

---

# 3E

## Information/Action

### *Fiscal Policy and Planning Committee of the Whole*

#### **Release of Request for Proposals for the Administration of Commission Examinations**

---

**Executive Summary:** Staff will present a Request for Proposals (RFP) for the administration of the CBEST, CSET, and RICA examinations starting in 2007-08. In addition, there will be a special presentation by a representative from the Department of General Services – Office of Legal Services regarding the contract process. The representative will answer any questions members of the Commission may have regarding the process.

**Recommended Action:** That the Commission authorize the release of the RFP in order to continue the timely administration of the CBEST, CSET, and RICA examinations.

**Presenters:** Crista Hill, Division Director, Fiscal and Business Services Section, and Phyllis Jacobson, Administrator, Professional Services Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- Sustain high quality standards for the preparation of professional educators.
- Sustain high quality standards for the performance of credential candidates.



---

# Release of Request for Proposals for the Administration of Commission Examinations

---

## Introduction

Established law requires that various credential candidates verify competencies in basic skills, subject matter, and/or reading instruction prior to the issuance of their credential or the beginning of employment. The current examinations which address these areas are the California Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and Reading Instruction Competence Assessment (RICA), respectively. The Commission is charged with the responsibility to insure that these examinations are offered continuously and in a timely manner so candidates have sufficient opportunities to sit for a needed examination.

The CBEST is offered six times a year, every other month, in 35 testing locations within California; the CSET is offered in 30 credential subject areas, in 25 testing locations across California, with the more highly attended subject areas available six times a year and the remainder available two or four times annually; the RICA Written Examination is offered six times a year, traditionally on the same date as the CBEST, in 21 testing locations across California; and the RICA Video Performance Assessment offers scoring opportunities three times a year.

All of the current contracts for the administration of these three examinations will expire on October 31, 2007. As of that date, if a new contract is not in place, there will be no administrations of the CBEST, the CSET and the RICA examinations available for candidates.

The last administrations for the CBEST and both the Written Examination and Video Performance Assessment versions of the RICA are scheduled for June 2007, and for the CSET in July 2007. At the Commission Meeting of April 2006 the question was raised as to the possibility of extending the current contracts in order to continue administering these examinations.

**Extension of the current contracts.** The CBEST examination contract was initially set to expire in 2004, and was extended to October 31, 2006, with an additional one-year extension until October 31, 2007 approved by the Department of General Services (DGS) Procurement Division. However, the DGS has stipulated that no further extensions of this contract will be approved. Similarly, the RICA examination contract, based on a two-year extension, was set to expire on October 31, 2006, but an additional one-year extension request until October 31, 2007 is currently pending DGS approval. The original CSET contract is set to expire on October 31, 2006, and has been extended already to October 31, 2007. Given the stipulation by DGS that no further extensions of the CBEST contract will be granted, it is unlikely that extensions of any other examinations contracts after October 31, 2007 would be granted. Therefore, the most

expedient course of action would be to issue a Request for Proposals (RFP) for the administration of the three examinations beginning in 2007-08.

In order to ensure that these examinations are available for candidates starting in 2007-08, a new contract must be in place at the beginning of calendar year 2007 to allow the contractor time to develop implementation procedures, contract with testing sites, create registration bulletins, and complete a number of other activities required prior to an initial test administration. To do this, an RFP needs to be released by early this summer (2006). The schedule for the RFP process would be as follows:

| <b>RFP Activity</b>   | <b>Completion Date</b> |
|---|------------------------|
| RFP information item presented to the Commission              | April 2006             |
| RFP approved by the Commission                                | June 2006              |
| RFP released to public  | June 2006              |
| Proposals due to CTC  | Early August 2006      |
| Proposal Review and Scoring                                   | Late August 2006       |
| Contract award recommendation to the Commission (agenda item) | October 2006           |
| Contract sent to DGS-OLS                                      | December 2006          |
| Contract award approved by the Commission (agenda item)       | December 2006          |
| Contract finalized  | December 2006          |
| Contract executed   | January-February 2007  |
| Contractor's work begins                                      | March 2007             |
| New candidate bulletins available                             | June 2007              |

### **The RFP for Proposals for Test Administration for CBEST, CSET and RICA**

The proposed RFP would allow for the continued administration of the current CBEST, CSET, and RICA testing programs. The proposed RFP would not include any examinations development activities, but would cover only the administration of the current examinations.

There is a potential for future modification and/or consolidation of one or more of these examinations. However, the time frames indicated in pending legislation are in the future, and in the meanwhile candidates will still need to be able to sit for required examinations. There would also be a need to continue administering the current examinations during any transition period if any of the examinations were modified and/or consolidated so that candidates who began under the current examinations structure would be allowed to finish in a timely manner. Additionally, some examinations are used for purposes other than those affected by the modification and/or consolidation, and thus these exams would continue to be administered and maintained as is even after any changes are made. One example would be the CBEST examination, which is used for service credentials, and which would continue to be administered in its present form.

The RFP would cover a three-year period, in order to allow for pending legislation to be resolved and/or to allow for a transition period for candidates in the event of exam modification and/or

consolidation, subject to DGS–Office of Legal Services approval. The RFP would specify that a contractor would be responsible for completing the following activities through the 2009-2010 testing year:

- CBEST test administration
- CSET test administration
- RICA Written Examination and Video Performance Assessment test administration

The test administration work called for in the RFP would address the unique needs of each of these three testing programs. It would also cover the general work needed for successful administrations, requiring contractor proficiency in such key areas as test security, program communications, program materials production, examination registration processes, examination administration, item data management, scoring and score reports, examination materials maintenance, and reports.

### **Past Commission Practice with Respect to Examination RFPs**

The established Commission practice when issuing RFPs conforms to the requirements of the *State Contracting Manual*. Commission staff develops the RFP and requests approval from the Commission to release the RFP. The RFP has not historically been reviewed by the Commission prior to its release. After the Commission approves the release of the RFP, the Executive Director releases the RFP in compliance with public notice requirements as outlined in the *State Contracting Manual*.

As required in the *State Contracting Manual*, the RFP provides, among other contents, the purpose of the work to be performed by the contractor, a detailed scope of work, directions to bidders for responding to the scope of work, contractual information and requirements, proposal submission and organization requirements, corporate capability information requirements, and scoring criteria. The Commission’s historical practice for conducting the RFP review process once the RFP has been publicly released is explained below.

Following the public release of the RFP, and as indicated in the RFP, potential bidders are encouraged to submit a Notice of Intent to Bid and also to submit substantive questions about the RFP or contract to the Commission staff contact person indicated in the RFP. (Potential bidders are informed that submission of a Notice of Intent to Bid does not obligate a potential bidder to submit a proposal, nor does lack of a Notice of Intent to Bid prevent a potential bidder from submitting a proposal.) Those submitting a Notice of Intent to Bid, and any other interested parties, are also informed through the RFP of the opportunity to participate in a telephone Bidders Conference conducted by Commission staff.

Following the bidders conference, the Commission staff sends to all potential bidders who submitted a Notice of Intent to Bid a written summary of the questions and answers that were discussed at the bidders conference.

## **The Commission's Past Practice with Respect to Proposal Review Process and Results**

Proposals submitted in response to the RFP have historically been reviewed in three stages as described in the RFP and below in this item. The proposal review process is conducted according to guidelines established in the *State Contracting Manual* for conducting competitive bidding procedures. A five-member Proposal Review Team comprised of Commission staff with expertise and knowledge in examinations participates in the evaluation and scoring of the proposals.

The Proposal Review Team is comprised of individuals with various areas of expertise so each team member's unique perceptions can complement those of other team members. No team member is expected to be an "expert" in all areas to be evaluated, nor is the outcome of the proposal review process unduly influenced by any one person or point of view. Prior to its deliberations, the members of the Proposal Review Team read the RFP as well as any substantive questions submitted by bidders along with staff responses, and the summary of the bidders conference.

The proposal review is conducted in three stages: the processing of proposals upon receipt to ensure compliance with mandatory eligibility requirements; the initial review of the proposal individually by the members of the review team; and the final review of the proposal collaboratively by the members of the review team. Each of these processes is described below, and follows the review process historically used by the Commission.

### **The RFP Review Process**

The RFP process described herein meets the requirements of the *State Contracting Manual*. The manual may be accessed at <http://www.ols.dgs.ca.gov/Contract+Manual/default.htm>. In accordance with state contracting requirements, the proposed RFP contains explicit instructions to bidders as to the content that must be addressed within the body of the response, the technical compliance requirements (e.g., signatures, numbers of copies, required documentation, organization of the written responses, deadline date, etc.), and the score points assigned to each required proposal section. These proposal sections include, but are not limited to: work plan and schedule requirements; examination administration; cost and financial arrangements; and corporate capability.

When responses are received for an RFP, the responses are logged as to date and time of arrival. Each response is initially reviewed by Commission staff for compliance with the technical requirements for eligibility, and those responses that meet all of the technical requirements are then moved forward for proposal content review.

After the deadline for receipt of responses has passed, all of the responses that have met the technical requirements are organized for proposal content review by Commission staff. Commission staff who will be serving as reviewers receive extensive training on each aspect of the RFP requirements and on the scoring points criteria. Commission staff then reviews each proposal independently, assigning preliminary score points during this phase of the application review process. In accordance with state contracting requirements, 70% or less of the total score

points are assigned within the program-related categories, and at least 30% of the total score points are assigned within the cost category. The reviewers use only the information provided in the written proposal application when considering the application and assigning points during the review process.

Following the independent review, the reviewers meet to discuss the proposals. Because these responses are lengthy and complex, the review process includes a discussion of the strengths and weaknesses of each proposal so that all reviewers can share their findings based on the information provided in the written proposal application to ensure that each application receives the fullest possible consideration. Following the discussion, reviewers may adjust their score points to reflect the full range of information concerning each application. The final scores are then tallied and the application with the highest total point score is identified.

The application with the highest total point score is the application that is then recommended to the Commission for award approval.

**Cost Considerations**

The RFP for the administration of Commission-owned examinations asks the contractor to provide cost information based on the scope of work identified in the RFP. The costs proposed by a successful bidder who is awarded a contract for examinations administration are recovered by the contractor subsequently through candidate fees as applicants register with the contractor for the various examinations. No Commission funds are paid to the contractor. Commission staff time to oversee and monitor the process, and to monitor and process the revenue received from the contractor, is paid through the program management fee portion of the examinees’ fees.

The chart below indicates for the three examinations (CBEST, CSET and RICA) the most recent history of the volume of examinees and fee structure. The fee structure below reflects the costs proposed by the winning bidder of the current examinations contracts. The fee was amended by the Commission for 2005-06 to increase the program management fee paid to the Commission by \$6 (except for the CBEST, which is limited by Title 5 regulations to a maximum amount of \$41).

|            | 2004-2005          |                   |             | 2005-2006                        |                   |             |
|------------|--------------------|-------------------|-------------|----------------------------------|-------------------|-------------|
|            | Paid Registrations | Fee <sup>2/</sup> | Amt. to CTC | Paid Registrations <sup>1/</sup> | Fee <sup>2/</sup> | Amt. to CTC |
| CBEST      | 85,200             | \$ 41             | \$ 6.84     | 49,867                           | \$41              | \$ 6.84     |
| CSET       | 96,945             | \$216             | \$36        | 71,875                           | \$222             | \$42        |
| RICA WE    | 22,676             | \$134             | \$36        | 11,888                           | \$140             | \$42        |
| RICA Video | 102                | \$226             | \$31        | 60                               | \$232             | \$37        |

<sup>1/</sup> Current as of the beginning of April 2006; each examination has two administrations remaining

<sup>2/</sup> The current fee structure reflects a contract that includes both examinations administration (all exams listed) and examinations development (for CSET only).

## **Potential Future RFPs for Test Development and Administration of Revised and/or Consolidated Examinations**

For all three testing programs, the CBEST, CSET, and RICA, there are a number of possible changes to the content and the testing structure that might occur as the result of validity studies and/or pending legislation requiring examinations modification and/or consolidation. Because of these factors, one or more subsequent RFPs may be needed to incorporate the revisions to the testing programs, develop modified and/or consolidated examinations, and to administer the modified and/or consolidated examinations.

### **Recommendation**

Commission staff recommend that the Commission issue an RFP for the continued administration of the CBEST, CSET, and RICA for a three-year period from 2007-2010 so that these examinations will remain available for credential candidates.

On the next several pages is a DRAFT of the proposed RFP for the administration of the CBEST, CSET, and RICA examinations.

UPDATED 5/11/06

**Request for Proposals for the Administration of the  
California Basic Educational Skills Test (CBEST),  
California Subject Examinations for Teachers (CSET), and  
Reading Instruction Competence Assessment (RICA)**



**Proposal Deadline:**

**July/August XX, 2006**

**10:00 a.m.**

**California Commission on Teacher Credentialing  
State of California  
June XX, 2006**

Draft

# Table of Contents

## Part 1: Important Information for Prospective Bidders

|   |   |
|---|---|
| A. Purpose of this Request for Proposals (RFP).....                                       | 1 |
| B. Organization of the RFP .....  | 1 |
| C. Key Action Dates.....  | 1 |
| D. Communications .....   | 2 |
| E. Notice of Intent to Bid .....  | 2 |
| F. Telephone Bidders' Conference.....   | 2 |
| G. Written Questions about the RFP or the Contract.....                                   | 2 |
| H. Contractual Information .....  | 3 |
| I. Role of the Commission in Examinations Administration.....                             | 4 |
| J. Corporate Capability.....  | 5 |
| K. Background Information on the Three Examinations Programs<br>(CBEST, CSET, RICA) ..... | 5 |
| L. Responding to this RFP .....   | 6 |
| M. Technical Requirements .....   | 9 |

## Part 2: Test Administration Process

### Section I: Scope of Work

|  |    |
|--|----|
| A. Security.....   | 11 |
| B. Program Communications.....   | 14 |
| C. Production of Program Materials .....                                   | 15 |
| D. Examination Registration and Registration Bulletins.....                | 16 |
| E. Examination Administration .....  | 20 |
| F. Item Data File .....  | 27 |
| G. Scoring and Score Reporting.....  | 27 |
| H. Retention, Storage, and Destruction of Examination Materials and Data . | 31 |
| I. Reports.....  | 32 |
| J. Administrations in Other States for California Examinees .....          | 36 |
| K. Administrations in Other States for Other States .....                  | 37 |

### Section II: Corporate Capability .....

37

### Section III: Management and Staffing Plan.....

39

### Section IV: Cost Detail and Financial Arrangements.....

40

## Part 3: Proposal Evaluation Criteria.....

47

## Part 4: The Proposal Review Process and Selection of a Contractor..

51

## Appendices

|   |           |
|---|-----------|
| <b>Appendix A: CBEST Description, Administration, and Scoring .....</b> | <b>53</b> |
| <b>Appendix B: CSET Description, Administration, and Scoring .....</b>  | <b>59</b> |
| <b>Appendix C: RICA Description, Administration, and Scoring .....</b>  | <b>69</b> |
| <b>Appendix D: Current Examinations Reference Materials.....</b>        | <b>79</b> |
| <b>Appendix E: Notice of Intent to Bid .....</b>                        | <b>81</b> |
| <b>Appendix F: Contract Terms and Conditions.....</b>                   | <b>83</b> |

DRAFT

# Part 1

## Important Information for Prospective Bidders

### A. Purpose of this Request for Proposals (RFP)

The California Commission on Teacher Credentialing (Commission) issues various types of teaching and services credentials. For many of these credentials, candidates must pass an examination to meet specific certification requirements. Some of the examinations used for this purpose are the California Basic Educational Skills Test (CBEST), the California Subject Examinations for Teachers (CSET), and the Reading Instruction Competence Assessment (RICA).

The purpose of this RFP is to secure a contractor to administer each of these examinations for three testing years. The contract term will be from approximately March 2007 through October 2010, and will include test administrations from August 2007 through July 2010.

### B. Organization of the Request for Proposals

Part 1 of this RFP provides background information for prospective bidders, including key action dates, contractual information, corporate capability requirements, technical requirements, background information on the Commission's role in the examination administration process and background information on the three examinations that are the subject of this RFP (CBEST, CSET and RICA).

Part 2 of this RFP provides information about the scope of work for which the contractor will be responsible. Part 3 of this RFP provides the selection criteria by which proposals will be reviewed. Part 4 of this RFP discusses the proposal review process, the contract award process, and the contract that the Commission expects to enter into as a result of this RFP.

### C. Key Action Dates

| Event                                | Date                                |
|--------------------------------------|-------------------------------------|
| RFP available to prospective bidders | xx, 2006                            |
| Telephone bidders conference call    | xx, 2006 - 10:00 A.M.               |
| Submission of written questions      | xx, 2006 until xx, 2006 - 5:00 P.M. |
| Final date for proposal submission   | xx, 2006 - 10:00 A.M.               |
| Notice of intent to award            | xx, 2006                            |
| Proposed award date                  | *                                   |

All times are Pacific Time.

\* Both the Commission and the California Department of General Services must approve the award of the contract.

#### **D. Communications**

No contact regarding this RFP will be allowed between firms and members of the evaluation team, Commissioners, or staff after issuance of the final RFP with the exception of Commission staff referenced in this RFP. Any such contact may disqualify a firm from further consideration.

#### **E. Notice of Intent to Bid**

Organizations with an interest in this Request for Proposals (RFP) are encouraged to submit a Notice of Intent to Bid (Appendix E) to the Commission as soon as possible. The purpose of this notice is solely to inform the Commission of the identity of those who may wish to participate in the competitive bidding process, so that any correspondence related to the bidding process (e.g., answers to questions described below) can be appropriately distributed. Submission of a Notice of Intent to Bid is not a promise or obligation to submit a proposal, nor does lack of a Notice of Intent to Bid disqualify a bidder from submitting a proposal. The Notice of Intent to Bid should be faxed (preferred) or mailed as indicated on the Notice.

#### **F. Telephone Bidders' Conference**

On **XX date, 2006**, the Commission will hold a Telephone Bidders' Conference beginning at 10:00 a.m. Pacific time. The Commission will set up and pay for the conference call. If you would like to participate in the Telephone Bidders' Conference, contact Juanita Morales at the Commission (916-327-2969, or [jmorales@ctc.ca.gov](mailto:jmorales@ctc.ca.gov)) by 5:00 p.m. Pacific Time on **XX date, 2006**. During the Telephone Bidders' Conference, Commission staff will provide an overview of the RFP, and respond orally to questions posed by potential bidders about the RFP and the contract. No written record will be made of the Telephone Bidders' Conference.

#### **G. Written Questions about the RFP or the Contract**

The Commission will accept written questions about this RFP or the anticipated contract. Written questions must be accompanied by the submitter's name, organization, address, telephone number, and (if possible) fax number and email address. Questions may be submitted via mail, FAX, or email anytime until 5 p.m. Pacific Time on **XX date, 2006**. As soon as possible, Commission staff will distribute to all who have submitted a Notice of Intent to Bid the questions and the Commission's responses to those questions. Questions received after 5:00 p.m. Pacific Time, **XX date, 2006**, will not be answered. All potential bidders who submit a Notice of Intent to Bid will receive all questions and responses regardless of when the notice is submitted. To ensure that all prospective bidders have equal access to information, no substantive questions related to the RFP or the contract will be answered by telephone, other than those posed during the Telephone Bidders' Conference.

Written questions should be clear and should indicate the page number in the RFP where there is information related to the question. Written questions should be submitted via mail, fax, or email to:

California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, California 95814-4213  
ATTN: Yvonne Novelli  
Fax: (916) 327-3165  
Email: ynovelli@ctc.ca.gov  
Phone: (916) 323-6512 (Only non-substantive questions by phone.)

## **H. Contractual Information**

### **Length of the Contract**

The Commission expects to enter into a contract that will begin approximately March 2007 and expire on October 31, 2010. The contract will include administrations of the examinations from August, 2007 through July 31, 2010. If there is sufficient justification, the Commission, with the contractor's consent, reserves the right to extend the contract beyond the October 31, 2010 date by one or two one-year extensions, which will also require approval of the California Department of General Services. This does not preclude the possibility of additional extensions, if justified.

### **Scope of the Contract**

The contractor will be responsible for all aspects and costs of the test administration for three Commission examinations programs: CBEST, CSET and RICA. If the Commission asks the contractor to perform tasks not associated with this contract, the contractor will not be responsible for those activities or costs. The scope of work specified in Part 2 of this RFP represents the minimum required of the contractor. The Commission encourages bidders to propose no-cost enhancements, improvements, or innovations to any or all parts of the scope of work. Note, however, that the cost of the examinee test fees, by which the contractor will be paid for the entirety of the work to be performed pursuant to this RFP, is an important criterion for evaluating proposals. The Commission also encourages bidders to strive for consistency across examination programs where appropriate and cost-effective.

If warranted, the Commission may wish to seek up to two one-year extensions of the contract issued based on this RFP. Towards the end of the contract period, the Commission will assess the need to request the extension. If the contract is extended beyond October 31, 2010, all conditions within the contract will continue until the end of the extended period, unless jointly agreed upon by the Commission on Teacher Credentialing and contractor, and approved by the California Department of General Services. Based on need, the contract extensions may be for the administration of one, two, or all three examination programs.

### **Ownership of Materials**

All examination materials, including examination specifications, examination questions, scoring scales and procedures, and manuals that are developed under the terms of the contract resulting from this RFP, and all data collected pursuant to that contract, will be owned by the State of California. All materials owned by the Commission at the beginning of this contract will remain the property of the Commission.

### **Possible Changes to the Work in the Resulting Contract**

The work of the Commission, including examinations used for certification, is in compliance with the laws and regulations of the federal government and the State of California. New laws and regulations may affect the work established in the contract resulting from this RFP. This may include, among other issues, the number of credential candidates required to pass the examinations addressed in this RFP.

### **Other Contract Provisions**

Other contract terms and conditions that will appear in the contract are provided in Appendix F.

### **Transition at the End of the Contract**

Before the ending date of the contract (or its successor contract or contracts with the contractor) is reached, the contractor shall deliver in the manner, at the time(s), to the location(s), and to the extent specified by the Program Coordinator all examination materials, and any other materials, including examinee data, owned by the Commission in the possession of the contractor, its employees, its agents, and its subcontractors.

## **I. Role of the Commission in Examinations Administration**

Besides the contractor, the primary participants in the work described in this RFP will be the Commission and its Program Coordinator(s). Each of these participants is described below.

### **The California Commission on Teacher Credentialing**

In 1970, the California Legislature and the Governor created a permanent, independent commission to improve the effectiveness of teachers and teacher education in the state. The Commission sets standards and awards credentials to those who meet its standards, the majority of whom are prepared at California institutions.

The Commission is composed of fifteen voting members and four non-voting members. The voting members include fourteen members appointed by the Governor and a representative of the State Superintendent of Public Instruction. The gubernatorial appointees include six teachers, one school administrator, one school counselor or other services credential holder, one teacher educator in postsecondary education, one school board member, and four members of the general public. The four non-voting members are representatives appointed by the University of California, the California State University, the Association of Independent California Colleges and Universities, and the California Postsecondary Education Commission.

The Commission meets publicly approximately six times each year. The Commission's staff prepares an agenda for each meeting, including regular updates on the Commission's examinations. All major policy proposals relating to examinations used for California certification are presented to the Commission for review and adoption.

### **The Commission's Examinations Program Coordinator(s)**

Staff from the Commission's Examinations and Research Unit, Professional Services Division, serve as the Program Coordinator for each examination program. The Program Coordinator for each examination program will be the principal Commission staff member with whom the contractor will interact during the term of the contract. The Program Coordinator will serve as liaison between (a) the contractor and (b) the Commission, its executive management, and its administrative staff. The Program Coordinator, or her/his designee, will monitor the contractor's work, especially for the quality of services and products and the adherence to performance deadlines.

All materials, products, services, and procedures under this contract must be reviewed and approved by the Program Coordinator, who will work under the direction of the Commission's Administrator of Examinations and Research. Some of these items may require review and approval by the Executive Director of the Commission and/or the Commission members. The Program Coordinator and other Commission staff approved by the Program Coordinator may observe the contractor's performance of any phase of the scope of work.

### **J. Corporate Capability**

The contractor should have significant experience and competence in the large-scale administration of teacher certification examinations, should have sufficient corporate resources for the products and services to be provided, and should be able to develop and implement a sound plan for managing and staffing the project. The project director and other personnel responsible for key components of the project must have at least two years of recent experience in a comparable capacity with an examination program similar in nature and scope to the present testing program.

### **K. Background Information on the Three Examinations Programs (CBEST, CSET, and RICA)**

The Commission issues a number of credentials that authorize teaching and services for pre-school, elementary, secondary, and adult education. Specific information, including credential authorizations and requirements, can be found on the Commission's website, [www.ctc.ca.gov](http://www.ctc.ca.gov). Some of the key credentials related to the examinations referenced in this RFP are the following:

- Multiple Subject Teaching Credential (for teaching in elementary schools)
- Single Subject Teaching Credential (for teaching in middle and/or high schools)
- Education Specialist Instruction Credential (for teaching students with disabilities and special needs)

- Designated Subjects Teaching Credentials (for teaching vocational and adult students)
- Administrative Services Credential (for administering school operations, e.g., school principal)
- Clinical Rehabilitative Services Credential (for serving as a speech therapist)
- Health Services Credential (for serving as a school nurse)
- Library Media Teacher Services Credential (for managing a school library)
- Pupil Personnel Services Credential (for counseling and school psychology services)
- Emergency 30-Day Substitute Teaching Permit

Background information about the three examination programs is located in Appendices A-C, as outlined below; additional related information is provided in Appendix D.

Appendix A: CBEST Description, Administration, and Scoring

Appendix B: CSET Description, Administration, and Scoring

Appendix C: RICA Description, Administration, and Scoring

Appendix D: Current Examinations Reference Materials

Appendix E: Notice of Intent

Appendix F: Contract Terms and Conditions

Appendix G: Required Attachments

## **L. RESPONDING TO THIS RFP**

### **Introduction**

This RFP is for the administration of three unique testing programs, the CBEST, CSET and RICA. The proposal should address all three examinations within the responses to the criteria described in Part 2 of this RFP and summarized in the Scoring Criteria in Part 3 of this RFP. When responding to each part of the scope of work as outlined in Part 2 of the RFP, the respondent should clearly indicate if the response relates only to a specific examination program or relates to all three. *Because the RICA Video Performance Assessment uses a different format, please address the unique needs of this assessment separately and appropriately as applicable to any given criterion.* Please note that when “test” or “examination” is referenced within the RFP, the information is inclusive of all or any portion of the examination (e.g., subtest), and to any assessment, unless the portion or the assessment is separately addressed.

Responders to this RFP should organize their responses in accordance with the proposal review criteria as listed in Part 3 of this RFP. Part 2 of the RFP describes the required information to be provided by the applicant in the responses to the RFP that correspond with each of the proposal review criteria indicated in Part 3. Bidders are reminded that one of the criteria within the proposal scoring process is the overall clarity and quality of the proposal. Further details on proposal organization and content are provided below.

## **Proposal Organization and Contents**

A proposal must be organized as described below. *A proposal that is not organized as required will be deemed non-responsive and will not be evaluated.* A proposal should have all of the content specified below. Missing content will result in a lower score. The required information should be provided in a concise manner, without superfluous elaboration or redundancy. Sufficient detail should be included, however, to indicate (a) that the bidder understands the issues associated with the services and products to be provided and (b) how the bidder plans to accomplish each project task and activity.

The winning proposal will serve as the basis for and will be incorporated by reference into the contract, so it is important that the responses to the criteria be clear, accurate, complete, and concise.

### **Cover Page, Table of Contents**

Begin with a Cover Page that identifies the bidder and indicates that the proposal is in response to this RFP. Include a statement, with an appropriate signature, on the cover page that certifies both of the following:

- a. that the proposal is an authorized request for a contract with the California Commission on Teacher Credentialing for the administration of CBEST, CSET, and RICA examination programs for prospective teachers; and
- b. that the bidder is currently eligible to do business in California.<sup>1</sup>

Identify on the cover page a contact person at the organization that is sponsoring the proposal, one or more telephone numbers, an email address, and a fax number where that individual can be contacted during the proposal review period.

Follow the cover page with a Table of Contents that clearly outlines the major sections of the proposal, and indicates by page number the locations of all sections.

Next, provide an Introduction of *no more than three pages* that briefly demonstrates your understanding of the central issues associated with the tasks to be performed.

### **Proposal Narrative Sections**

The narrative sections of the bidder's proposal should provide a detailed description of how the bidder would accomplish the entirety of the scope of work described in Part 2 of this RFP. The scope of work specified in Part 2 represents the minimum required of the contractor. The Commission encourages bidders to include low or no cost enhancements, improvements, or

---

<sup>1</sup> "Doing business" is defined in R&TC §23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California.

innovations to the scope of work. Note, however, that test fees, by which the contractor will be paid for the work, are an important criterion for evaluating proposals.

The responses to the topics specified in Part 2 of this RFP, including all required subsections within each topic, must be organized by and must address each of the topics and subsections within each topic. A summary listing of the topics is provided below, and is repeated, including a listing of the major subsections of each topic, in the Scoring Criteria in Part 3 of the RFP.

- I. Test Administration Processes
- II. Corporate Capability
- III. Management and Staffing Plan
- IV. Cost Detail and Financial Arrangements

Within the discussion of each topic, the bidder should specifically indicate that the bidder will perform the work, provide the deliverables, and meet the timelines as described in Part 2 of this RFP. In addition, for each topic and its subsections, the bidder should describe how the bidder will accomplish the required work with high quality and in a timely manner. If subcontractors are to be used, all tasks or activities that will be carried out by each proposed subcontractor must be specified. Additional guidance for organizing comprehensive responses to each topic and subtopic is provided in Part 2 of this RFP.

*Please include a statement in the response to this RFP that the bidder understands that, if warranted, the Commission may seek extensions of this contract, and, at this time, the bidder sees no reason that would preclude the bidder from supporting the extensions if the bidder is awarded this contract.*

### **Submission of Proposals**

Ten numbered (i.e., 1 of 10, 2 of 10, etc.) copies of a proposal and a CD-ROM containing the text of the proposal must be delivered to the California Commission on Teacher Credentialing by 10:00 a.m. Pacific Time, **XX date, 2006**, at the address shown above. Proposal text should be in a font size of not less than 12 pitch, with not less than a one-inch margin on all pages, in order to facilitate the proposal review process.

The CD-ROM may be used for the potential development of an agenda item recommending award of the contract and/or development of the contract.

### **Notification Regarding the Disposition of Proposals.**

Proposals submitted in response to this RFP will not be returned to the submitters. In accordance with the California Public Records Act and subject to any exemptions contained therein, all proposals and all evaluation and scoring sheets will be available for public inspection and disclosure at the conclusion of the scoring process.

## **M. Preference Programs and Technical Requirements**

### **Preference Programs**

The State of California encourages participation in state contracting by various segments of the business community. One or more of these programs may be involved in a specific contracting opportunity. Contractors can view the applicable website to see if they may be eligible for the preference programs. To receive preference, the bidder must complete the appropriate form and certify to perform the contract work as specified. The form(s) must be included in the proposal.

- a. Small Business Preference: [www.pd.dgs.ca.gov/smbus](http://www.pd.dgs.ca.gov/smbus)
- b. Target Area Contract Preference (TACPA), Standard Form 830:  
[www.documents.dgs.ca.gov/osp/pdf/std830.pdf](http://www.documents.dgs.ca.gov/osp/pdf/std830.pdf)
- c. Local Agency Military Base Recovery Area (LAMBRA) Act, Standard Form 832:  
[www.documents.dgs.ca.gov/osp/pdf/std832.pdf](http://www.documents.dgs.ca.gov/osp/pdf/std832.pdf)
- d. Enterprise Zone Act (EZA), Standard Form 831:  
[www.documents.dgs.ca.gov/osp/pdf/std831.pdf](http://www.documents.dgs.ca.gov/osp/pdf/std831.pdf)

### **Technical Requirements**

All bidders must provide the following technical information. Bidders not complying with this requirement will be deemed nonresponsive, their proposals will not be evaluated, and the bidder will not be eligible for the contract award. A listing of this information is also provided on the Proposal Selection Criteria form.

#### **Requirements**

- a. Identification of the legal corporate status of the bidder.
- b. The names, addresses, and telephone numbers of individuals who are authorized to discuss the terms of the contract.
- c. Disabled Veteran Business Enterprise (DVBE) Participation Goals (See Appendix G)
- d. A completed Payee Data Record Form (STD 204) (See Appendix G)
- e. A completed Nondiscrimination Compliance Statement (STD 19) (See Appendix G)
- f. A completed Drug-Free Workplace Certification (STD 21) (See Appendix G)

Draft

## g. Part 2

### Test Administration Process

#### SECTION I: SCOPE OF WORK

The contractor will be responsible for all activities and costs related to the statewide administration of the CBEST, CSET, and RICA through the end of the contract, as described below. The exams are described in detail in Appendices A, B, and C. Each below section identifies the minimum requirements required by the Commission that must be addressed in the proposal, but may be followed by specific questions unique to the section that must be answered as well.

#### **A. Security**

The security of the examinations is crucial to ensure that no examinee has an unfair advantage in demonstrating his or her knowledge or abilities. This section refers to both security of examination materials and the rights of individual examinees.

##### **A.1 Security Procedures Manual**

The contractor will submit to the Program Coordinator a draft outline of the Security Procedures Manual for review no later than June 1, 2007; a draft manual within one month of the Program Coordinator's approval of the outline; and a final manual within one month of receiving the Program Coordinator's edits on the draft manual. The manual will include, but not be limited to, items identified in the Security section of this RFP. The contractor shall implement the policies contained in the final manual.

##### **A.2 Security of Examination Materials and Examination Administration**

The contractor will implement stringent procedures that are designed to prevent breaches of examination security involving examination materials, including, but not limited to:

- a. maintaining strict security at all of its facilities, including, but not limited to, those of subcontractors and examination sites, and restricting access to examination materials;
- b. ensuring the security of examination materials during the printing, copying, assembling, and packing, either in-house or out-of-house;
- c. maintaining the security of examination materials at examination sites through the implementation of strict examination administration procedures, including a secure and traceable means of transporting the documents to and from the site; and
- d. immediately notifying the Program Coordinator whenever there is a suspected or actual security breach as soon as possible but no later than the next business day after its discovery. The contractor will promptly address and correct any breaches of security in cooperation with the Program Coordinator.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.*

*Give an example of what you would consider a breach of security related to examinations materials, and describe how you responded, or would respond to that breach.*

### **A.3 Examinee Security Measures**

The contractor will:

- a. develop and implement procedures designed to prevent and detect security violations by examinees. Such breaches include, but are not limited to, copying answers, collaboration, contact with others (including, but not limited to, via communicative devices such as pagers or cell phones), unauthorized or unreturned materials, and impersonation.
- b. implement procedures to minimize the opportunity for copying answers.
- c. investigate potential security breaches and initiate steps to resolve the issue pursuant to a *Security Procedures Manual*. The manual will stipulate, among other things, that:
  - i. the contractor will immediately notify the Program Coordinator whenever there is a suspected or actual security breach as soon as possible but no later than the next business day after its discovery
  - ii. the contractor will provide the Program Coordinator with a complete written report regarding any examinee security violations or incidents that occur at an examination administration within 10 business days of the administration;
  - iii. upon request, the contractor will provide to the Program Coordinator signed statements from examination administrators and others who have information regarding security breaches; and
  - iv. in any litigation or adverse action (e.g., credential denial) resulting from security issues, the contractor will provide support, including, but not limited to, preparation of materials and procedural recommendations to the Commission.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Describe your policy regarding cell phones and other communicating/copying devices and how the policy is implemented.*

*If an examinee is found with notes during the examination, explain your policy and rationale for suggesting voiding the scores or not voiding the scores, considering that the examinee may challenge this in court.*

#### **A.4 Fingerprinting**

The contractor will develop and implement procedures identified in the *Security Procedures Manual* to single-digit fingerprint each examinee prior to giving the examinee access to secure examination material. The contractor will notify examinees of the fingerprinting requirement prior to the examination date, and will train administration personnel on the required fingerprinting procedures.

The single-digit fingerprint will be used to confirm or disprove the identity of the examinee when identity is in question based on such instances as the result of a gainscore analysis. If the use of an examinee's fingerprint to determine identity is questioned, the contractor will also be responsible for giving supporting testimony in any disciplinary action.

#### **A.5 Gainscore Analysis**

The contractor will perform a gain analysis after examination scores are generated for each administration to determine if the examination scores for repeat test takers may be unexpected or not predicted by their previous performance on the examination. The contractor and the Program Coordinator will determine the definition of "flagged gain" jointly. The answer documents and registration forms for candidates with flagged gains will be assembled and reviewed by the contractor. If the contractor's review uncovers information that warrants further consideration, the relevant materials of the candidate will be forwarded to the Program Coordinator for review. If further review is needed, the contractor will employ the services of a handwriting expert. The *Security Procedures Manual* will define the gainscore analysis and the process for dealing with examinees with flagged gains, including, but not limited to, the voiding of test scores and the provision of materials to the Commission.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.*

*Please describe the qualifications you require for the handwriting expert.*

#### **A.6 Voiding Examination Scores**

The contractor will:

- a. provide the Program Coordinator with a full report regarding any candidate security breaches that arise.
- b. follow the procedures specified in the *Security Procedures Manual* if it is determined that a candidate's score should be voided.
- c. send a letter approved by the Program Coordinator to the examinee regarding the voiding of the examinee's score, and also send copies of the letter to the Program Coordinator and to the Commission's Division of Professional Practices.
- d. supply the Commission's Division of Professional Practices identifying information about these examinees in a format approved by the Program Coordinator.

## **A 7 Security and Confidentiality of Individual Scores**

The contractor will

- a. implement procedures specified in the *Security Procedures Manual* to ensure that the examination scores obtained by a candidate are accessible only to that individual and other appropriate, legitimate entities.
- b. not provide scores to any person or entity other than those indicated in the contract or those for whom the Program Coordinator has provided a written authorization to the contractor.
- c. not provide scores over the telephone except to the Program Coordinator or his/her designee.
- d. store individual candidate scores on a secure, limited-access database in a computer system. The system will employ, at a minimum, a level of data and physical security compliant with the federal government's C2 criteria (Controlled Access Protection, as outlined in Department of Defense 5200.28-STD, and further described in NCSC-TG-005, version 1) and with any federal or state law, regulation, or policy dealing with level of data and physical security compliancy that has been enacted since C2 criteria or that becomes effective during the term of the contract. Authorized personnel will access the scores only on a need-to-know basis.

## **B. Program Communications**

The contractor shall develop and implement a comprehensive system for communicating with examinees and other parties who have an interest in the examinations. Where telephone communication is used, there must be a toll free number.

The contractor will:

- a. receive communication via telephone, mail, fax, and e-mail. The contractor will respond to written inquiries and requests received via mail, fax, or e-mail within three business days of receipt. Upon request, the contractor will provide to the Program Coordinator copies of any correspondence.
- b. make available an adequate number of trained service representatives to register candidates during the late and emergency registration periods (discussed below) and to respond to telephone inquiries every business day from at least 9:00 a.m. to 5:00 p.m. Pacific Time. Sufficient telephone equipment and staffing should be deployed at all times so that all calls can be answered and no callers are "on hold" for more than three minutes. The contractor will provide supervisory staff to assist callers with concerns they may have about any aspect of the testing service provided to them.
- c. make available a process by which deaf and hard-of-hearing individuals can communicate with trained service representatives every business day from at least 9:00 a.m. to 5:00 p.m. Pacific Time.

- d. make available an adequate number of trained service representatives to respond to telephone inquiries from registrants (including deaf and hard-of-hearing registrants) on each testing date for at least three hours including the hour prior to the examinee reporting time. If there are multiple test sessions on a testing day, service representatives must be available for the hour prior to the examinee reporting time for each session.
- e. make available 24 hours per day, 7 days per week, via a toll-free telephone number, an automated information system from which callers can get information about the examinations and through which callers can order registration bulletins.
- f. establish, maintain, and update a website for each examination program that provides no less than the information found at each of the examination program's current websites (locations listed in Appendix D: Current Examinations Reference Materials), including, but not limited to, options for viewing and ordering bulletins, on-line registration, test guides, sample examination materials, unofficial scores, and information about the examination program. Additionally, each website will provide links to the Commission's website and other websites approved by the Program Coordinator. The website also will provide information regarding any possible changes to the examination program(s). The websites will be available 24 hours a day, 7 days a week.

### **C. Production of Program Materials**

The contractor will:

- a. produce, update, and distribute sufficient quantities of all materials required for operation of the examinations, including, but not limited to, registration bulletins, bulletin order forms, informational flyers, examination study guides, form letters, admission tickets, examination site assignment materials, score reports and explanatory materials, examination booklets, and answer documents.
- b. develop and annually update a *Test Administrators' Procedures Manual* for chief test administrators and assistant chief test administrators, and a separate *Assistant Test Administrators' Procedures Manual* for assistant test administrators. The manuals will:
  - i. include necessary examination information regarding, among other things
  - ii. the receipt of examination materials
  - iii. examination site preparation
  - iv. candidate registration
  - v. fingerprinting
  - vi. examination booklet distribution
  - vii. supervision of test-taking
  - viii. issues of examination security
  - ix. the return of examination materials to the contractor
  - x. other information deemed necessary by the Program Coordinator.
  - xi. be annually updated in time for distribution at the annual chief test administrators' training session.

- c. ship all necessary examination materials for the examinations, including, but not limited to examination forms, answer documents, and support materials, to examination sites during the week immediately prior to an administration.

The Program Coordinator will:

- a. provide to the contractor master copies of all extant test items, test forms, answer keys, answer documents, and other test materials owned by the Commission that are necessary for the administration of the examination; and
- b. work with the contractor to revise materials as necessary if a contractor other than the current contractor is awarded the contract.

## **D. Examination Registration and Registration Bulletins**

### **D.1 Examinee Registration Policies and Procedures**

In consultation with the Program Coordinator, the contractor shall develop, implement, and modify, as necessary, policies and procedures required for the admission of properly registered examinees to sites where the examination will be administered. These policies and procedures will be appropriate for a secure high-stakes examination used for teacher credentialing, and will ensure, to the extent feasible, equity of access to the examination for all examinees.

The contractor will:

- a. Establish a registration system that allows candidates to register by mail, telephone, and electronically (via the Internet). These three registration options must be available beginning with the initial examination administrations for each program.
- b. Establish and enforce for each examination administration date all of the following:
  - i. A regular registration deadline that is no more than four weeks and one calendar day prior to the administration date and through which candidates can register (a) electronically or (b) by mail.
  - ii. A late registration period that begins at the end of the regular registration deadline and ends no earlier than 11 calendar days prior to the administration date. During the late registration period, candidates may register (a) electronically, (b) by mail, or (c) by telephone. (NOTE: If the score report mailing date for a test administration is not more than seven U.S. post office business days prior to the regular registration deadline for the next test administration date, the contractor will send each failing examinee a Consecutive Retake Coupon with his/her score report. This coupon will waive the late registration fee for the next administration date.)
  - iii. An emergency registration period that begins at the end of the late registration period and ends no earlier than four calendar days prior to the administration date during which candidates may register (a) electronically or (b) by telephone.

- c. Ensure, to a reasonable extent, that the information provided by registrants on paper or electronic registration forms is complete and accurate, and inform registrants within 3 days of receipt when their registration materials are not acceptable.
- d. Assign registrants (a) to test sites, honoring their test area preferences to the extent feasible, and (b) to specific rooms and seats within the test site.
- e. Provide to each registrant a ticket of admission to a test site, which informs the examinee of his or her assigned test site, the subtest(s) for which he/she is registered, reporting time, recommended/required items for the testing session (e.g., acceptable forms of identification), items that are prohibited from the testing session (e.g., cell phones or other communicative devices), driving directions to the test site, and other information deemed necessary by the Program Coordinator. Candidates who register electronically should be able to download and print their admission tickets when the electronic registration process is completed. Candidates who register by mail or telephone should receive their admission tickets as far in advance as possible, but in no case less than 14 calendar days prior to the administration date for candidates who register by the regular registration deadline, and no less than three calendar days prior to the administration date for candidates who register during the late registration period. For those candidates who register by telephone during the emergency registration period, an admission ticket should be sent to them if it is reasonable to expect that they will receive it prior to the administration date. If time will not allow for these emergency registrants to receive an admission ticket, the contractor will advise them of this and verbally provide them with the same information that appears on the admission ticket.
- f. Provide to the Program Coordinator, for each examination site and for all examination sites combined for each administration, the total number of registrations received by (a) the regular registration deadline, (b) the late registration deadline, and (c) the emergency registration deadline. This information will indicate separately the number of registrants prior to the regular registration deadline, the number during the late registration period, and the number during the emergency registration period. The contractor will provide this information within five business days following the emergency registration deadline and at any time upon the Program Coordinator's request. This information must be provided for each of the three individual testing programs separately.
- g. Collect, process, and document all fees submitted by registrants and third parties, such as school districts, on behalf of examinees.
- h. Implement procedures for refunding fees (within six weeks of the contractor's receipt of a request for canceling registration) to registrants who withdraw their registration by the late registration deadline: 5:00 p.m. Pacific time by internet or postmark date by mail. Registrants who withdraw by the late registration deadline will receive a refund of all test fees (i.e., there is no "withdrawal charge").
- i. Implement procedures for the rollover of fees of absentees due to extenuating circumstances, as determined jointly by the contractor and the Program Coordinator.
- j. Allow registrants to change the examination date or preferred examination area for which they are registered at no cost provided that such requests are received by the contractor by a specified deadline that is no earlier than the late registration deadline prior to the earliest affected administration date.

- k. Develop and maintain an examinee data file, which includes for each examinee identifying demographic information as well as up-to-date information about examinations taken, scores, pass/fail status, and testing dates. The contractor shall make available to the Program Coordinator upon request any information contained in the examinee data file. If another contractor is awarded a contract for the administration of the examinations following the expiration of the contract awarded on the basis of this RFP, the contractor shall provide to the new contractor the complete examinee data file.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Would the registration period, registration method, and forms of payment be consistent for all examinations offered through this contract? If not, explain the differences and give the rationale for the difference.*

*With regards to providing candidates the opportunity to register electronically via the Internet:*

- Describe the process and services provided in as much detail as possible (e.g., registration, admission ticket, driving instructions to the test site, change of registration, requesting a score report reprint, etc.).*
- Will these services be part of the contractor's website, a website for California examination programs, or a separate website for each testing program?*
- How would electronic registration impact candidates wishing to request alternative testing arrangements? Would the forms required to apply for alternative testing arrangements be downloadable?*
- What types, if any, of security concerns are involved with these services (e.g., lack of a handwriting sample upon registration) and how might they be resolved?*

*Specify the types of situations in which you would provide some recompense (e.g., refund, rollover to the next administration, voucher) to a registrant who does not withdraw in a timely manner and does not take the test on the date for which the individual has registered. Describe (a) each type of situation, including the registrant's timing of notification to you (e.g., before or after the administration) and reason for not taking the test, (b) the steps you would take to notify the registrant, and (c) the type and amount of recompense you would provide.*

*Similarly, specify the types of situations in which you would not provide some recompense to a registrant who does not withdraw in a timely manner and does not take the test on the date for which the individual has registered.*

## **D.2 Registration Bulletins and Registration Forms, Including Distribution**

The contractor will:

- a. develop for review and approval by the Program Coordinator annual registration bulletins for each examination program for the testing years covered by this contract.
- b. make the annual bulletins available for distribution at least eight weeks prior to the regular registration deadline for the first examination administration in that testing year.
- c. include in each registration bulletin, both paper and electronic versions, all forms necessary to register for the examination, including, but not limited to, downloadable forms applicable for alternative testing arrangements and, if possible, downloadable registration forms.
- d. allow adequate time for the Program Coordinator to review the initial and final drafts of each bulletin.
- e. include in each registration bulletin a machine-readable registration form and a pre-addressed envelope in which candidates can mail their registration materials to the contractor.
- f. provide registration bulletins to individuals and institutions who request them, individuals and institutions designated by the Program Coordinator, and the Program Coordinator.

The contents of the registration bulletin will be similar to the contents of the current registration bulletin (available on websites listed in Appendix D: Current Examinations Reference Materials), and will be determined each year by the Program Coordinator.

The contractor shall design and create, for review and approval by the Program Coordinator, a registration form for each testing year which will collect registrant identifying information, such as name, address, and social security number, as well as demographic information about each registrant. The specific information to be collected will be determined by the Program Coordinator.

Prior to distributing each year's registration bulletin, the contractor shall distribute (via mail or electronically) an order form for registration bulletins and a one-page advance notice flyer (suitable for posting on bulletin boards). The flyer will indicate the test dates, registration deadlines, score report mailing dates; when the registration bulletin will be available; how a bulletin can be obtained; and, if needed, information regarding changes to the examination program. The advance notice flyer and bulletin order form shall be posted on the testing program's website and distributed to all of the following:

1. school districts in California;
2. California County Offices of Education;
3. four-year California colleges and universities that offer Commission-approved subject matter or professional preparation programs; and
4. intern programs in California.

The contractor shall distribute each edition of the registration bulletin to the agencies and institutions listed above in sufficient quantity to meet their candidates' needs. Reorder forms are to be included with the shipments, and reorder requests are to be fulfilled promptly.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Provide a schedule for the development and distribution of the 2007-08 registration bulletin, including time for Program Coordinator review of initial and final drafts.*

## **E. Examination Administration**

The contractor shall make all arrangements and conduct all activities necessary for the administration of the examinations.

### **E.1 Examination Administration Policies and Procedures**

Working with the Program Coordinator, the contractor shall establish and implement policies and procedures necessary for and appropriate to the secure and standardized administration of the examinations.

The contractor shall submit for review and approval by the Program Coordinator a written *Test Administration Plan* that will:

- a. specify the test administration policies and procedures including, but not limited to:
  - i. appropriate photographic or other identification, including fingerprinting, of each examinee who represents himself or herself at the examination site as the person who has registered;
  - ii. admission and seating of examinees at the examination site;
  - iii. administration of the examination;
  - iv. adequate supervision of the administration to ensure that examinees are in compliance with the rules and conditions established for the administration of the examination; and
  - v. verification of the number of (a) examination books and other materials shipped to and returned from an examination site, (b) candidates admitted to an examination site, and (c) used and unused examination books and other materials at an examination site.
- b. include procedures for responding to unforeseen events that occur near or on an administration date that make it difficult or impossible to proceed with standard administration procedures (e.g., earthquake, civil conflict, fire). This emergency plan shall include, but not be limited to, contractor-Program Coordinator contact procedures, contingency monitoring, test administrator contact protocol, registrant notification, and potential solutions to specific emergency events.

The contractor shall submit to the Program Coordinator a draft outline of the *Test Administration Plan* by **May 1, 2007**, a draft plan within one month of the Program Coordinator's approval of the outline, and a final plan within one month of the Program Coordinator's provision to the contractor of feedback on the draft. The contractor shall implement the policies contained in the final plan.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Identify, if any, discuss aspect(s) of the current examinee identification policies and procedures (described in the registration bulletin which can be found at websites identified in Appendix D: Current Examinations Reference Materials) that you would not implement. Describe an alternative policy or procedure and provide a rationale for the modification, if applicable. In addition, if you believe there are ways the policies and procedures could be improved, please describe what you would do and provide a rationale for the change.*

*Describe how you would make it possible for examinees taking the CSET: Mathematics to have a graphing calculator for subtests II and III, and no calculator for subtest I.*

*Describe how you would organize a testing day at a test site for the administration of all CSET subtests, reflecting the fact that some subtests are expected to include audio or video taped stimulus and video taped components.*

*Describe one or more approaches (e.g., spiraling of test forms, alternate versions of test forms) you would use at each test administration to increase test security.*

## **E.2 Examination Sites**

The contractor shall establish examination areas throughout California. Minimum requirements are listed below.

- a. There should be no fewer areas than those examination areas currently available.
- b. Test areas should be established at or near institutions with Commission-accredited programs
- c. Within each examination area, the examination will be administered on each administration date at one or more examination sites as necessary to accommodate all registrants who selected that area.
- d. Examination sites should be selected so that no California registrant is required to travel more than 150 miles one-way to take the examination, unless approved by the Program Coordinator.
- e. All examination areas, examination sites, and examination rooms are subject to the approval of the Program Coordinator.
- f. The testing environment and physical facilities in each examination room will be conducive to the proper administration of a standardized, secure, teacher certification test.
- g. Each examination site shall have the following characteristics.
  - i. Examination sites/rooms shall have adequate space, furniture, lighting, heat, air conditioning, ventilation, restrooms, parking, access for handicapped and left-handed examinees, access to water, and other amenities needed for a successful administration. Examinees shall be seated no closer than four feet apart side to side and two feet apart front to back.

- ii. Examination rooms shall not contain any non-examination materials related to the content of the examination (e.g., charts, posters, textbooks).
- iii. No examination that is not part of an examination program conducted under the aegis of the Commission shall be administered on the same day, at the same time, and in the same room as the examination administered under this contract, unless approved in writing by the Program Coordinator.
- iv. No other event that might cause noise or crowds distracting to examinees, or that might significantly affect examinees access to the facilities (e.g., parking, restrooms), shall be scheduled to occur at the examination site during the time the contractor administers the examination.
- v. Examination sites shall have an area that can be used as a limited-access secure storage area for restricted examination materials at any time during which secure materials are at the site.

Prior to using any examination site, the contractor shall visit the examination site and examination room(s) to assess their appropriateness. For examination sites found to be appropriate, the contractor shall sign a contract with the school or institution in which the examination site will be established. The contract will, among other things, reserve space at the site on the scheduled examination administration date(s) and provide for custodial services. Examination sites that prove to be unsatisfactory (e.g., lack of cooperation of examination site personnel, or improper functioning of lights or heating) will not be used again unless the problem(s) is resolved. If (a) a contractor has been successfully using a examination site currently in use, (b) the contractor has visited the examination site and examination room(s) at least once since January 1, 2007, and (c) the examination site meets the criteria described above, then it will not be necessary for the contractor to revisit the site prior to using it as a site for the examination.

At the examination site, the test administration staff must have, at the minimum, immediate telephone access to knowledgeable contractor staff throughout the testing day.

Based on the specific needs of the examinees granted alternative testing arrangements, the contractor shall provide appropriate testing rooms, testing aids, and other special accommodations. The quality and quantity shall be such that the material provided is presented clearly and the examinee has the opportunity to respond clearly.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*What types of locations would you use as testing sites (e.g., high schools, colleges)?*

*What are your site specifications; that is, what criteria must sites satisfy in order to be eligible for use? How do you determine if the criteria are satisfied?*

*How many test areas would you establish for each examination program? Note any differences for specific components within an examination program, e.g., CSET subtests,*

*and where these would be accommodated. Would these test areas also vary by test dates?*

*How will you assure to the maximum extent possible that (a) a selected site is available (and remains available) on a specific test date; (b) the testing environments meet the requirements described in this RFP (e.g., the restrooms will be functioning at all testing rooms at the site); and (c) no other planned activity will occur at the site during the testing session that would distract examinees?*

### **E.3 Examination Equipment**

The contractor will supply the testing sites with all equipment needed to successfully administer the examinations. All equipment shall be in good working order and be accompanied by any instructions needed for their use. Chief test administrators shall be trained in the use of any unique equipment needed, such as electronic fingerprinting devices or video camera equipment.

### **E.4 Examination Site Personnel**

The contractor will be responsible for identifying, selecting, and training individuals as chief test administrators, assistant chief test administrators, and assistant test administrators. At each examination site on each administration date for the examinations, the contractor shall provide, at a minimum, the following personnel:

- a. One chief test administrator
- b. One assistant test administrator for each 20 examinees at the site
- c. Other test administration staff, including when needed, those with specialized training (e.g., camera operators), to assure a smooth and secure examination administration
- d. Sufficient custodial staff to maintain the required physical characteristics at the examination site (e.g., lighting, heat, restrooms).

In the selection of examination site personnel, the contractor shall make efforts to recruit members of various ethnic, cultural, gender, and age groups. All chief test administrators shall be familiar with testing issues and have experience administering standardized examinations to large groups.

To maintain the security of the examination, all test administration staff will sign a contract with the contractor indicating that, for three years following their last date of service as a test administrator, they will neither (a) become involved in the provision of examination-preparation training or development of test preparation material for the examination on behalf of any individual or organization that has a goal of making a financial profit, nor (b) take the examination. Determination of “a goal of making a financial profit” shall be at the Commission’s sole discretion. By signing the contract, they will further agree not to be involved in any activity that might divulge information not available to the public.

The contractor shall annually train chief test administrators for administering the examinations at a comprehensive training session in California before the first administration of the examination in that testing year. At the training sessions, both oral and written information necessary for the conduct of a secure and smooth administration will be provided. The chief test administrators shall train assistant chief test administrators, assistant test administrators, and other test administration staff using information and materials supplied by the contractor. No individual will serve as a test administrator before receiving the requisite training.

Following each administration, the chief test administrator will evaluate each test administration staff member at the chief test administrator's examination site using procedures developed by the contractor. Contractor staff shall be present to monitor selected examination sites at each examination administration to ensure that proper procedures are closely followed and to evaluate the chief test administrator. Contractor staff shall monitor each examination site and evaluate its chief test administrator at least once during the first year of the site's or chief test administrator's use, and at least once every two years thereafter. By the regular registration deadline for the first administration in each year, the contractor will provide the Program Coordinator with a schedule for the year indicating which sites will be monitored and when and by which of the contractor staff. If this schedule changes during the year, the contractor will promptly notify the Program Coordinator. At the request of the Program Coordinator, Commission staff may also observe examination administrations.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Describe efforts you would make to recruit as site administration staff qualified individuals of various ethnic, cultural, gender, and age groups.*

*Summarize the number and qualifications of test site administration staff available to you in California. Describe the criteria used for hiring and training test site administration staff for the examinations that require special equipment or knowledge.*

*Describe the initial and annual training you would provide to chief test administrators.*

## **E.5 Administration Dates**

The number of current examination administrations per testing year is indicated below by examination program. Regular administrations of the exams will be on Saturdays. The specific dates will be selected in consultation with and approved by the Program Coordinator.

*Number of CSET Administrations per Testing Year*

| CSET Area   | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|
| Multiple Subjects, English, Mathematics, Science (all), and Social Science  | 6       | 6       | 6       |
| Agriculture, Art, Business, French, Health Science, Home Economics, Industrial and Technology Education, Music, Physical Education, Spanish, and Preliminary Educational Technology | 4       | 4       | 4       |
| American Sign Language, German, Japanese, Korean, Mandarin, Punjabi, Russian, Vietnamese, and any new language examinations*  | 2       | 2       | 2       |

\* Any new language examination must be administered at least twice per year.

*Number of CBEST and RICA Administrations per Testing Year*

| Examination  | 2007-08 | 2008-09 | 2009-10 |
|--|---------|---------|---------|
| CBEST  | 6       | 6       | 6       |
| RICA Written Examination                                 | 6       | 6       | 6       |
| RICA Video Performance Assessment (submission deadlines) | 3       | 3       | 3       |

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.*

*Propose a general (i.e., months; specific dates not required but helpful) testing schedule for all three tests for the duration of the contract.*

**E.6 Alternative Testing Arrangements**

The contractor will

- a. provide alternative testing arrangements for both (a) registrants whose religious beliefs preclude them from taking a test on Saturday and (b) registrants who need accommodations due to a verified disability (either a permanent disability or a temporary impairment).
- b. submit for review and approval by the Program Coordinator a *Policy Manual for Alternative Testing Arrangements for Examinees with Special Needs*. The policy manual shall address such issues as eligibility requirements, registration procedures, available accommodations, approval/denial of requests, examinee appeal of decisions about accommodations, scoring, and communication of the policy to interested parties. Information about alternative testing arrangements shall be provided in the annual registration bulletins and on the website for the testing program.
- c. submit to the Program Coordinator a draft outline of the *Policy Manual for Alternative Testing Arrangements for Examinees with Special Needs* by **June 1, 2007**,

- a draft manual within one month of the Program Coordinator's approval of the outline; and a final manual within one month of the Program Coordinator's provision to the contractor of feedback on the draft.
- d. implement the policies contained in the final manual.

The policies for alternative testing arrangements shall be in accordance with The Americans With Disabilities Act of 1990 (PL 101-336) and with any federal or state law or regulation dealing with testing of examinees with disabilities that has been enacted since PL 101-336 or that becomes effective during the term of the contract.

Disabled registrants and individuals exempt from testing on Saturdays shall be able to take the examinations in convenient locations, and as often and for the same test fees as other examinees. When accommodations are necessary for an individual with a disability, exam modifications may include changes in testing time (e.g., a full-day test session), changes in the format of stimulus materials or examinee responses, and the provision of approved auxiliary aids or services. The accommodations provided by the contractor shall not fundamentally alter the measurement of the skills and knowledge that an examination is intended to assess, nor result in an undue burden to the contractor. Decisions about alternative testing arrangements shall be made on an individual basis, consistent with the *Policy Manual for Alternative Testing Arrangements for Examinees with Special Needs*, and based on appropriate verification of disability/religious restrictions and a request for specific accommodations.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Discuss, if any, aspects of the current policies and procedures for candidates seeking alternative testing arrangements (described in the current registration bulletins which can be found at websites identified in Appendix D: Current Examinations Reference Materials) that you would not implement, and provide a rationale for your decision. In addition, if you believe there are ways the policies and procedures could be improved (e.g., made more "user-friendly," made more legally sound), please describe what you would do and provide a rationale for the change.*

*In how many test areas will you provide an alternative test date for candidates who cannot test on Saturdays due to religious reasons? If not all test areas, (a) provide the rationale for not providing it at all test areas and (b) describe the criteria you would propose for selecting the test areas for this purpose.*

*Describe the range of alternative testing arrangements you would make available at every test site. Describe the types of alternative testing arrangements, if any, that would not be available at every test site. At how many test sites, across how many test areas, would these alternate arrangements be available? If not all arrangements would be available at every test site, (a) provide the rationale for not making all arrangements available at all test sites and (b) describe the criteria you would propose for selecting the test sites for this purpose.*

## **F. Item Data File**

The contractor shall develop and maintain an item data file for all multiple-choice and constructed-response items on all exams.

For each item, the file will contain information such as (but not limited to):

- a. the item text (and graphics),
- b. an indication of the objective the item measures,
- c. the date(s) and form number(s) on which the item has been used, and
- d. statistics about each item's performance.

For each multiple-choice item, statistics related to difficulty and discrimination will be included. For each constructed-response prompt, the file should contain appropriate information related to the use and quality of the item over time, including average scores and inter-rater reliability.

The contractor shall maintain the data file through each administration of the examinations until the conclusion of the contract. Upon request, the contractor shall provide the Program Coordinator any information contained in the item data file.

## **G. Scoring and Score Reporting**

Following each test administration, the contractor shall score examinee responses and report scores to examinees, colleges and universities, the Commission, and any other institution designated by the Commission or the law to receive scores. All phases of the scoring policies and procedures will be detailed in the *Scoring Policy Manual*.

The contractor shall submit the manual to the Program Coordinator for review and approval a draft outline of the manual no later than **June 15, 2007**; a draft manual within one month of the Program Coordinator's approval of the outline; and a final manual within one month of the Program Coordinator's provision to the contractor of feedback on the draft. The contractor shall implement the policies contained in the final manual.

### **G.1 Examination Scoring**

The contractor will score all multiple-choice items using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores. The Program Coordinator will provide answer keys for all multiple-choice questions to the contractor.

Upon the written request and payment of a fee by an examinee within at least three months of the score report mailing date for the examination administration at which the examination was taken, the contractor will hand score the examinee's multiple-choice answer sheet. The contractor will re-score the answer sheet(s) and inform the examinee in writing of the results within two weeks of receipt of the request. If an examinee's score is changed as a result of

the hand scoring, the examinee will receive a complete refund of the re-scoring fee and a corrected score report.

For examinations taken by California credential candidates, the contractor will have responses to the constructed-response items scored in California and shall score all comprehensible responses to all constructed-response items with the current scoring process, such as focused holistic scoring using an applicable rubric scale. Each constructed-response item will be scored independently by two scorers and by a third and possible fourth scorer in situations where there is inadequate agreement between the first two scorers. The Program Coordinator in consultation with the contractor will determine these situations. Less than adequate responses will be scored diagnostically to identify for examinees one or more areas of their responses in need of improvement. The contractor will work with the Program Coordinator to determine the appropriate level of specificity of diagnostic information to be provided. Scorers will score responses without access to examinees' names or other personal information. For responses using video recordings, the contractor will take steps to ensure that scorers do not rate materials submitted by someone they might know. Scoring will occur in California by California educators and others who meet the qualifications established by the Program Coordinator in consultation with the contractor. Because the initial scoring process for constructed-response items requires multiple scorers, the contractor is not required to offer re-scoring for the constructed-response items. The Program Coordinator shall provide to the contractor all scoring scales, marker responses, and other materials owned by the Commission necessary for scoring the constructed-response items.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issue.*

*How would you conduct the scoring for the non-essay constructed-response candidate answers?*

## **G.2 Qualifications of Scorers**

The contractor shall employ and train as scorers California educators and others who meet qualifications established by the Program Coordinator in consultation with the contractor. In the selection of scorers, the contractor shall make good faith efforts to recruit members of various ethnic, cultural, gender, and age groups.

To maintain the security of the examination, all scorers will sign a contract with the contractor indicating that, for three years following their last date of service as a scorer, they will neither (a) become involved in the provision of examination-preparation training or development of test preparation material for the examination on behalf of any individual or organization that has a goal of making a financial profit, nor (b) take the examination. Determination of "a goal of making a financial profit" shall be at the Commission's sole discretion. By signing the contract, the scorers will further agree not to be involved in any activity that might divulge information not available to the public.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*What qualifications for scorers would you use?*

*Describe efforts you would make to recruit as scorers qualified members of various ethnic, cultural, gender, and age groups.*

### **G.3 Training of Scorers**

Prior to the scoring of responses to constructed-response items from each test administration date, the contractor will provide scorers with intensive, comprehensive training on how to score the specific responses. The training will be designed to ensure that scorers apply the standards and score responses consistently. No scorer will begin to assign final scores to responses until the contractor has determined that the scorer is calibrated to the scoring scale. The contractor will implement quality control measures during scoring to ensure that scorers continue to apply the standards and score responses consistently, including periodic recalibration sessions and ongoing monitoring of scores and scorers.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Describe the training you would provide to scorers, both initially and periodically during a scoring session.*

*What criteria do you propose for determining that a scorer is calibrated to the score scale?*

*Describe your quality control measures during scoring to ensure that scorers continue to apply the standards and score consistently.*

### **G.4 Examination Data Analysis and Equating**

Before the examination forms are created for each administration and again after each administration, but before the creation of examinee score reports, the contractor will analyze the examination data. The contractor will perform a variety of statistical analyses, at both the item level and the examination form level, that serve to summarize the performance of the examination and uncover any potential problems in specific items, examination forms, and in the examination as a whole. Appropriate analyses will be performed for all items. The specific analyses to be performed shall be determined by the Program Coordinator in consultation with the contractor. This includes, but is not limited to, the flagging of items or examination forms that the data suggest are not performing properly. The contractor will provide the results of the data analysis and equating to the Program Coordinator before the examination forms are created so decisions about examination items and the examination form will be reflected in the examination form used at that administration. The results of each administration will also be provided to the

Program Coordinator so decisions about examination items and the examination form will be reflected in the examinee scores.

### **G.5 Score Reporting to Examinees**

Following scoring, the contractor shall report scores to examinees, the Program Coordinator, Commission-accredited programs that examinees have requested receive their scores, and others deemed appropriate by the Program Coordinator. The score report, as determined by the Program Coordinator, shall include no less information than the score report form currently used, including the following:

- a. critical identifying information about the examinee.
- b. the name of the examination taken.
- c. the administration date for which scores are being reported.
- d. the examinee's passing status, either "Not Pass" or "Pass," for the administration date for which scores are being reported.
- e. for examinees receiving a "Not Pass," the examinee's score for the current and prior administrations, including the prior administration dates, and a Consecutive Retake Coupon, if needed, based on the mailing date.
- f. for examinees receiving a "Pass," a Passing Status Verification Slip, but not the examinee's score.
- g. all of the current information provided about the examinee's performance for the administration date for which scores are being reported. This includes diagnostic information in some instances.
- h. information about how long examination scores remain valid.
- i. a description of how to read and interpret examination results.

Examinee score reports will be printed on stock that has been preprinted with colored ink and will be resistant to tampering and fraudulent use. The contractor will provide for review and approval by the Program Coordinator draft specifications and sample formats for examinee score reports.

After the applicable administration date or submission deadline, the contractor will send all examinees their score reports within a time approved by the Program Coordinator, but no later than the current score reporting time (see Appendix D: Current Examinations Reference Materials for specific information). The Commission acknowledges that there may be a few individuals whose examination may require special processing, and for whom scores may not be reported within the specified time limit, but expects the number of such individual instances to be kept to a minimum.

Upon the written request of and payment of a fee by an examinee, the contractor shall provide the examinee with additional score reports for a period of time determined by the Program Coordinator.

## **G.6 Score Reporting to Recipients**

When registering, examinees can request that their scores also be sent to score recipients at no additional cost to the examinees. Within one week following the mailing of individual score reports, the contractor will send score information to the recipients identified by the examinees. The report will include information about each examinee and summary information about all examinees for that recipient and statewide. The report will be provided in hard copy and/or electronically via a secure website, depending on the wishes of the recipient. The Program Coordinator will provide to the contractor a list of approved score recipients. The current recipients are noted in the registration bulletins (website locations identified in Appendix D: Current Examinations Reference Materials).

## **G.7 Score Reporting to the Commission**

For each test administration, the contractor will provide to the Program Coordinator or his/her designee, within one week following the mailing of individual score reports, a web-based, electronically transmitted data file containing results for examinees tested at both regular and alternative administrations since the last reported regular administration. The data file will be accompanied by a data dictionary. The data file will conform to the record layout specified by the Program Coordinator or his designee, and all data files shall be formatted to be compatible with the Commission's credential database. The contractor should send to the Program Coordinator or his designee an e-mail message indicating the availability of the data file, how to retrieve the file, and the timeframe for downloading the file.

Changes to the data dictionary or data file layout will not be made without written approval of the Program Coordinator or his/her designee. In the electronic transmission, the contractor will include a list of examinees (if any) whose data should be in the data file but are not, due to a problem. For each of these examinees, the contractor will describe the nature of the problem and provide an estimate of when the problem will be resolved. As soon as a problem related to an examinee's score is resolved, the contractor will submit a paper report of the examinee's data to the Program Coordinator or his designee. The data for examinees whose scores were left off of the data file due to a problem will be included in the data file for the next administration.

## **H. Retention, Storage, and Destruction of Examination Materials and Data**

The contractor in consultation with the Program Coordinator shall develop a *Policy Manual for the Retention, Storage, and Destruction of Examination Materials and Data* which will address such areas as:

- a. how long materials and data must be retained,
- b. acceptable storage security, and
- c. procedures for the destruction of materials and data.

The contractor shall retain all examination materials and data until such policy is approved.

The contractor shall submit to the Program Coordinator a draft outline of the *Policy Manual for the Retention, Storage, and Destruction of Examination Materials and Data* for review by **July 31, 2007**, a draft policy within one month of the Program Coordinator's approval of the outline, and a final policy within one month of receiving the Program Coordinator's edits on the draft manual. The contractor will implement the approved policy.

## **I. Reports**

The contractor will develop the following written reports described below in addition to those mentioned elsewhere in this RFP. The exact format and content of each report will be determined by the Program Coordinator in consultation with the contractor. The Commission, based on examination program requirements, legislative mandates, the teacher examination consolidation study, or other reasons, may require additional reports. For each report, unless exempt by the Program Coordinator, the contractor must provide an electronic version according to specifications provided by the Program Coordinator, a single, camera-ready hard copy, and two printed and bound copies.

### **I.1 Annual Administration Plan and Schedule**

Prior to the first administration of each testing year, the contractor will provide to the Program Coordinator an *Annual Administration Plan and Schedule*. The content will include, but not be limited to, the following information:

- a. a timeline for the major activities planned for scoring various types of items.
- b. a timeline for the production and release of examinee score reports.
- c. a timeline for the production and release of score information to the Commission.
- d. a timeline for the production and release of score information to score recipients.

### **I.2 Examination Administration Issue Report**

Within the week following each administration date or submission deadline, the contractor will provide to the Program Coordinator an *Examination Administration Issues Report*. The report will include, but not be limited to:

- a. any administration problems or irregularities and any remedies provided or to be provided to examinees due to these problems.
- b. any potential security problems.
- c. information regarding alternative testing arrangements.
- d. examination sites at which contractor representatives other than the examination administration staff were present.

### **I.3 Administration Technical Report**

Within 30 business days of each administration date or submission deadline, the contractor shall provide to the Program Coordinator an *Administration Technical Report* summarizing all major characteristics of the administration including, but not limited to:

- a. number of examinees
- b. mean scores
- c. standard deviations
- d. passing rates
- e. reliabilities.

### **I.4 Annual Summary Report**

The contractor will produce a yearly *Annual Summary Report* based on the testing year that provide data about examinees (numbers and characteristics) and passing rates (for both first-time examinees and repeaters, including, but not limited to, cumulative passing rates). The report will include data for each administration date and submission deadline in the year, summary data for the year, and cumulative data from a date determined by the Program Coordinator. The contractor will submit to the Program Coordinator (a) a draft outline of the report, including, but not limited to, a description of data tables, (b) a draft report, and (c) the final report no later than October 31, or by a date determined by the Program Coordinator. The contractor will allow the Program Coordinator a minimum of two weeks to review the draft outline and to review the draft report. The Program Coordinator's approval is required before the report is finalized.

### **I.5 Institutional Summary Report**

Each year, by a date determined by the Program Coordinator, the contractor will develop and send to each Commission-accredited program in the credentialing area of the examination program a report containing aggregated demographic, preparation, and performance (e.g., passing rate, performance indices, and diagnostic categories) data, and other data required by the Program Coordinator. The contractor will also develop and provide to each institution an interpretive guide for the institutional summary reports.

### **I.6 Projection Reports**

When requested by the Program Coordinator, the contractor will provide a report to the Program Coordinator that provides an estimate of the Commission revenues related to the administration of the examinations for the current fiscal year and for the subsequent fiscal year. The report shall also contain the data and assumptions used to derive the estimates, including estimated volumes of examinees and tests administered.

### **I.7 Title II Report**

The contractor, in consultation with the Commission's Title II Coordinator, shall develop and maintain a web-based data system to collect and report pass rates for program

completers at each California teacher preparation program for inclusion in the federally-mandated reports pursuant to Section 207, Higher Education Act of 1998 (Title II). Each year, institutions shall provide lists of individuals who have completed their teacher preparation programs during the previous school year (i.e., “program completers”) electronically to the contractor at a time designated by the Title II Coordinator, historically in November. The contractor shall match these lists of program completers to the examinee files and provide a log of program completers and summary passing rates back to each institution at a time designated by the Title II Coordinator, historically by early February. This pass rate information will be verified by each institution, finalized by the contractor at a time designated by the Title II Coordinator, historically in mid-March, and submitted to the Commission and institutions at a time designated by the Title II Coordinator, historically in early April. The contractor shall maintain these cohort data so that in subsequent years, updated passing rates for each cohort of program completers can be provided. Third-year cohort update is historically done in February.

The contractor shall annually be responsible for all of the following:

- a. the development and maintenance of a secure web-based data collection system for Title II reporting,
- b. the development and distribution of the *Title II Data Collection Instruction Manual*,
- c. the electronic transmission of examination participation logs and passing rate data to the teacher preparation programs and the Commission, and
- d. the negotiation of any discrepancies with teacher preparation programs regarding the program completers or passing rates.

The contractor will submit to the Title II Coordinator a draft outline of the *Title II Data Collection Instruction Manual* for review no later than July 1<sup>st</sup> annually, a draft manual within one month of the Title II Coordinator’s approval of the outline, and a final manual within one month of receiving the Title II Coordinator’s edits on the draft manual. The contractor shall implement the policies contained in the final manual.

The Title II Coordinator will provide the existing documentation and cohort data from the current Title II reporting system to the contractor for use in establishing the data collection and reporting system.

The contractor will also need to perform the same services annually for program completers who were reported three years prior to the specific year’s report, using current information for these previously reported program completers. Bidders should review the *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2003-2004 as Required by Title II of the 1998 Reauthorization of the Higher Education Act* to see the type of information the contractor will be required to produce. This report may be viewed at <<http://www.ctc.ca.gov/commission/agendas/2005-08/2005-08-6D.pdf>>.

### **Due Dates for Examination Reports**

The following table charts the due dates for the majority of reports, manuals, and plans required under this Request for Proposals. Most of these may include information about all three examinations (CBEST, CSET, and RICA), as long as the unique aspect of each program, as it relates to the topic of the report, is discussed. *The Examination Administration Issue Report* and *the Administration Technical Report* should be examination-specific.

|     | <b><i>Report</i></b>   | <b><i>Due Date</i></b>   |
|-----|--|--|
| 1.  | <i>Security Procedures Manual</i>  | draft outline to the Commission for review no later than June 1, 2007      |
| 2.  | <i>Test Administration Plan</i>  | draft outline to the Commission for review no later than May 1, 2007       |
| 3.  | <i>Policy Manual for Alternative Testing Arrangements for Examinees with Special Needs</i>         | draft outline to the Commission for review no later than June 1, 2007      |
| 4.  | <i>Scoring Policy Manual</i>   | draft outline to the Commission for review no later than June 15, 2007     |
| 5.  | <i>Policy Manual for the Retention, Storage, and Destruction of Examination Materials and Data</i> | draft outline to the Commission for review no later than July 31, 2007     |
| 6.  | <i>Title II Data Collection Instruction Manual</i>   | draft outline to the Commission for review no later than July 1, annually  |
| 7.  | <i>Annual Administration Plan and Schedule</i>   | prior to the first administration of each testing year                     |
| 8.  | <i>Examination Administration Issue Report</i>   | within the week following each administration date or submission deadline  |
| 9.  | <i>Administration Technical Report</i>   | within 30 business days of each administration date or submission deadline |
| 10. | <i>Annual Summary Report</i>   | annually, no later than October 31   |
| 11. | <i>Institutional Summary Report</i>  | annually   |
| 12. | <i>Title II Report</i>   | ongoing each year  |
| 13. | <i>Projection Reports</i>  | at the request of the Commission   |

#### **I.8 Annual CD-ROM of all reports**

For each testing year of the contract and for each examination program, the contractor will provide a CD-ROM that contains a copy of the reports. The CD-ROM also will include an electronic document listing all of the contents, with the corresponding CD-ROM file name, if different, and date of the material. The Program Coordinator will determine the exact content. The CD-ROM is due by October 31 of the following testing year. The CD-ROM

shall be such that information on the CD-ROM may not be changed or deleted but may be copied electronically on to another electronic document and then manipulated.

## **J. Administrations in Other States for California Examinees**

The CBEST and CSET, but not the RICA Written Examination, are currently administered in other states for examinees who wish to use the examination results for California certification.

The contractor will administer examinations, as designated by the Program Coordinator, in other states. The scope of work described in this RFP, such as security and scoring, applies to all administrations offered in other states unless otherwise noted below.

The contractor will administer examinations in other states no less than the number of time per year and in the number of test areas as currently. The Program Coordinator in consultation with the contractor will determine any changes to this schedule, based on need. All examinees who register for an area must be allowed to test in that area (i.e., the area cannot “close” due to high volume). However, the contractor may establish a 25-examinee minimum (across all tests offered, not per test) for a test area to remain open for an administration.

All test and service fees associated with test administrations in other states must be the same as for test administrations in California, with no extra surcharge. The contractor may, however, choose to not provide emergency registration for administrations outside of California.

The contractor should establish policies and procedures for test administrations in other states that minimize security risks.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Indicate how often you would administer each exam outside of California. How would the schedule for these administrations fit in with the schedule for California administrations? Indicate the number of the testing areas where the exams would be administered.*

*Would you establish a minimum number of examinees (across all tests offered, not per test) for a test area to remain open for an administration? If so, what would the minimum be?*

*Would you provide emergency registration for administrations outside of California?*

*What policies and procedures would you implement for test administrations in other states to minimize security risks? Specifically address the security problems involved with administering the tests in different time zones.*

*Would you offer special examination administrations for candidates in the military services? If so, explain this procedure and address any security issues.*

## **K. Administrations in Other States for Other States**

The State of Oregon is currently using the Commission's CBEST examination to satisfy its basic skills competence requirement for certification. The winning bidder of this contract will continue to administer the CBEST in Oregon during the life of this contract or until Oregon no longer wishes to accept the CBEST, whichever comes first. The State of Oregon will determine test administration areas, and the available test areas will be no less than those currently offered unless approved by Oregon. Oregon will also determine the number of test dates as long as the actual test dates used are the same as those in California. The CBEST Registration Bulletin will contain appropriate Oregon certification information approved by the State of Oregon, and the contractor will send the same type of information to Oregon institutions, determined by the State of Oregon, as sent to California institutions. All other aspects of the scope of work and financial arrangements will remain the same for the CBEST administrations in Oregon as it is for the administrations in California, including test administration work, registration and service fees, and the contractor's responsibility to submit the Program Management Fee portion of the registration fee to the Commission. The Program Coordinator must review and approve any changes to the work requested by either Oregon or the contractor prior to implementation.

The Commission may enter into agreements with other states that wish to use Commission-owned examinations in their entirety, subtests, items or other examination related material owned by the Commission. For security reasons, the testing agency contracted to administer the examinations in California would also administer the examinations in the other states. The Commission will review each request on a case-by-case basis and make the determination in consultation with the contractor. Currently, a consortium of states has shown an interest in using the CSET: ASL examination.

*When responding to the RFP, in addition to identifying how you would implement the requirements identified above, address the following issues.*

*Include an acknowledgment that you will offer the CBEST for the State of Oregon and describe how you would do any work differently than what you plan to do for California.*

*In light of the potential administration of the CSET: ASL in other states, describe any factors that might affect how you would administer this examination outside of California.*

## **SECTION II: CORPORATE CAPABILITY**

The contractor should have significant experience and competence in the large-scale administration of teacher certification examinations as well as sufficient corporate resources for the products and services to be provided. Bidders should document their capability in these areas as described below.

## **A. Corporate Experience and Resources**

- 1) Describe your corporate experience in the administration of teacher certification examinations. Emphasize experience in the administration and scoring of teacher certification tests, including non-essay constructed-response answers similar to those found in these examination programs. Provide a brief summary of each relevant project that includes:
  - a description of the scope of work of the project;
  - the name and the *current* position, address, and telephone number of the contract agency's project manager or other key project monitor who can provide specific and objective information about the bidder's performance and work products; and
  - where applicable, the names of any members of the bidder's proposed management team and project staff who were or are involved in the project, and a description of their roles and responsibilities in the project.
- 2) Describe your corporate facilities, equipment, and other resources that are available and useful in the work to be performed that are located (a) in California and (b) outside of California. Specify the test administration activities that will occur at your California facilities and the test administration activities that will occur at your out-of-state facilities.
- 3) If you propose any subcontractors, provide similar information about each subcontractor. For each subcontractor, include a letter of commitment to the project from an appropriate officer of the subcontractor.

All apparent successful Bidders for the Principal Contract or for Supplemental Contracts are required to submit the following to the Commission prior to contract execution:

### **A. Business Recovery Plan**

The Business Recovery Plan is subject to Commission approval, and must include, but not be limited to, a detailed description of the following:

- a. A strategy for managing disaster situations;
- b. Distinct management and staff assignment responsibilities immediately following a disaster and continuing through the period of re-establishing normal operations;
- c. Prioritizing of critical applications and business functions recovery; and
- d. A method for documenting operational procedures in a systematic fashion to permit a timely and orderly recovery.

The following websites are provided for reference on business recovery plans: [www.drj.com](http://www.drj.com), [www.fema.gov/library](http://www.fema.gov/library), and [www.contingencyplanning.com](http://www.contingencyplanning.com).

### **B. Insurance**

Contractor must acquire and maintain the insurances and loss prevention requirements that were applicable to that RFP. The required policies must remain in force throughout the term of the contract and any extensions, and copies of the

policies must be provided to the Commission upon request. Certificates of insurance for each required policy must be provided to the Commission within thirty (30) calendar days after execution of the contract. The insurance must be issued by companies rated A-minus or better by the AM Best Company, or meet the approval of the Commission. Each policy must contain a provision whereby it cannot be canceled except by giving thirty (30) days written notice to insured and certificate holders. If Contractor's carrier cancels any policy, the Contractor must immediately obtain a replacement policy prior to expiration of the thirty (30) day notice period. Failure to provide and maintain any insurance or security may result in the termination of the contract.

### **Workers' Compensation**

Contractor must maintain Workers' Compensation insurance for all of its employees who will be engaged in the performance of the contract pursuant to the requirements of California Labor Code section 3700.

### **Commercial General Liability or Public Liability Insurance**

Contractor must maintain commercial General Liability insurance with limits of at least one million dollars (\$1,000,000) for any one person and one million dollars (\$1,000,000) for any one occurrence for death or bodily injury, and one million dollars (\$1,000,000) for any one occurrence for property damage. The policy must also include coverage for liabilities arising out of premises, operations, independent Contractors, products, advertising injury, and with a two million dollar (\$2,000,000) aggregate, personal and liability assumed under an insured contract. The policy must identify the Commission contract number and include the Commission as loss payee, insofar as the operations under the contract are concerned. The Commission, Commission members and Commission employees must be added as additional named insured.

## **SECTION III: Management and Staffing Plan**

The contractor must:

- 1) present a plan for managing and staffing all project work that includes work to be performed by the bidder as well as work that would be performed by each subcontractor. The management and staffing plan is to include:
  - a list of the key project personnel by name and position and their areas of responsibility;
  - the percent of full-time equivalency for each key project person for each contract year;
  - verification of the qualifications of each project staff person via résumés (to be included as an appendix) *and* brief narratives linking expertise and prior experience to corresponding project tasks;

- an organization chart for the project showing the relationships and lines of authority among the bidder and proposed subcontractors and among project management and staff;
- identification of the locations at which key project personnel would work; and
- the criteria for replacing or reassigning any staff and how and when the Commission would be notified about any change in staff.

2) Describe for the project director and other personnel responsible for key components of the project the extent (minimum requirement of two years) and appropriateness of recent experience in a comparable capacity with a testing program similar in nature and scope to the present testing program.

## **SECTION IV: COST DETAIL AND FINANCIAL ARRANGEMENTS**

The Commission's goal is to enter into a contract through which the contractor provides high quality test administration services and products at the lowest possible cost to the candidate. Therefore, contract costs are a significant factor in the evaluation of proposals.

As noted in the State Contracting Manual, this contract is valid and enforceable only if sufficient funds are made available by the Budget Act of the appropriate fiscal year for the purposes of this program. In addition, this contract is subject to any additional restriction, limitations, or conditions enacted by the federal government or the California Legislature, which may affect the provisions, terms, or funding of this contract in any manner.

Unless specified, references to registration fees will include the registration fees for CBEST, CSET, RICA Written Examination, and RICA Video Performance Assessment, plus the submission fee for the RICA Video Performance Assessment.

Responders to the RFP should strive for consistency across examination programs, to the extent applicable and possible, regarding procedures and services.

In your responses to this section of the RFP, explain how you would implement the requirements identified below.

### **A. Examinee Fees**

This section discusses the types of examinee fees that the contractor may charge candidates and the procedures for publicizing, collecting, and dispersing those fees.

#### **A.1 Examination Registration Fees**

The contractor shall collect an examination registration fee from candidates. The registration fee collected will consist of the contractor's portion of the fee and a Program Management Fee set by the Commission to cover the Commission's operating expenses related to the examination program. The Commission will review and may adjust the Program Management Fee annually.

**However, the contractor’s portion of the registration fee shall not be increased during the life of the contract.** The contractor’s portion of the registration fee shall be a flat fee that is not based on any sliding system, such as a sliding scale involving different volume ranges of registrants.

By state regulation, the total CBEST registration fee can be no more than \$41. This amount includes both the contractor’s portion of the fee and the Commission’s Program Management Fee.

The total CSET registration fee will be the same regardless of the number of subtests, with the exception of the Foundational Mathematics and all of the sciences (specialized) subject areas. As an example, the total registration fee for the four English subtests will be the same as the total for the three Social Science subtests. The Foundational Mathematics and science (specialized) subject areas each use two subtests from established subject areas that require three subtests.

The RICA Video Performance Assessment involves two fees, the registration fee and the submission fee. The purpose of the registration fee is to cover the contractor’s cost of registering candidates for the assessment. This fee is due upon registration. The submission fee is due upon submission of a complete set of three Video Packets to the contractor for scoring. The submission fee includes both the contractor’s portion of the fee and the Commission’s Program Management Fee. When an examinee receives a “Requirements Not Met” rating on a single Video Packet and a score of nine or above on the remaining two Video Packets, the examinee may re-register and then re-submit a replacement Video packet. The re-registration fee will be one-third of the registration fee and is due upon re-registration. The re-registration fee covers the contractor’s cost of re-registering the examinee and sending the examinee needed submission information and does not contain a Commission Program Management Fee. The re-submission fee will be one-third of the submission fee and is due upon submission for scoring of the replacement Video Packet. The re-submission fee covers the contractor’s cost of scoring the exam and does not contain a Commission Program Management Fee.

The following table lists the 2005-06 registration fees, including the current contractor’s fees and the Commission’s Program Management Fees. Please note that the contractor’s fees shown in the table for the CSET were based on both the development and administration of the CSET program. This RFP involves only examinations administration, and no examinations development activity.

**2005-06 Registration Fees**

| <b>Examination</b>                                    | <b>Contractor’s Fee</b> | <b>CCTC’s Program Management Fee</b> | <b>Total Fee</b> |
|---|-------------------------|--------------------------------------|------------------|
| CBEST   | \$34.16                 | \$6.84                               | \$41             |
| CSET per subject                                      | \$180                   | \$42                                 | \$222            |
| CSET: Foundational Mathematics                        | \$120                   | \$28                                 | \$148            |
| CSET: any of the sciences (specialized) subject areas | \$120                   | \$28                                 | \$148            |
| RICA Written Examination                              | \$98                    | \$42                                 | \$140            |

|   |       |      |       |
|---|-------|------|-------|
| RICA Video Performance Assessment registration fee    | \$65  | \$0  | \$65  |
| RICA Video Performance Assessment submission fee      | \$130 | \$37 | \$167 |
| RICA Video Performance Assessment re-registration fee | \$21  | \$0  | \$21  |
| RICA Video Performance Assessment re-submission fee   | \$56  | \$0  | \$56  |

## **A.2 Setting, Publicizing, and Changing Fees**

All examinee fees shall be set by the Commission and published in the annual registration bulletins. Any changes made by the Commission to the Program Management Fee shall be made no later than April 15 prior to each testing year in which the new fees will become effective, and shall become effective with the first test administration in the following testing year. If a different fee is set or the current fee is changed after April 15, the Commission shall bear the costs of notifying the candidates, institutions of higher education, and others of the new fee if there is insufficient time to include it in the next testing-year registration bulletin.

## **A.3 Absentees**

Examination registrants are considered “absentees” if they do not appear for the examination administration. For these absentees, the contractor will retain ninety percent (90%) of the contractor’s portion of the registration fee and submit the remaining ten percent (10%) to the Commission along with the Program Management Fee, following the same procedures used for submitting the Program Management Fee.

## **A.4 Withdrawals, Refunds, and Credits**

CBEST, CSET, and RICA Written Examination registrants who formally withdraw their registration by a specified deadline will receive a full refund from the contractor. After that deadline, withdrawals are normally not given any refund or credit. There is no refund or credit given for the RICA Video Performance Assessment registration or submission fee.

When the score report mailing date for the examination administration is close to or after the regular registration deadline, candidates who do not pass the exam will be given a Consecutive Retake Coupon by the contractor that waives the late registration fee for the next administration date. Currently, for the CBEST and RICA Written Examination, a Consecutive Retake Coupon is given when there are seven or fewer days before the next regular registration deadline and, for the CBEST, five or fewer days.

## **A.5 Payment Methods**

The contractor will accept no less than the following methods for payment of examinee fees. Payment of examinee fees may be made by money order, cashier’s check, personal check, credit card (at least MasterCard and VISA), debit card, and check card (based on registration method)

prior to the late registration deadline. During emergency registration, payment may be made by credit card (at least MasterCard and VISA), debit card, and check card.

### **A.6 Service Fees**

The contractor may establish service fees for exam-related services provided to examinees (e.g., late registration fee, emergency registration fee, fee for additional and replacement score reports). Each service fee should be just sufficient to cover the contractor’s cost of providing the service, and the fee collected from candidates will be full payment for the service. The service fees shall not be increased during the life of the contract.

The following table lists the current 2005-06 service fees:

**2005-06 Service Fees**

| Service  | CBEST  | CSET   | RICA   |
|--|--------|--------|--------|
| Change of registration (test date and test area)   | no fee | no fee | no fee |
| Late registration fee (in addition to the registration fee) <sup>2</sup>   | \$20   | \$25   | \$30   |
| Emergency registration fee (in addition to the registration fee) <sup>3</sup>                                    | \$40   | \$50   | \$70   |
| Score verification (re-scoring of all multiple-choice responses, only; taken on the same test date) <sup>4</sup> | \$20   | \$25   | \$35   |
| Charge for processing a disputed credit card charge or a personal check returned by a bank                       | \$20   | \$20   | \$20   |
| Additional score reports (each)  | \$15   | \$15   | \$20   |
| File correction fee <sup>5</sup>   | \$15   | \$15   | \$20   |
| Express delivery fee (Video Performance Assessment only) <sup>6</sup>  | -      | -      | \$20   |

### **B: Compensation to the Contractor**

This RFP is for a Revenue Contract in which the contractor receives compensation for services provided through the collection of examinee fees and submits the Commission’s Program Management Fee to the Commission as revenue to the Commission. The contractor’s portion of examinee fees will be full payment to the contractor for all contracted work, including but not

<sup>2</sup> When the score report mailing date for the examination administration is after the regular registration deadline, candidates who do not pass the exam are given a Consecutive Retake Coupon that waives the late registration fee for the next administration date. Additionally, there is no late registration fee for the RICA Video Performance Assessment.

<sup>3</sup> There is no emergency registration fee for the RICA Video Performance Assessment.

<sup>4</sup> The entire score verification fee is refunded if an error was made by the contractor in the score report originally mailed to the examinee.

<sup>5</sup> Candidates may request free corrections to their files, such as correcting the spelling of names, correcting a social security number, etc., at the administration of the exam. After that, it is requested as an Additional Score Report, and for that fee, their file is corrected and they are sent an additional score report. Additionally, the candidate will not be charged a file correction fee if the file error is found to be committed by the contractor.

<sup>6</sup> For this fee, the contractor will mail the RICA Video Performance Assessment materials to a registrant via overnight mail within two business days of the contractor’s receipt of completed registration materials.

limited to test administration, travel, per diem, and taxes. The contractor is expected to assume all costs for the examination administration work and will receive no additional compensation from the Commission for the services required in this RFP. At least thirty percent of the points available when scoring the bidders' proposals will be based on the bidder's proposed examinee fee amounts. Bidders should keep this in mind when establishing their fees.

### **C. Financial Accounting and Submission of Fees to the Commission**

The contractor shall maintain detailed, complete, accurate, and up-to-date accounts of information related to the administration of the examinations, such as examinee fees received, numbers of examinees, refunds processed, and other information required by the *Administration Accounting Report* described below. All such information shall be made available upon request to the Program Coordinator. Financial accounts will be subject to audit.

Within twenty-five (25) business days of each examination administration date and within twenty-five (25) business days of each RICA Video Performance Assessment submission deadline, the Program Coordinator or designee must receive from the contractor a detailed accounting report for the test administration and submission. At the same time, the Commission must receive from the contractor payment of the total amount of the Commission's Program Management Fee portion of the examinee fees collected and the Commission's portion of each absentee fee that was collected, minus any of the Commission's portions that were refunded. For each calendar day that payment to the Commission is late, the contractor shall pay interest on the amount due at the rate of 0.07 percent.

The *Administration Accounting Report* shall meet content and format requirements specified by the Program Coordinator following the Program Coordinator's or designee's review of a sample accounting report submitted by the contractor. The accounting report shall contain at a minimum information on the number of registrations, withdrawals, and absentees, the amount of examinee fees collected, and the amount submitted to the Commission as the Commission's revenue, and any information necessary to support the calculation of the amounts collected and submitted.

### **D. Cost Information**

The contractor must be prepared to provide upon request by the Program Coordinator, information pertaining the contractor's costs for providing the services required in this RFP. This cost information must be able to support the total cost for the examination administration work for each examination program. If overhead and/or indirect costs are included, the contractor must be prepared to justify these costs and indicate how these are applied. Cost information may include costs for the following tasks:

- security
- program communications
- production of program materials
- examination registration and registration bulletins
- examination administration

- item data file
- scoring and score reporting
- retention, storage, and destruction of examination materials and data
- reports
- the total cost for one testing year.

If other costs are included, the contractor must be prepared to itemize these costs upon request by the Program Coordinator.

Draft

Draft

**Part 3**  
**Proposal Evaluation Criteria**

Proposal Sponsor: \_\_\_\_\_

**Evaluation Criteria Part I: Compliance with Proposal Eligibility Requirements**

The Professional Services Division of the Commission will determine whether or not each of the following criteria is met by checking "yes" or "no" in the appropriate space. Proposals lacking one or more of the following requirements will be deemed ineligible and will not be evaluated further.

Yes  No  Proposal was received at or before 10:00 a.m. Pacific Time on XXX date, 2006, at the offices of the California Commission on Teacher Credentialing.

Yes  No  Ten numbered copies and a CD of the proposal were received.

Yes  No  The cover page of the proposal clearly identifies the bidder, and one or more signatures indicate that the proposal is an authorized request for a contract with the Commission.

The proposal has the following required elements as described in Part 1 of the RFP:

Yes  No  Cover Page

Yes  No  Table of Contents

Yes  No  Introduction

Yes  No  Responses to criteria in Part 2, Section IA: Security

Yes  No  Responses to criteria in Part 2, Section IB: Program Communications

Yes  No  Responses to criteria in Part 2, Section IC: Production of Program Materials

Yes  No  Responses to criteria in Part 2, Section ID: Examination Registration and Bulletins

Yes  No  Responses to criteria in Part 2, Section IE: Examinations Administration

- Yes  No  Responses to criteria in Part 2, Section IF: Item Data File
- Yes  No  Responses to criteria in Part 2, Section IG: Scoring and Score Reporting
- Yes  No  Responses to criteria in Part 2, Section IH: Retention, Storage and Destruction of Materials/Data
- Yes  No  Responses to criteria in Part 2, Section II: Reports
- Yes  No  Responses to criteria in Part 2, Section IJ: Administration in Other States for CA Candidates
- Yes  No  Responses to criteria in Part 2, Section IK: Administrations in Other States for Other States
- Yes  No  Responses to criteria in Part 2, Section II: Management and Staffing Plan
- Yes  No  Responses to criteria in Part 2, Section III: Cost Detail and Financial Arrangements
- Yes  No  Responses to the required Technical Information
- a. Identification of the legal corporate status of the bidder.
  - b. The names, addresses, and telephone numbers of individuals who are authorized to discuss the terms of the contract.
  - c. Disabled Veteran Business Enterprise (DVBE) Participation Goals (See Appendix G)
  - d. A completed Payee Data Record Form (STD 204) (See Appendix G)
  - e. A completed Nondiscrimination Compliance Statement (STD 19) (See Appendix G)
  - f. A completed Drug-Free Workplace Certification (STD 21) (See Appendix G)

**Evaluation Criteria Part II: Compliance with Proposal Program Requirements**

|       | <b>Criterion</b>  | <b>Max. Score</b> |
|-------|---|-------------------|
| (I)   | <p><u>Test Administration Processes.</u> The proposal provides sound, feasible, and complete plans for the administration of the examinations as described in Part 2 of this RFP. Sufficient detail is provided to know what the bidder will do and how the bidder will do it. The proposal presents clear evidence that the bidder will provide high quality test administration products and services.</p> <ul style="list-style-type: none"> <li>• A. Security ..... 10</li> <li>• B. Program Communications ..... 5</li> <li>• C. Production of Program Materials ..... 5</li> <li>• D. Examination Registration and Bulletins ..... 10</li> <li>• E. Examinations Administration ..... 10</li> <li>• F. Item Data File ..... 5</li> <li>• G. Scoring and Score Reporting ..... 10</li> <li>• H. Retention, Storage, Destruction of Materials/Data ..... 5</li> <li>• I. Reports ..... 5</li> <li>• J. Administration in Other States for CA Candidates ..... 5</li> <li>• K. Administration in Other States for Other States ..... 5</li> <li>• L. Information Submitted on CDs ..... 5</li> </ul> | 80                |
| (II)  | <p><u>Corporate Capability.</u> The proposal demonstrates that the bidder has sufficient and appropriate experience and resources to provide the required products and services with high quality. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they, too, have the experience, resources, and expertise to provide the products and services for which they would be responsible.</p> <ul style="list-style-type: none"> <li>• Corporate experience ..... 10</li> <li>• Corporate resources ..... 10</li> </ul>   | 20                |
| (III) | <p><u>Management and Staffing Plan.</u> The proposal includes a sound, feasible plan to organize managers and staff members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities.</p> <ul style="list-style-type: none"> <li>• Sound, feasible organizational plan ..... 10</li> <li>• Qualifications and experience of key staff ..... 10</li> </ul>   | 20                |

|      | <b>Criterion</b>  | <b>Max. Score</b> |
|------|---|-------------------|
| (IV) | <p><u>Cost Detail and Financial Arrangements.</u> The proposed test and service fees are reasonable in relation to the products and services to be provided and competitive in relation to the fees proposed by other bidders. Fiscal processes are sound and comprehensive.</p> <ul style="list-style-type: none"> <li>• Fiscal Procedures ..... 20</li> <li>• Candidate Fees ..... 20</li> <li>• Service Fees ..... 15</li> </ul> | 55                |
| (V)  | <p><u>Overall Presentation.</u> The proposal is clearly written, concise, and well-organized. Ideas are presented logically and all requested information is presented skillfully.</p>  | 10                |
|      | <b>Maximum Possible Score</b>   | 185               |

## **Part 4**

### **The Proposal Review Process and Selection of a Contractor**

Each proposal will be evaluated to determine its responsiveness to the needs of the Commission as described in this RFP. The Commission reserves the right to reject any or all proposals. The Commission is not required to award a contract if, in the judgment of the Commission, no acceptable proposals have been submitted. Proposals received after 10:00 a.m. Pacific Time XXX date 2006, will be rejected and will not be evaluated.

#### **A. The Proposal Review Process**

The Commission will use the secondary or point-count method for evaluating proposals and awarding a contract as described in Public Contract Code Section 10377(c) and the *State Contracting Manual*. After 10:00 a.m. Pacific Time on **XXX date 2006**, all proposals that have been submitted by the deadline will be evaluated as follows:

1. Commission staff will determine the compliance of each proposal with the Part I technical requirements as listed in the Proposal Evaluation Criteria provided above in Section 3 of this RFP. Proposals that do not comply with all of these criteria will be eliminated from further consideration.
2. Each remaining proposal will be independently reviewed and rated by members of a Proposal Review Team on the basis of Part II of the Proposal Evaluation Criteria, as listed above in Section 3 of this RFP. The Proposal Review Team will be Commission staff members. Following an orientation and training session that will focus on the RFP requirements and Part II of the Proposal Evaluation Criteria, each Proposal Review Team member will independently read the proposals and provide initial scores for each criterion. Team members will then meet to discuss the strengths and weaknesses of each proposal and either develop written questions for bidders or, if the team has no questions for bidders, assign final scores. This meeting is expected to take place during the week of XXX date, 2006. If the team has questions, the questions will be faxed to the bidder as soon as possible with an indication of when the written responses will be due (typically 24 hours later). Following this discussion of the proposals, and, if applicable, receipt and discussion of the bidders' answers to questions, mean criterion scores for each proposal will be computed across team members. For each proposal, the mean criterion scores will then be summed to yield a total score.
3. Each bidder will be notified whether or not the bidder's proposal received the highest total score. Commission staff will forward to the Commission's Executive Director the results of the proposal review process and staff's recommendation regarding award of a contract. The Executive Director will award the contract.

## **B. Announcement of Staff Recommendation and Protest Procedures**

An announcement of the Commission staff's recommendation as a result of the proposal review process will be posted at the address below for five working days before the decision of whether or not to award a contract, beginning the day after the Proposal Review Team's recommendation is determined.

California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814-4213

If, prior to the award of the contract, any bidder files a protest with the California Department of General Services (DGS) against the award of the contract, the contract will not be awarded until either the protest has been withdrawn or the DGS has made a decision regarding the protest. Protestants are to submit a detailed, written statement of protest, including the title of the RFP, the name of the state agency involved, and the agency contact person, to both of the following:

Department of General Services  
Office of Legal Services  
Attention: Protest Coordinator  
707 Third Street, 7<sup>th</sup> Floor  
West Sacramento, California 95605  
FAX: (916) 376-5088

California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, California 95814-4213  
Attention: Yvonne Novelli  
FAX: (916) 327-3165

Protests may be sent by regular mail, fax, courier, or personal delivery. Protestants should include their fax numbers if they have one. Acceptable grounds for protest are that the Commission failed to follow the procedures specified in this RFP or the Public Contract Code.

## **Appendix A**

### **California Basic Educational Skills Test (CBEST)**

#### **Description, Administration, and Scoring**

##### **Description of the CBEST**

California Education Code Section 44252(b) requires demonstrated proficiency in basic reading, writing, and mathematics skills in the English language for nearly all California teaching and service certification, effective February 1, 1983. The California Basic Educational Skills Test (CBEST) was developed as a means of verifying the skills that are important for the work required in educational settings, such as communicating with parents. In most cases, candidates are required to pass this examination either prior to receiving their initial California teaching or service credential or soon after.

In addition to the California licensing requirement described above, there are three other reasons why individuals take the CBEST. First, pursuant to Education Code Section 44830, passage of the CBEST may be required to as a condition of employment for certificated individuals not employed in a certificated position in any school district within 39 months prior to the new employment. Second, Education Code Section 44252(f) requires that applicants to Commission-accredited credential programs take, but not necessarily pass, the CBEST for diagnostic purposes prior to admission to a program. Third, in July 1984, the Oregon Teacher Standards and Practices Commission selected the CBEST as an initial licensure requirement for teachers, personnel specialists, and administrators. Prospective educators can take the CBEST, with the same passing standards, for either California or Oregon purposes.

##### **Development of the CBEST**

The legislation that established the CBEST as a licensing requirement directed the Superintendent of Public Instruction, with assistance from the Commission and an advisory board, to (a) adopt an appropriated standardized examination to measure credential candidates' proficiency in basic reading, writing, and mathematical skills, and (b) set the minimum passing scores.

The development process of the CBEST included appointing the advisory board; defining the skill areas to be tested, which are found in the test specifications; performing a validity study and bias review focusing on accuracy, fairness, clarity, and job relevance; writing test items relevant to the specified skill areas; field-testing items; performing standard-setting studies; and determining the minimum passing scores. This work began in late 1981 and was completed by early 1983. After this time, the Commission became solely responsible for the administration and continued development of the examination.

Additional CBEST development work has occurred on a fairly regular basis since the exam's first administration in December 1982. New test items have been developed and reviewed by committees of California educators, and field-tested before being added to the item pool for use

on operational test forms. Additional validity studies, bias reviews, and standard-setting studies have also been conducted since the initial CBEST development.

### **Details about the CBEST Examination**

The CBEST consists of three sections: reading, mathematics, and writing. Each section is scored independently, and the examinee must receive a minimum score of 41 on each section with an overall total score 123 of to pass. The items in all sections are delivered in English and, to be graded, the written responses must be in English. Once the CBEST is passed, candidates can use the results indefinitely to satisfy any requirement.

#### *Reading Section:*

The CBEST reading section consists of 50 multiple-choice items: 40 “scorable” items and 10 “nonscorable” items. Only the 40 “scorable” items are used to determine a candidate’s score, with the remainder of the items being field tested. The scorable items assess the candidate’s ability to comprehend information presented in written passages, tables, and graphs. The reading section items are drawn from two major skill areas: (1) critical analysis and evaluation, and (2) comprehension and research skills. Approximately 40 percent of the items from this section are drawn from the critical analysis and evaluation area, and approximately 60 percent are drawn from the comprehension and research skills area.

#### *Mathematics Section:*

The CBEST mathematics section consists of 50 multiple-choice items: 40 “scorable” and 10 “nonscorable.” The items require the candidate to solve mathematical problems, and most are presented as word problems. The items assess skills in three major areas: (a) estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the items from this section are drawn from the estimation, measurement, and statistical principles area; approximately 35 percent are drawn from the computation and problem solving area; and approximately 35 percent are drawn from the numerical and graphic relationships area.

#### *Writing Section:*

The CBEST writing section assesses the candidate’s ability to write effectively. Candidates are provided with two essay topics and must respond to both. One of the topics requires a written analysis of a specific situation or statement; the other asks the candidate to write about a specific personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their response.

### **Administration of the CBEST**

The CBEST is administered six times per testing year (July 1-June 30) at examination sites in thirty-five areas throughout California and seven in Oregon. It is also scheduled once a testing year at eleven sites outside of California and Oregon. Standard administration dates are on Saturdays. Individuals register for the entire CBEST and are given four hours to complete their choice of one, two, or all three sections within the four hours. No test section is timed within the four hours. Individuals who do not take the writing section are refunded four dollars.

Candidates must meet the minimum score of a section at a single sitting but are able to retake each section as many times as they wish until they pass the entire CBEST.

Table 1, below, shows the number of examination administrations for 2000-2001 through 2004-2005, first by the total number of CBEST administrations and then by the section taken. Individuals who took CBEST on more than one occasion during a year are counted each time they registered. On average, approximately nine percent of the overall registrants for each administration become absentees.

The CBEST is also administered outside of California, which facilitates the recruitment of out-of-state teachers. Because Oregon has also established the CBEST as a requirement for educator licensure, candidates in Oregon have the opportunity to take the examination six times per year at from two to six test areas on each date. Approximately 3,700 prospective teachers take the CBEST each year in Oregon. In April of each year, the contractor administers the CBEST in Atlanta, Austin, Chicago, Denver, and New York to approximately 600 people interested in teaching. Each June, the contractor administers the CBEST to approximately 150 teachers participating in Teach for America’s summer institute at two sites, one in northern California and one in southern California. Finally, members of the U.S. military services worldwide, who are preparing to transition into a career in education, may arrange to take the CBEST through the DANTES (Defense Activity for Non-Traditional Education Support) program. About ten individuals a year take advantage of this opportunity.

**Table 1: Number of CBEST Administrations**

| <i>Year</i> | <i>Total Number of Administrations</i> | <i>Total Number of Test Sections Administered</i> |                    |                |
|-------------|--|---|--------------------|----------------|
|             |  | <i>Reading</i>                                    | <i>Mathematics</i> | <i>Writing</i> |
| 2000-01     | 98,103                                 | 80,733  | 82,818             | 78,120         |
| 2001-02     | 128,944                                | 106,801   | 109,079            | 105,284        |
| 2002-03     | 109,888                                | 89,783  | 90,975             | 87,514         |
| 2003-04     | 83,720                                 | 67,977  | 68,077             | 66,591         |
| 2004-05     | 77,753                                 | 62,662  | 62,956             | 62,987         |

Alternative testing arrangements are available (a) for individuals who cannot take the examination on Saturday due to religious convictions and (b) for individuals who have disabilities or impairment. These arrangements include accommodations such as an alternative testing day, additional time, separate testing rooms, special seating arrangements, enlarged-print examination books, and colored overlays. According to the current contractor, during 2004-2005, approximately 750 registrants requested alternative arrangements due to a disability, and about 350 registrants requested an alternative testing day due to religious beliefs.

### **Scoring of the CBEST**

The reading and mathematics sections of the CBEST consist entirely of multiple-choice items, which are machine-scored, using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores. A raw score for each of these

sections is calculated by totaling the number of scorable items answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores, as described below.

The writing section consists of two topics; examinees are to compose an essay for each topic. Responses are evaluated by California educators and, for Oregon examinees, by Oregon educators who are specifically trained to apply the scoring criteria uniformly. Factors considered during scoring include rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness. Using a holistic scoring rubric, two scorers independently evaluate each essay, assigning a score of 1 to 4. If the two scorers assign the same score or if scores differ by only one point, the candidate receives the sum of the two scores. If the two scorers assign scores that differ by more than one point, the essay is scored by a third scorer who is not informed of the previous two scores. If the third scorer also differs by more than one point from either of the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, will also score the essay, and the candidate will receive the Chief Reader's score doubled. The scores for both essays are summed, yielding a written section raw score that can range from a low of 4 to a high of 16. The raw score is then converted to a scaled score, as described below.

Although all test forms of the CBEST measure the same basic skills, each test form contains different items. Because one test form may be slightly more difficult or slightly easier than another, it is necessary to convert the raw scores to a scale that takes into account differences in the difficulty of test items. Regardless of the particular test form used or the particular administration at which the test is taken, equal scaled scores represent essentially the same level of basic skill mastery. The scaled scores used for reporting CBEST results range from a low of 20 to a high of 80 for each of the three sections of the test.

To pass the CBEST, examinees must either (a) earn at least the passing score (41) on each section or (b) earn at least the minimum score (37) on each section and at least the minimum passing score (123) for the total test. With this passing score model, a high score on one section can compensate for a lower score on another section, as long as the lower score is not below the minimum score. The highest score achieved on each section, no matter when it is earned, is used to compute an examinee's total CBEST score. Examinees who obtain a passing score on a section are not required to take that section again, but may repeat it to try and achieve the needed total passing score.

### **Qualifications of Scorers**

To qualify to be a CBEST scorer, an individual must have:

- a bachelor's degree or higher in a language arts area (e.g., English, language arts, journalism, speech, communications, etc.), and
- previous teaching experience (e.g., teaching in a public or private elementary, middle, or secondary school or providing higher education instruction including experience as a graduate teaching assistant, etc.).

## **Individual Score Reports**

Individual score reports are mailed to examinees approximately four weeks after the test date. The score report shows the scores on all test sections taken at the most recent administration. It includes the highest score earned by the examinee on each section to date and, if the examinee has not passed, the report also shows the scores from previous test administrations. To help examinees who do not pass prepare to retake the CBEST, the report provides information about the examinee's performance on the major skill areas measured in each test section. For the writing section, notes regarding areas which need improvement are provided if the examinee did not meet the minimum passing standard. Examinees who pass receive a Permanent Passing Status Verification Card, and two copies of the card. Each examinee also receives a CBEST Score Information Flyer that provides information about interpreting the score report. The Commission receives CBEST scores in electronic format from the contractor after each administration. Examinees can also request that their scores be sent up to three colleges and universities at no extra cost.

Additionally, unofficial scores for the reading and mathematics sections are available on the Internet to candidates less than three weeks after the administration date, and the unofficial scores for the writing section are available by 5:00 p.m. Pacific time on the date that official score reports are mailed. Candidates must provide personal identification information including their CBEST identification number to be able to view the scores. The unofficial scores are available online for approximately two weeks and may be viewed only once during the posting period. Candidates who register for the test via the Internet may request to have the unofficial scores sent to their e-mail address.

### **Additional Information, including Possible Future Modification**

For the CBEST, there are approximately 72,000 calls received annually by the current contractor, and 265,000 registration bulletins printed and distributed annually. There are about 400 bad checks and declined credit card payments annually, most of which eventually clear. Additionally, close to 4000 cubic feet of archival storage space is now used for the retention and storage of CBEST examination materials and data.

The Commission requested that Commission staff study the possibility of consolidating and streamlining teacher examinations. During this study, there was a discussion about the potential of consolidating the CBEST with the California Subject Examinations for Teachers (CSET). Additionally, there is currently proposed California legislation that, if passed, may impact the number of individuals required to pass the CBEST by allowing other examinations in addition to the CBEST to serve as basic skills examinations for California candidates.

Draft

## **Appendix B**

### **California Subject Examinations for Teachers (CSET)**

#### **Description, Administration, and Scoring**

Appendix B describes the California Subject Examinations for Teachers (CSET) and includes information regarding the administration and scoring of the CSET.

#### **Description of the CSET**

By law, candidates for California Multiple or Single Subject Teaching Credentials or for Education Specialist Instruction Credentials must verify their subject matter knowledge and competence. Candidates trained outside of California are offered a number of ways to satisfy this requirement, including those available to California-trained candidates. California-trained candidates for the Single Subject Teaching Credentials and the Education Specialist Instruction Credentials are offered two alternative paths for fulfilling this requirement. One way is to complete a program of subject matter preparation at a Commission-approved college or university. The second way is to pass a subject matter examination. All California-trained candidates for the Multiple Subject Teaching Credentials must follow the examination option.

For the examination option, the Commission currently uses the CSET. For Multiple Subject Teaching Credential candidates, the Commission uses the CSET: Multiple Subjects. For Single Subject Teaching Credential candidates, the Commission uses the CSET offered in specific subject areas described later in this review. Candidates for Education Specialist Instruction Credentials may use the same examination route as that used for either the Multiple or Single Subject Teaching Credential.

In spring 2004, the California State Board of Education adopted regulations for the implementation of the federal No Child Left Behind Act (NCLB). These new regulations require that elementary teachers who are “new to the profession” pass a Commission-approved subject matter examination, which is currently the CSET: Multiple Subjects. Single Subject Teaching Credential candidates have two options to meet the NCLB requirement, including passing the CSET in the appropriate subject area.

Not a subject matter exam but also offered through the CSET program, the CSET: Preliminary Educational Technology (PET) examination is used as an option to satisfy the basic level educational technology requirement for teaching credentials.

#### **Development of the CSET**

As part of the three phase development of the CSET examinations, which began in 2001, the Commission adopted new content specifications for the subject matter requirement for the Multiple and Single Subject Teaching Credential subject areas. These serve as the content specifications for each of the CSET examination areas. The content specifications were aligned with the California State Board of Education’s K-12 student academic content standards and

frameworks and developed based on the work of expert panels, job analyses, and survey-based validity studies. The Commission considered the work of the panels and results of the studies when approving the content specifications for each subject.

Phase I included CSET examinations for each of the core academic content areas: multiple subjects, English, mathematics, sciences, and social science. Examinations for these subjects were first administered in January of 2003. A specialized science subtest was added for each of the science areas (biological sciences, chemistry, earth and planetary sciences, and physics), and those were first administered in the fall of 2003. Phase II development included the CSET examinations for art, music, physical education, preliminary educational technology, and all languages other than English (LOTE) except for American Sign Language (ASL). These exams were administered initially in the fall of 2004. Phase III included examinations for each of the remaining single subject areas: agriculture, LOTE: ASL, business, health science, home economics, and industrial and technology education, which were first administered in fall of 2005.

Following the first administration of each examination, committees of California educators selected by the Commission recommended passing standards. The Commission considered the recommended passing standards and then adopted final passing standards.

### **Details about the CSET Examinations**

The CSET currently consists of the following examination areas:

- Multiple Subjects (elementary)
- Single Subjects (secondary) for the following areas
  - Agriculture
  - Art
  - Business
  - English
  - Foundational-Level Mathematics
  - Health Science
  - Home Economics
  - Industrial and Technology Education
  - Languages other than English (LOTE):
    - American Sign Language
    - French
    - German
    - Japanese
    - Korean
    - Mandarin
    - Punjabi
    - Russian
    - Spanish
    - Vietnamese
  - Mathematics

- Music
- Physical Education
- Science:
  - Biological Sciences
  - Biological Sciences (Specialized)
  - Chemistry
  - Chemistry (Specialized)
  - Geosciences
  - Geosciences (Specialized)
  - Physics
  - Physics (Specialized)
- Social Science
  - Preliminary Educational Technology

Each examination consists of two to four subtests of varying formats depending upon the subject area. The subtests for each examination reflect different domains of knowledge. Currently, all examination areas include multiple-choice and constructed-response items. The constructed-response items included in each examination may be focused items that examinees should be able to complete in 10 to 15 minutes, extended items that examinees should be able to complete in 30 to 45 minutes, or a combination of both focused and extended items. One subtest for the Art examination requires examinees to submit a portfolio of their work as part of the assessment. One subtest for the Music examination requires candidates to submit a videotape of their performance of a specific piece. Subtests of the examinations for languages other than English, excluding LOTE: ASL, require examinees to respond in writing to prompts from an audiotape, and to provide an oral response on audiotape to a written prompt. Subtests of the Physical Education and LOTE: ASL examinations require examinees to respond to prompts from a videotape. Subtests of the LOTE: ASL examination also, based on the subtest, require or give the option for examinees to provide responses using ASL on videotape. Specific information regarding the content and format of each of the CSET are in the Test Guides and Registration Bulletin sections of the CSET website at <[www.cset.nesinc.com](http://www.cset.nesinc.com)>.

### **CSET Administration**

The examinations for most CSET subjects are administered in 25 test areas around California. Because of the need to use particular types of facilities, equipment, and/or individuals with specialized training (e.g., video camera operators), examinations for art, all LOTE areas, music, and physical education are offered in selected test areas only.

The CSET examinations are administered two, four, or six times per year depending on the subject area. The number of administrations depends upon factors such as specialized needs, smaller pools of scorers for some subject areas, and examinee volumes. All subtests for each area are administered on the specified administration date. Table 1 shows the current administration months for each exam area.

**Table 1: CSET Administrations per Year by Subject**

| <i>November and May</i>   | <i>September, January, March, and May</i>   | <i>September, November, January, March, May, and July</i>   |
|---|---|---|
| LOTE:<br><ul style="list-style-type: none"> <li>• America Sign Language (ASL)</li> <li>• German</li> <li>• Japanese</li> <li>• Korean</li> <li>• Mandarin</li> <li>• Punjabi</li> <li>• Russian</li> <li>• Vietnamese</li> <li>• Tagalog (to be added)</li> </ul> | <ul style="list-style-type: none"> <li>• Preliminary Educational Technology (PET)</li> <li>• Agriculture</li> <li>• Art</li> <li>• Business</li> <li>• Health Science</li> <li>• Home Economics</li> <li>• Industrial and Technology Education</li> <li>• LOTE: French</li> <li>• LOTE: Spanish</li> <li>• Music</li> <li>• Physical Education</li> </ul> | <ul style="list-style-type: none"> <li>• Multiple Subjects</li> <li>• English</li> <li>• Foundational-Level Mathematics</li> <li>• Mathematics</li> <li>• Science</li> <li>• Science (Specialized)</li> <li>• Social Science</li> </ul> |

Also, the 2006-2007 out-of-state administrations are available once a year (May) in the areas of Atlanta, Austin, Chicago, New York City, and Seattle. Examinations in out-of-state test areas are administered if a minimum number of examinees register for that area. For 2004-2005, number of examinations administer out-of-state was 677.

Candidates may register for and take any or all subtests for a subject area. There is no limit to the number of times a candidate may take a subtest. Candidates may register to take all subtests for one subject area on a single test date. Information regarding the circumstances under which candidates may register to take combinations of subtests from different subject areas may be found in the 2005-06 CSET Registration Bulletin. Depending on the test(s) to be taken, an examinee may be assigned to a morning or afternoon session, or both. In general, test sessions are five hours and subtests are not individually timed so examinees may spend as much time as they choose on each subtest.

Alternative testing arrangements are available for individuals who cannot take the examination on Saturday due to religious convictions and for individuals who have disabilities. These arrangements include accommodations such as an alternative testing day, additional time, separate testing rooms, special seating arrangements, enlarged-print exam books, large-block answer sheets, sign language interpreters, colored overlays, etc. According to the current contractor, approximately 760 CSET registrants per year request alternative arrangements due to a disability, and about 320 registrants per year request an alternative testing day due to religious beliefs.

Table 2 shows the number of administrations for each section of the CSET for 2003-04 and 2004-05. Individuals who took CSET subtests on more than one occasion during a year are counted each time they attended. On average, approximately six percent of the overall registrants for each administration become absentees.

**Table 2: CSET Subtest Administration Volumes for 2003-04 and 2004-05**

| <b>Subject</b>                   | <b>Total Exams 2003-04</b> | <b>Total Exams 2004-05</b> |
|----------------------------------|----------------------------|----------------------------|
| Multiple Subject Subtest I       | 33,499                     | 32,301                     |
| Multiple Subject Subtest II      | 39,018                     | 38,501                     |
| Multiple Subject Subtest III     | 30,252                     | 30,417                     |
| English Subtest I                | 3,238                      | 3,209                      |
| English Subtest II               | 3,479                      | 3,438                      |
| English Subtest III              | 3,853                      | 3,801                      |
| English Subtest IV               | 3,860                      | 3,911                      |
| Math Subtest I                   | 5,081                      | 4,996                      |
| Math Subtest II                  | 4,210                      | 4,165                      |
| Math Subtest III                 | 1,446                      | 1,200                      |
| Social Science Subtest I         | 3,736                      | 3,503                      |
| Social Science Subtest II        | 3,478                      | 3,273                      |
| Social Science Subtest III       | 3,072                      | 2,893                      |
| Science Subtest I                | 2,346                      | 1,801                      |
| Science Subtest II               | 2,015                      | 1,738                      |
| Bio Life Science Subtest III     | 1,840                      | 1,626                      |
| Chemistry Subtest III            | 551                        | 540                        |
| Earth/Planet Science Subtest III | 392                        | 398                        |
| Physics Subtest III              | 377                        | 367                        |
| Bio Life Science Subtest IV      | 265                        | 311                        |
| Chemistry Subtest IV             | 110                        | 152                        |
| Earth/Planet Science Subtest IV  | 73                         | 84                         |
| Physics Subtest IV               | 52                         | 70                         |
| German Subtest I                 | N/A                        | 17                         |
| German Subtest II                | N/A                        | 17                         |
| German Subtest III               | N/A                        | 16                         |
| Russian Subtest I                | N/A                        | 2                          |
| Russian Subtest II               | N/A                        | 2                          |
| Russian Subtest III              | N/A                        | 2                          |

| <b>Subject</b>                 | <b>Total Exams 2003-04</b> | <b>Total Exams 2004-05</b> |
|--------------------------------|----------------------------|----------------------------|
| Japanese Subtest I             | N/A                        | 27                         |
| Japanese Subtest II            | N/A                        | 27                         |
| Japanese Subtest III           | N/A                        | 27                         |
| Korean Subtest I               | N/A                        | 12                         |
| Korean Subtest II              | N/A                        | 11                         |
| Korean Subtest III             | N/A                        | 11                         |
| Mandarin Subtest I             | N/A                        | 36                         |
| Mandarin Subtest II            | N/A                        | 35                         |
| Mandarin Subtest III           | N/A                        | 33                         |
| Punjabi Subtest I              | N/A                        | 3                          |
| Punjabi Subtest II             | N/A                        | 3                          |
| Punjabi Subtest III            | N/A                        | 2                          |
| Vietnamese Subtest I           | N/A                        | 2                          |
| Vietnamese Subtest II          | N/A                        | 2                          |
| Vietnamese Subtest III         | N/A                        | 2                          |
| Physical Education Subtest I   | N/A                        | 920                        |
| Physical Education Subtest II  | N/A                        | 941                        |
| Physical Education Subtest III | N/A                        | 879                        |
| PET Subtest I                  | N/A                        | 288                        |
| PET Subtest II                 | N/A                        | 250                        |
| Music Subtest I                | N/A                        | 158                        |
| Music Subtest II               | N/A                        | 135                        |
| Music Subtest III              | N/A                        | 155                        |
| Art Subtest I                  | N/A                        | 311                        |
| Art Subtest II                 | N/A                        | 260                        |
| Spanish Subtest I              | N/A                        | 667                        |
| Spanish Subtest II             | N/A                        | 589                        |
| Spanish Subtest III            | N/A                        | 569                        |

| <b>Subject</b>     | <b>Total Exams 2003-04</b> | <b>Total Exams 2004-05</b> |
|--------------------|----------------------------|----------------------------|
| French Subtest I   | N/A                        | 111                        |
| French Subtest II  | N/A                        | 100                        |
| French Subtest III | N/A                        | 99                         |
| ASL Subtest I      | N/A                        | 15                         |
| ASL Subtest II     | N/A                        | 16                         |
| ASL Subtest III    | N/A                        | 16                         |
| <b>Total</b>       | <b>146,243</b>             | <b>149,463</b>             |

## **Scoring the CSET**

### **Scoring Procedures**

The CSET examinations for all current subject areas (but not all subtests) include multiple-choice items, which are machine-scored, using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores. A raw score for each of these sections is calculated by totaling the number of items answered correctly. There is no penalty for incorrect answers. The raw score is then converted to scaled scores, as described later..

The CSET examinations for all subject areas (but not all subtests) also include constructed-response items, in which examinees must respond, usually in writing, to a written, video, or audio prompt. As noted earlier, the method of responding depends on the specific examination. Responses to constructed-response or performance assignments are evaluated by California educators who are specifically trained to apply the scoring criteria uniformly. Using a holistic scoring rubric, two scorers independently evaluate each essay, assigning a score. If the two scorers assign the same score or if scores differ by only one point, the candidate receives the sum of the two scores. Scoring scales are either one to three or one to four depending upon the specific subtest. If the two scorers assign scores that differ by more than one point, the response is scored by a third scorer who is not informed of the previous two scores. If the third scorer assigns a score that matches one of the scores assigned by the first or second scorer, the candidate receives that score doubled. If the third scorer assigns a score that is different from the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, scores the response, and the candidate receives the Chief Reader's score doubled. The raw score is then converted to a scaled score, as described later.

### **Qualifications of Scorers**

To score the CSET: Multiple Subjects Examination (MSE), a scorer must

- ◆ hold a Multiple Subject Teaching Credential, have at least three years of teaching experience, and be teaching or have taught within the last three years;

- ◆ **or** have continuing experience as an MSE scorer after having met the above qualifications;
- ◆ **or** be or have been a teacher educator in a CCTC-approved elementary subject matter preparation program;
- ◆ **or** serve or have served as a CCTC-approved member of an appropriate CSET test development and/or standard setting panel for the Multiple Subjects exam.

To score most Single Subject area CSET Examinations, a scorer must

- ◆ hold a Single Subject Teaching Credential corresponding to the content field, have at least three years of teaching experience, and be teaching or have taught within the last three years;
- ◆ **or** be an instructor in a California institution of higher education who, in the last three years, has taught classes corresponding to the content field;
- ◆ **or** have served as a Single Subject Assessments for Teaching scorer in the content field;
- ◆ **or** have continuing experience as a scorer in the content field after having met one of the above qualifications;
- ◆ **or** have an authorization to teach in California public schools in the corresponding content field;
- ◆ **or** hold a graduate degree in the content field;
- ◆ **or** hold a bachelor's degree and have several years' professional experience in the content field;
- ◆ **or** hold a bachelor's degree and/or master's degree and be a graduate student currently teaching courses in the content field;
- ◆ **or** have served as a CCTC-approved member of the appropriate CSET test development and/or standard setting panel;
- ◆ **or** be a CCTC-approved scorer.

To score the CSET: Preliminary Educational Technology examination, a scorer must

- ◆ hold or have held a Multiple or Single Subject Teaching Credential, have at least three years of teaching experience, and be teaching or have taught within the last three years;
- ◆ **or** have served as a Single Subject Assessments for Teaching PET scorer;
- ◆ **or** have continuing experience as a PET scorer after having met one of the above qualifications;
- ◆ **or** serve or have served as a faculty member teaching courses taken by students enrolled in a California teacher preparation program or district internship program;

AND

- ◆ as part of current or former job responsibilities, provide or have provided instruction/training to teachers or teacher preparation students/school district interns in the application of educational technology **or** provide or have provided instruction in any California public school classroom (grades K-12) using educational technology.

To score the CSET: Languages other than English (LOTE) examinations, other than LOTE: ASL, a scorer must

- ◆ hold a graduate degree in the appropriate language,
- ◆ **or** hold a Single Subject Teaching Credential in the appropriate language,

- ◆ **or** be a college or university educator who holds a degree in the language and/or has responsibility for teaching or advising students in that field,
- ◆ **or** have an authorization to teach the corresponding language in California public schools,
- ◆ **or** have served as a Single Subject Assessments for Teaching scorer in the appropriate language,
- ◆ **or** be a native speaker of the language with a college/university degree,
- ◆ **or** have served as a CCTC-approved member of the appropriate CSET language test development and/or standard setting committee.

To score the **CSET: LOTE: American Sign Language** examination, a scorer must

- ◆ hold a graduate degree in American Sign Language,
- ◆ **or** have an authorization to teach American Sign Language in California public schools,
- ◆ **or** be a college or university educator who holds a degree in American Sign Language and/or has responsibility for teaching or advising students in that field,
- ◆ **or** be a native speaker of American Sign Language with a college/university degree,
- ◆ **or** have served as a CCTC-approved member of the CSET American Sign Language test development and/or standard setting committee,
- ◆ **or** be a CCTC-approved scorer.

### **Determining a Candidate's Total Score and Passing Status**

Although all test forms for each of the CSET subtests measure the same basic skills, each form contains different items. Because one test form may be slightly more difficult or slightly easier than another, it is necessary to convert the raw scores to a scale that takes into account differences in the difficulty of test items. Regardless of the particular test form used, or the particular administration at which the test is taken, equal scaled scores represent essentially the same level of basic skill mastery. To pass an examination for a subject area of the CSET, an individual must earn a passing score on each of the subtests. Once an examinee passes a subtest, she/he does not need to take it again as long as the score is used to obtain certification within five years of the test date.

### **Individual Score Reports**

Official score reports are mailed to examinees approximately four weeks after the test date. The score report shows the individual's passing status. The score report also provides information about the candidate's performance on domains within a subtest to help identify strengths and weaknesses. To preclude the use of test scores for purposes other than credentialing (e.g., employment, assignment), total test scores are not provided on passing score reports. If the candidate did not pass, the score report includes her or his score. An explanation of how to read the score report is also included. The Commission receives CSET scores in electronic format from the current contractor. Examinees can also request that their scores be sent to up to three institutions at no extra cost.

Additionally, unofficial scores are available on the Internet to candidates by 5:00 p.m. Pacific time on the date that official score reports are mailed. Candidates must provide personal

identification information including their CSET identification number to be able to view the scores. The unofficial scores are available online for approximately two weeks and may be viewed only once during the posting period. Candidates who register for the test via the Internet may request to have the unofficial scores sent to their e-mail address.

### **Additional Information, Including Possible Future Modification**

For the CSET, there are approximately 64,000 calls received annually by the current contractor, and 203,000 registration bulletins printed and distributed annually. There are about 350 bad checks and declined credit card payments annually, most of which eventually clear. Additionally, close to 5000 cubic feet of archival storage space is now used for the retention and storage of CSET examination materials and data.

The Commission requested that Commission staff study the possibility of consolidating and streamlining teacher examinations. During this study, there was a discussion about including the assessment of the California Basic Educational Skills Test (CBEST) competencies within the CSET: Multiple Subjects. Additionally, there is currently proposed California legislation that, if passed, may impact the content of the CSET by including portions of the basic skills assessment within the framework of the CSET.

## Appendix C

### Reading Instruction Competence Assessment (RICA):

#### Description, Administration, and Scoring

Appendix C describes the Reading Instruction Competence Assessment (RICA) and includes information regarding the administration and scoring of the RICA.

#### Description of the RICA

The purpose of the RICA is to ensure that California-trained candidates for Multiple Subject Teaching Credentials or Education Specialist Instruction Credentials possess the knowledge and skills important for the provision of effective reading instruction to students. Passage of the RICA is also occasionally used by those adding a Multiple Subject Teaching Credential to an existing Single Subject Teaching Credential and as an option for satisfying the reading instruction requirement for out-of-state-trained candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials.<sup>7</sup>

#### Initial Development of the RICA

For information on the initial development of the RICA, bidders should review the Development of the RICA section of the *Annual Report on the Reading Instruction Competence Assessment: June 1998 - June 1999*, which may be viewed at <http://www.ctc.ca.gov/commission/agendas/1999/1999-10.pdf> by clicking on PERF-2. This report details the appointment of the initial RICA Design Team, the initial job analysis of the teaching of reading, the initial development and validation of the RICA Content Specifications, and the development of RICA assessment materials.

#### Details about the RICA Examination

As required by Education Code Section 44283, the RICA consists of two assessments: the RICA Written Examination and the RICA Video Performance Assessment. Most California-trained candidates for Multiple Subject Teaching Credentials or Education Specialist Instruction Credentials are required to pass one of the assessments (candidate's choice). Both the Written Examination and the Video Performance Assessment are based on the RICA Content Specifications, adopted by the Commission in January 1998, which are aligned with the 1997 K-12 English–Language Arts Content Standards and the draft of the 1999 K-12 Reading/Language Arts Framework. Also considered when creating the content specifications was the methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4). The current content specifications consist of 43 teacher competencies in the area of reading. The competencies are organized into 13 content areas, which fall under the following four domains:

---

<sup>7</sup> Exceptions are (a) candidates who hold valid California teaching credential other than internship credentials, internship certificates, and emergency permits, (b) candidates for Education Specialist Instruction Credentials who are applying for Early Childhood Special Education Certificates or Credentials, and (c) candidates for Education Specialist Instruction Credentials who are applying for a Deaf and Hard of Hearing Credential under the provisions for the prelingually deaf.

- Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment
- Domain II: Developing Phonological and Other Linguistic Processes Related to Reading
- Domain III: Developing Reading Comprehension and Promoting Independent Reading
- Domain IV: Supporting Reading through Oral and Written Language Development

### ***The RICA Written Examination***

The Written Examination consists of two sections: a constructed-response section and a multiple-choice section. The two sections are administered as one examination, and a candidate receives a single, combined score. Together, the two sections permit a broad and in-depth assessment of credential candidates' knowledge about effective reading instruction and the ability to apply that knowledge.

#### **The Constructed-Response Section**

This section of the Written Examination includes both of the following two types of written response items.

- *Focused educational problems and instructional tasks.* These items present problems or tasks in educational contexts and require candidates to (a) consider information about a class, a group of students, an individual student, or an instructional situation and (b) devise or provide explanations related to appropriate instructional strategies or assessment approaches. Four focused educational problems and instructional tasks are included on each form of the examination. Each problem or task assesses one or more competencies in one of the four domains, and there is one problem or task for each domain. The problems or tasks for Domains I and IV each generally result in a written response of approximately 50 words. Those for Domains II and III each generally result in a written response of approximately 150 words.
- *Case study based on a student profile.* For this item, candidates receive substantial background information about a student and samples of materials illustrating the student's reading performance. Candidates are asked to assess the student's reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each examination form has one case study, which includes content related to all four domains of the RICA Content Specifications and generally results in a written response of approximately 300 words.

#### **The Multiple-Choice Section**

Each Written Examination form includes 70 multiple-choice items: 60 "scorable" items, which are used to determine a candidate's score, and 10 "non-scorable" items, which are items being field-tested and are not used to determine a candidate's score. The multiple-choice items include both content items, which directly assess knowledge about reading and reading instruction, and contextualized items, which assess the candidate's ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction. Approximately twenty percent of the multiple-choice items assess competencies in Domain I,

thirty percent assess competencies in Domain II, thirty percent assess competencies in Domain III, and twenty percent assess competencies in Domain IV.

### ***The RICA Video Performance Assessment***

The design of the current RICA Video Performance Assessment allows the candidate to submit his or her best classroom work. It is based on candidate-created videotapes of the candidate teaching reading. Each candidate who elects to take this assessment will create three “Video Packets,” each of which includes:

1. a completed *Instructional Context Form*, on which the candidate provides information relevant to the videotaped instruction, such as information about the student(s) involved, the lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;
2. a ten-minute videotape of the candidate providing reading instruction; and
3. a completed Reflection Form, on which the candidate provides an appraisal of the videotaped instruction, suggestions for further or alternative instructional strategies, and similar information.

One Video Packet is to be based on whole-class instruction, another on small-group instruction, and the third on individual instruction. In addition, one Video Packet should demonstrate the candidate’s competencies in Domains I and II, the second in Domains I and III, and the third in Domains I and IV.

### **Administration of the RICA**

#### **RICA Written Examination Administration**

Currently, the Written Examination is administered six times per testing year (July 1-June 30) at examination sites in twenty-one areas throughout California. Standard administration dates are on Saturdays, and candidates are given four hours to complete the entire examination during the administration. The total time required to administer the Written Examination, from the examinee reporting time until the end of the four-hour testing session, is typically 4 1/2 hours. Candidates must pass the entire examination at a single sitting but are able to retake the examination as many times as they wish until they pass.

Table 1, below, shows the number of Written Examinations administered from August 2000 through July 2005. On average, approximately four percent of the registrants for each administration become absentees, (i.e., registrants who do not show up on the testing date and who have not formally withdrawn).

**Table 1: Number of RICA Written Examinations Administered**

| <i>Year</i> | <i>Written Examination</i> |
|-------------|----------------------------|
| 2000-01     | 19,075                     |
| 2001-02     | 21,963                     |
| 2002-03     | 25,113                     |
| 2003-04     | 26,674                     |
| 2004-05     | 21,720                     |

Alternative testing arrangements are available (a) for individuals who cannot take the examination on Saturday due to religious convictions and (b) for individuals who have disabilities. These arrangements include accommodations such as an alternative testing day, additional time, separate testing rooms, special seating arrangements, enlarged-print examination books, and colored overlays. According to the current contractor, during 2004-2005, approximately 300 registrants requested alternative arrangements due to a disability, and about 100 registrants requested an alternative testing day due to religious beliefs.

### **RICA Video Performance Assessment Registration and Submission**

Unlike the Written Examination, the Video Performance Assessment is not “administered” on specific dates. Rather, candidates first register by mail, complete their assessments, and then submit their completed assessments for scoring. The Video Performance Assessment schedule is based on *submission deadlines*: the date by which the candidates’ Video Packets must be received by the contractor in order to be scored in the subsequent scoring session and for candidates to receive their score reports on the associated score report mailing dates. In 1998-99 and 1999-00, there were four submission deadlines in each of these years, and in 2000-01 through 2006-07, there are and will be three submission deadlines annually. Candidates pay a fee when they register and then an additional fee when they submit the completed Video Packets. Because the focuses of the required videos change annually, individuals who wish to take this assessment must register and submit their assessment during the same testing year and submit their assessment by the final submission deadline for that year. No refunds or credits are given.

Upon registration, the contractor sends candidates a packet of materials necessary to complete the assessment. The materials are noted in the *RICA Video Performance Assessment Information Guide* located at the current RICA website: <<http://www.rica.nesinc.com>>. Once registered, each candidate prepares three Video Packets following the specific instructions provided in the *RICA Video Performance Assessment Procedures Manual*, which is with the materials sent to the registrants. The candidates then submit all required materials to the contractor for scoring. All materials must be submitted together; partial submissions are returned to the candidate with the submission fee. Upon receipt of the materials, the contractor mails the candidate a notice acknowledging receipt of the materials and confirming the score report mailing date. The assessment is then scored at the next regularly scheduled scoring session.

Table 2 shows the number of candidates who registered for the assessment and the number who completed the process by submitting their video assessments for scoring for the 2000-01 through 2004-05 testing years.

**Table 2: RICA Video Performance Assessment**

| <i>Year</i> | <i>Registrants</i> | <i>Submissions</i> |
|-------------|--------------------|--------------------|
| 2000-01     | 84                 | 61                 |
| 2001-02     | 128                | 89                 |
| 2002-03     | 159                | 96                 |
| 2003-04     | 167                | 113                |
| 2004-05     | 149                | 101                |

Video Performance Assessment modifications for examinees with disabilities include the provision of large print or Braille assessment materials. To date, no one has received alternative assessment arrangements for the Video Performance Assessment.

### **Scoring the RICA**

This section describes the criteria and procedures for scoring the multiple-choice and constructed-response items on the Written Examination and the constructed-response items in the Video Performance Assessment. It also describes qualifications needed to become a scorer. Also noted are how a candidate's total score and passing status are determined.

#### **Multiple-Choice Items: Written Examination**

##### *Scoring Procedures for Multiple-Choice Items*

There are sixty scorable and ten non-scorable multiple-choice items on the current Written Examination. The multiple-choice items are machine-scored, using optical scanning equipment and employing quality control standards commonly accepted for insuring accuracy of the scores. The total score for the multiple-choice section is based on the number of scorable items answered correctly. There is no penalty for guessing.

#### **Constructed-Response Items: Written Examination and Video Performance Assessment**

##### *Constructed-Response Performance Characteristics, Scoring Scales, and Marker Responses*

There are five constructed-response items on the current Written Examination: four focused educational problems and instructional tasks, and one case study. Each of the five is scored as a single item.

For the Video Performance Assessment, each of the three candidate-created Video Packets is considered a constructed-response item. Each of the constructed-response items is scored as a single unit with the scorer assigning a single score to the entire packet after reviewing the candidate's Instructional Context Form, the videotaped instruction, and the Reflection Form for that packet.

The scoring of the constructed-response items is based on the performance characteristics and scoring scales, found at <<http://www.rica.nesinc.com>>, through the *Sample Items for the RICA Written Examination* and *Video Performance Assessment Information Guide* links. For the

Written Examination, there is one set of performance characteristics for both (a) the focused educational problems and instructional tasks and (b) the case study. These performance characteristics are associated with a three-point scoring scale for the focused educational problems and instructional tasks, and a four-point scoring scale for the case study. There is a second set of performance characteristics and an associated four-point scoring scale used for each of the three Video Packets needed for the Video Performance Assessment.

#### *Scoring Procedures for Constructed-Response Items*

Candidate responses to all constructed-response items are scored by qualified and trained California educators. Responses are scored using focused holistic scoring. For each item type, scorers judge the overall effectiveness of the response while focusing on the performance characteristics for that item type.

Two scorers independently score each constructed-response item with no scorer scoring more than one item for a specific examinee.<sup>8</sup> If the two scorers assign the same score or if scores differ by only one point, the candidate receives the sum of the two scores. If the two scorers assign scores that differ by more than one point, the response is scored by a third scorer who is not informed of the previous two scores. If the third scorer assigns a score that matches one of the scores assigned by the first or second scorer, the candidate receives that score doubled. If the third scorer assigns a score that is different from the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, scores the response, and the candidate receives the Chief Reader's score doubled.

#### *Qualifications of Scorers*

The contractor employs and trains as scorers California educators who are knowledgeable about reading and reading instruction and meet either of the following options:

1. Option One (all of the following)
  - a. have a valid, non-emergency California teaching credential that authorizes instruction in self-contained classrooms or core classes;
  - b. have a minimum of three years of classroom teaching experience;
  - c. be current experience teaching reading or have taught reading within the last three years in California public schools in grades K-8 (e.g., in a self-contained classroom or a core class, or as a reading specialist);
  - d. have participation in professional development (formal or informal) that addresses the California Reading Initiative requirements; and
  - e. be a recommendation by the principal or assistant principal of the California public school where the individual currently teaches or most recently taught.
2. Option Two (all of the following)
  - a. be a teacher educator in a teacher preparation program approved by the Commission;
  - b. be currently teaching courses in reading methods taken by Multiple Subject Teaching Credential, Education Specialist Instruction Credential, Reading Certificate, or Reading and

---

<sup>8</sup> In scoring sessions where the number of submitted Video Packets is low, the Video Packets are scored by a group of two or more qualified California educators. The scorers independently evaluate each Video Packet, then reach consensus on the appropriate score. The consensus score is doubled to yield the candidate's score for the Video Packet.

- Language Arts Specialist Credential candidates, or have taught such courses within the last three years, in the Commission-accredited teacher preparation program; and
- c. be recommended by an administrator of the Commission-accredited teacher preparation program in which the individual teaches or most recently taught.

### **Determining a Candidate’s Total Score and Passing Status**

#### *Written Examination*

A candidate’s total score on the Written Examination is determined based on the candidate’s combined performance on the multiple-choice and constructed-response sections. The contractor equates the examinee’s total raw score on the multiple-choice section to the scores the examinees would have received on the initial form administered on June 20, 1998. A candidate can earn a maximum of sixty points on the multiple-choice section.

On the constructed-response section, each item receives two scores (one from each scorer) from the applicable scoring scale. The two scores for each of the five items are totaled and then weighted by item type to reflect the same domain weights as in the multiple-choice section and to give more significance to the items requiring longer responses. A candidate’s total score for the constructed-response section is the sum of the weighted raw scores for the five items, with a maximum of sixty points. The weighting applied is shown in Table 3, below.

***Table 3: Weighting of Constructed-Response Item Raw Scores on the Written Examination***

| <i>Item</i>             | <i>Maximum Raw Score</i> | <i>Weight</i> | <i>Maximum Weighted Raw Score</i> |
|-------------------------|--------------------------|---------------|-----------------------------------|
| Focused Items           |                          |               |                                   |
| Domain I                | 6                        | 1             | 6                                 |
| Domain II               | 6                        | 2             | 12                                |
| Domain III              | 6                        | 2             | 12                                |
| Domain IV               | 6                        | 1             | 6                                 |
| Case Study Domains I-IV | 8                        | 3             | 24                                |
| Total                   |                          |               | 60                                |

A candidate’s total score for the Written Examination is the sum of the candidate’s score on the multiple-choice and the constructed-response sections. The total number of points possible on the examination is 120, with 81 as the minimum passing score adopted by the Commission.

#### *Video Performance Assessment*

A candidate’s total score for the Video Performance Assessment is the sum of the six scores for the three Video Packets. This total score can range from six, if the candidate receives all scores of one (the lowest score on the scoring scale), to twenty-four, if the candidate receives all scores of four (the highest score on the scoring scale). The minimum passing score adopted by the Commission is seventeen.

Additionally, an examinee who submits one Video Packet receiving a rating of "Requirements Not Met" (e.g., voices distorted on video) and whose total score on the remaining two Video Packets is at least nine, is allowed to replace the faulty Video Packet. Examinees are considered to have failed the assessment if they submit either (a) one Video Packet with a rating of "Requirements Not Met" and a score less than nine or (b) two or three Video Packets receiving a rating of "Requirements Not Met."

### **Individual Score Reports**

Approximately four weeks after each Written Examination administration (five weeks following a December administration) and approximately four weeks after each Video Performance Assessment submission deadline, individual score reports are mailed to RICA examinees. For the Written Examination, the examinee score report contains the examination name, administration date, passing status, the total score if the examinee did not pass, information about the examinee's performance on each of the four RICA domains and the case study, and, if the examinee's case study response was less than adequate, diagnostic information about the response. For the Video Performance Assessment, the examinee score report includes the examination name, submission deadline, the examinee passing status, and diagnostic information for any less-than-adequate Video Packet. Score reports for examinees who do not pass the Video Performance Assessment also include the total score and the score on each Video Packet. All examinees receive a *RICA Score Report Explanation* that provides information about interpreting the score reports. Examinees who pass either assessment receive a Passing Status Verification Slip. The Commission receives RICA scores in electronic format from the current contractor. Examinees may also request that their results be sent, at no extra cost, to one college, university, or district-internship program with a Commission-accredited Multiple Subject Teaching Credential and/or Education Specialist Instruction Credential program.

Additionally, unofficial scores are available on the Internet to candidates by 5:00 p.m. Pacific time on the date that official score reports are mailed. Candidates must provide personal identification information including their RICA identification number to be able to view the scores. The unofficial scores are available online for approximately two weeks and may be viewed only once during the posting period. Candidates who register for the test via the Internet may request to have the unofficial scores sent to their e-mail address.

### **Additional Information, including Possible Future Modification**

For the RICA, there are approximately 16,000 calls received annually by the current contractor, and 88,000 registration bulletins printed and distributed annually. There are about 100 bad checks and declined credit card payments annually, most of which eventually clear. Additionally, close to 3000 cubic feet of archival storage space is now used for the retention and storage of RICA examination materials and data.

The Commission requested that Commission staff study the possibility of consolidating and streamlining teacher examinations. During this study, there was a discussion about placing the assessment of the RICA competencies within the Teaching Performance Assessment. The

Teaching Performance Assessment is currently an optional pedagogical assessment used with teacher candidates by approved California teacher preparation programs.

The RICA content specifications must be aligned with the California K-12 English–Language Arts Content Standards and the K-12 Reading/Language Arts Framework. The California State Board of Education has recently issued a new framework, and the Commission is currently initiating a RICA validity study. The results of the validity study may alter the future RICA Content Specifications, the test structure, and/or the passing standards.

DRAFT

Draft

## Appendix D

### Current Examination Reference Materials

#### **CBEST**

Current CBEST Registration Bulletin: <<http://www.cbest.nesinc.com>>.

Current CBEST Automated Information System: (800) 262-5080.

Current CBEST website: <<http://www.cbest.nesinc.com>>.

Annual Report on the California Basic Educational Skills Test (CBEST) July 1995-June 1999:  
<<http://www.ctc.ca.gov/commission/agendas/2000/2000-07.pdf>> and click on PERF-1.

Report on Passing Rates of Commission-Approved Exams for 2000-01 to 2004-05:  
<<http://www.ctc.ca.gov/reports/Exam-Pass-Rate-Rpt-Apr-2006.pdf>>.

CBEST Test Specifications: <http://www.cbest.nesinc.com> and click on *Test Specifications*

Sample CBEST Questions: <<http://www.cbest.nesinc.com>>.

#### **CSET**

Current CSET Registration Bulletin: <<http://www.cset.nesinc.com>>.

Current CSET Automated Information System: (800) 205-3334.

Current CSET website: <<http://www.cset.nesinc.com>>.

Report on Passing Rates of Commission-Approved Exams for 2000-01 to 2004-05:  
<<http://www.ctc.ca.gov/reports/Exam-Pass-Rate-Rpt-Apr-2006.pdf>>.

CSET Content Specifications for the Subject Matter Requirement: <<http://www.cset.nesinc.com>>, click on *Content Specification*

Sample CSET Questions: <<http://www.cset.nesinc.com>>.

#### **RICA**

Current RICA Registration Bulletin: <<http://www.rica.nesinc.com>>.

Current RICA Automated Information System: (888) 793-7999.

Current RICA website: <<http://www.rica.nesinc.com>>.

## **RICA continued**

Annual Report on the Reading Instruction Competence Assessment (RICA): June 1998 - June 1999: <<http://www.ctc.ca.gov/commission/agendas/1999/1999-10.pdf>> and click on PERF-2.

Report on Passing Rates of Commission-Approved Exams for 2000-01 to 2004-05: at <<http://www.ctc.ca.gov/reports/Exam-Pass-Rate-Rpt-Apr-2006.pdf>>.

RICA Content Specifications: <http://www.rica.nesinc.com>, click on *Content Specifications*.

Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials: Program Standard 7: Preparation to Teach Reading-Language Arts <<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>>.

Sample RICA Written Examination Questions: <<http://www.rica.nesinc.com>>.

*RICA Video Performance Assessment Information Guide*: <<http://www.rica.nesinc.com>>.

## Appendix E

### Notice of Intent to Bid

#### Request for Proposals for the Administration of Commission Examinations (CBEST, CSET and RICA)

Name of Bidder: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

*Please send by fax if possible.*

Return to: Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814-4213  
ATTN: Yvonne Novelli  
FAX: (916) 327-3165

Those who plan to submit a proposal in response to this Request for Proposals are encouraged to submit this notice as soon as possible. The purpose of this notice is solely to inform the Commission of the identity of those who plan to participate in the competitive bidding process, so that any correspondence related to the bidding process (e.g., answers to questions described in Part 1 of the Request for Proposals) can be appropriately distributed. Submission of this Notice of Intent to Bid is not a promise to submit a proposal, nor does lack of a Notice of Intent to Bid disqualify a bidder from submitting a proposal.

Draft

## Appendix F

### Contract Terms and Conditions

All terms and conditions found on the General Terms and Conditions form (GTC 306) and the Contractor Certification Clauses form (CCC 1005), in the versions effective as of the date of this Request for Proposal, will be incorporated by reference into the contract, with the exceptions noted below. Additional terms and conditions that will be incorporated into the contract are also listed below. Forms GTC 306 and CCC 1005 may be located at the Internet site: [www.dgs.ca.gov/contracts](http://www.dgs.ca.gov/contracts).

Upon award of the agreement, the contractor must sign and submit form CCC 1005 to the Commission. This document is only required if the contractor has not submitted this form to the Commission within the last three (3) years.

#### **Additions to Form GTC 306**

The following additions to form GTC 306 will be incorporated into the contract.

- A1. The following is added to the *Amendment* (GTC 306, #2):

The Executive Director of the Commission on Teacher Credentialing shall be authorized to approve amendments to this contract on behalf of the Commission for services that do not exceed a total dollar amount of \$100,000.

- A2. The following is added to the *Audit* (GTC 306, #4):

Records that relate to termination or litigation of the settlement of claims arising out of the performance of this Contract, or costs and expenses of this Contract, to which exceptions have been taken by the Commission or any of its duly authorized representatives shall be retained until such litigation, claims, or exceptions have been disposed of.

- A3. The following underlined text is added to the *Indemnification* (GTC 306, #5):

The Contractor agrees to indemnify, defend and save harmless the State, its officers, agents, and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, material men, laborers, and any other person, firm, or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this contract, and from any and all claims and losses accruing or resulting to any person, firm, or corporation who may be injured or damaged by the Contractor in the performance of this contract, provided, however, that this indemnification shall not be interpreted to create or otherwise give rise to any contractor obligations of any kind whatsoever in connection with any claims, administrative proceedings, and/or lawsuits challenging the legality of the State's use of the

product, process, and/or services provided by the contractor in accord with the contractor's recommendations under agreement with the State other than contractor's good-faith provision of legal and technical assistance to the State in the defense of any such claims, administrative proceedings, and/or lawsuits, which assistance contractor agrees to provide to the State free of charge. In addition to providing such legal and technical assistance to the State, contractor unconditionally warrants that all work done by contractor under the provisions of the contract meets or exceeds national professional standards for psychometric quality, including any and all technical aspects associated with such work.

A4. The following is added to the *Disputes* (GTC 306, #6):

If the Contractor disputes any action by the Program Coordinator arising under or out of the performance of this contract, the Contractor shall notify the Program Coordinator of the dispute in writing and request a claims decision. The Program Coordinator shall issue a decision within 30 calendar days of receipt of the Contractor's notice. If the Contractor disagrees with the Program Coordinator's claims decision, the Contractor shall submit a formal claim to the Commission's Executive Director. The decision of the Executive Director shall be final and conclusive on the claim. The decision may encompass facts, interpretations of the contract, and determinations or applications of law. The decision shall be in writing following an opportunity for the Contractor to present oral and documentary evidence and arguments in support of the claim.

A5. The following is added to the *Independent Contractor* (GTC 306, #8):

The Contractor shall pay when due all required employment taxes and income tax withholding, shall provide and keep in force worker's compensation (and show proof of such insurance) and unemployment compensation insurance in the amounts required by law, and shall be solely responsible for the acts of the Contractor, its employees, and agents.

A6. The following is added to the *Unenforceable Provision* (GTC 306, #17):

The waiver of any breach of a term hereof shall not be construed as a waiver of any other term or provision or the same term or provision at a subsequent time.

### **Additions to Form CCC 1005**

The following underlined additions to form CCC 1005 will be incorporated into the contract.

B1. The following underlined sentence is added to subsection 2 of *Former State Employees*, which is found in number 1: *Conflict of Interest*, under section *Doing Business with the State of California* (CCC 1005):

2. For the twelve-month period from the date of leaving state employment, no former state officer or employee may enter into a contract with any state agency if that person was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the twelve-month period prior to that person leaving state service. This does not apply to contracts with former employees as an expert witness, or continuation of attorney services the former employee was involved with prior to leaving state service.

B2. The following underlined clause is added to number 3: *Americans with Disabilities Act*, under section *Doing Business with the State of California* (CCC 1005):

Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable federal and state laws and regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

B3. The following underlined clause is added to number 8: *Payee Data Record Form STD 204*, under section *Doing Business with the State of California* (CCC 1005):

This form must be completed by all contractors that are not another state agency or other government entity. Upon award of the agreement, Contractor must complete and submit to the awarding agency the Payee Data Record (STD 204), to determine if the Contractor is subject to state income tax withholding pursuant to California Revenue and Taxation Code Sections 18662 and 26131. This form can be found on the Internet at [www.osp.dgs.ca.gov](http://www.osp.dgs.ca.gov) under the link Standard Forms, on the left side of the screen. No payment shall be made unless a completed STD 204 has been returned to the awarding agency.

### **Additional Terms and Conditions**

The following are additional terms and conditions that will be incorporated into the contract.

#### **C1. Contractor Evaluation:**

The Contractor hereby acknowledges that Contractor's performance under this Contract will be evaluated pursuant to Section 10347 of the California Public Contract Code.

#### **C2. Confidentiality of Records:**

The Contractor shall maintain the confidentiality of any records, information, or files of the Commission to which the Contractor may have access in connection with this Agreement and which are subject to any State or federal confidentiality laws. All laws and regulations pertaining to the confidentiality

of the records or information will apply to the Contractor to the same extent as they apply to the Commission. The Contractor shall notify its employees that they are subject to the confidentiality requirements set forth herein and shall provide each employee with a written explanation of the confidentiality requirements before the employee is allowed access to confidential records, information, or files.

**C3. Delays:**

A. Excusable Delays

1. The Contractor shall apply due diligence and reasonable efforts to complete each task required pursuant to this Contract on the specified dates, or in a timely manner for those tasks without specific due dates. The Contractor shall not be in default by reason of any failure to make adequate progress or to perform this Contract in a timely manner if such failure arises out of unforeseen causes beyond the control and without the fault or negligence of the Contractor. Such causes may include, but are not restricted to, acts of God or of the public enemy, acts of the Commission in either its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, and unusually severe weather, but in every case the failure to perform must be beyond the control and without the fault or negligence of the Contractor.
2. If the failure of the Contractor to make adequate progress or to perform this Contract in a timely manner is caused by the failure of a subcontractor or supplier to perform or make progress, and if such failure arises out of causes beyond the control of both the Contractor, subcontractor, and supplier, and without the fault or negligence of any of them, the Contractor shall not be deemed to be in default, unless the supplies or services to be furnished were obtainable from other sources in such time as to permit performance in accordance with the Contract.
3. Upon request of the Contractor, the Program Coordinator shall reasonably determine whether and the extent that any failure to perform was due to excusable causes of delay, and if so, the delivery schedule shall be revised according to the effect of the delay upon timely completion of the Contract.

B. Notice to the Commission of Delays

Whenever the Contractor knows of any actual or potential cause of delay, including, but not limited to labor disputes, the Contractor shall immediately give written notice thereof to the Program Coordinator and within ten (10) calendar days furnish all relevant information with respect thereto to the Program Coordinator.

**C4. Legal Authority to Enter Contract:**

- A. The Commission warrants that its execution of this Contract is in full compliance with its obligations under applicable California statutes governing Contract bidding by state agencies. To the extent applicable, funding of this Agreement is contingent upon appropriation and availability of funds in each fiscal year.
  
- B. The Contractor assures and guarantees that it possesses the legal authority to enter into this Contract. The person or persons signing and executing this Contract on behalf of the Contractor do hereby warrant and guarantee that they have full authorization to execute this Contract.

**C5. Project Management:**

A. Management Control

The Contractor will work under the direct management control of a Commission staff member designated as the Program Coordinator. The Program Coordinator will represent the Commission in all matters affecting this project and the Contract, and the Program Coordinator's positions, representations, or approvals will be deemed the positions, representations, or approvals of the Commission, unless and until the Contractor is informed otherwise in writing. If the individual assigned to be Program Coordinator changes, Commission staff will notify the Contractor of the change immediately. All materials (e.g., plans, products, reports) identified in the Contract to be produced by the Contractor shall be reviewed and approved by the Program Coordinator. The Program Coordinator shall have a minimum of ten (10) working days to review drafts of such materials unless the Program Coordinator gives permission for fewer days. Following review and approval by the Program Coordinator, the materials shall be submitted to the Program Coordinator by the Contractor in finished form, in a style as defined by the Program Coordinator, incorporating the changes made by the Program Coordinator, and in a quantity specified by the Program Coordinator, not to exceed ten (10), unless otherwise noted in this Contract.

B. Contractor Personnel

Prior to removing any of the individuals considered essential by the Commission from this project, or reducing their time commitment to the project by more than thirty-three (33) percent of the time agreed upon, the Contractor shall notify the Program Coordinator of the proposed removal or reduction. No such removal or reduction shall occur without the prior written approval of the Program Coordinator. Upon request of the Program Coordinator, the Contractor shall submit justification for the change and indicate who will replace an individual being removed from the project and/or how the reduction of an individual's time commitment to the project will be compensated for. The Contractor shall describe the qualifications and experience of the individual(s) proposed to replace or make up for a

reduced time commitment by any of the persons listed below. This information shall be provided in sufficient detail to permit evaluation of the impact of the change on the project.

**C6. Sole Agreement:**

This Contract is the sole agreement between the parties respecting the subject matter hereof. This Contract is intended as the complete integration of all understandings between the parties at this time. In the event of any conflict, inconsistency, variance, or incongruity between the provisions of this Contract and any other documents or understandings, the provisions of this Contract shall in all respects supersede, govern, and control.

**C7. Subcontracts:**

- A. The Contractor shall notify the Program Coordinator reasonably in advance of entering into any subcontract that (a) is cost-reimbursement type, time and materials, or labor-hour, or (b) is fixed-price type and exceeds \$10,000.
- B. In the case of a proposed subcontract that (a) is cost-reimbursement type, time and materials, or labor-hour, and would involve an estimated amount in excess of \$10,000, including any fee, or (b) is fixed-type and exceeds \$10,000, or (c) is one of a number of subcontracts under this Contract with a single subcontractor for the same or related supplies or services that in the aggregate are expected to exceed \$20,000, the advance notification required by the immediately preceding paragraph above shall include:
  - 1. a description of the supplies or services to be called for by the subcontract;
  - 2. identification of the proposed subcontractor and an explanation of why and how the proposed subcontractor was selected, including the degree of competition obtained;
  - 3. the proposed subcontract price, together with the Contractor's cost or price analysis thereof; and
  - 4. identification of the type of subcontract to be used.
- C. The Contractor shall obtain the written consent of the Program Coordinator prior to placing any subcontract for which advance notification is required under paragraph A above. No payment will be made for any subcontract in which performance commenced prior to the Contractor's receipt of written approval by the Program Coordinator. No subcontract providing for payment of a fee or profit will be approved if made with a division, subsidiary, or entity controlled or owned by the Contractor.
- D. The Contractor shall give the Program Coordinator immediate notice in writing of any action or suit filed, and prompt notice of any claim made against the Contractor by any subcontractor or vendor that, in the opinion of the Contractor, may result in litigation related in any way to this Contract

with respect to which the Contractor may be entitled to reimbursement from the Commission.

- E. With the exception of subcontracts for the routine printing of materials, the Contractor shall select subcontractors (including suppliers) on a competitive bid basis to the maximum extent practicable, consistent with the objectives and requirements of the Contract.

**C8. Termination:**

- A. The Commission may terminate this Contract in whole or in part for good cause (as hereafter defined) upon ninety (90) calendar days' written notice to the Contractor. As used herein, "good cause" shall mean a material breach of this Contract by the Contractor, which breach is not cured or corrected within thirty (30) calendar days after receipt of notice thereof from the Commission. Any termination by the Commission shall be effected by delivery from the Commission to the Contractor of a Notice of Termination specifying the reason for the termination, the part(s) of this Contract that are being terminated, and the effective date of the termination.
- B. After receipt by the Contractor of a Notice of Termination, the Contractor shall:
  - 1. Stop work under the Contract on the date and to the extent specified in the Notice of Termination;
  - 2. Place no further orders or subcontracts for materials, services, or facilities, except as may be necessary for completion of such portion of the work under the Contract as is not terminated;
  - 3. Terminate all orders and subcontracts to the extent that they relate to the performance of work terminated by the Notice of Termination;
  - 4. Assign to the Commission, in the manner and to the extent directed by the Program Coordinator, all of the right, title, and interest of the Contractor's under the orders or subcontracts;
  - 5. Deliver in the manner, at the time(s), to the location(s), and to the extent specified by the Program Coordinator all materials developed, whether draft or final, and all information collected for the purposes of accomplishing the contracted scope of work, that is in the possession of the Contractor, its employees, its agents, or its subcontractors;
  - 6. Complete performance of such part of the work as shall not have been terminated by the Notice of Termination;
  - 7. Take such action as may be necessary, or as the Commission may direct, for the protection and preservation of the property related to this Contract which is in the possession of the Contractor, its employees, its agents, or its subcontractors, and in which the Commission has or may acquire an interest; and
  - 8. Submit to the Program Coordinator a termination claim in the form and with the certification prescribed by the Program Coordinator. Such claim shall be submitted promptly but in no event later than ninety (90)

calendar days from the effective date of termination, unless one or more extensions in writing are granted by the Commission upon request of the Contractor made in writing and with appropriate documentation within such 90-day period or authorized extension thereof.

- C. Subject to the provisions of paragraph (8) above, the Contractor and the Commission may agree upon the whole or any part of the amount or amounts to be paid to the Contractor by reason of the total or partial termination of work pursuant to this clause. The Contract shall be amended accordingly, and the Contractor shall be paid the agreed amount by the Commission subject to all necessary approvals of the applicable state control agencies.
- D. In the event of the failure of the Contractor and the Commission to agree in whole or in part, as provided in paragraph C above, as to the amounts to be paid to the Contractor in connection with the termination of work pursuant to this clause, the Commission shall determine on the basis of information available to it, the amount, if any, due to the Contractor by reason of the termination.

**C9. Waiver of Rights:**

No failure to assert any rights or remedies available to the Commission or the Contractor under this Contract shall be considered a waiver of such right or remedy unless such waiver is contained in writing signed by the party alleged to have waived its right or remedy.

## Appendix G

### Require Attachments

#### **A. Disable Veteran Business Enterprise (DVBE) Participation Goals**

An explanation of the Disabled Veteran Enterprise Program (DVBE) requirements can be found at the Internet Website: [www.pd.dgs.ca.gov/dvbe](http://www.pd.dgs.ca.gov/dvbe). Select the “DVE Resource Packet” under “Related Links.”

The DVBE package and the required submittal forms can be found at the Internet website [www.pd.dgs.ca.gov](http://www.pd.dgs.ca.gov). Select Disabled Veteran Enterprise Participation.

If you fail to (a) meet or exceed the DVBE participation goal or (b) make a good faith effort to meet the goal, you will be deemed non-responsive, your proposal will not be evaluated, and you will not be eligible for the contract award. *Final determination of goal attainment or good faith effort shall be at the Commission’s sole discretion.*

The required documentation for each step is as follows. Clearly label your documentation by step number.

- Step 1: Indicate the time(s), date(s), and manner(s) (e.g., telephone, fax) in which you made contact with Yvonne Novelli at the Commission, and summarize the results of the contact (i.e., what information you were provided).
- Step 2: Provide a list of other state and federal agencies and local DVBE organization you contacted to identify DVBEs, the person at each organization with whom contact was made, the telephone number of each organization, and the time(s), date(s), and manner(s) in which contact was made with each organization. Summarize the results of each contact.
- Step 4: For each DVBE from which you solicit a bid, indicate the name, address, contact person, and telephone number of the business; the date the solicitation was made; the solicitation method(s) (e.g., by mail, by phone); and the type(s) of services materials, labor, supplies, or equipment for which you solicit a bid. Attain copies of written solicitation used. If solicitations were made via telephone, summarize the content of the solicitation.
- Step 5: Provide a list of DVBEs who submitted bids, and indicate for each who reviewed the bid and when. For each DVBE that was not selected to participate in this contract, provide the business rationale for the decision.

## **B. Payee Data Record**

Contractor must complete and submit to the awarding agency the Payee Data Record (STD)204), for tax purposes pursuant to California Revenue and taxation Code Sections 1862 and 26131. The form can be found on the Internet at [www.documents.dgs.ca.gov/osp/pdf/std204.pdf](http://www.documents.dgs.ca.gov/osp/pdf/std204.pdf)

## **C. Contractor Certification Clauses**

Contractor must sign and submit to the awarding agency, page one(1) of the Contractor Certification Clauses (CCC 103)

DRAFT