



NOTICE OF CONTRACT RENEWAL

State of Missouri
Office of Administration
Division of Purchasing and Materials Management
PO Box 809
Jefferson City, MO 65102-0809
<http://www.oa.mo.gov/purch>

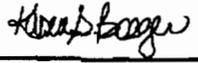
BIE15733

CONTRACT NUMBER C115133003	CONTRACT TITLE Books for AEL and GED Classrooms
AMENDMENT NUMBER 001	CONTRACT PERIOD March 24, 2016 through March 23, 2017
REQUISITION NUMBER NR 931 YYY16709085	VENDOR NUMBER 3637021500 0
CONTRACTOR NAME AND ADDRESS Cambridge Educational Services 2860 S. River Road Des Plaines, IL 60018	STATE AGENCY'S NAME AND ADDRESS Missouri Department of Corrections Various locations throughout the State of Missouri
ACCEPTED BY THE STATE OF MISSOURI AS FOLLOWS: The State of Missouri hereby exercises its option to renew the above-referenced contract. All other terms, conditions and provisions of the contract, including the percentage discount, shall remain the same throughout the above contract period and apply hereto. SIGNATURE OF CONTRACTOR IS NOT REQUIRED ON THIS DOCUMENT.	
BUYER Laurie Borchelt	BUYER CONTACT INFORMATION E-mail: laurie.borchelt@oa.mo.gov Phone: 573-751-1702 Fax: 573-526-9816
SIGNATURE OF BUYER 	DATE 12/16/15
DIRECTOR OF PURCHASING AND MATERIALS MANAGEMENT 	



NOTICE OF AWARD

State Of Missouri
Office Of Administration
Division Of Purchasing And Materials Management
PO Box 809
Jefferson City, MO 65102-0809
<http://content.oa.mo.gov/purchasing-materials-management>

SOLICITATION NUMBER B1E15133	CONTRACT TITLE Books for AEL and GED Classrooms
CONTRACT NUMBER C115133003	CONTRACT PERIOD March 24, 2015 through March 23, 2016
REQUISITION NUMBER NR 931 YYY15709035	VENDOR NUMBER 3637021500 0
CONTRACTOR NAME AND ADDRESS Cambridge Educational Services 2860 S. River Road Des Plaines, IL 60018	STATE AGENCY'S NAME AND ADDRESS Missouri Department of Corrections Various locations throughout the State of Missouri
ACCEPTED BY THE STATE OF MISSOURI AS FOLLOWS: The bid submitted by Cambridge Educational Services in response to B1E15133, including the attached email from Ivan Zdero dated 2/27/15, is accepted for line item 005.	
BUYER Laurie Borchelt	BUYER CONTACT INFORMATION Email: laurie.borchelt@oa.mo.gov Phone: (573) 751- 1702 Fax: (573) 526-9816
SIGNATURE OF BUYER 	DATE 3/18/15
DIRECTOR OF PURCHASING AND MATERIALS MANAGEMENT 	

V. Appendix A. Required Proposal Forms



STATE OF MISSOURI
 OFFICE OF ADMINISTRATION
 DIVISION OF PURCHASING AND MATERIALS MANAGEMENT (DPMM)
 INVITATION FOR BID (IFB)

AMENDMENT NO.: 001
 IFB NO.: B1E15133
 TITLE: BOOKS F/ ADULT EDUCATION LITERATURE (AEL)
 & GENERAL EDUCATIONAL DEVELOPMENT (GED)
 CLASSROOMS
 ISSUE DATE: 12/05/14

REQ NO.: NR 931 YYY15709035
 BUYER: LAURIE BORCHELT
 PHONE NO.: (573) 751-1702
 E-MAIL: laurie.borchelt@oa.mo.gov

RETURN BID NO LATER THAN: 12/16/14 AT 2:00 PM CENTRAL TIME

MAILING INSTRUCTIONS: Print or type IFB Number and Return Due Date on the lower left hand corner of the envelope or package. Delivered sealed bids must be in DPMM office (301 W High Street, Room 630) by the return date and time.

RETURN BID AND AMENDMENT(S) TO:

(U.S. Mail)
 DPMM
 PO BOX 809
 JEFFERSON CITY MO 65102-0809

or

(Courier Service)
 DPMM
 301 WEST HIGH STREET, ROOM 630
 JEFFERSON CITY MO 65101-1517

CONTRACT PERIOD: MARCH 24, 2015 THROUGH MARCH 23, 2016

DELIVER SUPPLIES/SERVICES FOB (Free On Board) DESTINATION TO THE FOLLOWING ADDRESS:

MISSOURI DEPARTMENT OF CORRECTIONS
 VARIOUS LOCATIONS
 THROUGHOUT THE STATE OF MISSOURI

The bidder hereby declares understanding, agreement and certification of compliance to provide the items and/or services, at the prices quoted, in accordance with all terms and conditions, requirements, and specifications of the original IFB as modified by this and any previously issued IFB amendments. The bidder should, as a matter of clarity and assurance, also sign and return all previously issued IFB amendment(s) and the original IFB document. The bidder agrees that the language of the original IFB as modified by this and any previously issued IFB amendments shall govern in the event of a conflict with his/her bid. The bidder further agrees that upon receipt of an authorized purchase order from the Division of Purchasing and Materials Management or when a Notice of Award is signed and issued by an authorized official of the State of Missouri, a binding contract shall exist between the bidder and the State of Missouri.

SIGNATURE REQUIRED

DOING BUSINESS AS (DBA) NAME Cambridge Educational Services
MAILING ADDRESS 2860 S. River Road
CITY, STATE, ZIP CODE Des Plaines, IL 60018

LEGAL NAME OF ENTITY/INDIVIDUAL FILED WITH IRS FOR THIS TAX ID NO. Cambridge Educational Services
IRS FORM 1099 MAILING ADDRESS 2860 S. River Road
CITY, STATE, ZIP CODE Des Plaines, IL 60018

CONTACT PERSON Ivan Zdero
PHONE NUMBER (847) 299-2930

EMAIL ADDRESS RFP@CambridgeEd.com
FAX NUMBER (847) 299-2933

TAXPAYER ID NUMBER (TIN) 36-3702105
--

TAXPAYER ID (TIN) TYPE (CHECK ONE) X <input type="checkbox"/> FEIN <input type="checkbox"/> SSN
--

VENDOR NUMBER (IF KNOWN)

VENDOR TAX FILING TYPE WITH IRS (CHECK ONE)	
<input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Individual <input type="checkbox"/> State/Local Government <input type="checkbox"/> Partnership <input type="checkbox"/> Sole Proprietor <input type="checkbox"/> IRS Tax-Exempt	
AUTHORIZED SIGNATURE <i>Shevonn Willis</i>	DATE 12/12/14
PRINTED NAME Shevonn Willis	TITLE RFP Director

Borchelt, Laurie

From: Ivan Zdero [zdero@cambridgeed.com]
Sent: Friday, February 27, 2015 2:42 PM
To: Borchelt, Laurie; RFP
Subject: RE: Vendor No Tax Due Certificate
Attachments: vendor tax due 001.jpg; vendor tax due 001.jpg

Laurie,

I have attached the Vendor tax due information that you requested.

Cambridge Educational Services doesn't have a physical location in Missouri, it is a foreign corporation (Transacting business in interstate commerce).

Please let me know if you need anything else.

Thank you,

Ivan Zdero
Accounting
Cambridge Educational Services
Office: 847-299-2930 ext. 235
Fax: 847-299-2933
www.cambridgeed.com

From: Borchelt, Laurie [mailto:Laurie.Borchelt@oa.mo.gov]
Sent: Wednesday, February 25, 2015 4:39 PM
To: RFP
Subject: Vendor No Tax Due Certificate

ATTN: Ivan Zdero

Ivan,

In accordance with Section 34.040.6 of the Revised Statutes of the State of Missouri (RSMo), we are precluded from contracting with a vendor or its affiliate who makes sales at retail of tangible personal property or for the purpose of storage, use or consumption in this state but fails to collect and properly pay the tax as provided in RSMo 144. In order for us to be able to consider your response to the IFB, you must verify that you are either registered to collect sales and/or use tax in Missouri, or you are not making retail sales of tangible personal property or providing taxable services in Missouri.

The attached letter indicates the Vendor No Tax Due information required to satisfy the tax compliance status of Cambridge Educational Services and provides instruction on how to obtain the certificate. Please make sure when contacting the Missouri Department of Revenue that you ask specifically for the "Vendor No Tax Due" certificate as there are comparable certificates which are not the same.

Should you have any questions, please don't hesitate to contact me. Thanks...Laurie

TAXATION DIVISION
P O BOX 3666
JEFFERSON CITY MO 65105-3666



Missouri
DEPARTMENT OF REVENUE

Telephone: (573) 751-9268
Fax: (573) 522-1265
E-mail: taxclearance@dor.mo.gov

VENDOR NO TAX DUE

CAMBRIDGE EDUCATIONAL SERVICES
2860 SOUTH RIVER RD STE 400
DES PLAINES IL 60018

DATE ISSUED: FEBRUARY 26, 2015

MISSOURI TAX ID NUMBER: 19455330
FEDERAL IDENTIFICATION NUMBER: 363702150

The Missouri Department of Revenue certifies that based on the information provided the above listed taxpayer/vendor and its disclosed affiliates do not sell taxable tangible personal property or provide taxable services in the State of Missouri. As a result, the above vendor and its disclosed affiliates are in compliance with Section 34.040.6, RSMo.

This statement does not limit the authority of the Director of Revenue to assess and/or collect liabilities under appeal or that become known to the Department as a result of audit or determination of successor liability.

This certificate will remain valid until such time as the business activity changes. Please note that any change in or deviation from the operation of this business as originally described will render this letter inapplicable.

DIRECTOR OF REVENUE OR DELEGATE
STATE OF MISSOURI

BY:

Dwayne Maples
Administrator, Business Tax

KO:DU0568

CBN045
201505700300751

I. Executive Summary

Marie Borchelt, Buyer
State of Missouri
Office of Administration
Division of Purchasing and Materials Management (DPMM)
301 West High Street, Room 630
Jefferson City MO 65101-1517

Dear Ms. Borchelt:

Cambridge Educational Services is pleased to submit this proposal to the State of Missouri in response to IFB NO.: B1E15133, REQ NO.: NR 931 YYY15709035 Books F/ Adult Education Literature (AEL) & General Educational Development (GED).

We believe that Cambridge is uniquely qualified to provide highly effective Adult Education and High School Equivalency to the State of Missouri. The State of Missouri recently chose the HiSET as its high school equivalency assessment. Cambridge's Victory for the GED, HiSET, and TASC is unique in the educational marketplace in bridging this transition for both your learners and the state's agency staff.

Our products and services are the result of twenty four years of research, and embrace those elements identified by *The Handbook on the Effective Implementation of School Improvement Grants* (recommended by the U.S. Department of Education):

- A. Aligning Instruction,
- B. Differentiating Instruction,
- C. Using Student Data to Drive Instruction, and
- D. Using Instructional Practice Data to Implement Alternative Instructional Strategies.

By structuring our programs around these elements, learners receive highly effective programs and materials that help them achieve dramatic and rapid improvement in skills and test scores.

Our instructional resources are designed by a team of leading test preparation experts with graduate degrees and post-graduate study in a variety of fields. The team includes active and former teachers, principals, superintendents, college professors, statisticians, textbook authors, and others – some of whom have as many as 35 years of experience in test preparation. Over 60 individuals are involved in the creation, testing, and refinement of program content, and their credentials include articles and textbooks published by virtually every major educational publishing house, including Simon & Schuster, Harcourt Brace, Macmillan, Peterson's, Thomson Learning, Pearson, and others.

Cambridge believes that the materials and services are a perfect match to meet the demands requested by this IFB package. As a result, Cambridge is excited to bring to the State of Missouri diverse and comprehensive programs that have been designed to increase the skills of all of your learners. Based on your request, our proposed products and services include:

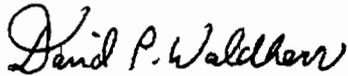
- A. *Non-Negotiable Skills textbooks*: Recently, Cambridge Educational Services has created a skill-building series, structured according to a set of NASSP-recommended non-negotiable skills. Built on ACT's College Readiness Standards™, and mapped to the Common Core, Cambridge's popular *Non-Negotiable Skills™* series is what your program needs to save your learners' futures.

- B. *Victory textbook for the GED, HiSET and TASC tests* provides up to 60 hours of skills exercises, test mechanics, and test-taking strategies for maximum growth. The program is designed as a FasTrak program for students who need up to 60 hours of preparation, focusing on tested skills such as reading comprehension and mathematics topics and then preparing students for the test with test-specific mechanics and strategies.

Cambridge believes itself to be the best-qualified vendor because the materials used in Cambridge's program have seen unprecedented success.

I invite you to review the details of this proposal and to request any additional information that you might require before deciding to partner with Cambridge. On behalf of the firm and our staff, I thank the State of Missouri for its kind consideration of this proposal.

Cordially,



David P. Waldherr
President

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II. Company History

Founded in 1990 as a test preparation company, Cambridge has evolved into a diversified, medium-sized educational firm with multiple departments that closely work together to produce high quality and highly effective test preparation products and services.

As a leading innovator in education, Cambridge is the nation's premiere provider of school-based College and Career Readiness programs with the inherent goals of building college and workplace skills, raising test scores, enhancing curriculum, and supporting instruction. Cambridge is a "pure" educational company as our products and services are available only to districts, schools, colleges/universities, schools of continuing education, not-for-profit businesses for in-house training, and similar entities. This "partnership" strategy ensures quality of service to the students and guarantees a lower, fairer price than is available in the retail market, and makes it impossible for conflict of interest to arise. The success of this partnership strategy is extensively documented by program results, particularly with students who require preparation for examinations such as the GED.

For 24 years, Cambridge has partnered with all types of schools and student populations. This includes a countless number of schools nationwide to provide quality test preparation materials to minority, low-income students who may not have such curriculum available to them in comparison to their affluent peers. Cambridge and its partners, including high schools, TRIO programs, and HBCUs, have had incredible success advancing minority high school students along the college track. To take just four representative examples (others are provided on page 7):

1. Chicago Public Schools (39.7% African American, 45.2% Hispanic, 9.2% Caucasian, 3.6% Asian and Pacific Islander, 2.3% other, and 85% economically disadvantaged) achieved an 83% participation rate, an average gain of 1.6 points in reading and 3.3 points in math from their pre- and post-tests using previously administered, off-record ACT® assessments, which is equivalent to an average gain of 200 points on the SAT, and nearly two years of academic growth.
2. Detroit Public Schools (91% African-American) attained a 93% attendance rating and average score gains of 1.6 ACT® points, equivalent to 107 SAT points and more than one year of academic growth.
3. Roswell Independent School District (65.5% Hispanic, and 80.8% students are from low income families), had gains of 2.66 points on the ACT®, equivalent to 220 SAT points and nearly two years of academic growth.
4. Rich Township High School District 227 (88% African-American) boasted an 89% participation rate and growth of 5.6 to 15.5% meets/exceeds in math and 3 to 15% in reading.

The Cambridge partnership strategy is implemented at all levels. Cambridge has vast experience implementing a variety of programs from small one class programs to district wide programming. Because of Cambridge's years of experience working with so many different types of programs, Cambridge has been able to use this experience to research and hone test preparation activities and strategies that will benefit all students. The following table provides a summary of Cambridge's customer make-up:

Type of Institution	Number of Locations
School District	91
High School	538
2-year College	120
4-year College	310
Company (Business to Business)	55
Other (TRIO, GEAR UP, etc.)	163

III. Cambridge Victory Program

A. Cambridge GED®, HiSET, and TASC Tests, 7th Ed. Textbook

GED participants will use the Cambridge GED®, HiSET, and TASC Victory Textbook (2nd Edition; 122 pages). The textbook includes skills review of core test subjects (including math, social studies, science, reading and writing) with reinforcement exercises; powerful TestPrep strategies; quizzes; and complete tests with explained answers.

Instructors and students are also provided Cambridge Navigator instructional packets that contain over 40 pages of fully explained answers (correct and incorrect) with solutions and test strategies for the entire official retired GED®, HiSET and TASC tests.

At the end of the program, since participants will not be writing on the textbook or the assessments, the county can keep all materials including textbooks, diagnostic reports, and any other classroom or workshop materials mentioned in this RFP.

B. Cambridge Victory for the GED®, HiSET, and TASC, Test, 7th Ed. Teacher's Guide

The Cambridge Victory GED, HiSET, and TASC 7th Ed. Teacher's Guide is unparalleled in the extensive resources they provide test prep classroom instructors. The well-researched teacher's guide contains explanations to all classroom text exercises, lessons on test taking strategies and alternative instructional practices to meet the needs of all students. With the dynamic Cambridge Victory for the GED®, HiSET, TASC Tests program, 12, 30, or 60 hours of the right sort of preparation is sufficient to help most students ready for success.

C. Cambridge Non-Negotiable Skills™ Level 1, Level 2 and Level 3 Student Text 5th Ed.

Cambridge Educational Services has created a brand-new skill-building series, structured according to a set of NASSP-recommended non-negotiable skills. Built on ACT®'s College Readiness Standards™, and mapped to the Common Core, Cambridge's popular Non-Negotiable Skills™ series is what your school needs to save your students' futures.

Level 1 corresponds to the 13-15 ACT® score range and focuses on the mastery and review of core academic skills. The textbook presents content and practices for improvement in grammar, reading, writing, vocabulary, math, and science skills. Each unit includes a Lesson, a Summary, In-Class Practice, and Exercises, and each subject includes two Mastery Quizzes.

Level 2 corresponds to the 16-19 ACT® score range. The Level 2 student text includes:

- Four major skill areas (English, Mathematics, Reading, and Science) that each culminate in two Mastery Quizzes.
- Units that include a Lesson, In-Class Practice, and Exercises.
- A review of Level 1 concepts to plug student skill gaps.

Level 3 corresponds to the 20-23 ACT® score range. Level 3 focuses on the mastery and review of core academic skills, English, Mathematics, Reading, and Science. Level 3 includes units that include a lesson and an exercise.

D. Cambridge Non-Negotiable Skills™ Level 1, Level 2 and Level 3 Teacher's Guide 5th Ed.

The Teacher's guide supports teacher in classroom instruction and practice in helping students to build the four major skill areas, English, Mathematics, Reading, and Science. The teacher's guide also includes, all student pages with correct answers highlighted and teaching tips for use in classroom lessons.

E. Outstanding Programming

The program that Cambridge offers the State of Missouri is designed by a team of leading test preparation experts with graduate degrees and post-graduate study in a variety of fields. Some of the experts have as many as 35 years of experience in test preparation. The team includes active teachers, former teachers, principals, superintendents, college professors, statisticians, textbook authors, and others. Over 60 individuals are involved in the creation, testing, and refinement of program content. Their credentials include articles and textbooks published by virtually every major educational publishing house, including Simon & Schuster, Harcourt Brace, Macmillan, Peterson's, Thomson Learning, Pearson, and others.

Our researchers and developers are in demand for presentations at colloquia, convocations, and professional conventions and have repeatedly presented at national educational conferences, including conferences for the National Association of Secondary School Principals, American Association of School Administrators, Association for Supervision and Curriculum Development, High Schools That Work, National Association of Black School Educators, National School Boards Association, and many more. Various members have also been published in peer-reviewed academic journals on testing, test preparation, and educational theory. Our president and CEO is the former National Director of Standardized Testing for Harcourt Brace.

IV. Documentation of Success

Schools and districts from across the nation utilize Cambridge as their source for top-of-the-line test preparation products. The following are a small sample of documentation of Cambridge's successful programs.

- 1. United Independent School District—Laredo, TX**
Mario Rosales, Director of Advanced Academic Services
201 Lindenwood Drive
Laredo, TX 78045
mrosales@uisd.net
956-473-5247

Over the last few years, Cambridge Educational Services has had the privilege of partnering with the United Independent School District ("UISD") to provide students with a test preparation program. Cambridge provided all teachers and training. UISD is a predominantly Hispanic school district with over 42,000 students. Cambridge has been awarded this high school bid three years in a row. Building on the successes in the high schools, this year UISD also awarded Cambridge a middle school bid to get an earlier start on building their students' skills. UISD has recognized that starting their students off in middle school with the Cambridge program helps build foundational skills that are not only beneficial for standardized testing, but overall learning.

During the time that Cambridge has worked with UISD, there have been over 700 students that have enrolled in Cambridge's test preparation program. In the fall of 2010, students in four high schools were enrolled in a five-week PSAT preparation program (Alexander High School, Lyndon B. Johnson High School, United High School and United South High School) that utilized the official PSAT test in October as a post-test to determine the success of the program. Furthermore, in the spring of 2011, students participated in a 2-day SAT refresher course prior to taking the official SAT test in May.

In the first session of the Cambridge PSAT preparation program, students took an official released PSAT pre-test in order to identify skill gaps and target particular test sections where students exhibited a need for improvement. Cambridge provided both teachers and materials to help students review needed skills as well as learn effective strategies to improve their performance on the official PSAT.

The results of this program, measured using the scores from the Cambridge pre-test and the official October PSAT test, are extremely positive, especially in regards to increases in PSAT scores for those students who attended all five PSAT preparation sessions.

Cambridge believes that it is essential to understand the impact of 100% attendance on student motivation and ultimately on student score gains. When attendance factors are taken into account, the results are astounding but also correspond to research that has already been conducted concerning successful test prep programs. Those students from the four schools who attended all five test preparation sessions had a combined average score increase that was 3.6 times higher than students who attended four or fewer classes. Students from those schools who followed Cambridge procedures correctly (LBJ and United South) and who attended 100% of the test sessions increased their scores on average 6.6 times more than students who did not attend all of the sessions. Clearly, attendance is a significant factor in program success.

Unlike the PSAT program offered in the fall, the SAT 2-day refresher course did not include administering an official released SAT test as a pre-test. Therefore, the data used to determine SAT growth utilizes the official PSAT scores from the October testing to approximate each student's SAT pre-test score. In order to determine these predicted SAT scores, Cambridge added a "0" to each student's SAT score. This is a method which has been shown to provide an accurate prediction how a student will score on the real SAT. For example, if a student received a score of 160 on the PSAT, their predicted SAT score would be a 1600.

CONFIDENTIAL

Cambridge objects to the disclosure of the confidential or financial information, specifically pricing information, submitted as part of its bid in that it would cause substantial competitive harm to the company. The information contained therein can readily be used to bid, plan economic strategies, devise marketing plans, create pricing structures, reverse-engineer data to learn sensitive information, and in general as a competitive against the company's interests.

The documentation below describes the significant results of the Cambridge Program at UISD.

Campus	# of Students*	# of Students that Showed Gains from Official PSAT to Official SAT*	% of Students that Showed Gains from Official PSAT to Official SAT*
Alexander HS	42	20	48%
LBJ HS	11	4	36%
United HS	32	20	63%
United South HS	49	25	51%
District	134	69	51%

*Includes only students which participated in Cambridge course AND completed both official PSAT and SAT

Based on the data from students that participated in the Cambridge PSAT/SAT course and completed the official PSAT and SAT tests, this chart details the number of students who showed score gains.

Campus	# of Students that Showed Gains from Official PSAT to Official SAT*	Average Score Gain*	Average SAT of Students that Showed Gains*
Alexander HS	20	81	1601
LBJ HS	4	75	1356
United HS	20	70	1440
United South HS	25	68	1400
District	69	73	1449

*Includes only students which showed score gains from official PSAT to official SAT and who participated in the Cambridge PSAT/SAT course

The score gains demonstrated in the chart above were calculated by adding a "0" to each student's official PSAT score from the October testing, resulting in a predicted SAT score. Using this predicted score and each student's official SAT score, Cambridge determined the average score gains for each school that participated in the program as well as the average gains for the district as a whole.

Campus	Average SAT of Students that DID NOT Participate in the Cambridge Program	Average SAT of students who participated in Cambridge course AND completed both official PSAT and SAT	Average Difference
Alexander HS	1371	1632	261
LBJ HS	1132	1256	124
United HS	1360	1429	69
United South HS	1218	1372	154
District	1270	1422	152

The chart above compares the Official SAT scores of students that DID NOT participate in the Cambridge course with students who completed the Cambridge course as well as the official PSAT and SAT. It additionally details the average score of students that demonstrated gains from the official PSAT to official SAT and completed the Cambridge PSAT/SAT preparation course.

Students from the entire district that participated in the Cambridge PSAT/SAT course scored on **average 152 points higher on the official SAT than students who did not participate in the course.**

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2. Floyd County Schools – Rome, GA

McCall Govignon, Director of Advanced Programs/Counseling & Guidance/System Assessment

600 Riverside Pkwy NE

Rome, GA 30161

mgovignon@floydboe.net

706-234-1031 x7155

In 2003 Floyd County Schools began partnering with Cambridge and continued to work with Cambridge until 2009. As a result of working with Cambridge Educational Services, Floyd County educators implemented a radical new instructional model that focused not only on preparation for the SAT and PSAT/NMSQT (the exams traditionally favored in Georgia) but on the ACT, PLAN, and EXPLORE tests as well. Cambridge and the District also took into consideration the demographics of the student population, including the 47% who were economically disadvantaged, when the program was in its beginning stages.

One component of the Floyd program included middle school students being assessed with the EXPLORE, PLAN, and ACT exams. The tests were used to identify skill gaps and provided data to improve math, science, English, and reading instruction. Cambridge's assessment services were also used to place ninth graders into appropriate program levels. Skills Review textbooks were used as a supplement to the daily curriculum. Students took practice PSAT/NMSQT and SAT exams in tenth and eleventh grades, with detailed data provided by Cambridge assessment reports used to refine the course objectives.

In high school, the District developed a multi-phase attack:

1. alongside-the-curriculum activities and homework,
2. six- to nine-day PSAT and SAT intersession courses held over student holidays, and
3. semester-long elective classes for juniors, all using the Cambridge SAT•PSAT Victory texts.

The district made a number of enhancements during the years of the program—increasing the number of advanced academic courses available, partnering with Cambridge since 2004 to provide SAT prep classes, and starting the Honors College Prep advanced academic program. More recent enhancements included extensive training for English and mathematics teachers in test preparation, increased emphasis on vocabulary in all core classes, increased use of SAT format in instruction, guidance and counseling focused on preparation and readiness for SAT, and SAT prep activities incorporated into daily instruction.

In 2010, for the second year in a row, Floyd County Schools as a system posted a record score with a total of 1590, an increase of 126 points over 2006 scores. Coosa High School had the highest score among Floyd County high schools with a score of 1720, a 181-point increase over the previous year.

As determined by the College Board, Floyd County schools had the most improved SAT scores in the state of Georgia for 4 of the prior 5 years and were awarded the coveted Governor's Cup. Floyd County schools used various combinations of elective SAT classes, SAT/PSAT/ACT[®] intersessions taught by Cambridge staff, and advisory classes to achieve Governor's Cup recognition. Most recently, in 2009, the Georgia Governor's Cup went to Armuchee High School, a Cambridge partner school. And Coosa High School, another partner, had the greatest SAT score improvements of any high school in Georgia. After just five years, all District middle schools and high schools ranked above the state average in SAT scores (all these schools ranked below the state average before the Cambridge Victory program began).

The following page provides a summary of their successful program.

CONFIDENTIAL

Cambridge objects to the disclosure of the confidential or financial information, specifically pricing information, submitted as part of its bid in that it would cause substantial competitive harm to the company. The information contained therein can readily be used to bid, plan economic strategies, devise marketing plans, create pricing structures, reverse-engineer data to learn sensitive information, and in general as a competitive against the company's interests.

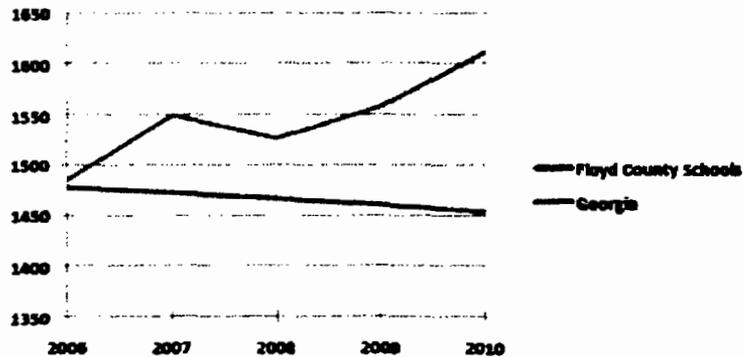
Locals once again beat state and nation on SAT

Portions reprinted from: Andrea Freygang, "Locals beat nation on SAT" and "Rome, Pepperell SATs rank." Rome News-Tribune, August 29 and 30, 2007 and "Floyd County again posts record SAT scores." Floyd County Schools News Release, September 13, 2010.

► Floyd County Schools have once again topped the state and national averages on SAT scores, seeing tremendous continued growth since 2006.

"The hard work we have put in over the last several years to increase the rigor of the curriculum available to students is now paying dividends" said Superintendent Dr. Lynn Plunkett. In 2007, after seeing significant growth in their 2006 scores, Dr. Plunkett also noted that, "It was a concerted effort, key to it being the Cambridge Prep program. We were focused on academics, and we're already talking about this year because we want scores to go up next year."

In 2010, for the second year in a row, Floyd County Schools, as a system, posted a record score with a total of 1590, an increase of 38 points over last year and an increase of 126 points over 2006 scores. Coosa High School had the highest score among Floyd County high schools with a score of 1720, a 181 point increase over last year. Midel High's score increased 160 points to 1557, Pepperell High posted an 89 point increase with a score of 1582 and Armuchee High's score rose 70 points with a score of 1552. The state average score for 2010 was 1453 and the national average was 1509.



Strong SAT scores are a result of our commitment to provide a rigorous course work for our students beginning as early as middle school and it is a reflection of our students' willingness to embrace a more challenging academic path to graduation.

-Dr. Lynn Plunkett, Deputy Superintendent

The Floyd system has made a number of enhancements during the past seven years—increasing the number of advanced academic courses available, partnering with Cambridge since 2004 to provide SAT prep classes, and starting the Honors College Prep advanced academic program. More recent enhancements include:

- Extensive training for English and mathematics teachers in test preparation
- Increased emphasis on vocabulary in all core classes
- Increased use of SAT format in instruction
- Guidance and counseling focused on preparation and readiness for SAT
- SAT prep activities incorporated into daily instruction.

CONFIDENTIAL

Cambridge objects to the disclosure of the confidential or financial information, specifically pricing information, submitted as part of its bid in that it would cause substantial competitive harm to the company. The information contained therein can readily be used to bid, plan economic strategies, devise marketing plans, create pricing structures, reverse-engineer data to learn sensitive information, and in general as a competitive against the company's interests.

3. Fairfax County Public Schools—Falls Church, VA
 Lynn Killiany, Program Specialist for Secondary Enrichment Classes
 8115 Gatehouse Road
 Falls Church, VA 22042
 Lynn.Killiany@fcps.edu
 703-989-6052

In 2008, the Fairfax County Public Schools partnered with Cambridge to provide students with a SAT program that would prepare students for the official SAT exams and beyond. The District created a customized program in 2010: a fall SAT program. FCPS recorded student aggregate score growth of 30 points in Critical Reading, 58 points in Math, and 56 points in Writing. In fact, FCPS students were performing better than other students at the state and national levels, according to a September 2011 study. In more specific demographics, FCPS African American students exceeded the state average for African American students by 39 points in Critical Reading, 38 points in Math, and 41 points in Writing. FCPS Hispanic students exceeded the state for Hispanic students by 4 points in Critical Reading, 18 points in Math, and 5 points in Writing. Because of the success shown by incorporating the Cambridge programs, FCPS continues to utilize Cambridge materials and services today.

Fairfax County Students Post Above Average Scores

"FCPS Students Continue to Post SAT and ACT Scores Above State, National Averages." Fairfax County Public Schools News Release, September 14, 2011.

► Fairfax County Public School Students, Class of 2011, Performed Better Than Their State and National Peers on the SAT and ACT

Five schools in Fairfax County made one-year gains in all three sections of the SAT:

- Centreville High School
- Hayfield Secondary School
- Lake Braddock Secondary School
- Madison High School
- Woodson High School



Over the last year:

- 15 out of 25 schools saw an increase in their Critical Reading average
- 11 out of 25 schools saw an increase in their Mathematics average
- 10 out of 25 schools saw an increase in their Writing average

Fairfax High School and Madison High School students made steady gains in Critical Reading in each of the last three years while students at Mount Vernon High School made steady gains in both Critical Reading and Mathematics over the last three years.

- FCPS students posted higher average scores than students in the state or nation by subgroup in Critical Reading, Mathematics, and Writing.
- FCPS Black students exceeded the state average for Black students by 39 points in Critical Reading, by 38 points in Mathematics, and by 41 points in Writing.
- FCPS Hispanic students exceeded the state average for Hispanic students by 4 points in Critical Reading, by 18 points in Mathematics, and by 5 points in Writing.

FCPS has also released a set of ACT data separate from that reported by the ACT, Inc.:

Students who took the ACT and are:	FCPS	Virginia	Nationwide
Ready for College-Level Coursework in English Composition	88%	76%	68%
Ready for College-Level Coursework in Mathematics	74%	55%	45%
Ready for College-Level Coursework in Reading	73%	61%	52%
Ready for College-Level Coursework in Science	81%	36%	30%
Met all Four ACT Benchmark Scores	44%	32%	25%

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4. **Chicago Public Schools – Chicago, IL**
Ken Hunter, Principal
Prosser High School, Chicago Public Schools
mrbuzzboy@yahoo.com
773-534-3222

Dr. Gary Greene, Principal Consultant
Illinois State Board of Education
100 W. Randolph Street, 144-300
Chicago, IL 60601
ggreene@isbe.net
312-814-3989

Chicago Public Schools (CPS) is a school district with over 400,500 students. Cambridge's involvement with CPS' Supplemental Educational Services (SES) After-School Tutoring Program began in 2004 at the inception of SES and has continued for the past nine years serving an average of 1200 students per year. Cambridge's partnership with CPS involves providing over 170 teachers and programming to schools all across the district and involves student demographics of 39.7% African American, 45.2% Hispanic, 9.2% Caucasian, 3.6% Asian and Pacific Islander, 2.3% Other, and 85% economically disadvantaged.

Chicago Public Schools Student Demographics	
Hispanic	43.7%
African-American	42.9%
Caucasian	8.5%
Asian/Pacific Islander	3.2%
Native American	0.1%
Income Demographics	
Students from Low Income Families	86.0%

Cambridge's SES program with CPS involves a 40-hour, after-school reading and math tutoring program to eligible inner-city youth. Cambridge provides teachers and materials to give targeted, individualized learning to students in math and reading. The Research Evaluation and Accountability Division of CPS ranked Cambridge number one overall in the 2007–2008 summative evaluation of SES providers in terms of overall value-added math and reading scores, attendance, and dropout rate. Cambridge's number one ranking was out of 62 providers, including all of the largest test preparation firms. During 2005–2006 Cambridge also served as the sole-source provider for Chicago Public School's AIM High after-school tutoring.

In the year-end report for the 2010–2011 Cambridge SES program, students showed an average gain of 1.6 points in reading and 3.3 points in math from their pre- and post-tests using previously administered, off-record ACT® assessments.

Cambridge 2010–2011 SES Program: Reading	
Category	ACT®
Average Pre-Test Score	15.8
Average Post-Test Score	17.4
Average Gain	+1.6
Percentage of Students Meeting Individual Tutoring Plan Goals	100%
Cambridge 2010–2011 SES Program: Math	
Category	ACT®
Average Pre-Test Score	16.8
Average Post-Test Score	20.1
Average Gain	+3.3
Percentage of Students Meeting Individual Tutoring Plan Goals	100%

CONFIDENTIAL

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PRICING PAGE

The bidder shall conform to the specifications and requirements contained herein. The bidder may submit a bid for one, some, or all of the publisher's listed below. The bidder must submit a firm, fixed percentage discount for each publisher the bidder chooses. This firm, fixed discount shall apply to all titles within the publisher's line and as found in the contractor's price list/catalog. Percentage discounts quoted shall be considered firm and fixed for the life of the contract.

<u>ITEM</u>	<u>BOOK PUBLISHER</u>	<u>UNIT</u>	FIRM, FIXED
			<u>PCNT DISC</u>
001	C/S Code: 71510 <i>Books, Magazines, Pamphlets, Reprints, Etc.</i> Publisher: New Readers Press	PCNT	____%
002	C/S Code: 71510 <i>Books, Magazines, Pamphlets, Reprints, Etc.</i> Publisher: Harcourt	PCNT	____%
003	C/S Code: 71510 <i>Books, Magazines, Pamphlets, Reprints, Etc.</i> Publisher: Pearson Education	PCNT	____%
004	C/S Code: 71510 <i>Books, Magazines, Pamphlets, Reprints, Etc.</i> Publisher: McGraw/Contemporary	PCNT	____%
005	C/S Code: 71510 <i>Books, Magazines, Pamphlets, Reprints, Etc.</i> Publisher: Cambridge Educational Services	PCNT	<u> 5 </u> %

MARKET BASKET PRICING

The bidder must quote in the table(s) below, the after-discount pricing (list price less the applicable percentage discount for the publishers as listed above) for all titles listed for the specific publisher's bid. The Market Basket Pricing is a sampling price sheet for cost evaluation purposes only. Pricing stated in the Market Basket Pricing is current list pricing and will not be considered firm, fixed pricing. The percentage discounts, however, shall remain firm, fixed for the life of the contract.

NEW READERS PRESS SECTION REVISED BY AMENDMENT #001

NEW READERS PRESS

ITEM	DESCRIPTION	PRICE (After Discount Is Applied)
2641	<i>Grammar, Spelling, and Writing Basics (10 pk)</i>	\$ _____
2684	<i>Score Boost for the HiSet: Measurement and Data Analysis (10 pk)</i>	\$ _____
2685	<i>Score Boost for the HiSet: Algebra & Geometry (10 pk)</i>	\$ _____
2642	<i>Pre-High School Equivalency Workbooks Developing and Organizing Written Responses (10 pk)</i>	\$ _____
2688	<i>Score Boost for the HiSet: Sentence Structure, Usage & Mechanics (10 pk)</i>	\$ _____
2640	<i>Pre-High School Equivalency Workbooks Reading Comprehension & Critical Thinking (10 pk)</i>	\$ _____
2684	<i>Score Boost for the HiSet: Critical Thinking for Reading, Science, & Social Studies (10 pk)</i>	\$ _____

CAMBRIDGE EDUCATIONAL SERVICES

ITEM	DESCRIPTION	PRICE (After Discount Is Applied)
BS01-5-1801	Non-Negotiable Skills Level 1	\$ 42.70
BS01-5-1866	Non-Negotiable Skills Level 2	\$ 42.70
BS01-5-2037	Non-Negotiable Skills Level 3	\$ 42.70
GE01-7-2060	Victory for the GED, HiSET, TASC Tests	\$ 25.60
GE02-7-2061	Victory for the GED, HiSET, TASC Tests Teacher Ed	\$85.45

Delivery:

The desired delivery is thirty (30) calendar days after the receipt of a properly executed order. If bidder's delivery is different, the bidder should state delivery in days after receipt of order: 3-5 business days ARO.

Employee Bidding/Conflict of Interest:

Bidders who are elected or appointed officials or employees of the State of Missouri or any political subdivision thereof, serving in an executive or administrative capacity, must comply with sections 105.450 to 105.458, RSMo, regarding conflict of interest. If the bidder or any owner of the bidder's organization is currently an elected or appointed official or an employee of the State of Missouri or any political subdivision thereof, please provide the following information.

Name and title of elected or appointed official or employee of the State of Missouri or any political subdivision thereof:

_____ DNA _____

If employee of the State of Missouri or political subdivision thereof, provide name of state agency or political subdivision where employed:

_____ DNA _____

Percentage of ownership interest in bidder's organization held by elected or appointed official or employee of the State of Missouri or political subdivision thereof:

0 %

EXHIBIT A

PARTICIPATION COMMITMENT

Organization for the Blind/Sheltered Workshop Participation Commitment – If the bidder is committing to participation by or if the bidder is a qualified organization for the blind/sheltered workshop, the bidder must provide the required information in the table below for the organization proposed and must submit the completed exhibit with the bidder's bid.

Organization for the Blind/Sheltered Workshop Commitment Table

By completing this table, the bidder commits to the use of the organization at the greater of \$5,000 or 2% of the actual total dollar value of contract.

(The services performed or the products provided by the listed Organization for the Blind/Sheltered Workshop must provide a commercially useful function related to the delivery of the contractually-required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract.)

Name of Organization for the Blind or Sheltered Workshop Proposed	Description of Products/Services to be Provided by Listed Organization for the Blind/Sheltered Workshop <i>The bidder should also include the paragraph number(s) from the IFB which requires the service the organization for the blind/sheltered workshop is proposed to perform.</i>
1.DNA	Product/Service(s) proposed: IFB Paragraph References:
2.DNA	Product/Service(s) proposed: IFB Paragraph References:

EXHIBIT C

MISSOURI SERVICE-DISABLED VETERAN BUSINESS ENTERPRISE PREFERENCE

Pursuant to section 34.074, RSMo, and 1 CSR 40-1.050, the Division of Purchasing and Materials Management (DPMM) has a goal of awarding three (3) percent of all contracts for the performance of any job or service to qualified service-disabled veteran business enterprises (SDVEs).

STANDARDS:

The following standards shall be used by the DPMM in determining whether an individual, business, or organization qualifies as an SDVE:

- *Doing business as a Missouri firm, corporation, or individual or maintaining a Missouri office or place of business, not including an office of a registered agent;*
- *Having not less than fifty-one percent (51%) of the business owned by one (1) or more service-disabled veterans (SDVs) or, in the case of any publicly-owned business, not less than fifty-one percent (51%) of the stock of which is owned by one (1) or more SDVs. (An SDV is defined as any individual who is disabled as certified by the appropriate federal agency responsible for the administration of veterans' affairs.);*
- *Having the management and daily business operations controlled by one (1) or more SDVs;*
- *Having a copy of the SDV's award letter from the Department of Veterans Affairs or a copy of the SDV's discharge paper (DD Form 214, Certificate of Release or Discharge from Active Duty) and a copy of the SDV's documentation certifying disability by the appropriate federal agency responsible for the administration of veterans' affairs; and*
- *Possessing the power to make day-to-day as well as major decisions on matters of management, policy, and operation.*

If a bidder meets the standards of a qualified SDVE as stated above and unless previously submitted within the past five (5) years to the DPMM, the bidder **must** provide the following SDV documents to receive the Missouri SDVE three (3) bonus point preference:

- A copy of the SDV's award letter from the Department of Veterans Affairs or a copy of the SDV's discharge paper (DD Form 214, Certificate of Release or Discharge from Active Duty),
- A copy of the SDV's documentation certifying disability by the appropriate federal agency responsible for the administration of veterans' affairs, and
- A completed copy of this exhibit.

(NOTE: The SDV's award letter, the SDV's discharge paper, and the SDV's documentation certifying disability shall be considered confidential pursuant to subsection 14 of section 610.021, RSMo.)

EXHIBIT C (continued)

MISSOURI SERVICE-DISABLED VETERAN BUSINESS ENTERPRISE PREFERENCE

By signing below, I certify that I meet the definitions of a service-disabled veteran and a service-disabled veteran business enterprise as defined in section 34.074, RSMo. I further certify that I meet the standards of a qualifying SDVE as listed herein pursuant to 1 CSR 40-1.050.

_____ DNA _____ Service-Disabled Veteran's Name (Please Print)	_____ Service-Disabled Veteran Business Enterprise Name _____
_____ Service-Disabled Veteran's Signature	_____ Missouri Address of Service-Disabled Veteran Business Enterprise
_____ Phone Number	_____ Website Address
_____ Date	_____ E-Mail Address

The SDVE bidder should check the appropriate statement below and, if applicable, provide the requested information.

- No, I have not previously submitted the SDV documents specified herein to the DPMM and therefore have enclosed the SDV documents.
- Yes, I previously submitted the SDV documents specified herein within the past five (5) years to the DPMM.

Date SDV Documents were Submitted: _____

Previous Bid/Contract Number for Which the SDV Documents were Submitted: _____
(if applicable and known)

(NOTE: If the SDVE and SDV are listed on the DPMM SDVE database located at <http://content.oa.mo.gov/sites/default/files/sdvelisting.pdf>, then the SDV documents have been submitted to the DPMM within the past five [5] years. However, if it has been determined that an SDVE at any time no longer meets the requirements stated above, the DPMM will remove the SDVE and associated SDV from the database.)

FOR STATE USE ONLY

SDV's Documents - Verification Completed By:

Buyer

Date

EXHIBIT D

**Certification Regarding
Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98 Section 98.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, Federal Register (pages 19160-19211).

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS FOR CERTIFICATION)

- (1) The prospective recipient of Federal assistance funds certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective recipient of Federal assistance funds is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Cambridge Educational Services

93-218-1811

Company Name

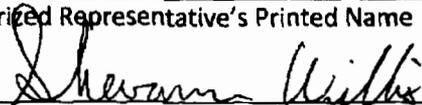
DUNS #

Shevonn Willis

RFP Director

Authorized Representative's Printed Name

Authorized Representative's Title



12/12/14

Authorized Representative's Signature

Date

Instructions for Certification

1. By signing and submitting this proposal, the prospective recipient of Federal assistance funds is providing the certification as set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective recipient of Federal assistance funds knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the Department of Labor (DOL) may pursue available remedies, including suspension and/or debarment.
3. The prospective recipient of Federal assistance funds shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective recipient of Federal assistance funds learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective recipient of Federal assistance funds agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the DOL.
6. The prospective recipient of Federal assistance funds further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the List of Parties Excluded from Procurement or Nonprocurement Programs.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the DOL may pursue available remedies, including suspension and/or debarment.

BOB

Express

π

630

ORIGIN ID: MGEA (847) 289-2930
CAMBRIDGE EDUCATIONAL SERVICES
2860 S RIVER RD
DES PLAINES, IL 60018
UNITED STATES US

SHIP DATE: 15DEC14
ACTWGT: 2.2 LB
CAD: 6881703/89FD1521

BILL THIRD PARTY

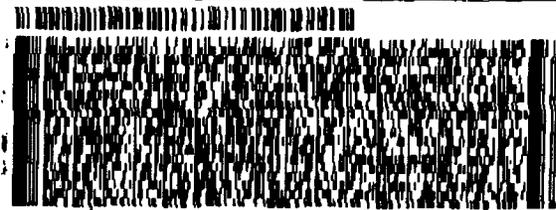
TO STATE OF MISSOURI
DPMM RM 630
301 W HIGH ST

JEFFERSON CITY MO 65101

(999) 899-8999
TAX:
PS:

REF:

REPT:



FedEx
Express



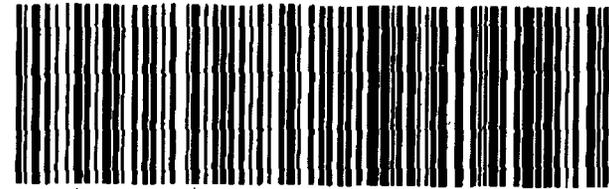
REL#
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TRK# 7722 4259 4590
0201

TUE - 16 DEC 10:30A
PRIORITY OVERNIGHT

NA JEFA

65101
MO-US STL



RCVD DEC 16 14 AM 10:07 QA-DPMM