



PROCUREMENT JUSTIFICATION FORM (PJF)

This form must accompany all contract requests and sole source requisitions (RQS) over \$5,000 submitted to the Office of State Procurement Services.

INSTRUCTIONS: Please provide the requested information in the white spaces below. All responses (except signatures) must be typed; no hand-written forms will be accepted. See the guidance document posted with this form on the Procurement Services intranet site (Forms page) for additional instructions.

PART I: OVERVIEW				
Department Office/Division/Program:	Maine Department of Education/Office of Innovation/Early Learning Team			
Department Contract Administrator or Grant Coordinator:	Renee A Reilly, Preschool Development Grant Manager			
(If applicable) Department Reference #:	N/A			
Amount: (Contract/Amendment/Grant)	\$ 89,200.00	Advantage CT / RQS #:	20240123000000002015	
CONTRACT	Proposed Start Date:		Proposed End Date:	
AMENDMENT	Original Start Date:	3/1/2024	Effective Date:	2/17/2025
	Previous End Date:	2/28/2025	New End Date:	12/30/2025
GRANT	Project Start Date:		Grant Start Date:	
	Project End Date:		Grant End Date:	
Vendor/Provider/Grantee Name, City, State:	WestEd PO BOX 889001 Los Angeles, CA 90088			
Brief Description of Goods/Services/Grant:	Consultation and facilitation support for development of a Kindergarten Entry Inventory pilot project.			

PART II: JUSTIFICATION FOR VENDOR SELECTION			
Check the box below for the justification(s) that applies to this request. (Check all that apply.)			
<input type="checkbox"/>	A. Competitive Process	<input type="checkbox"/>	G. Grant
<input checked="" type="checkbox"/>	B. Amendment	<input type="checkbox"/>	H. State Statute/Agency Directed
<input checked="" type="checkbox"/>	C. Single Source/Unique Vendor	<input type="checkbox"/>	I. Federal Agency Directed
<input type="checkbox"/>	D. Proprietary/Copyright/Patents	<input type="checkbox"/>	J. Willing and Qualified

<input type="checkbox"/>	E. Emergency	<input type="checkbox"/>	K. Client Choice
<input type="checkbox"/>	F. University Cooperative Project	<input type="checkbox"/>	L. Other Authorization

Please respond to ALL of the questions in the following sections.

PART III: SUPPLEMENTAL INFORMATION

1. Provide a more detailed description and explain the need for the goods, services or grant to supplement the response in Part I.

Maine’s Department of Health and Human Services, in partnership with Maine’s Department of Education, was awarded a Preschool Development B-5 Renewal Grant (PDG) in December 2022. An approved project in Maine’s PDG is the development and pilot of a Kindergarten Entry Inventory (KEI) tool that documents students’ development across multiple domains of learning. Consultation support from an organization with expertise in early childhood assessment, specifically Kindergarten entry assessments or inventories, is essential for facilitating the development of Maine’s KEI and supporting the design and implementation of a pilot to test the tool. Additionally, the work associated with the development and pilot of a KEI will include facilitation support for an advisory team composed of Maine educators. Obtaining consultation and facilitation services from one vendor will help manage the process more efficiently and effectively. The amendment to extend the current contract will allow WestEd to provide the KEI implementation team with access to the DRDP tool and to continue to provide consultation and meeting facilitation support through Year 2 of the KEI pilot project.

2. Provide a brief justification for the selected vendor to supplement the response in Part II. Reference the RFP number, if applicable.

WestEd was selected after researching technical assistance organizations to learn more about their expertise related to early childhood assessment, particularly Kindergarten entry assessments, as well as group facilitation skills. With over 900 employees and 13 offices nationwide, WestEd brings over 50 years of experience in the provision of technical assistance consultation and innovative project facilitation in the field of educational research and development, including support for U.S. federal agencies, state departments of education, international entities, universities, school districts, foundations and other state and local agencies. WestEd has specific expertise in early childhood development and learning, assessment design, and development, and assessment-related research and psychometric support that will serve to support Maine as it moves forward with its early childhood initiatives. Aligned with this project, WestEd has contributed to the development of instruments to assess children within the early childhood years, including:

- Development of the Desired Results Developmental Profile (2015) [DRDP (2015)©], a developmental continuum that can be used as a formative assessment for young children (birth to Kindergarten) and their families to inform instruction and program development. The DRDP was developed by the California Department of Education with the assistance of the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, the Desired Results Access project at the Napa County Office of Education, and WestEd’s Center for Child and Family Studies. WestEd served as the primary content contributor for the DRDP. The preschool version of the DRDP includes the following domains—Approaches to Learning, Social and Emotional Development, Language and Literacy Development, English Language Development,

PART III: SUPPLEMENTAL INFORMATION

Cognition, including mathematics and science, Physical Development, Health, History-Social Science, Visual and Performing Arts, and Language and Literacy Development in Spanish.

□ Partnership with the Maryland State Department of Education (MSDE) and the Ohio Department of Education (ODE), in conjunction with the Johns Hopkins University Center for Technology in Education to develop the Ready for Kindergarten Early Childhood Comprehensive Assessment System, including the Kindergarten Readiness Assessment (KRA) and the (observation-based) Early Learning Assessment. The KRA assesses the essential domains of school readiness through the strategic use of a variety of item types, including selected-response, performance-based, and observation-based items; produces reliable, valid, and fair scores for individual children and subgroups of children to evaluate school readiness, guide instruction, and better understand the professional development needs of early childhood educators and programs; incorporates technology in both the administration process and collection of data to ensure that the KRA is efficiently administered and maintained; and provides data that can be incorporated into a state's student assessment system and/or a state's longitudinal data system. The Early Learning Assessment, comprising of 32 research-supported learning progressions, allows early childhood teachers to collect and analyze information from multiple sources (e.g., children's work, teachers' observations, interviews with families and other educators) to evaluate a child's progress on the essential domains of school readiness.

□ Provision of technical assistance, psychometric services, and assessment development support for the Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT), which is utilized to measure skills in children from age 3 to kindergarten. WestEd is developing a series of instructional activities to support the naturalistic observation of student performance on the essential skills, knowledge, and behaviors that form the basis of the assessment. ISPROUT is adapted from the Early Learning Assessment, developed for Maryland and Ohio. In addition to the instructional support, WestEd provides psychometric services.

WestEd's broader work related to early childhood education includes:

- Facilitating the **Early Childhood Learning and Development** program which focuses on building the capacity of early childhood educators, caregivers and parents to provide high quality, responsive, early care and education for all children (birth to five) and supporting children's well-being across all developmental domains. This work includes the development of research-based professional learning and curriculum resources (print, online, and video), the provision of technical assistance to build the capacity of the early childcare workforce, the development of content standards targeted for birth to grade 3, and review and research on the developmental progress of children;

- Facilitating the **Early Childhood Integrated Systems and Policies** program which addresses systems and policies for children age birth to eight and their families. Projects in this area build the capacity of state-level or large-scale mixed-delivery early childhood systems through cross-sector, integrated service delivery, policy guidance, system building efforts and initiatives to support the whole child, whole family, and whole community; and

- Hosting the Center to Improve Social and Emotional Learning and School Safety, including leadership for the fifteen state Transforming Kindergarten Collaborative (of which Maine has been involved). The Collaborative is designed to engage participants in peer-to-peer learning and

PART III: SUPPLEMENTAL INFORMATION

individualized coaching to address issues of practice related to developmentally appropriate practice and kindergarten transitions.

3. Explain how the negotiated costs or rates are fair and reasonable; or how the funding was allocated to grantee.

Maine’s approved PDG budget allocated an additional \$75,000 for the consultation and facilitation work associated for year 2 of this project and \$14,200 for the KEI Implementation Team to pilot the DRDP assessment tool. WestEd’s proposed budget for the necessary services aligns with this approved amount.

4. Describe the plan for future competition for the goods or services.

If similar services are needed in the future and time is available to solicit proposals, a competition could be held.

PART IV: AMERICAN RESCUE PLAN ACT (ARPA) / MAINE JOBS & RECOVERY PLAN (MJRP)

Does this request utilize ARPA/MJRP funds?

Yes, MJRP funds (023) – If Yes, please attach the approved Business Case(s).

Yes, ARPA funds (025) – If Yes, please be aware of the requirements from awarding federal agencies.

No – If No, proceed to Part V.


PART V: CONFLICTS OF INTEREST (COI); CONTRACT WITH THE STATE

Maine law contains Conflict of Interest statutes directed to State Departments, State Officers, and Employees Generally under MRS [Title 5, §18](#) and [§18-A](#), in harmony with MRS [Title 17, §3104](#).


The requesting department signatory understands and acknowledges Maine’s Conflict of Interest statutes.

PART VI: APPROVALS

The signatures below indicate approval of this procurement request.

Signature of requesting Department’s Commissioner (or designee):			
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Typed Name:	Daniel A. Chuhta, Deputy Commissioner	Date:	3/3/2025
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Signature of DAFS Procurement Official:	 <small>41C2BA36FAF44CD...</small>		
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Typed Name:	Kathy Paquette	Date:	3/18/2025
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Daniel A. Chuhta

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Deputy Commissioner

Maine Department of Education

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Freeform Signing

Electronic Record and Signature Disclosure:

Not Offered via Docusign

In Person Signer Events

Signature

Timestamp

Editor Delivery Events

Status

Timestamp

Agent Delivery Events

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Intermediary Delivery Events

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Signature

Timestamp

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Timestamps

Envelope Sent

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3/3/2025 10:28:26 AM

Certified Delivered

Security Checked

3/3/2025 10:28:38 AM

Signing Complete

Security Checked

3/3/2025 10:32:22 AM

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Security Checked

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Payment Events

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