Wisconsin, Milwaukee rate agreement.

ORGANIZATION: University of Wisconsin - Madison, Extension and System

AGREEMENT DATE: 10/19/2018

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution or in facilities to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

ORGANIZATION: University of Wisconsin - Madison, Extension and System

AGREEMENT DATE: 10/19/2018

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FRINGE BENEFITS:

- FICA
- Retirement
- Disability Insurance
- Worker's Compensation
- Life Insurance
- Unemployment Insurance
- Health Insurance
- Severance Allowance
- ERA Administration
- Income Continuation Insurance

Primate Center Rates:

The Wisconsin National Primate Research Center (WNPRC) has two federally recognized rates. The Office of Research Infrastructure Programs (ORIP) Core Grant rate (A-Rate) and the Non-Core Federal Rate which is the sum of the ARate and the WNPRC specific F&A Expenses (B-rate).

Fiscal Year	A-Rate	B-Rate	Total (Non-Core Federal Rate)
2018	37.0%	16.0%	53.0%
2019	37.0%	17.0%	54.0%
2020	38.0%	17.0%	55.0%
2021	38.0%	17.0%	55.0%
2022	38.5%	17.0%	55.5%

Your next fringe benefit proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

Your next F&A proposal based on actual costs for the fiscal year ending 06/30/2021 is due in our office by 12/31/2021.

## Supporting Documents

WIDA Consortium. (2011). *Alternate ACCESS for ELLs sample items*. Retrieved from: wida.wisc.edu

SAMPLE LISTENING TASK 1	3-5 LA A2
<b>CUE A</b>	
Point to UMBRELLA AT TOP. <b>This is an umbrella.</b>	
Point to UMBRELLA. <b>Umbrella.</b>	
Point to BOOTS. <b>Boots.</b>	
Point to T-SHIRT. <b>T-shirt.</b>	
Sweep across UMBRELLA, BOOTS, T-SHIRT. <b>Which one is an umbrella?</b> PAUSE.	
If correct, go to <b>MOVING ON</b> box.	
If incorrect or no response, repeat <b>CUE A</b> .	
After repeat, if incorrect or no response, go to <b>CUE B</b> .	

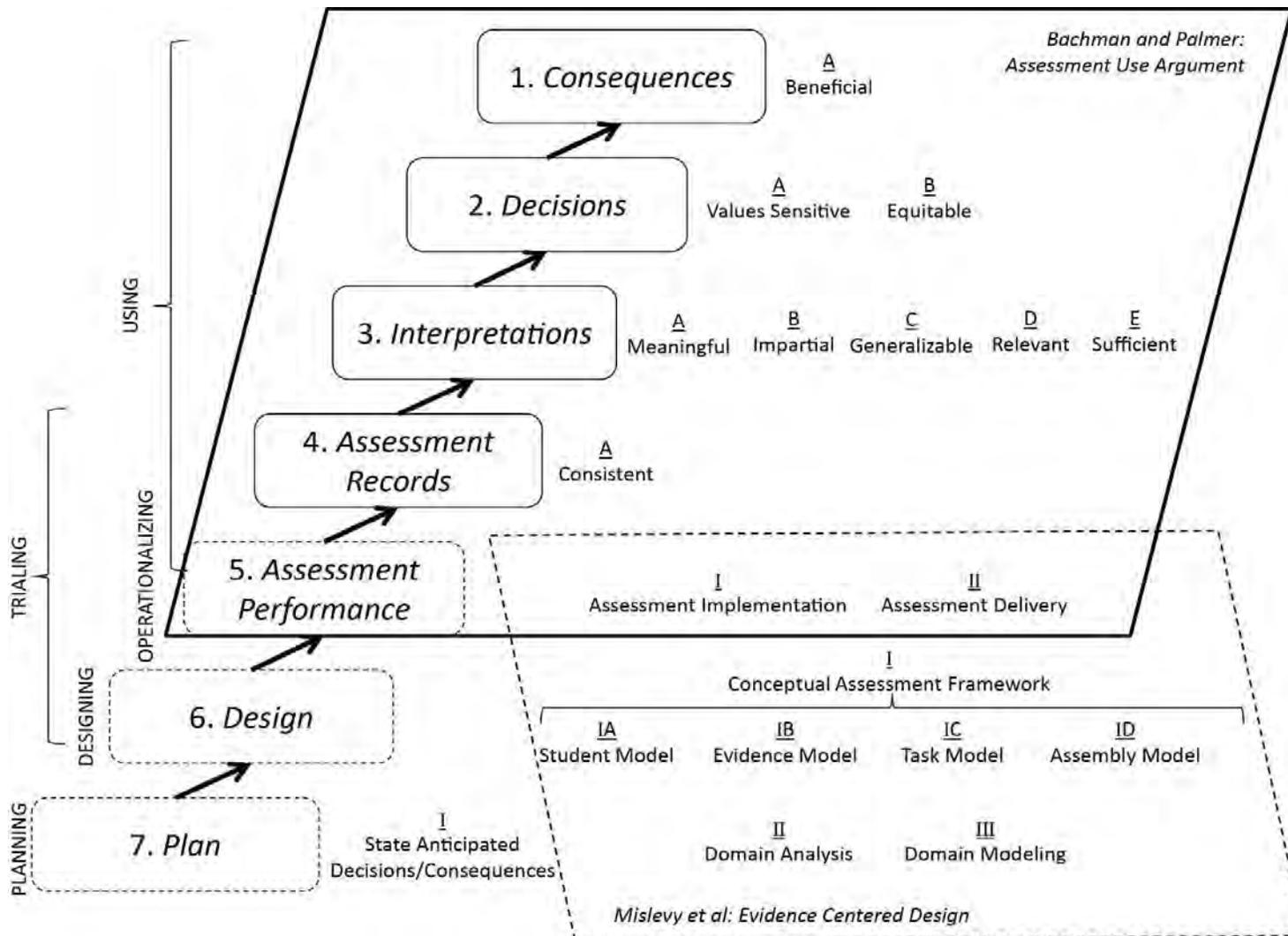
SAMPLE LISTENING TASK 1	3-5 LA A2
<b>CUE B</b>	
Point to UMBRELLA AT TOP. <b>Umbrella.</b>	
Point to UMBRELLA. <b>Umbrella.</b>	
Point to BOOTS. <b>Boots.</b>	
Point to T-SHIRT. <b>T-shirt.</b>	
Sweep across UMBRELLA, BOOTS, T-SHIRT. <b>Which one is an umbrella?</b> PAUSE.	
If correct, go to <b>MOVING ON</b> box.	
If incorrect or no response, go to <b>CUE C</b> .	
<b>CUE C</b>	
Point to UMBRELLA AT TOP. <b>Umbrella.</b>	
Point to BOTH UMBRELLAS. <b>These two show an umbrella.</b> PAUSE.	
Point to UMBRELLA. <b>Umbrella.</b>	
Point to BOOTS. <b>Boots.</b>	
Point to T-SHIRT. <b>T-shirt.</b>	
Sweep across UMBRELLA, BOOTS, T-SHIRT. <b>Which one is an umbrella?</b> PAUSE.	
Go to <b>MOVING ON</b> box.	



PR/Award # S368A190004  
Page e202

MOVING ON

Remember to record student's score in Student Response Booklet. Turn page and go to <b>TASK 2</b> . <b>Good. Let's turn the page and keep going.</b>



WIDA's Validation Framework (based on Bachman & Palmer, 2010; Mislevy, Almond, & Lukas, 2004).



Evergreen Evaluation & Consulting, Inc

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435 Zephyr Road | Williston, VT 05495

802-871-5571 | [www.eecvt.com](http://www.eecvt.com)

# CAPABILITY STATEMENT

February 2019

## CORPORATE CAPABILITY AND EXPERIENCE

Evergreen Evaluation & Consulting, Inc. (EEC) is a woman-owned firm located near Burlington, Vermont, founded in 1990 by Dr. Patricia Mueller. EEC consultants and associates have extensive experience in developing evaluation strategies and methodologies designed to provide formative and summative feedback to project managers, program personnel, clients and end users, and other key stakeholders. EEC has a demonstrated capacity to communicate evaluation outcomes about the quality, relevance and effectiveness of large scale education programs and services.

EEC uses a collaborative approach to program evaluation design, analysis and reporting, conducting all activities in close coordination with the client. EEC prides itself on developing timely, flexible logic models and culturally responsive evaluation plans that provide the foundation for successfully moving a program forward to meet its goals and objectives.

EEC's expertise is primarily in education program evaluation and professional development. EEC has conducted evaluations of State and Local Education Agencies, Technical Assistance and Dissemination Centers and Institutes of Higher Education, including their personnel preparation programs and other grants. EEC employs two full-time evaluators and contracts with five doctoral or Master's level evaluation and research specialists. In addition, EEC employs a part-time administrative assistant and contracts with a local IT firm. In summary, EEC is large enough to employ several experienced evaluators, yet small enough to be highly responsive to client needs.

## EVALUATION APPROACH

EEC utilizes a systematic approach to evaluation that incorporates best practice evaluation theory and strategies. As outlined below, these elements yield the types of formative and summative data that clients appreciate. EEC works collaboratively with program leaders to assess their project's purpose, design evaluations, and collect the necessary information for informed, data-based decisions.

***Theoretical Approach to Evaluation:*** Most clients appreciate a holistic, comprehensive approach to evaluation that allows ongoing data collection, reflection, and utilization for service planning, midcourse corrections, and decision-making. Therefore, EEC approaches program implementation and evaluation using the principles of Implementation Science; we recognize that developing and measuring evidence-based practices requires thoughtful, systematic implementation processes in order for effective outcomes to be realized (Fixsen et al., 2005). EEC's approach to evaluation, therefore, starts with the client. Using a Participatory Evaluation approach, EEC seeks input from stakeholders at multiple levels to deeply understand program services and effects, identify relevant evaluation questions and process issues, and accurately interpret evaluation findings (Preskill & Catsambas, 2008). Other approaches include Developmental Evaluation and Case Study. Specific evaluation strategies

include: process/formative evaluation (quality of the content, design and delivery/implementation); outcome/summative evaluation (value of outcomes); lessons learned (barriers/enablers, nuances, surprises, causal explanations); overarching questions about the value/worth of the program; and forward/outward focused evaluation questions (e.g., replication, sustainability, threats, opportunities) (Davidson, 2009).

**Logic Model Development:** EEC evaluators recognize the importance of logic models as critical tools that help programs identify their goals, plan their services, and specify the intended outcomes they aim to achieve using inputs and program processes. Essentially, a logic model is a visual presentation of how the project will work, illustrating the program's impact theory and assumptions (Donaldson, 2007), links between project objectives, individuals and organizations working to achieve them (Frechtling, 2007), external factors that may influence results, and the relationships among resources, activities and outcomes. EEC works with clients to develop detailed, conceptually complete logic models that provide the foundation for successfully moving a program forward according to its goals and objectives. We approach logic model development, review and refinement holistically, recognizing that the value of logic models is not only for program planning, but for implementation, evaluation and program performance—in essence, throughout the life of a program (Kellogg Foundation, 2004).

**Evaluation Plan Development:** Once the logic model is completed, EEC develops the evaluation plan. Typically, evaluation plans include overarching questions that guide the measurement and data collection strategies for assessing critical outputs, as well as short-term, intermediate and long-term outcomes. Evaluation plans also outline data sources, methods and timelines for collection, analysis and reporting. The client then reviews the plan for accuracy and coherence with program goals, objectives and activities. The final plan serves as the roadmap for the evaluation, is reviewed at least annually, and revised as needed.

**Methodology:** EEC uses a mixed-methodology approach to most evaluation projects, incorporating both quantitative and qualitative strategies to collect, analyze and report data. Typical evaluations include: development of surveys, individual and focus group interviews, observation protocols, and records/document review forms. Fidelity of implementation across sites or providers is also frequently measured. End-user data are analyzed and incorporated into formative and summative reports to gauge satisfaction as well as project progress, value and effectiveness. All instruments and procedures are developed, tested, and implemented in accordance with standard evaluation protocols (Fowler, 2008; Dillman, 2008; Krueger & Casey, 2000; Ruhe and Zumbo, 2009; Wholey et. al., 2010). Instruments are created in a collaborative manner allowing EEC evaluators to engage with project staff as well as benefit from their content expertise. EEC's strives to conduct all program evaluations in a non-intrusive manner, adapting as necessary to client needs and schedules. Data collection strategies include in-person and phone interviews (individual and focus group), online/web-based survey methods, and data extraction from program databases and documents. EEC evaluators engage in

continuing education opportunities that allow them to stay abreast of current issues such as increasing survey response rates and data visualization.

**Communication and Collaboration:** EEC is committed to an ongoing dialogue with clients. During project start-up, we expect several face-to-face meetings with the client to develop a solid working relationship, establish communication channels and monthly evaluation work group calls, and identify relevant management and staff meetings in which EEC evaluators may participate. Ongoing participation in key meetings provides valuable context for evaluation activities as well as the opportunity to inform evaluation methodologies, data collection strategies and data analysis. Furthermore, because EEC employs a cyclical evaluation approach that simultaneously plans for and reflects on data collections, these various meetings provide a platform in which EEC and project leaders and staff can review evaluation findings at strategic intervals, use formative and summative evaluation reports with key stakeholders to evaluate progress, and modify plans as appropriate. After initial meetings, EEC often participates via video conferencing or phone, attending in-person meetings at clients' request or for data collection.

**Tasks, Project Management and Reporting:** Once the evaluation plan is finalized and agreed upon by project staff and funders, EEC develops a Data Collection Schedule to manage the evaluation. Typical schedules include timelines for meetings with clients, evaluation activities (e.g., instrument development, data collection, analysis), and interim and summative reporting. This process keeps projects on track, aligned with goals and projected outcomes, and in accordance with the client's and funding agency's expectations. Interim and summative reports are tailored to address the stakeholder audience(s) and delivered according to project timelines. Reports usually include quantitative and qualitative data that provide periodic performance feedback and examine the effectiveness of project activities as well as the achievement of outcomes. In addition to written reports, EEC also has the capacity to develop brief infographics as well as PowerPoint presentations. EEC evaluators are familiar with federal reporting requirements and assist clients in annual and final submissions of their Continuation Reports (e.g., 524B). Sample reports are available upon request.

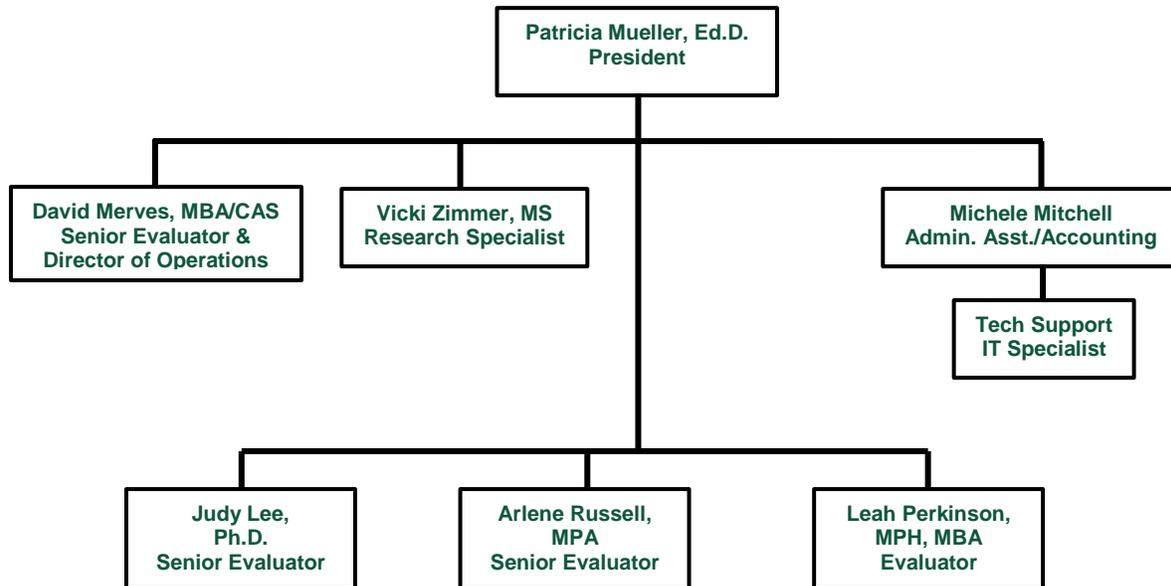
**Evaluation Ethics:** EEC work is aligned with the American Evaluation Association (AEA) "Guiding Principles for Evaluators" (<http://www.eval.org>) and Program Evaluation Standards of Utility, Feasibility, Propriety and Accuracy. All EEC project personnel conduct their work in accordance with these principles and standards.

## EXPERIENCE OF PRINCIPAL EVALUATORS AND RESEARCH STAFF

EEC evaluators and research staff have broad experience in education administration, child welfare, public health, special education, public policy, performance measurement, evaluation theory and methodology, and business administration. This breadth allows the team to offer a variety of perspectives when developing and implementing evaluation plans, as well as flexibility in assigning appropriate staff with expertise that

matches client needs. EEC's Organizational Chart illustrates the lines of authority and responsibility, and tables of Current and Recent Contracts highlight clients who have accessed EEC's services over several grant cycles. References from clients are available upon request.

## EEC ORGANIZATIONAL CHART



**Patricia H. Mueller, Ed.D.** Dr. Mueller is President and founder of Evergreen Evaluation & Consulting, Inc., a woman-owned firm specializing in development and evaluation of federal-funded programs. Dr. Mueller has extensive experience in writing and evaluating federally funded education initiatives to include: State Personnel Development Grants in five states (VT, NH, MS, AL, NC) national Technical Assistance & Dissemination Centers (CEEDAR, NCEO, CAST, ECTA, ECPC, CTD, CPIR, CIID) and personnel preparation programs, among others. Pat manages all of EEC's current contracts. Pat began her career as a Special Educator in the late 1970's and taught for 6 six years in VT public schools before coordinating a series of OSEP-funded grant projects based at UVM's University Affiliated Program (now UCEDD) for 13 years. She acquired advanced degrees in 1986 and 1997. From 1997 to 1999, she held a position as a Special Education Administrator in a local Vermont district and in 1999 was employed as the Evaluation Specialist for the Northeast Regional Resource Center (.50 FTE) and began building her business to include EEC's current and recent clients listed below. Pat's advanced degrees are in Special Education and Educational Leadership and Policy Studies.

**David Merves, MBA, C.A.S.** is a Senior Evaluator and EEC Director of Operations. He holds an MBA in Operations Research/Statistics. He also completed the Claremont Graduate University Certificate of Advance Study (CAS) Program in Evaluation. Mr. Merves participates in project methodology selection, logic model and evaluation plan development, data collection, analysis and reporting. David has a special interest in the use of technology to share evaluative data/information and improved reporting. He has presented at the Eastern Evaluation Research Society, American Evaluation Association annual conference, and numerous OSEP sponsored activities. His extensive business background includes statistics, survey development-implementation-analysis, professional development and utilization of technology for project implementation and reporting. David's advanced degrees are in Business Administration and Evaluation Theory.

**Judy M. Lee, Ph.D.** Dr. Judy Lee has provided evaluation consulting for over twenty years to state agencies, foundations, nonprofits, research and evaluation firms, and technical assistance and dissemination centers. For almost five years, Judy has served as a Senior Evaluator for EEC, assisting with project proposals, project management, collaborative planning for evaluation design and implementation, instrumentation development, data collection, analysis, reporting, and conference presentations. She also collaborates on the development of a national model for early childcare and education, a research and evaluation project with oversight from the Office of Head Start and grant money from the Buffett Early Childhood Foundation and the Ounce of Prevention Fund. Previously, she served for over a decade as a long-term consultant to Casey Family Services, the direct service arm of the Annie E. Casey Foundation. There, Judy developed evaluation plans with stakeholders ranging from agency social workers to division leaders and the CEO, collecting data through mixed methods and providing feedback and implementation recommendations for agency-wide organizational practice change. Dr. Lee has worked with a variety of state departments to improve services to children, youth, and families, including MA, ME, OR, and CT. Judy's doctoral degree is in Social Planning and Policy Analysis from Columbia University's School of Social Work.

**Arlene Russell, MPA.** Ms. Russell received her Master's of Public Policy at the University of Oregon and has served as a project coordinator and evaluator in various settings at the national, state, and local levels. Currently, Arlene is the senior evaluator on the NC SPDG and the MD, VT and RI SSIP evaluations, as well as supporting EEC in its evaluation of several Technical Assistance and Dissemination Programs (e.g., ECPC, CTD). Arlene has provided support to educational organizations as they implement policy and programs, including the design and implementation of both formative and summative evaluations and performance measurement systems. Her professional areas of interest remain evaluation and performance measurement and the contextual factors that support implementing policy and programs in educational contexts.

**Leah Perkinson, MPH, MBA.** Leah is an independent consultant specializing in qualitative evaluation methods and implementation science. Leah completed her undergraduate training at the University of North Carolina at Chapel Hill in Anthropology and Women's Studies where she also completed a Master's degree in public health. After completing her MPH, Leah served as an external and internal evaluator, and program implementer, at local and state non-profits dedicated to preventing gender-based violence. She also co-led a four-year qualitative research study at the Centers for Disease Control and Prevention (CDC) in Atlanta. The project was based in the agency's Division of Violence Prevention and involved a series of qualitative studies exploring the implementation of evidence-based interventions. After learning how to do more with less in non-profits and government, Leah pursued a Master's in business at the University of Vermont. She often combines her business training with her experience in systematic data collection and analysis. Leah has also published in peer-reviewed journals, presented peer-reviewed abstracts, and translated research findings into actionable knowledge for practitioners. Leah supports EEC evaluation work by designing surveys, conducting, analyzing, and reporting back on interviews and focus groups, developing fidelity instruments and drafting comprehensive evaluation plans for clients.

**Vicki Zimmer, M.S.** Vicki received her Master's degree in Library and Information Science from Simmons College where she focused her coursework on digital repositories, digital asset management, and information organization. She has worked in higher education and healthcare as an administrative assistant and in academic and public libraries. Vicki supports EEC in its evaluations by assisting in survey implementation and monitoring, data analysis, reporting, and developing infographics.

## CURRENT CONTRACTS

The following list of current contracts illustrates the depth and breadth of EEC experience. Totals awarded for each grant year are included. Note that many current clients also appear under "Recent Contracts," indicating high satisfaction with our services. EEC prides itself on developing and maintaining productive, collegial relationships.

Time Period	Role	Client	Responsibility	Total Award
2019 - 2022	External Evaluator	The TIES Center; Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities; University of Minnesota	Implement 5-year evaluation plan	First year of contract = \$100,000
2018 - 2023	External Evaluator	CAST Center on Inclusive Technology & Education Systems (CITES)	Develop & implement 5-year evaluation plan	\$280,000 over 5 years
2018 - 2023	External Evaluator	Noyce Scholars Program & Noyce Master Teaching Fellowship Program (NSF); University of Rochester, NY	Develop & implement 5-year evaluation plans for both personnel prep programs	Scholars = \$115,000/5 yr. Master Teacher = \$150,000/5 yr.
2018-2019	External Evaluator	Center for Technology & Disability (CTD); FHI 360	Develop & implement 1 Year No Cost Extension activities.	\$20,000
2018 - 2023	External Evaluator	Early Childhood Personnel Center (ECPC); U. of Conn. UCEDD	Develop & implement 5-year evaluation plan	Year 2 = \$150,000
2018- 2023	External Evaluator	Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR Center); University of Florida	Develop & implement 5-year evaluation plan.	Year 2 = \$150,000
2018- 2023	External Evaluator	CAST Center on Inclusive Software for Learning (CISL)	Develop & implement 5-year evaluation plan.	\$390,000 over 5 years
2016 - 2021	External Evaluator	Improving Instruction, National Professional Development Program; University of Minnesota	Develop & implement 5-year evaluation plan.	\$200,000 over 5 years
2016 - 2021	Summative Evaluator	RI SSIP Evaluation; AIR/RI Department of Education	Conduct summative evaluation.	\$75,000 over 5 years
2016 - 2021	External Evaluator	NC State Personnel Development Grant (SPDG); NC DOE	Develop & implement 5-year evaluation plan.	\$100,000 for 2018-2019
2016 - 2021	External Evaluator	National Center on Educational Outcomes (NCEO), University of Minnesota	Develop & implement 5-year evaluation plan.	\$800,000 over 5 years

Time Period	Role	Client	Responsibility	Total Award
2015 - 2020	External Evaluator	Center for Applied Special Technology (CAST); SNUCLE	Develop & implement 5-year evaluation plan.	\$300,000 over 5 years
2014 - 2019	External Evaluator	IDEA Data Management Center (IDMC - CIID); AEM Corp.	Develop & implement 5-year evaluation plan.	\$855,000 over 5 years

## RECENT CONTRACTS SINCE 2012

A list of recent contracts below documents EEC's history and experience conducting evaluations, writing federal grant proposals and providing organizational assistance to a range of clients.

Time Period	Role	Client	Responsibility
2018	External Evaluator	Early Childhood Personnel Center (ECPC); U. of Conn. UCEDD.	Develop & implement 1 Year No Cost Extension activities.
2013 - 2018	External Evaluator	Center for Technology & Disability (CTD); FHI 360	Develop & implement 5-year evaluation plan.
2017 - 2018	External Evaluator	NH SPDG; NH DOE	Develop & implement 1 Year No Cost Extension activities.
2017 - 2018	External Evaluator	MD SSIP Evaluation; MD Department of Education	Develop & implement MD SSIP evaluation.
2016 - 2018	External Evaluator	VT SSIP Evaluation; VT Agency of Education	Develop & implement VT SSIP evaluation.
2013 - 2017	Sub-Contracted External Evaluator	Center for Parent Information & Resources (CPIR)	Assist Lead External Evaluator with 5-year evaluation plan.
2013 - 2017	External Evaluator	CAST Center on Emerging Technologies (CET)	Developed & implemented 5-year evaluation plan.
2013 - 2017	External Evaluator	The Center for IDEA Early Childhood Systems (DaSy Center); SRI International	Developed & implemented 5-year evaluation plan.
2013 - 2017	External Evaluator	Early Childhood Personnel Center (ECPC); U. of Conn. UCEDD	Developed & implemented 5-year evaluation plan
2013 - 2017	External Evaluator	Early Childhood Technical Assistance Center (ECTA); Frank Porter Graham, UNC	Developed & implemented 5-year evaluation plan.
2013 - 2017	External Evaluator	NH SPDG; NH DOE	Developed & implemented 5-year evaluation plan.
2013 - 2017	Co-Director	VT SPDG; VT DOE	Assisted in managing SPDG initiatives.
2013 - 2017	External Evaluator	AL SPDG; AL DOE	Developed & implemented 5-year evaluation plan.

<b>Time Period</b>	<b>Role</b>	<b>Client</b>	<b>Responsibility</b>
2011 - 2017	External Evaluator	National Center on Educational Outcomes (NCEO), University of Minnesota	Developed & implemented 5-year evaluation plan.
2011 - 2017	External Evaluator	MS SPDG; MS DOE	Developed & implemented 5-year evaluation plan.
2015 - 2016	External Evaluator	Children's Literacy Foundation; CLiF, Montpelier, VT	Evaluated sustainability of Year of the Book.
2013 - 2016	External Evaluator	DE SPDG; DE DOE	Developed & implemented 3-year evaluation plan.
2015	External Evaluator	NH Project AWARE; Now Is the Time (NITT); NH DOE	Developed & implemented 1-year evaluation plan.
2014 - 2015	External Evaluator	NH Safe Schools/Healthy Students (NH SS/HS); NH DOE	Developed & implemented 1-year evaluation plan.
February, 2015	SPDG Proposal Development	AR, NC Depts. of Education	AR awarded for Oct. 2015. NC awarded Oct. 2016.
2011 - 2014	External Evaluator	Think College VT Program; University of VT; UCEDD	Developed & implemented 3-year evaluation plan.
2010 - 2014	External Evaluator	VT Early Childhood/Early Childhood Sp. Ed. Master's Program; Univ. of VT; UCEDD	Evaluated graduate personnel prep program.
2010 - 2013	External Evaluator	MI DOE, Office of Special Education	Evaluated organizational value, outcomes & impact
2007 - 2013	Co-Coordinator	VT SPDG; VT DOE	Assisted in managing SPDG initiatives.
2011 - 2012	Summative Evaluator	Stern Center for Language & Learning, VT and Lee Pesky Center, ID	Evaluated project to improve early literacy rates in pilot sites.
2010 - 2012	Formative Evaluator	Regional Resource Program (6 Centers)	Developed & implemented 2-year evaluation plan.
2009 - 2012	External Evaluator	NH 325T Program; Granite State College, NH	Developed logic model & evaluation plan.
2007 - 2012	External Evaluator	NH SPDG; NH DOE	Developed & implemented 5-year evaluation plan.
August, 2012	SPDG Proposal Development	AL, NH, DE, ND, VT Depts. of Education	Drafted SPDG proposals. All bids awarded Oct. 2012.

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## **Advancing ALTELLA: Alternate Assessment Redesign Evaluation Plan (ALTELLA)**

### **Program Performance Measures**

ALTELLA will report on Program Performance Measures listed below.

**Program Measure #1:** The percentage of grantees, for each grant cycle, that demonstrate significant progress towards improving, developing, or implementing a new model for measuring the achievement of students.

**Measure:** ALTELLA will annually report meeting at least 90% of its activities as depicted in the ALTELLA Timeline.

**Program Measure #2:** The percentage of grantees, for each grant cycle, that demonstrate collaboration with institutions of higher education, other research institutions, or other organizations to develop or improve state assessments.

**Measure:** ALTELLA will annually report that at least 90% of its assessment development and dissemination activities include collaboration with IHEs, other research organizations or other organizations (e.g., WIDA SEAs).

**Program Measure #3:** The percentage of grantees that, at least three times during the period of their grants, make available to SEA staff in non-participating States and to assessment researchers information on findings resulting from the Competitive Grants for State Assessments program through presentations at national conferences, publications in refereed journals, or other products disseminated to the assessment community.

**Measure:** ALTELLA will annually report engaging in at least one (1) dissemination activity per year for a total of at least 4 across the grant cycle (e.g., SCASS, publications), reporting percentage at 100%.

## Project Performance Measures

**ALTELLA Project Goal:** Redesign and extend the current Alternate ACCESS. This includes the following activities.

- Developing an English language proficiency screener.
- Revamping the annual alternate English language proficiency assessment.
- Creating professional learning materials to support assessment administration and implementation.
- Conducting research and evaluation to enhance the assessments.
- Disseminating project findings, results, and updates.

**Performance Measures:** Measures are identified as Process or Outcome and are mapped to the ALTELLA Timeline.

**Reporting Schedule:** EEC will draft reports within 2 weeks of data collection so ALTELLA leadership can use the data for decision making purposes to upgrade or improve project processes or implementation. Data from formative reports will inform Annual Continuation Reports (524B).

### Activity #1: *Develop a screener*

**Performance Measure 1a:** In Years 1 through 3, 90% of a panel of stakeholders will rate the screener products (e.g., literature review, initial prototype, field-tested prototype) as high *Quality*, rating a 4 or a 5 on a 5-point scale (i.e., conceptually sound, based on evidence, items from the State Assessment Peer Review). (Process)

*Benchmarks: Years 1 & 2 = 80%, Year 3 = 90%*

**Performance Measure 1b:** In Years 1 through 3, 90% of a panel of stakeholders will rate the screener products (e.g., literature review, initial prototype, field-tested prototype) as *Relevant*, rating a 4 or a 5 on a 5-point scale (i.e. addresses a critical problem or need, items from the State Assessment Peer Review). (Process)

*Benchmarks: Years 1 & 2 = 80%, Year 3 = 90%*

**Performance Measure 1c:** In Years 1 through 3, 90% of a panel of stakeholders will rate the screener products (e.g., literature review, initial prototype, field-tested prototype) as *Useful*, rating a 4 or a 5 on a 5-point scale (i.e. ease of use, suitability to the population, items from the State Assessment Peer Review). (Process)

*Benchmarks: Years 1 & 2 = 80%, Year 3 = 90%*

**Performance Measure 1d:** Annually, ALTELLA reports: 1) at least 90% of the screener development activities include collaboration with partner stakeholders as evidenced by document reviews and 2) benefits and outcomes of the partnerships as collected from the Partner Survey ([www.partnertool.net](http://www.partnertool.net)) and interviews. (Process & Outcome)

**Performance Measure 1e:** By Year 3, a sample of students will be screened using the new instrument to determine appropriate participation in the alternate English Language proficiency assessment. (Outcome)

EEC = External Evaluator PM = Performance Measure

Evaluation Questions	Data Sources	Methods/Analysis	Party Responsible	Time Line
<ul style="list-style-type: none"> <li>In Years 1 - 3, what percentage of a panel of stakeholders rate the screener products as high Quality, Relevant, Useful &amp; addressing Peer Review items? (PM1a, 1b, 1c)</li> </ul>	<ul style="list-style-type: none"> <li>Quality Assurance Review (QAR) using Q, R, U survey with Peer Review items</li> <li>Interviews with sample of survey respondents</li> </ul>	<ul style="list-style-type: none"> <li>Quant. &amp; qual. analysis of QAR survey/interview responses</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA &amp; EEC co-create QAR rating rubric/interview protocols</li> <li>EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>QAR survey conducted when products are complete</li> <li>Interviews conducted post-survey results</li> <li>Results reported annually in 524B, Years 1 - 3</li> </ul>
<ul style="list-style-type: none"> <li>Annually, did ALTELLA report 1) at least 90% of the screener development activities include collaboration with partner stakeholders and 2) benefits and outcomes of the partnerships? (PM 1d)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes/ logs of stakeholder participation</li> <li>Partner Survey Yrs. 2 - 4</li> <li>Interviews with a sample of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>Quant. &amp; qual. analysis</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA provides minutes/logs to EEC</li> <li>EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>Results reported annually in 524B</li> </ul>
<ul style="list-style-type: none"> <li>By Year 3, was a sample of students screened using the new instrument to determine appropriate participation in the alternate English Language proficiency assessment? (PM 1e)</li> </ul>	<ul style="list-style-type: none"> <li>Screener results with a sample of students</li> </ul>	<ul style="list-style-type: none"> <li>Quant. &amp; qual. analysis</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA implements screener and reports results</li> </ul>	<ul style="list-style-type: none"> <li>Results reported in Year 3 524B; interim reports annually</li> </ul>

**Activity #2: Revamp the annual assessment**

**Performance Measure 2a:** Annually, 90% of a panel of stakeholders will rate the annual assessment products (e.g., literature review, trial items, accessibility & accommodations policies) as high *Quality*, rating a 4 or a 5 on a 5-point scale (i.e., conceptually sound, based on evidence, items from the State Assessment Peer Review). (Process)

*Benchmarks: Years 1 & 2 = 80%, Years 3 & 4 = 90%*

**Performance Measure 2b:** Annually, 90% of a panel of stakeholders will rate the annual assessment products (e.g., literature review, trial items, accessibility & accommodations policies) as *Relevant*, rating a 4 or a 5 on a 5-point scale (i.e. addresses a critical problem or need, items from the State Assessment Peer Review). (Process)

*Benchmarks: Years 1 & 2 = 80%, Years 3 & 4 = 90%*

**Performance Measure 2c:** Annually, 90% of a panel of stakeholders will rate the annual assessment products (e.g., literature review, trial items, accessibility & accommodations policies) as *Useful*, rating a 4 or a 5 on a 5-point scale (i.e. ease of use, suitability to the population, items from the State Assessment Peer Review). (Process)

*Benchmarks: Years 1 & 2 = 80%, Years 3 & 4 = 90%*

**Performance Measure 2d:** Annually, ALTELLA reports: 1) at least 90% of the annual assessment development activities include collaboration with partner stakeholders as evidenced by document reviews and 2) benefits and outcomes of the partnerships as collected from the Partner Survey ([www.partnertool.net](http://www.partnertool.net)) and interviews. (Process & Outcome)

**Performance Measure 2e:** By Year 4, a sample of students will be assessed using the revised instrument in a meaningful, impartial, relevant and sufficient manner. (Outcome)

EEC = External Evaluator      PM = Performance Measure

Evaluation Questions	Data Sources	Methods/Analysis	Party Responsible	Time Line
<ul style="list-style-type: none"> <li>Annually, what percentage of a panel of stakeholders rate the annual assessment products as high Quality, Relevant, Useful &amp; addressing Peer Review Items? (PMs 2a, b, c)</li> </ul>	<ul style="list-style-type: none"> <li>Quality Assurance Review (QAR) using Q, R, U survey with Peer Review items</li> <li>Interviews with sample of survey respondents</li> </ul>	<ul style="list-style-type: none"> <li>Quant. &amp; qual. analysis of QAR survey/interview responses</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA &amp; EEC co-create QAR rating rubric/interview protocols</li> <li>EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>QAR survey conducted when products are complete</li> <li>Interviews conducted post-survey results Results reported annually in 524B, beginning in Year 2</li> </ul>

<ul style="list-style-type: none"> <li>• Annually, did ALTELLA report 1) at least 90% of the annual assessment development activities include collaboration with partner stakeholders and 2) benefits and outcomes of the partnerships? (PM 2d)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes/ logs of stakeholder participation</li> <li>• Partner Survey Yrs. 2 - 4</li> <li>• Interviews with a sample of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Quant. &amp; qual. analysis</li> </ul>	<ul style="list-style-type: none"> <li>• ALTELLA provides minutes/logs to EEC</li> <li>• EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>• Results reported annually in 524B</li> </ul>
<ul style="list-style-type: none"> <li>• By Year 4, was a sample of students assessed using the revised instrument in a meaningful, impartial, relevant and sufficient manner? (PM 2e)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual assessment results with a sample of students</li> </ul>	<ul style="list-style-type: none"> <li>• Quant. &amp; qual. analysis</li> </ul>	<ul style="list-style-type: none"> <li>• ALTELLA implements assessment and reports results</li> </ul>	<ul style="list-style-type: none"> <li>• Results reported in Year 4 524B; interim reports annually</li> </ul>

**Activity #3: Create assessment administration and professional learning materials**

**Performance Measure 3a:** Annually, 90% of a panel of stakeholders will rate the assessment administration and professional learning materials as high *Quality*, rating a 4 or a 5 on a 5-point scale (i.e., conceptually sound, based on evidence, inclusive of Guskey’s levels<sup>1</sup>). (Process)  
*Benchmarks: Years 1 & 2 = 80%, Years 3 & 4 = 90%*

**Performance Measure 3b:** Annually, 90% of a panel of stakeholders will rate the assessment administration and professional learning materials as *Relevant*, rating a 4 or a 5 on a 5-point scale (i.e. addresses a critical problem or need, will meet the needs of the field, inclusive of Guskey’s levels<sup>1</sup>). (Process)  
*Benchmarks: Years 1 & 2 = 80%, Years 3 & 4 = 90%*

**Performance Measure 3c:** Annually, 90% of a panel of stakeholders will rate the assessment administration and professional learning materials as *Useful*, rating a 4 or a 5 on a 5-point scale (i.e. ease of use, inclusive of Guskey’s levels<sup>1</sup>). (Process)  
*Benchmarks: Years 1 & 2 = 80%, Years 3 & 4 = 90%*

**Performance Measure 3d:** Annually, ALTELLA reports: 1) at least 90% of the assessment professional learning material activities include collaboration with partner stakeholders as evidenced by document reviews and 2) benefits and outcomes of the partnerships as collected from the Partner Survey ([www.partnertool.net](http://www.partnertool.net)) and interviews. (Process & Outcome)

<sup>1</sup> Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

EEC = External Evaluator PM = Performance Measure

Evaluation Questions	Data Sources	Methods/Analysis	Party Responsible	Time Line
<ul style="list-style-type: none"> <li>Annually, what percentage of a panel of stakeholders rate the assessment learning materials as high Quality, Relevant, Useful &amp; addressing Guskey's PD levels? (PMs 3a, b, c)</li> </ul>	<ul style="list-style-type: none"> <li>Quality Assurance Review (QAR) using Q, R, U survey &amp; addressing Guskey's levels</li> <li>Interviews with sample of survey respondents</li> </ul>	<ul style="list-style-type: none"> <li>Quant. &amp; qual. analysis of QAR survey/interview responses</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA &amp; EEC co-create QAR rating rubric/interview protocols</li> <li>EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>QAR survey conducted when products are complete</li> <li>Interviews conducted post-survey results</li> <li>Results reported annually in 524B, beginning in Year 2</li> </ul>
<ul style="list-style-type: none"> <li>Annually, did ALTELLA report 1) at least 90% of the assessment learning materials development activities include collaboration with partner stakeholders and 2) benefits and outcomes of the partnerships? (PM 3d)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes/logs of stakeholder participation</li> <li>Partner Survey Yrs. 2 – 4</li> <li>Interviews with a sample of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>Quant. &amp; qual. analysis</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA provides minutes/logs to EEC</li> <li>EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>Results reported annually in 524B</li> </ul>

#### Activity #4: Conduct research and evaluation

**Performance Measure 4a:** Beginning in Year 2, 90% of a panel of stakeholders will rate the research activities (e.g., cognitive labs, classroom observations, technology explorations, psychometric analysis) as high *Quality*, rating a 4 or a 5 on a 5-point scale (i.e., conceptually sound, based on evidence, valid, items are meaningful & accessible). (Process)

*Benchmarks: Years 2 & 3 = 80%, Year 4 = 90%*

**Performance Measure 4b:** Annually, ALTELLA reports: 1) at least 90% of the research activities include collaboration with partner stakeholders as evidenced by document reviews and 2) benefits and outcomes of the partnerships as collected from the Partner Survey ([www.partnertool.net](http://www.partnertool.net)) and interviews. (Process & Outcome)

EEC = External Evaluator PM = Performance Measure

Evaluation Questions	Data Sources	Methods/Analysis	Party Responsible	Time Line
<ul style="list-style-type: none"> <li>Beginning in Year 2, what percentage of a panel of stakeholders rate the research activities as high Quality? (PM 4a)</li> </ul>	<ul style="list-style-type: none"> <li>Quality survey</li> <li>Interviews with sample of survey respondents</li> </ul>	<ul style="list-style-type: none"> <li>Quant. &amp; qual. analysis of survey/interview responses</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA &amp; EEC co-create Quality survey/interview protocols</li> <li>EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>Survey conducted when products are complete</li> <li>Interviews conducted post-survey results</li> <li>Results reported annually in 524B, beginning in Year 3</li> </ul>
<ul style="list-style-type: none"> <li>Annually, did ALTELLA report 1) at least 90% of the research activities include collaboration with partner stakeholders and 2) benefits and outcomes of the partnerships? (PM 3d)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes/ logs of stakeholder participation</li> <li>Partner Survey Yrs. 2 – 4</li> <li>Interviews with a sample of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>Quant. &amp; qual. analysis</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA provides minutes/logs to EEC</li> <li>EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>Results reported annually in 524B</li> </ul>

**Activity #5: Disseminate project updates and findings**

**Performance Measure 5a:** Annually, a surveyed sample of web site users report on the quality, functionality, navigation and layout of the website, rating a 4 or a 5 on a 5-point scale. (Process) Target = 90% satisfaction  
*Benchmarks: Years 1 & 2 = 80%, Years 3 & 4 = 90%*

**Performance Measure 5b:** Annually, webs site analytics will demonstrate increasing reach of ALTELLA products to the field. (Process)

**Performance Measure 5c:** Annually, ALTELLA reports: 1) at least 90% of the dissemination activities include collaboration with partner stakeholders as evidenced by document reviews and 2) benefits and outcomes of the partnerships as collected from the Partner Survey ([www.partnertool.net](http://www.partnertool.net)) and interviews. (Process & Outcome)

**Performance Measure 5d:** Annually, ALTELLA will report engaging in at least one (1) dissemination activity per year for a total of at least 4 across the grant cycle (e.g., SCASS, publications). Target = 100%. (Outcome)

EEC  
3-17-19

EEC = External Evaluator PM = Performance Measure

<b>Evaluation Questions</b>	<b>Data Sources</b>	<b>Methods/Analysis</b>	<b>Party Responsible</b>	<b>Time Line</b>
<ul style="list-style-type: none"> <li>Annually, what percentage of a surveyed sample of web site users report on the quality, functionality, navigation &amp; layout of the website? (PM 5a) Target = 90%</li> </ul>	<ul style="list-style-type: none"> <li>Web site survey</li> </ul>	<ul style="list-style-type: none"> <li>Quant. &amp; qual. analysis</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA &amp; EEC co-create survey</li> <li>EEC administers survey &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>Results reported annually in 524B</li> </ul>
<ul style="list-style-type: none"> <li>Annually, did web site analytics demonstrate increased reach of ALTELLA products? (PM 5b)</li> </ul>	<ul style="list-style-type: none"> <li>Google Analytics; trend tracking</li> </ul>	<ul style="list-style-type: none"> <li>Quant. analysis</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA collects analytics</li> <li>ALTELLA &amp; EEC review data quarterly</li> </ul>	<ul style="list-style-type: none"> <li>Results reported annually in 524B</li> </ul>
<ul style="list-style-type: none"> <li>Annually, did ALTELLA report 1) at least 90% of the dissemination activities include collaboration with partner stakeholders and 2) benefits and outcomes of the partnerships? (PM 5c)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes/ logs of stakeholder participation</li> <li>Partner Survey Yrs. 2 – 4</li> <li>Interviews with a sample of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>Quant. &amp; qual. analysis</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA provides minutes/logs to EEC</li> <li>EEC administers surveys/interviews &amp; drafts report</li> </ul>	<ul style="list-style-type: none"> <li>Results reported annually in 524B</li> </ul>
<ul style="list-style-type: none"> <li>Annually, did ALTELLA report engaging in at least one (1) dissemination activity per year? (PM 5d) Target = 100%.</li> </ul>	<ul style="list-style-type: none"> <li>Conference presentations</li> <li>Publications</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> </ul>	<ul style="list-style-type: none"> <li>ALTELLA provides product to EEC</li> </ul>	<ul style="list-style-type: none"> <li>Results reported annually in 524B</li> </ul>

**Generic Quality, Relevance and Usefulness Evaluation Survey  
Based on Revised OSEP Definitions 9/30/15**

**Introduction**

You are being asked to participate in a review of the Center's product or service (***maybe name it here***) to determine the quality, relevance and usefulness of the product or service. In our efforts to report to our funding agency on the quality of products/tools/services we provide, as well as make improvements to our future products/tools/services, we need your assistance and feedback. The survey should only take about 15 to 20 minutes of your time and will provide important evaluative information. No personally identifiable information is being collected.

We would appreciate your feedback by XYZ.

The Project Team &  
Evergreen Evaluation & Consulting, Inc.  
External Evaluator

\*Indicates a required response.

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**\*1. Please select the product/tool/service you are reviewing.  
(drop down menu if needed)**

**QUALITY: SUBSTANCE & COMMUNICATION**

**\*2. Please indicate your level of agreement with the following statement related to the SUBSTANCE of the product/tool/service:**

The product/tool content or the content delivered through the service reflects evidence of conceptual soundness and quality, grounded in recent scientific evidence, legislation, policy, or accepted professional practice.

**Strongly disagree to strongly agree (5-point scale)**

**\*3. Please indicate your level of agreement with the following statement related to the COMMUNICATION of the product/tool/service:**

The product/tool content or the content delivered through the service is presented in such a way so as to be clearly understood, as evidenced by being well-organized, free of editorial errors and appropriately formatted.

**Strongly disagree to strongly agree (5-point scale)**

**4. Additional comments related to *Quality* of the Product/Tool/Service:**

**RELEVANCE: NEED, PERTINENCE & REACH**

**\*5. Please indicate your level of agreement with the following statement related to the **NEED** for the product/tool/service:**

The product/tool content or the content delivered through the service is an attempt to solve an important problem or deal with a critical issue.

**Strongly disagree to strongly agree (5-point scale)**

**\*6. Please indicate your level of agreement with the following statement related to the **PERTINENCE** for the product/tool/service:**

The product/tool content or the content delivered through the service addresses a problem or issue recognized as important by the target audience(s).

**Strongly disagree to strongly agree (5-point scale)**

**\*7. Please indicate your level of agreement with the following statement related to the **REACH** for the product/tool/service:**

The product/tool content or the content delivered through the service is applicable to diverse segments of the target audience(s).

**Strongly disagree to strongly agree (5-point scale)**

**8. Additional comments related to *Relevance* of the Product/Tool/Service:**

**USEFULNESS: EASE & SUITABILITY**

**\*9. Please indicate your level of agreement with the following statement related to the EASE of us of the product/tool/service:**

The product/tool content or the content delivered through the service addresses a problem or issue in an easily understood way, with directions or guidance regarding how the content can be used to address the problem or issue.

**Strongly disagree to strongly agree (5-point scale)**

**\*10. Please indicate your level of agreement with the following statement related to the SUITABILITY for the product/tool/service:**

The product/tool or service provide the target audience(s) with information or resources that can be used again or in different ways to address the problem or issue.

**Strongly disagree to strongly agree (5-point scale)**

**11. Additional comments related to *Usefulness* of the Product/Tool/Service:**

**Professional Background**

**\*12. What organization employs you?  
(Drop down menu selection)**

***Thank you for participating in this review process!***

**Figure I. Five Levels of Professional Development Evaluation<sup>1</sup>**

<b>Evaluation Level</b>	<b>What Questions Are Addressed?</b>	<b>How Will Information Be Gathered?</b>	<b>What Is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
1. Participants' Reactions	<p>Did they like it?</p> <p>Was their time well spent?</p> <p>Did the material make sense?</p> <p>Will it be useful?</p> <p>Was the leader knowledgeable and helpful?</p> <p>Were the refreshments fresh and tasty?</p> <p>Was the room the right temperature?</p> <p>Were the chairs comfortable?</p>	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	<p>Paper-and-pencil instruments</p> <p>Simulations</p> <p>Demonstrations</p> <p>Participant reflections (oral and/or written)</p> <p>Participant</p>	New knowledge and skills of participants	To improve program content, format, and organization

		portfolios		
3. Organization Support and Change	<p>What was the impact on the organization?</p> <p>Did it affect organizational climate and procedures?</p> <p>Was implementation advocated, facilitated, and supported?</p> <p>Was the support public and overt?</p> <p>Were problems addressed quickly and efficiently?</p> <p>Were sufficient resources made available?</p> <p>Were successes recognized and shared?</p>	<p>District and school records</p> <p>Minutes from follow-up meetings</p> <p>Questionnaires</p> <p>Structured interviews with participants and district or school administrators</p> <p>Participant portfolios</p>	The organization's advocacy, support, accommodation, facilitation, and recognition	<p>To document and improve organizational support</p> <p>To inform future change efforts</p>
4. Participants' Use of New Knowledge and Skills	<p>Did participants effectively apply the new knowledge and skills?</p>	<p>Questionnaires</p> <p>Structured interviews with participants and their supervisors</p> <p>Participant reflections (oral</p>	Degree and quality of implementation	To document and improve the implementation of program content

		and/or written)  Participant portfolios  Direct observations  Video or audio tapes		
5. Student Learning Outcomes	<p>What was the impact on students?</p> <p>Did it affect student performance or achievement?</p> <p>Did it influence students' physical or emotional well-being?</p> <p>Are students more confident as learners?</p> <p>Is student attendance improving?</p> <p>Are dropouts decreasing?</p>	<p>Student records</p> <p>School records</p> <p>Questionnaires</p> <p>Structured interviews with students, parents, teachers, and/ or administrators</p> <p>Participant portfolios</p>	<p>Student learning outcomes:</p> <ul style="list-style-type: none"> <li>• Cognitive (Performance &amp; Achievement)</li> <li>• Affective (Attitudes &amp; Dispositions)</li> <li>• Psychomotor (Skills &amp; Behaviors)</li> </ul>	<p>To focus and improve all aspects of program design, implementation, and follow-up</p> <p>To demonstrate the overall impact of professional development</p>

<sup>1</sup> Guskey, T. R. (2000). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press.

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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**Minnesota Department of Education**  
*Advancing ALTELLA: Alternate Assessment Redesign*

**Competitive Grants for State Assessments Program**  
**CFDA# 84.368A**

*Budget Narrative*

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>1. Personnel</b>				
Principal Investigator: Tracy Montez Lindner (.20 FTE @ in kind)	\$ -	\$ -	\$ -	\$ -
Project Director Dawn Cameron (.10 FTE @ in kind)	\$ -	\$ -	\$ -	\$ -
Federal Program Accountant: Debbie Zimmerman (.05 FTE @ \$71,328)	\$ 3,566	\$ 3,673	\$ 3,784	\$ 3,897
<i>(NOTE: Salaries are adjusted to reflect an annual 3% increase)</i>				
<b>Total Personnel</b>	<b>\$ 3,566</b>	<b>\$ 3,673</b>	<b>\$ 3,784</b>	<b>\$ 3,897</b>
<b>2. Fringe Benefits (24.6%)</b>				
Principal Investigator: Tracy Montez Lindner (in kind)	\$ -	\$ -	\$ -	\$ -
Project Director: Dawn Cameron (in kind)	\$ -	\$ -	\$ -	\$ -
Federal Program Accountant: Debbie Zimmerman	\$ 877	\$ 904	\$ 931	\$ 959
<b>Total Fringe Benefits</b>	<b>\$ 877</b>	<b>\$ 904</b>	<b>\$ 931</b>	<b>\$ 959</b>
<b>3. Travel</b>				
<i>(NOTE: All travel associated with the project is incorporated in the travel budget for the primary contractor.)</i>				
<b>3. Contractual</b>				
Wisconsin Center for Education Research	\$ 786,256	\$ 1,024,915	\$ 984,933	\$ 1,160,941
<b>Total Contractual</b>	<b>\$ 786,256</b>	<b>\$ 1,024,915</b>	<b>\$ 984,934</b>	<b>\$ 1,160,941</b>

**8. Other**

Minnesota Department of Education

Rent \$ 445 \$ 458 \$ 472 \$ 486

*(NOTE: Rent is calculated at \$8,900/FTE and adjusted to reflect an annual 3% increase)*

**Total Other** \$ 445 \$ 458 \$ 472 \$ 486

**Total Direct Cost** \$ 791,144 \$1,029,950 \$ 990,120 \$1,166,283

<b>Total Direct Costs All Budget Periods</b>	<b>\$3,977,498</b>
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**Modified Total Direct Cost** \$ 29,888 \$ 30,035 \$ 30,187 \$ 30,342

*(NOTE: Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).)*

**11. Indirect Costs** (17.8% of Modified Total Direct Cost)

\$ 5,320 \$ 5,346 \$ 5,373 \$ 5,401

**12. TOTAL COST**

\$ 796,464 \$1,035,296 \$ 995,494 \$1,171,684

<b>TOTAL COST All Budget Periods</b>	<b>\$3,998,938</b>
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## ***Project Expenditures***

### **1. PERSONNEL (\$14,920)**

Salaries for professional staff are based on current salaries. Salaries are adjusted to reflect an annual 3% increase.

*Tracy Montez Lindner (.20 FTE, in kind, Years 1-4):* Principal Investigator: Has overall responsibility for directing the project and managing the budget. Contribute to evaluation and dissemination efforts for the project; represent Minnesota at project meetings and carry out the state's responsibilities.

*Dawn Cameron (.10 FTE, in kind, Years 1-4):* Project Director: Monitor the progress of project activities and the budget; represent Minnesota at project meetings and carry out the state's responsibilities.

*Debbie Zimmerman (.05 FTE, Base Salary: \$71,328 YR 1, Years 1-4):* Federal Program Accountant.

### **2. FRINGE BENEFITS (\$3,671)**

Benefits are calculated at 24.6%

### **3. TRAVEL (\$0)**

All travel associated with the project is incorporated in the travel budget for the primary contractor.

### **6. CONTRACTUAL (\$3,957,045)**

The **WIDA Consortium at the Wisconsin Center for Education Research (WCER) at the University of Wisconsin–Madison** will be contracted as the primary contractor. As such, WCER will facilitate all development and research activities. WCER will also manage contracting and payment of all contractors and consultant who work on the project. Please see the Primary Contractor Budget Justification for additional detail.

#### **Personnel**

Personnel expenditure for WCER are included in the attached WCER budget justification.

#### **Fringe Benefits**

WCER fringe benefit rates vary by employee classification. Classifications and rates are established by the University. In recent years, fringe benefit rates have increased consistently on an annual basis and are increased slightly following June 30. All project staff will receive fringe benefits, starting at the rate of 33.8% in Year 1, with .5% rate increases annually

## **Travel**

For travel within primary contractor's budget, all reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin State Statutes and the University of Wisconsin System Travel Regulations. Travel estimates are based on past Center accounting experience, allowable travel expenses based on the University and State of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

*Travel to Kick-off Meeting (100 trips, 1 overnight in Year 1):* Principal Investigator, Project Director, project staff, staff from participating states, members of the advisory panel, and evaluators will travel to a kick-off meeting of the project in Year 1.

*Travel for Project Dissemination (2 trips, 3 overnights in Years 1-2, 4 trips, 3 overnights in Years 3-4):* Principal Investigator, Project Director, and project staff will travel to conferences to share project status, liaise with evaluation colleagues, and present on project outcomes in Years 1-4.

*Travel to Cognitive Labs with Technology Explorations (6 trips, 3 overnights in Year 1, 8 trips 3 overnights in Year 2)* Principal Investigator, Project Director, and project staff will travel to on-site cognitive labs/technology explorations in Years 1-2.

*Travel to Classroom Observations with Technology Explorations (10 trips, 4 overnights in Year 2)* Project Director, and project staff will travel to on-site cognitive labs/technology explorations in Years 1-2.

*Travel to Advisory Group Meetings (8 trips, 1 overnight in Years 2-3):* Advisory panelists and representatives from Texas Education Agency will travel to an advisory group meeting in Years 2-3 (Advisory Group Meetings take place just before or after the Annual WIDA Consortium Board Meeting and there are no additional travel costs for project staff and representatives of WIDA Consortium member states.

*Travel to Content Review and Bias, Sensitivity, Content Review (44 trips, 5 overnights in Year 3)*  
Principal Investigator, Project Director, project staff, educators, specialists, and representatives of participating states will travel to a Content Review and Bias, Sensitivity, Content Review in Year 3.

*Travel to Field Test Observations (9 trips, 3 overnights in Year 3)* Project Director and project staff will travel to on-site Field Test observations in Year 3.

*Travel to Close-Out Meeting (100 trips, 1 overnight in Year 4):* Principal Investigator, Project Director, project staff, representatives of participating states, members of the advisory panel, and evaluators will travel to a close-out meeting of the project in Year 4.

## **Contractual**

WCER will contract with six *Advisory Group Panelists*. Expert panelists will provide feedback on project materials, and they will participate in project meetings in Years 1-4. Expert panelists will receive \$1,500/day for up to 3 days.

*Evergreen Evaluation & Consulting, Inc.* will be paid \$80,000/year, Years 1-4, to conduct the independent formative evaluation of project activities and summative evaluation of intended outcomes.

The *ATLAS Center at the University of Kansas* will be paid \$578,636/total in Years 1-3 to support the item development for the updated assessment.

The *Center for Applied Linguistics* will be paid \$125,000 in Year 4 to provide psychometric analyses and content consultation for test development.

## **Supplies**

Primary contractor's supplies are detailed in the attached WCER budget justification. This includes the following (total amounts for Years 1-4):

\$3,000 for Research Materials  
\$2,000 for Destination Mailing  
\$2,000 for Copying Services  
\$8,000 for Publication Expenses  
\$45,000 for Meeting Expenses

## **Other**

Up to 50 participants in cognitive labs and classroom observations will receive *subject payment* of up to \$50 each in Years 2-3.

## **Indirect Costs**

Primary contractor's Modified Total Direct Cost (MTDC) is used as the base for overhead calculations. In contractor's budget, the MTDC base includes all direct charges. The University negotiates with DH&HS Region 5 to establish indirect cost rates. The 55% rate in this proposal is effective through June 30, 2020. Beginning July 1, 2020, the indirect cost rate increases to 55.5%. Both rates are federally-approved, effective November 2, 2018.

## **8. OTHER (\$1,862)**

*Minnesota Department of Education Rent* (\$8,900/FTE Years 1-4). Rent for Minnesota Department of Education offices. Adjusted to reflect an annual 3% increase.

**10. INDIRECT COSTS (\$21,441)**

Modified Total Direct Cost (MTDC) is used as the base for overhead calculations. The indirect rate is federally-approved at 17.8% effective July 1, 2018. In this budget, Modified Total Direct Cost is the total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**12. TOTAL COST (\$3,998,938)**

# WISCONSIN CENTER FOR EDUCATION RESEARCH

## *Advancing ALTELLA: Alternate Assessment Redesign*

### **Budget Justification**

#### **1. PERSONNEL (\$540,360)**

All persons who work regularly for the Center are placed on the University of Wisconsin-Madison payroll in accordance with established University procedures. Titles and stipends are regulated and approved by Center management, the Dean of the School of Education, Madison Campus and University Central Administration. Salaries for professional staff are based on current salaries. Merit increments are calculated each year at 3%.

*H. Gary Cook, PI (Base Salary: \$145,409 / 15% Calendar Year, Years 1-4):* Principal Investigator: Oversee all aspects of the project, serve as lead on the assessment development activities, including psychometric analyses; address implementation obstacles; train and supervise staff, including supervising project teams; plan and participate in meetings with state partners and advisory panel; contribute to external publications; participate in project dissemination; prepare required performance reports.

*Laurene Christensen, Co-PI (Base Salary: \$102,000 / 25% Calendar Year, Years 1-4):* Project Director: Lead all aspects of the project and contribute to assessment development activities; address implementation obstacles; train and supervise staff, including supervising project teams; oversee, plan, and participate in project meetings, including meetings with state partners and advisory panel; develop and coordinate external publications; participate in project dissemination; prepare required performance reports.

*Indira Ceylan (Base Salary: \$58,000 / 40% Calendar Year, Years 1-4):* Project Manager: Work closely with Dr. Cook and Dr. Christensen to serve as overall project manager for all grant activities including timelines, budgets, and contracts; manage the implementation of project meetings, coordinate communications with external partners; coordinate the development and dissemination of project publications and the project website.

*Elizabeth Anderson (Base Salary: \$97,965 / 10% Calendar Year, Years 2-4):* Project Manager: Work closely with Dr. Cook and Dr. Christensen to serve as project manager for the assessment development component; manage the collaboration with assessment development contractors.

*James Mitchell (Base Salary: \$58,000 / 25% Calendar Year, Years 1-4):* Assistant Researcher: Participate in project planning and overall implementation; support the development and facilitation of project meetings; participate in research activities; contribute to external publications; participate in project dissemination.

*Elizabeth Cranley (Base Salary: \$149,773 / 1% Calendar Year, Years 1-4):* Senior Director of Research and Development: Provide strategic leadership; participate in screener and annual assessment development; participate in technology explorations; contribute to external publications.

*Kristen Burton (Base Salary: \$76,000 / 5% Calendar Year, Years 1-4):* Assessment Communications Specialist: Participate in meetings with external stakeholders; contribute to implementation of screener and annual assessment; contribute to update of accessibility and accommodations policies; contribute to external publications and manuals.

*Jonathan Gibson (Base Salary: \$88,434 / 2% Calendar Year, Years 1-4):* Director of Consortium and State Relations: Participate in meetings with external stakeholders; coordinate communication between project team, stakeholders, WIDA Consortium members and the Texas Education Agency.

*Terri Mossgrove (Base Salary: \$72,828 / 1% Calendar Year, Year 1; 5% Calendar Year, Years 2-4):* Professional Learning Specialist: Develop external publications and manuals; develop training courses for screener and test administration.

*Rebecca Holmes (Base Salary: \$64,833 / 1% Calendar Year, Years 1-4):* Editor: Participate in the development of external publications, manuals, training courses, and project website.

*Jennifer Vorhees (Base Salary: \$90,000 / 1% Calendar Year, Years 1-4):* Accommodations Specialist: Contribute to the development and implementation of screener and annual assessment; contribute to update of accessibility and accommodations policies; contribute to external publications, manuals, training courses, and materials for families.

*Alex Bauer (Base Salary: \$49,669 / 10% Calendar Year, Years 3-4):* Assessment Project Coordinator: Coordinate the recruitment for and implementation of screener and annual assessment field testing.

*Andrew Reichert (Base Salary: \$86,698 / 5% Calendar Year, Years 3-4):* Data Warehouse Manager: Participate in data management and psychometric analyses during screener and annual assessment development and implementation.

*Dale Erlandson (Base Salary: \$63,654 / 5% Calendar Year, Years 3-4):* Assessment Technical Materials Writer: Participate in the development of screener and annual assessment materials; participate in the development of external publications.

*Kyoungwon Bishop (Base Salary: \$106,867 / 5% Calendar Year, Years 3-4):* Psychometrician: Participate in psychometric analyses during screener and annual assessment development and implementation; participate in the development of external publications.

*Marcy Olson (Base Salary: \$72,848 / 5% Calendar Year, Years 3-4):* Assessment Content Specialist: Contribute to the development and implementation of screener and annual assessment; participate in meetings with external stakeholders; participate in technology explorations.

*Mark Chapman (Base Salary: \$118,985 / 1% Calendar Year, Years 3-4):* Director of Test Development: Contribute to the development and implementation of screener and annual

assessment, including standard setting; contribute to external publications, manuals, training courses, and materials for families.

**2. FRINGE BENEFITS (\$187,368)**

Fringe benefit rates vary by employee classification. Classifications and rates are established by the University. In recent years, fringe benefit rates have increased consistently on an annual basis and are increased slightly following June 30. All project staff will receive fringe benefits, starting at the rate of 33.8% in Year 1, with .5% rate increases annually.

**3. TRAVEL (\$495,500)**

All reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin State Statutes and the University of Wisconsin System Travel Regulations. Travel estimates are based on past Center accounting experience, allowable travel expenses based on the University and State of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

*Travel to Kick-off Meeting (100 trips, 1 overnight in Year 1):* Principal Investigator, Project Director, project staff, staff from participating states, members of the advisory panel, and evaluators will travel to a kick-off meeting of the project in Year 1.

Airfare:	\$750
Ground Transport:	\$100
Lodging:	\$250 (\$250 x 1 night)
Meals:	\$200 (\$100 x 2 days)
Year 1	<u>\$1,300/ trip x 100 trips = \$130,000 x 1 year = \$130,000</u>

*Travel for Project Dissemination (2 trips, 3 overnights in Years 1-2, 4 trips, 3 overnights in Years 3-4):* Principal Investigator, Project Director, and project staff will travel to conferences to share project status, liaise with evaluation colleagues, and present on project outcomes in Years 1-4.

Airfare:	\$750
Ground Transport:	\$100
Lodging:	\$750 (\$250 x 3 nights)
Meals:	\$400 (\$100 x 4 days)
Registration:	\$400
Years 1-2	<u>\$2,400/ trip x 2 trips = \$4,800/year x 2 years = \$9,600</u>
Years 3-4	<u>\$2,400/ trip x 4 trips = \$9,600/year x 2 years = \$19,200</u>

*Travel to Cognitive Labs with Technology Explorations (6 trips, 3 overnights in Year 1, 8 trips 3 overnights in Year 2)* Principal Investigator, Project Director, and project staff will travel to on-site cognitive labs/technology explorations in Years 1-2.

Airfare:	\$750
Ground Transport:	\$100

Lodging:	\$750 (\$250 x 3 nights)
Meals:	\$400 (\$100 x 4 days)
Year 1	<u>\$2,000/ trip x 6 trips = \$12,000/year x 1 year = \$12,000</u>
Year 2	<u>\$2,000/ trip x 8 trips = \$16,000/year x 1 year = \$16,000</u>

*Travel to Classroom Observations with Technology Explorations (10 trips, 4 overnights in Year 2)* Project Director, and project staff will travel to on-site cognitive labs/technology explorations in Years 1-2.

Airfare:	\$750
Ground Transport:	\$100
Lodging:	\$1,000 (\$250 x 4 nights)
Meals:	\$500 (\$100 x 5 days)
Year 2	<u>\$2,350/ trip x 10 = \$23,500/year x 1 year = \$23,500</u>

*Travel to Advisory Group Meetings (8 trips, 1 overnight in Years 2-3):* Advisory panelists and representatives from Texas Education Agency will travel to an advisory group meeting in Years 2-3 (Advisory Group Meetings take place just before or after the Annual WIDA Consortium Board Meeting and there are no additional travel costs for project staff and representatives of WIDA Consortium member states).

Airfare:	\$750
Lodging:	\$250 (\$250 x 1 night)
Meals:	\$150 (\$75 x 2 days)
Years 2-3	<u>\$1,150/ trip x 8 trips = \$9,200 x 2 years = \$18,400</u>

*Travel to Content Review and Bias, Sensitivity, Content Review (44 trips, 5 overnights in Year 3)* Principal Investigator, Project Director, project staff, educators, specialists, and representatives of participating states will travel to a Content Review and Bias, Sensitivity, Content Review in Year 3.

Airfare:	\$750
Ground Transport:	\$100
Lodging:	\$1,250 (\$250 x 5 nights)
Meals:	\$600 (\$100 x 6 days)
	<u>\$2,700/ trip x 44 trips = \$118,800 x 1 year = \$118,800</u>

*Travel to Field Test Observations (9 trips, 3 overnights in Year 3)* Project Director and project staff will travel to on-site Field Test observations in Year 3.

Airfare:	\$750
Ground Transport:	\$100
Lodging:	\$750 (\$250 x 3 nights)
Meals:	\$400 (\$100 x 4 days)
Year 3	<u>\$2,000/ trip x 9 trips = \$18,000 x 1 year = \$18,000</u>

*Travel to Close-Out Meeting (100 trips, 1 overnight in Year 4):* Principal Investigator, Project Director, project staff, representatives of participating states, members of the advisory panel, and evaluators will travel to a close-out meeting of the project in Year 4.

Airfare:	\$750
Ground Transport:	\$100
Lodging:	\$250 (\$250 x 1 night)
Meals:	\$200 (\$100 x 2 days)
Year 4	<u>\$1,300/ trip x 100 trips = \$130,000 x 1 year = \$130,000</u>

**5. SUPPLIES (\$60,000)**

*Research Materials (@ \$500 Years 1 & 3-4; \$1,500 Year 2):* Funds are budgeted for the purchase of research materials, supplies, software, and publications that will benefit the grant.

*Destination mailing (@ \$500 Years 3-4):* Funds are budgeted annually for mailing materials to and from meeting locations and observation sites.

*Copying Services (@ \$500 Years 1-4):* Funds are budgeted annually for copying services. Photocopies will be used to prepare materials for meetings and project reports for publication.

*Publication Expenses (@ \$500 Years 1-2; \$2,000 Year 3; \$5,000 Year 4):* Funds are budgeted annually for publication services and expenses, including graphic design services.

*Meeting Expenses (@ \$10,000 Years 1-2 & 4; \$15,000, Year 3):* Annual one-day in-person meetings will be held in Years 1-4 of the project, a 4-day Content Review meeting will be held in Year 3. Budgeted expenses for each meeting include meeting space rental, A/V rental, catering services for breaks/working lunches, and supplies specific to carrying out the meetings.

**6. CONTRACTUAL (\$1,262,753)**

*Advisory Group Panelists (@ \$27,000 Years 1-4):* Six expert panelists will provide feedback on project materials, and they will participate in project meetings. The rate per day is \$1,500 and panelists will participate for 3 days each year.

*Evergreen Evaluation & Consulting, Inc. (@ \$80,000 Years 1-4):* Evergreen Evaluation & Consulting, Inc. will conduct the independent formative evaluation of project activities and summative evaluation of intended outcomes; submit evaluation reports; and work closely with staff from WCER. The annual contract amount includes travel to in-person meetings and observations.

*ATLAS Center at the University of Kansas (@ \$115,216 Year 1; \$332,303 Year 2; \$131,117 Year 3-4):* Support the item development for the updated assessment, including: contribute to the Alternate ACCESS item development project plan; in collaboration with project staff and partners, develop trial items; produce items for field testing; participate in field testing; produce Alternate ACCESS Item Development Project Report.

*Center for Applied Linguistics (@ \$125,000 Year 4):* Provide psychometric analyses and content consultation for test development.

**8. OTHER (\$2,500)**

*Subject Payments (@ \$1,250 Years 2-3):* Twenty-five participants in cognitive labs and classroom observations each will receive payment of up to \$50.

**10. INDIRECT COSTS (\$1,408,564)**

Modified Total Direct Cost (MTDC) is used as the base for overhead calculations. In this budget, the MTDC base includes all direct charges. The University negotiates with DH&HS Region 5 to establish indirect cost rates. The 55% rate in this proposal is effective through June 30, 2020. Beginning July 1, 2020, the indirect cost rate increases to 55.5%. Both rates are federally-approved, effective November 2, 2018.

**12. TOTAL COST (\$3,957,045)**