

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS  
CFDA # 84.384A  
PR/Award # R384A100050**

Closing Date: DEC 04, 2009

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

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission		
<input type="checkbox"/> Preapplication	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> New	
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Continuation	* Other (Specify)
	<input type="checkbox"/> Revision	
* 3. Date Received:	4. Applicant Identifier:	
12/4/2009	12/4/2009	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:	
	NA	
<b>State Use Only:</b>		
6. Date Received by State:	7/24/2009	7. State Application Identifier:
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Office of the State Superintendent of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
536001131		603893657
<b>d. Address:</b>		
* Street1:	441 4th Street NW	
Street2:	Suite 350 North	
* City:	Washington	
County:		
State:	DC	
Province:		
* Country:	USA	
* Zip / Postal Code:	20001	
<b>e. Organizational Unit:</b>		
Department Name:		Division Name:
Office of the State Superintendent of Education		Office of the Chief of Staff
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:	Ms.	* First Name: Gretchen
Middle Name:	S	

\* Last Name: Guffy

Suffix:

Title: Program Director of the Statewide Longitudinal Education Data warehouse

Organizational Affiliation:

Office of the State Superintendent of Education

\* Telephone Number: (202)727-6782 Fax Number: (202)727-2019

\* Email: GRETCHEN.GUFFY@DC.GOV

**Application for Federal Assistance SF-424**

Version 02

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

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

ED-GRANTS-072909-001

Title:

NA

**13. Competition Identification Number:**

84-384A2009-1

Title:

NA

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

DC is both a state and a city. We are, however, an entirely urban SEA.

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

PHASE TWO OF STATEWIDE LONGITUDINAL DATA SYSTEM DEVELOPMENT FOR THE DISTRICT OF COLUMBIA: STATE SYSTEMS DEVELOPMENT, ENHANCEMENT AND INTEGRATION

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: DC-00

\* b. Program/Project: DC-00

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 6/1/2010

\* b. End Date: 6/1/2013

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

a. Federal	\$ 16080000
b. Applicant	\$ 1106670
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 17186670

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/29/2009.

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Dr. \* First Name: Kerri  
Middle Name: L  
\* Last Name: Briggs  
Suffix:

Title: Superintendent

\* Telephone Number: (202)724-7874 Fax Number: (292)727-2019

\* Email: KERRI.BRIGGS@DC.GOV

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Office of the State Superintende...

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 200,000	\$ 200,000	\$ 200,000	\$ 0	\$ 0	\$ 600,000
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 6,997,200	\$ 5,980,417	\$ 2,502,383	\$ 0	\$ 0	\$ 15,480,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 7,197,200	\$ 6,180,417	\$ 2,702,383	\$ 0	\$ 0	\$ 16,080,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 7,197,200	\$ 6,180,417	\$ 2,702,383	\$ 0	\$ 0	\$ 16,080,000

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 0%

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

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Office of the State Superintende...

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

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 298,490	\$ 307,444	\$ 316,668	\$ 0	\$ 0	\$ 922,602
2. Fringe Benefits	\$ 53,728	\$ 55,340	\$ 57,000	\$ 0	\$ 0	\$ 166,068
3. Travel	\$ 3,000	\$ 3,000	\$ 3,000	\$ 0	\$ 0	\$ 9,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 0	\$ 0	\$ 9,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 358,218	\$ 368,784	\$ 379,668	\$ 0	\$ 0	\$ 1,106,670
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 358,218	\$ 368,784	\$ 379,668	\$ 0	\$ 0	\$ 1,106,670

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Dr. Kerri L. Briggs

**Title:** Superintendent

**Date Submitted:** 12/04/2009

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Office of State Superintendent of Ed. Address: 441 4th St NW, Suite 350 North City: Washington State: DC Zip Code + 4: 20001-	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  Congressional District, if known:	
<b>6. Federal Department/Agency:</b> U.S. Department of Education	<b>7. Federal Program Name/Description:</b> Statewide Data System Recovery  CFDA Number, if applicable: 84.372	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Kerri Briggs Title: Superintendent Applicant: Office of the State Superintendent of Education Date: 12/04/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

### APPLICANT'S ORGANIZATION

Office of the State Superintendent of Education

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.      First Name: Kerri      Middle Name: L

Last Name: Briggs      Suffix:

Title: Superintendent

Signature: \_\_\_\_\_

Date:

12/04/2009

ED 80-0013

03/04

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix:      \* First Name:              Middle Name:              \* Last Name:              Suffix:  
Dr.            Kerri                                      L                                      Briggs

Address:

\* Street1:              441 4th Street NW  
Street2:                Suite 350 North  
\* City:                    Washington  
County:  
\* State:                 DC\* Zip / Postal Code: 20001 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                                      code)  
(202)724-7874                              (202)727-2019

Email Address:

KERRI.BRIGGS@DC.GOV

**2. Applicant Experience**

Novice Applicant                       Yes               No               Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes               No

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

Yes      Provide Exemption(s) #:

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :

# Project Narrative

## Project Narrative - Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\gretchen.guffy\Desktop\Project Abstract.pdf**

**PHASE TWO OF STATEWIDE LONGITUDINAL DATA SYSTEM DEVELOPMENT FOR  
THE DISTRICT OF COLUMBIA:  
STATE SYSTEMS DEVELOPMENT, ENHANCEMENT AND INTEGRATION**

**PROJECT ABSTRACT**

In August 2007, the District of Columbia (DC) Office of the State Superintendent of Education (OSSE) was awarded funds to build and implement a Statewide Longitudinal Data warehouse (SLD) to support informed decision making and continuous improvement at all levels of the education system. Since then, OSSE has used these funds to begin building a Statewide Longitudinal Education Data warehouse (SLED) that ultimately will incorporate all required capabilities and key elements of a LDS as outlined by the COMPETES Act. At this time, OSSE also is requesting additional funds, via the American Recovery and Reinvestment Act (ARRA) of 2009, to expand the scope of the original 2007 LDS project plan to support the building, enhancement and/or linkage of systems within or to the OSSE's SLED. The creation and expansion of and/or linkage of each of these systems to and/or within the SLED meets multiple goals of the 2009 grant: to enable states to create comprehensive P-20 systems that promote the generation and use of accurate and timely data; to simplify the processes used by OSSE to make data transparent to all stakeholders; to facilitate research to improve student achievement and close achievement gaps and; to encourage sophisticated and informed decision-making at all levels of the education system.

Specifically, OSSE is requesting funds to **create and implement** the following systems:

- A LEA and School Administration tool;
- A Course Management System;
- A College Readiness Testing Data Repository;
- e-Transcripts;
- State, LEA and School Report Cards;
- Online State reporting Calendar/Alerts Systems;
- Early Childhood Education Administrative Data;
- A Home School Student database; and
- Teacher Quality and Assessment System

Funds would also be directed to **expand and improve** the following existing systems:

- Literacy Adult Community Education System;
- DC OneApp; and
- Nutrition Service Application and Claims Processing System.

Finally, funds also would support efforts to **link the SLED** to the following existing systems:

- University of the District Columbia's student information system; and
- Office of Transitory Service's Homeless Management Database.

The creation, expansion and linkage of these systems will help ensure that OSSE meets all of the components of the COMPETES Act while satisfying the requirements of the LDS grant.

# Project Narrative

## Project Narrative - Project Narrative

Attachment 1:

Title: Pages: **29** Uploaded File: **C:\Documents and Settings\gretchen.guffy\My Documents\Project Narrative.pdf**

## **1. PROJECT NARRATIVE**

### **A. Need for Project**

The District of Columbia's Office of the State Superintendent of Education (OSSE) was a 2007 LDS Grant Awardee. Since the award of these funds, the District has made strides in developing the Statewide Longitudinal Education Data warehouse (SLED). Specifically, the SLED currently includes Unique Student Identifiers for 80 percent of the district's students and enrollment and demographic information for 80 percent of the district students.

Although OSSE has made significant advancements in developing a SLD, a significant amount of work remains to be done in order to achieve the long-term goals of the 2007 grant and the mission of the LDS program. Unfortunately, perpetual vendor under-performance and missed deadlines necessitated that OSSE terminate the contract with its prime vendor in September 2009. Consequently, the project's progress has been significantly interrupted. At this point, OSSE has decided to procure an external assessment of the system that included an analysis of the current technology platform, capabilities and functionality of the system, and the overall program direction. As of this proposal, the assessment is underway and OSSE expects to receive the final analysis and recommendations by the end of December 2009. These recommendations will inform the path forward to both complete our 2007 grant goals and deliverables and the projects proposed in this Request for Application. These combined efforts will allow OSSE to incorporate into SLED all twelve required data elements and seven required capabilities as outlined by the America COMPETES Act.

#### **i. Background**

In November 2007, OSSE was established as the SEA recognized by the U.S. Department of Education for setting standards, administering assessments for all LEAs, defining and determining AYP, certifying teachers, and reporting all information required by the Elementary and Secondary Education Act of 1965. Furthermore, OSSE is also responsible for the management and oversight of numerous federal funding streams.

The District of Columbia's education system is unique in that OSSE serves as the state education agency (SEA) for a system that is comprised exclusively of 58 urban local education agencies (LEAs), including the District of Columbia Public Schools (DCPS), 99 Charter campuses, and one chartering authority - the Public Charter School Board (PCSB). These traditional and charter education entities are characterized by different forms of governance and management. Various agencies within the District of Columbia have oversight responsibility for these entities including the Executive Office of the Mayor, the Deputy Mayor for Education, individual Boards of Trustees, and the PCSB.

This unique education environment presents distinctive challenges for OSSE. Communication, coordination, and governance across disparate entities requires accurate and complete data. The District's numerous choices of publicly funded options—including DCPS and public charter options described above, along with a smaller voucher program—creates a wide variety of pre K -12 choices for the District's public school students. These students and their parents take full advantage of these choices, with high levels of mobility across and among these public school options. In addition, there is significant interstate mobility within the greater DC metropolitan area with students moving across jurisdictions within the District of Columbia, Maryland and Virginia. Given this scenario and the complex governance structure described above, tracking student performance, data, and information across schools is difficult.

As envisioned in 2007, the SLED provides OSSE the ability to develop a data warehouse to standardize, validate and extract the necessary information to a central repository for reporting and analysis. Building on the original 2007 LDS grant, the existing and proposed systems outlined in this proposal must be integrated within the SLED to ensure that OSSE maintains consistent, accurate, and reproducible data to streamline the management and policy planning of public education in the District, with the ultimate goal of improving outcomes through the use of data.

Our proposal describes the need of the development, enhancement and linkages to all fifteen systems by:

- 1) Explaining the current status the SLED in relation to the proposed data system, system enhancement or linkage to the SLED;
- 2) Justifying the need for the system or enhancement;
- 3) Sharing how the proposed deliverable will benefit the SLED and its stakeholders; and
- 4) Demonstrating how the proposal fulfills the LDS grant requirements. Further information on how projects relate to the required goals and capabilities is outlined in *Appendix A, Table 1*.

## ii. Create and Implement Systems

### ***a) Proposed Project: LEA and School Management Tool***

**Current Status:** The SLED currently contains basic school and LEA information, but does not act as a central repository for LEA and school directory and operational status information. With no central repository or administrative tool, this information cannot be managed without relying on technical resources to make direct database or code changes. Additionally, the current information is out of date in that many information system resources and updates are done manually in multiple systems throughout DC, posing significant risks to data quality.

**Outcome Deliverables:** OSSE is proposing to build a source system for these data called the LEA and School Management tool. The LEA and School Management tool will enable OSSE to

manage LEA and School directory information and operational status, including the ability to add, merge and inactivate District LEAs and schools within the SLED.

**Benefit to SLED:** LEA and school directory information is required to drive critical functionality throughout the SLED system. The tool will ensure that information received from external data systems correctly applies to particular LEAs and schools from appropriate sources of data. This tool will minimize the burden of maintaining this information by allowing an OSSE representative to manage the data through a single web interface.

This tool will also serve as a common source of data to drive critical systems and existing web applications. It will provide profile information required for state report cards and DC's public web portal, serve as the system of record for LEA and school AYP status, and link to the DC Master Address Repository (MAR) for Geographic Information System (GIS) mapping information.

**Application to LDS Grant:** This project meets the objective of the grant by ensuring the quality, validity, and integrity of data through a common source, facilitating and enabling the exchange of data within SLED and between agencies and institutions across the District, providing foundational keys through which data can be linked and generated through reports and analytic tools, and accurately meeting state and federal reporting requirements including ED Facts.

#### ***b) Proposed Project: Course Management System***

**Current Status:** Currently, OSSE is in the process of establishing a statewide course code set to identify common courses offered throughout the District. The course code set follows the School Codes for the Exchange of Data (SCED) codes established by the National Center for Education Statistics (NCES). However, there is neither a means by which OSSE can manage this course code set as courses and curricula change nor manage in SLED course level data from each LEA.

**Outcome Deliverables:** OSSE is proposing to implement a Course Management System to manage the statewide common course code. The system will allow OSSE to add, edit and remove courses and distribute the information to all LEAs. The system also will allow OSSE to suggest course specific instructional resources to parents, students, teachers and administrators through the SLED web portal.

**Benefit to SLED:** The Course Management System will provide SLED with a managed source of course data, which ultimately will link students to teachers through their coursework. The system will enable OSSE to better manage data and to provide functionality in SLED, such as e-Transcripts, on-line report cards and course-level attendance. Certain users will be able to post relevant teaching and learning resources. Secure users will be provided with targeted resources with relevance to the specific course in which they or their student/learner are enrolled. After the statewide course codes have been established and linked to the SLED system, the SLED will

be able to effectively integrate course information SLED from all LEAs, which builds on DC's 2007 LDS Grant objective of collecting course level data across the District.

**Application to LDS Grant:** This project meets the objective of the grant by providing a controlled source data set by which SLED will be able to produce student-level transcripts; align course information for analysis to ensure adequate preparation for post-secondary success; communicate with University of the District of Columbia data systems; facilitate the exchange of data between the state, LEAs and schools; provide a framework by which SLED will be able to link students to teachers; enable data to be easily generated for continuous improvement and comparative decision-making; create validations in the system to ensure data quality and integrity; and aid in meeting federal and state reporting requirements.

***c) Proposed Project: College Readiness Testing Results Repository***

**Current Status:** Students throughout their academic careers take multiple national level tests and other achievement exams. These tests are administered by various organizations, both within and external to OSSE. Results across all of these various tests currently are not linked to the individual students within one central database. Frequently, the data are stored in individual Excel files or Access databases with multiple staff members, posing significant risks to data quality and continuity.

**Outcome Deliverables:** OSSE is proposing to compile these various testing results in the SLED, linked to individual students through the Unique Student Identifier (USI), and to track this information longitudinally. In order to link and store this information, OSSE is proposing to build a mechanism in the SLED to load and manage student-level College Readiness Testing results, including the PSAT, SAT, AP, and ACT tests. To maintain this information over time, administrative features will need to be created to manage the different test types, strand- and question-level information, and standard data formats for the files received for each test. The student-level data files for each test will be loaded and matched to students in the SLED. The matching process will utilize the existing USI match-merge algorithm and business process. When possible, we will work with the College Board and ACT to provide USIs for the pre-population onto the test forms to facilitate the matching process.

**Benefit to SLED:** Student-level test outcomes, linked to DC CAS achievement test results, and course level achievement, will allow DC to perform analysis regarding post-secondary readiness, and identify achievement indicators for post-secondary entrance. Aggregate national testing results also would be loaded for the purpose of comparing DC Students to the national population. These achievement results and comparisons could be presented on the State and LEA report cards and foster data-driven decision-making against national level-data.

**Application to LDS Grant:** This project meets the objective of the grant by collecting student-level college readiness test scores and the comparative data across the nation in the SLED.

***d) Proposed Project: e-Transcripts***

**Current Status:** Currently, OSSE does not have the capability to provide electronic transcripts for students throughout the state. All transcript information is maintained individual LEAs.

**Outcome Deliverables:** OSSE is proposing to build e-Transcripts in SLED for use by students, parents, teachers, and post-secondary education institutions. The capability will be possible once SLED is receiving course level data for students, such as grades and performance information. Initially, the e-Transcripts module of SLED will provide a student's basic directory information, course level outcomes, and standardized and national testing results. Additional features will be added to e-Transcripts in phases, as additional data are integrated into SLED.

**Benefit to SLED:** Within the District's highly mobile environment, e-Transcripts will enable LEAs to access a transferring or matriculating student's academic history upon enrollment, eliminating delays in receiving new student transcripts and ensuring that transcripts are received for all transferring students that are in the SLED. Furthermore, school staff will be able to more quickly and accurately place new students into appropriate classes, as transcript information will be available upon enrollment.

By integrating NCES's standardized course code framework, as referenced in 1.A.ii.b, the District will be able to share transcripts with other states subscribing to this common model. Other functional benefits of the e-Transcripts will be the ability to provide transcripts to colleges and universities electronically and the availability of online request forms for transcript transmission when students transfer to other states, or for other student authorized requests.

**Application to LDS Grant:** This project meets the objective of the grant by providing electronic transcripts, which will include student-level course information, performance data, program participation, and other information in near real-time to authorized schools through the SLED web portal, or through electronic requests from school in other states. Access to e-Transcripts will also be provided to UDC, when authorized by the student, to facilitate enrollment applications. Through the validation measures in the SLED data collection process, the information provided on the e-Transcripts will be of an improved quality and reliability from a central web portal, providing snapshot of the individual student's specific needs upon entry to school.

***e) Proposed Project: State, LEA, and School Report Cards***

**Current Status:** The Elementary and Secondary Education Act of 1965 (ESEA) requires all states to produce annual State, LEA, and School Report Cards (Report Cards) that assess each organization and their students' achievement during the prior year. OSSE, although fulfilling this federally mandated requirement, has struggled to produce these report cards efficiently. Specifically, a team of OSSE resources must compile multiple data sources, frequently with

inaccurate or incomplete data, each year. While OSSE has established a method to collect and distribute longitudinal DC CAS assessment data to schools this manual process is time-consuming. Once compiled, this information populates the existing OSSE website to provide clear and easily accessible comparative data.

**Outcome Deliverables:** In order to address the organizational burden of the report card production, the inaccuracies and incompleteness of data, and website usability issues, the District is proposing to include the production of state, LEA, and school level annual report cards into the public-facing SLED web portal. The SLED system will produce three unique views of the State report cards, a printable PDF version for direct distribution to parents, a searchable, user-friendly public-view website, and a password-protected SLED portal version, including drill-down capabilities to view student- and strand-level achievement results.

The redesign of the online versions of the report cards will be presented in two forms: a public view displaying the aggregate-level data and a password-protected version, primarily for teachers and administrators, that will enable users to drill-down to student level information. The drill-down version will be FEPPRA compliant and will enable teachers to view information only for students within their current and previous-year classes. The password-protected view will be enabled once the link between teachers, courses and students has been established. Finally, this module of the SLED will enable OSSE to automatically produce printable versions of the report cards for distribution to LEAs, schools and parents via the same business processes.

To produce complete report cards, the system must utilize LEA and school information, student demographics, student enrollment information, student-level assessments, statewide AMO and AYP goals, LEA and school achievement status, college readiness testing results, teacher quality information, and school population economic information. OSSE would like to systemize the production of the report cards using data that currently is in the SLED (student demographic and enrollment information) and data that OSSE plans to add to the SLED (assessment data and teacher quality information).

The first release of the report cards from SLED will consist of school profile information, school and student enrollment and demographics, overall achievement results, and grade-by-grade achievement results. Efforts of the SLED development team and the interim production team will be tightly coordinated to ensure that all information is produced annually on both print and online versions, regardless of the release status of the SLED modules and phases.

**Benefit to SLED:** By relying on the data in SLED, the online report card system will enable accurate and complete reporting of all federally mandated report card information from a unified source of data. The collection of data also will be streamlined into repeatable business processes, eliminating repetitive data collection efforts. The assessment and additional achievement information will be integrated into the SLED and the report cards that will inform parents, teachers, administrators and the public of the performance of the State, LEAs and individual schools.

**Application to LDS Grant:** This project meets the objective of the grant by providing a view of aggregate and student-level yearly test records, including both tested and untested students, measures of student readiness for secondary education based on test results; information to facilitate continuous improvement and decision-making, timely reporting to parents, teachers, and school leaders on the achievement of their students; meeting state report card reporting requirements of the U.S. Department of Education; and ensuring the quality and integrity of the data provided on the report cards by utilizing the integrated SLED data. Streamlined business processes and data collection periods through the SLED will facilitate transparency, accountability and accuracy throughout the District's educational organizations. This improved business process will free agency resources to focus on other critical needs.

***f) Proposed Project: Online State Reporting Calendar/Alerts System***

**Current Status:** OSSE is responsible for providing various federal and state reports annually. In order to provide these reports, OSSE must collect data from all LEAs at various points throughout the year; however, LEAs frequently do not respond in a timely manner or respond with incomplete data. This is partially due to a lack of knowledge regarding the specific student-level data that must be provided and confusion as to when this data must be submitted.

Recently, OSSE performed a detailed analysis of the NCES data dictionary and the ED Facts reporting requirements, as well as additional report requirements to determine the unique set of student-level data elements that must be collected and applied to various reports. Using this analysis, OSSE developed and implemented an Interim Data Collection Tool (IDCT) to serve as a method to collect the required student-level data in a singular collection tool, instead of past duplicative, program-centric data collections. Additionally, the IDCT used SLED-provided enrollment and demographic data to pre-populate the online collection screens to ease the data entry burden of the LEAs.

**Outcome Deliverables:** OSSE proposes building an online reporting calendar and alerts module in SLED to communicate to LEAs the state required reports, data elements and deadlines.

The online reporting calendar will provide a searchable report inventory to LEA and school users that will include report names, due dates, agency to which the report is submitted, data elements, data element definitions, and other vital information. Paired with an alert messaging feature, OSSE will be able to communicate to LEAs the needed information to adequately collect and provide student-level data required for federal reporting.

The alert messaging system will post information to SLED users' dashboard pages and send automatic and scheduled emails. OSSE users will be able to manage the message content, delivery dates, and targeted user groups, tied to specific reporting needs. Additionally, the alert messaging system will allow for ad hoc messages to be distributed to end-users, including SLED system announcements, program and data announcements, training and professional development opportunities, and emergency notifications. In the future, this system could also serve as a framework for communications to students, parents, teachers, and administrators

through new media communication methods, such as emergency communications via text messages and automatic posts to collaboration and social networking sites.

**Benefit to SLED:** These two tools will allow OSSE to more effectively communicate reporting requirements to LEA and school users and provide an online knowledge base to improve the data collection by LEAs and schools resulting in improved data quality, validity, and comprehensiveness. Improvements in the data collection and quality will enable OSSE to meet reporting requirements in a more timely and thorough manner.

**Application to LDS Grant:** This project meets three objectives of the grant. First, this project will facilitate the exchange of data among agencies and institutions within the District so that consistent, accurate and repeatable data may be used to inform policy and practice. Second, this project will enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students. Third and finally, this project will provide the LEAs with the ability to accurately meet state and federal reporting requirements including EDfacts.

***g) Project Proposal: Early Childhood Education Management Tool***

**Current Status:** The District currently does not have an integrated system to manage the Early Childhood Education Office's business functions. The Office of Early Childhood Education (ECE) provides leadership and coordination to ensure all District children from birth to kindergarten have access to high quality early childhood development programs. The ECE works to develop an effective early childhood education environment in DC by implementing high standards for programs and professionals, creating support to meet standards, adhering to rigorous accountability measures, engaging community stakeholders and securing strong financial support. In order to successfully achieve these program goals, ECE requires an early childhood education management tool to compile and manage program information, which ultimately will be integrated into the SLED.

**Outcome Deliverables:** OSSE is proposing to build an integrated, web-based solution to manage the office's business functions to allow broader access to information, ensure data validity and quality of the program data, and facilitate communication to and from the SLED system.

**Benefit to SLED:** This system will modernize child-care provider licensure and child case management systems, track students attending early childcare centers, and communicate with the District's financial system. Once developed and integrated with the SLED, the ECE system will allow OSSE to establish USIs for children prior to entry into pre-K/kindergarten, analyze early childcare programs' and centers' effectiveness longitudinally, and identify additional support for children based on other information collected in the SLED.

The ECE management tool will share children's demographic, enrollment, family, and achievement information and provider's licensing, monitoring, service/program, demographic,

and professional development information with the SLED. The SLED public-facing web portal will be able to display vital provider information in a central web portal, so that parents and guardians can make educated decisions about their child's early care service based on the quality of service at early childcare centers and the individual child's needs. This information also will allow a child's publicly funded elementary school to provide a smooth transition and continuation of needed services. Furthermore, administrators and researchers will be able to identify risk factors at an early age, analyze program effectiveness across longitudinal data, and make program and early childcare improvements to advance children's development and education.

**Application to LDS Grant:** This project meets the following five objectives. First, this project will allow the District to track a student's achievement by issuing a unique statewide identifier that tracks student-level entry and exit information, enrollment, demographic, and program participation. Second, this initiative will provide information necessary to address alignment and adequate preparation for success in postsecondary education. Third, this project will ensure the quality, validity, and integrity of data through a common source, facilitating and enabling the exchange of data within SLED and between agencies and institutions across the District. Fourth, this project will provide foundational keys for which data can be linked and generated through reports and analytic tools, linking students with teachers, and tracking student progress over time. Fifth and finally, this project will provide the District with the ability to accurately meet state and federal reporting

#### ***h) Project Proposal: Home School Management Database***

**Current Status:** Under local law, OSSE is responsible for ensuring compliance with the District's homeschooling regulations. This includes maintaining annual Intent to Home School forms submitted by parents or guardians, collecting voluntary assessment data, and other information regarding student portfolios. Currently, this information is maintained using Microsoft Excel.

**Outcome Deliverables:** OSSE is proposing to create a Home School Student Database that will provide a central repository of the student's home-school portfolio documentation, facilitate audits of student achievement, track the student's mobility between the home-school program and public schools, and allow parents to submit required documentation online.

**Benefit to SLED:** The proposed home school management tool and the integration with the SLED will enable OSSE to establish and maintain a unique student identifier for these students, track demographic, enrollment and program information, assess achievement of home schooled students via DC CAS and college readiness test results, ensure data quality and accuracy through built-in validations, and maintain an accurate longitudinal record of students in both public and home school programs.

**Application to LDS Grant:** This project meets the following five objectives. First, this project will allow the District to track a student's achievement by issuing a unique statewide identifier that

tracks student-level entry and exit information, enrollment, demographic, and program participation. Second, this initiative will provide information necessary to address alignment and adequate preparation for success in postsecondary education. Third, this project will ensure the quality, validity, and integrity of data through a common source, facilitating and enabling the exchange of data within SLED and between agencies and institutions across the District. Fourth, this project will provide foundational keys for which data can be linked and generated through reports and analytic tools, linking students with teachers, and tracking student progress over time. Fifth and finally, this project will provide the District with the ability to accurately meet state and federal reporting requirements including ED Facts.

***i) Proposed Project: Teacher Quality Assessment System***

**Current Status:** The District currently does not have a central repository that has the capacity to safely, efficiently and accurately collect data and generate comprehensive reports on educator licensure, highly qualified status and teacher performance.

**Outcome Deliverables:** OSSE is proposing to implement a Teacher Quality Assessment System (TQAS). The web-based application will automate business processes for teacher licensure and certifications and collect teacher quality data as required and defined by ESEA. In addition to licensure and certification information, TQAS will contain a Teacher Performance Evaluation module to assess teacher performance and inform decisions regarding Professional Development across the District.

**Benefit to SLED:** TQAS will enable OSSE to collect teacher licensure and quality data in a streamlined web-application. By using automated business process and online validations, the system will work to ensure data quality, validity, and accuracy. Once a reliable data system is in place and integrated, combined with the 2007 grant funded development of a Unique Teacher Number, administrators and researchers will be able to analyze the relationship between teacher qualifications and student achievement through SLED's analytic tools. Qualifications include teaching credentials, preparation pathways through which they entered teaching, and years of teaching experience. TQAS also will allow self-reporting at the teacher level, if so desired by the reporting LEA. The data contained in TQAS also will populate the Teacher Quality section of the State Report Cards.

**Application to LDS Grant:** This project meets the objective of the grant by providing data that will contain teacher licensure and certification information, including the institution at which training was received, inform policy and practice regarding teacher licensure and professional development, factor in aligning teacher preparation with student post-secondary readiness, and ensuring the quality, validity, and integrity of data through automated business process and online validations. The project also will enable OSSE to ensure compliance to federal and state reporting requirements.

### iii. Expanding, Improving and Implementing Systems

#### *a) Project Proposal: Literacy Adult Community Education System*

**Current Status:** The Literacy Adult Community Education System (LACES) is the OSSE's Adult and Family Education Management Information System. LACES is used to collect DC adult learners' demographic, performance, progress, and outcome data, as well as staff and program data, while adult learners are enrolled in DC offered programs. The data are used to make program assessments and policy decisions, and to meet federal, state, and local reporting and accountability requirements.

Even though this system collects information on learners while they are in DC programs, it does not adequately capture information regarding their continued education and work force involvement after exiting. The system also does not capture data required for the family literacy program administered by the adult education unit.

**Outcome Deliverables:** OSSE is proposing to add two new modules to the LACES system to track adult learners after they exit the DC offered programs. The two modules are an adult learner module and a family literacy module.

The new adult learner module would include information on:

- Continued adult learning experiences including post-secondary education, job training, and other private learning programs;
- Industry and specific certifications types earned;
- Timeframe in which adult learners progress through certification skill levels;
- Post-secondary credit-bearing or remedial courses taken;
- Specific industry and employer information upon entering the workforce; and
- Workforce outcomes including retention and advancement in the workplace.

The new family literacy module would contain information on:

- Information on children participating in the program;
- Literacy assessment information for children and their parents, including name of assessment(s), date(s) administered, and assessment result(s)
- Any additional data required for family literacy program

Along with the addition of the new post-program module, minor system enhancements to the existing LACES modules are proposed including early identification of adult learners who may no longer be participating in DC-offered programs without completion.

**Benefit to SLED:** The addition of these new modules in the LACES application will enable OSSE administrators to collect, analyze and report more detailed outcomes data on participants in the District's adult education and family literacy programs. This rich information will provide a

greater depth of information to help policy makers and program implementers know how the District is preparing adults to be successful in the workforce, and how adults with literacy challenges fare in the workforce and in other adult education programs. The data also will enable policy makers to explore the effects of family literacy, and of adult participation in adult education programs more generally, on children as they enter pre-K/kindergarten and throughout the educational careers and beyond. The integration with SLED will further OSSE's goal of capturing and providing a complete picture of students from birth and early education programs, through elementary and secondary education and into workforce and continued education and career development. OSSE will be able to use this insight to help inform and improve the District's educational experience and transition to post-secondary education and the workforce.

SLED integration also will allow teachers and administrators to identify and implement targeted curricula and programs to assist students with this risk factor. Furthermore, by integrating with SLED, administrators and program staff will be able to match and analyze other risk factors from other data sources and programs, such as the Department of Human Resources' Temporary Assistance for Needy Families.

**Application to LDS Grant:** This project meets the following five objectives of the grant. First, the grant will allow the District to track and examine a student's progress over time. Second, this project will facilitate the exchange of data among agencies and institutions within the District so that data may be used to inform policy and practice. Third, this project will ensure the quality, validity, and integrity of data through a common source. Fourth, this project will provide LEAs with the ability to accurately meet state and federal reporting requirements including ED Facts. Fifth and finally, this project will improve the District's data collection efforts by facilitating the collection of student-level enrollment, demographic, and program participation information, providing the State with data audit capability, and providing the capacity to communicate with higher education data systems.

#### ***b) Project Proposal: DC OneApp***

**Current Status:** The DC OneApp is the online application through which a college-bound District resident applies for the DC Tuition Assistance Grant (DCTAG) program and other state-administered financial aid programs.<sup>1</sup> Launched in March 2005, DC OneApp's primary function is to serve as a data management system for applicant and institutional information.

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<sup>1</sup> 1 These programs include the Tuition Assistance Grant (TAG) program, and the Leveraging Educational Assistance Partnership (LEAP) program. The TAG program was authorized by Congress to provide DC students with access to affordable higher education opportunities typically provided in a state. Data collected through the enhanced OneAPP (and OneAPP linked to SLED) will provide valuable information to Congress about the impact of the TAG program investment. The LEAP is a DC-supported program. LEAP provides need-based, undergraduate study grants to students.

The OneApp data system allows students to submit applications for post-secondary financial aid, however, the application processing time is often slow, requiring eight minutes on average to complete one application. Counselors, while assisting students through the application process, must wait for the application process to complete prior to assisting other students. This causes delays in service to for the counselors' caseload.

Additionally, the lengthy application requires students and counselors to navigate through question tiers and complete only the required questions, based on user responses. The current system does not provide "smart forms," where the questions presented are tailored to only those that apply to the specific student based on their response to specific questions. This also leads to the application containing information that is not needed for the particular application, decreasing data reliability and accuracy.

Once students have completed the application process and the location- and needs-based grants have been awarded, OSSE must track the students during the post-secondary careers to award continued funding to the students, based on students' achievement and continued progression. While higher education institutions now provide transcript information for students participating in DC's aid programs, the OneApp system does not capture this information or other relevant post-secondary information, such as additional institutional aid amounts. No alternative repository has been established.

**Outcome Deliverables:** While the system has provided greatly needed online application processing and data management for these programs, OSSE is proposing to make system enhancements that would improve the functionality, data collection, and reporting aspects of the OneApp such as enhancing OneApp to improve application processing time, down to at most two minutes per application.

OSSE also is proposing to modify the application forms to provide smart form capability, enabling a smoother and more user-friendly application process. Additional validation will be included to ensure that the information provided is complete, reliable and accurate, based on the specific applicant. Furthermore, counselors working with the students will spend less time processing and correcting applications, and more time helping students navigate the vast array of postsecondary options.

Finally, in order to successfully monitor students who receive grant funding and enable smooth annual approval of continued funding, OSSE proposes to build a post-secondary tracking module in OneApp. This module, linked to approved applicants, will allow program staff to monitor students efficiently, ensuring continued funding when academic good standing is earned. Additionally, OSSE program staff will be able to ascertain program success, track student mobility from one institution to another, and help improve services offered to students to increase college graduation rates of DC high school alumni.

**Benefit to SLED:** Through these enhancements, the DC OneApp will provide a more reliable and accurate source system on DC's students in grades 13-16 for integration into the SLED, and a

seamless look at how District students are performing in college. These enhancements also will enable informed decisions by students, parents, counselors, school- and district-level administrators, and policy makers through improved and increased data quality and scope.

The enhanced data accuracy and breadth, linked to secondary education data and college and university profiles, also will allow program staff to perform longitudinal analysis of post-secondary outcomes. The historical data and analysis will allow OSSE to develop early warning reports to identify students that may be at risk of not completing their post-secondary education and provide additional assistance and programs to aid them in achieving success.

**Application to LDS Grant:** This project meets the objective of the grant by helping inform a wide range of policies geared towards helping students prepare for, apply to, matriculate in, and successfully complete college and other postsecondary programs. The expanded system also will increase capacity to provide comprehensive higher education financial counseling and technical assistance to students and their parents, and to college access providers to help ensure students achieve post-secondary academic success. Additionally, OSSE will be able to allocate resources to programs and services that most effectively lead to sound college financial counseling and student success.

***c) Project Proposal: Nutrition Services Application and Claims Processing System***

**Current Status:** Nutrition Services Application and Claims Processing System (NSACPS) is an existing but incomplete web application that processes applications and reimbursement claims for the US Department of Agriculture's Child and Adult Care Food Program (CACFP), Free Summer Meals Program (FSMP), National School Lunch Program (NSLP) and the Fresh Fruits and Vegetables Program (FFVP) and provides monthly reports to USDA. The system only collects a portion of the health and nutrition data available, while the remainder is manually collected in alternate sources. Until the web application creates true efficiencies in business processes and collects a full range of data needed by the program, the NSACPS application will not fulfill a portion of its potential.

**Outcome Deliverables:** OSSE proposes enhancing the NSACPS application by automating and web-enabling aspects of the program administration and providing a full repository of the data needed by the program. The system will be enhanced to include enabling online submission of program participant applications and sponsor claim submissions; improve system navigation to facilitate data collection; collect meal counts, monthly menu/meal production records and other claims information; add a School Health Module to collect and report results from the School Health Profile Questionnaires which includes student physical activities, nutrition education, and at risk behavior; develop a Sponsor Review module to capture results of required period reviews of program operations; and enhance and expand Federal and OSSE Reporting functionality to comply with reporting standards including school eligibility and entitlement allocations.

**Benefit to SLED:** This full information will be integrated into the SLED to provide a broad picture of this program against longitudinal student data and foster communication between the program and LEAs and schools.

These enhancements to the NSACPS system also will fulfill the needs of the OSSE program administrators by creating efficiencies in the business processes and improve data quality and reliability through online validation and quality checks. The resulting improved data quality will enable adequate integration with the SLED. Once integrated, this data, paired with student-level and other institutional and agency data, will allow program managers to more accurately identify areas of concern and make improvements.

**Application to LDS Grant:** This project meets the objective of the grant by helping OSSE better administer programs targeted for students who most need assistance with basic nourishment and health, ensuring that the students who need help receive the appropriate assistance. Furthermore, these risk factors, added to a student's educational record, will help schools, LEAs, and OSSE identify methods to ensure that these students are successful throughout their educational careers.

#### **iv. Linking SLED to Systems**

##### ***a) Project Proposal: University of the District of Columbia (UDC)***

**Current Status:** The University of the District of Columbia (UDC) is the only publicly funded university in the city. In 2008, 62 percent of all first-time UDC freshmen were graduates of District high schools.

UDC is currently in the process of converting to a new SIS for student information, the Banner student records system. The conversion effort will take approximately two years. While UDC is working to implement this system, it is important for SLED team members to work with UDC to ensure that their implementation will integrate with the SLED with minimal rework or redefinition of business processes for either agency

**Outcome Deliverables:** To integrate UDC's student information system (SIS) data into SLED, OSSE is proposing to allocate staff to work with UDC to ensure a smooth integration.

OSSE is also proposing to collaborate with UDC to facilitate UDC's student recruitment process. Since District students frequently enroll at UDC and may be one of the only opportunities that a student may have for post-secondary education, OSSE is proposing to facilitate the application process by providing UDC admissions staff with the ability to access the transcripts of applicants from DC publicly funded high schools. Many of UDC's District-graduated students must receive financial aid in order to attend the post-secondary institution: the timely transmission of student transcripts will help ensure that students meet financial aid application deadlines and receive the aid that they need.

**Benefit to SLED:** Given the high percentage of District high school graduates attending UDC, integrating their student information system (SIS) data into SLED will provide valuable data and insights into the effectiveness of high school education curricula and programs in preparing students for post-secondary education. The integration also will help OSSE build a complete longitudinal picture of P-20 education in DC.

**Application to LDS Grant:** This project meets the objective of the grant by directly linking student achievement and progression at the post-secondary level to early child-care, elementary, and secondary academic records. Linking this data will allow OSSE to view longitudinal records to identify programs and curricula that lead to successful post-secondary experiences.

Through the integration to SLED, OSSE and UDC staff will be able to better support students who may benefit from an opportunity to attend UDC, based on financial, achievement, pre-college programs, and other factors brought together by the SLED.

***b) Project Proposal: Homeless Tracking Database***

**Current Status:** OSSE currently collects identification data on homeless children and youth through a referral form submitted by representatives at local homeless shelters and LEAs. These data are manually entered into the Office of Transitory Services database. This database collects information about the student such as name, grade, age, school of origin, parent/guardian and shelter location.

**Outcome Deliverables:** According to the 2007 statistics released by the National Alliance to End Homeless (NAEH), 90 out of every 10,000 people in the District are homeless. In total, 5,320 people in the District were classified as homeless. Out of this homeless population, 33 percent are chronically homeless. In order to better manage school-aged children in this population, the OSSE needs to integrate information collected on homelessness into the SLED.

**Benefit to the SLED:** To ensure that children in homeless situations are afforded full and equal opportunity to succeed in school, the District is proposing to integrate the Office of Transitory Services database into the SLED. OSSE will be able to link homelessness status to enrollment and other programmatic information from District agencies. This linked information can allow OSSE, LEAs and other agencies to target and provide assistance to these children and families, such as Early Child Care Programs, Foods and Nutrient Services, Health Services, and Family Literacy Programs, track these students' enrollment as they move from school to school, and ultimately ensure these students have full and equal opportunity to succeed in school.

**Application to LDS Grant:** This project meets the following five objectives. First, this project will allow the District to track student-level entry and exit information, enrollment, demographic, and program participation to measure the student's progress over time. Second, this initiative will ensure the quality, validity, and integrity of data through a common source, facilitating and enabling the exchange of data within SLED and between agencies and institutions across the

District. Third, this project will provide information determined necessary to address alignment and adequate preparation for success in postsecondary education. Fourth, this initiative will facilitate and enable the exchange of data among agencies and institutions with the State and between States so that data may be used to inform policy and practice. Fifth and finally, this project will provide the District with the ability to accurately meet state and federal reporting requirements including ED Facts.

## **B. Project Outcomes Related to System Requirements and Implementation**

The following section describes how the projects fulfill the requirements of the COMPETES Act. The fifteen projects described above may contribute to multiple elements and/or capabilities of the Act. When this occurs, the project outcome will be specific to the element or capability. See *Appendix A, Table 1* for a cross-section of this information.

### **i. Required Data Elements**

*With respect to preschool through grade 12 education and postsecondary education:*

*1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system*

- ECE Management Tool – Integrate the data collected by the ECE Management Tool into SLED’s USI process and system.
- Home School Student Database – Integrate the data collected by the Home School Student Database into SLED’s USI process and system.
- UDC – Integrate UDC’s SIS with SLED’s USI process and system.
- LACES – Deploy Family Literacy module and integrate into SLED’s USI system.
- Each integration outcome ensures that a USI has been assigned to all participants in the District’s educational services, the USI is shared by all systems, and new participants are assigned a USI at their first point of service.

*2. Student-level enrollment, demographic, and program participation information*

- ECE Management Tool – Deploy a state-level web application to capture and track student demographic and enrollment information in early child-care centers/ programs.
- ECE Management Tool – Integrate the ECE Management tool with the SLED to provide demographic, enrollment and program participation data.
- Home School Student Database – Deploy a state-level web application to capture and track student demographic and enrollment information for home schooled students.
- Home School Student Database – Integrate the Home School Student Database with the SLED to collect demographic, enrollment and program participation data.
- LACES – Deploy a module to collect adult learners participant in additional post-secondary education, job training, and other private learning programs; deploy a module to collect data on family literacy programs.

- DC OneApp – Deploy a module to collect post-secondary enrollment and program participation information.
- UDC – Integrate with UDC’s SIS with the SLED to collect demographic, enrollment and program participation data.
- Homeless Database – Integrate with the Homeless Database with the SLED to collect demographic data, specifically homeless status.
- Integration outcomes introduce new data to the SLED. Deployment outcomes will add the capability to collect data. Integration with the system was requested under the 2007 LDS Grant Award.

*3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs*

- Entrance, exit, transfer, drop-out and completion data are included enrollment information through NCES defined data elements enrollment status, enrollment type, entry type, entry date, exit/withdrawal status, exit/withdrawal type and exit/withdrawal date. This information will either be collected in SLED through system integration, or module or system deployment, as reflected item three for all listed projects, with the exception of LACES.

*4. The capacity to communicate with higher education data systems*

- Course Management System – Deploy a state-level course management system that will allow integration with UDC to map state standard course codes to UDC course offerings.
- e-Transcripts – Deploy e-Transcripts functionality in SLED and allow access to UDC admissions staff and integration and systems.
- LACES – Deploy module to collect information regarding post-secondary education of participants in DC adult education programs.
- UDC – Integrate UDC’s SIS with SLED, providing data exchange between both systems.

*5. A State data audit system assessing data quality, validity, and reliability*

- LEA and School Management Tool – Deploy a LEA and School Management tool that controls operational status and directory information.
- LEA and School Management Tool – Integrate the tool throughout SLED to provide unified management of this information.
- LEA and School Management Tool – Deploy a public-facing piece of the SLED web portal to display school directory information. Additional information will be included.
- Course Management System – Deploy a Course Management System to control statewide course codes.
- Course Management System – Integrate the tool throughout SLED to provide unified management of this information.
- All projects that include the deployment of any system capabilities or integration with the SLED will include validation and quality checks in the unique system’s business process. See *Appendix A, Table 1* for the specific projects that are included in this grant proposal.

*With respect to preschool through grade 12 education:*

*6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965*

- College Readiness Testing Results Repository – Capture SAT and other national test within the SLED and included on State report cards, as needed.
- State Report Cards – Provide State report cards in print and web version, which includes reporting of annual DC CAS test results.

*7. Information on students not tested, by grade and subject*

- State Report Cards – This information will be captured and reported as part of the outcomes included on the document.

*8. A teacher identifier system with the ability to match teachers to students*

- A Teacher Identifier was proposed under the 2007 LDS Grant Award. This system is planned for development as part of the SLED program.

*9. Student-level transcript information, including information on courses completed and grades earned*

- Course Management System – Deploy a statewide course management system to manage the linkage between courses across all LEAs in the District.
- Course Management System – Obtain 100 percent compliance with usage and/or mapping to statewide course codes.
- College Readiness Testing Results Repository – Collect college preparedness testing results for inclusion on e-Transcripts
- E-Transcripts – Deploy e-Transcripts functionality within the password-protected SLED portal. This deployment will utilize the course management system to control course completion and grade information.
- SLED will collect student-level course achievement information as part of planned activities proposed under the 2007 LDS Grant Award.

*10. Student-level college readiness test scores*

- College Readiness Testing Results Repository – Collect college preparedness testing results in SLED tied to unique student records.

*With respect to postsecondary education:*

*11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework*

- DC OneApp – Deploy module to collect post-secondary enrollment, program participation and achievement information.

- UDC – Integrate with UDC’s SIS with the SLED to collect demographic, enrollment, program participation and academic achievement data.

*12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education*

- Course Management System – Deploy a statewide course management system to manage the linkage between courses across all LEAs in the District. This will enable longitudinal analysis across courses in all LEAs to help identify and implement effective curricula and instructional methods.
- College Readiness Testing Results Repository – Collect college preparedness testing results in SLED tied to unique student records. This will allow longitudinal analysis of college preparedness testing results against post-secondary outcomes to identify success factors.
- ECE Management Tool – Integrate data from the ECE Management Tool with SLED to provide longitudinal information so that future analyses of early child care on post-secondary education can be performed.

**ii. Required Capabilities**

*1. The system must enable States to examine student progress and outcomes over time, including students’ preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).*

- All projects that include the deployment of any system capabilities or integration with the SLED will collect or provide information that will span P-20 longitudinal data at the student level, connected by DC Unique Student Identifier. The analytic tools set provided in SLED under the 2007 LDS Grant Award will allow administrators and researchers to examine student progress over time and include information the cited information areas. See Appendix A, Table 1 for the specific projects in these two categories proposed in this grant.

*2. The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.*

- All projects, with the exception of two, will facilitate and enable the exchange of data among agencies and institutions to be used to inform policy and practice. Each project will capture information that will achieve these aims. Each integration outcome will connect systems with the SLED, which will allow the sharing of data across agencies and institutions through the SLED web portal and through SLED providing direct data to

other data systems. See Appendix A, Table 1 for the specific projects proposed in this grant.

*3. The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.*

- Course Management System – Provide a statewide course management system to manage the linkage between courses across all LEAs in the District. This will facilitate the link between students, courses and teachers to be achieved once all three are in place.
- ECE Management System – Integration with the ECE Management System will provide data on early childcare providers, so that it can be linked to individual students.
- UDC – Integration with the UDC’s SIS will provide data on UDC staff, so that it can be linked to individual students through courses.

*4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.*

- TQAS - Create TQAS to collect teacher licensure and quality information.
- ECE Management System – Deploy the ECE Management System, which will collect information regarding early childcare providers and their licensure and qualifications.
- ECE Management System – Integrate the ECE Management System with the SLED to provide data regarding early childcare providers and their licensure and qualifications.
- UDC – Integrate UDC’s SIS with the SLED to provide data regarding staff certifications and qualifications.

*5. The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.*

- All SLED development efforts will enable and facilitate easy data and analysis generation for continuous improvement. The specific outcome of these projects is the deployment of the functionality included in the specific project. See Appendix A, Table 1 for the specific projects that will contribute to meeting this system capability.

*6. The system must ensure the quality and integrity of data contained in the system.*

- All projects included in this grant proposal, with the exception of two, will contain measures to ensure data quality and integrity through the deployment of any system capabilities or integration with the SLED through validation and quality checks in the unique system’s business process. See Appendix A, Table 1 for the specific projects that are included in this grant proposal.

*7. The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal*

*Stabilization Fund and the reporting requirements included in the ED Facts data collection and reporting system.*

- All projects included in this grant proposal, with the exception of e-Transcripts, will in some way meet OSSE reporting requirements to the US Department of Education. This includes the roll out of systems to manage state-level data, to produce reports mandated by the Department, the collection of data required for reports, the integration with SLED to provide these data, or the communication of the reporting requirements to LEAs and schools throughout the District. See Appendix A, Table 1 for the specific projects that are included in this grant proposal.

### **C. Timeline for Project Outcomes**

To achieve these project outcomes, each system will be treated as a subproject to the overall SLED program. Each subproject will require a specific procurement process to achieve its outcomes. We will explore a Commercial-Of-The-Shelf (COTS) solution for the Course Management System subproject, while staff augmentation will be procured for the remaining subprojects. Each subproject will have its own resources as defined in *Appendix A, Table 2*.

The organization chart displayed in *Appendix A, Figure 2* shows how each system will be managed to achieve synergy across the SLED Program. The SLED Program Director, SLED Project Manager and OCM Lead have cross-functional knowledge of the scope, objectives, tasks, deliverables, data governance process and timelines associated with the SLED program. Their management and oversight will help to ensure that each subproject is being properly managed to achieve the specific outcomes of each subproject and enhance the data reporting, analysis, communication and training efforts. Since the subproject outcomes are not associated with funding from previous grants, the resources procured for these subprojects will be funded from the ARRA grant and will be managed by the SLED Program Director and the OSSE finance department.

The subprojects will be managed in accordance with the Project Management Body of Knowledge (PMBOK) and Software Development Life Cycle (SDLC) methodologies. Each project will use the same project plan template outlining the following high level tasks: a project charter to clearly define the purpose, vision and scope of the projects to ensure all stakeholders and development team members are on the same page; a procurement plan will be developed and followed to procure the associated resources; and an organizational change management plan will be created to align the District's staff with the objectives of the project. Once the project resources are on staff, a detailed functional requirements process will be developed and executed in which business processes will be analyzed for improvement and requirements will be gathered and a Functional Requirements Document (FRD) will be developed.

Once the FRD is approved, the technical staff will create a Technical Design Document (TDD) and requirements to accomplish the functional requirements defined in the FRD. Application development and test scripts will ensue based upon the approved TDD. New data elements to be added to the SLED will be documented and the Data Dictionary will be updated accordingly.

New data reporting requirements resulting from new data elements will be communicated to the LEAs. Additionally, SIS vendors will be notified as necessary to update their SISs to capture the required data elements. In our ongoing efforts to improve the quality of data, the OSSE will work directly with the LEAs to facilitate and support data cleansing and validation efforts.

Upon successful testing, a user acceptance process will occur to ensure that each development effort meets stakeholder and end-user requirements. During the production implementation, each application will be integrated with the SLED for longitudinal reporting and analysis.

## **D. SLED Governance and Project Management**

### **i. Overview**

The Office of the State Superintendent of Education for the District of Columbia is the nation's only state education agency (SEA) comprised exclusively of urban local education agencies (LEAs). Within a compact geographic area there are currently 58 LEAs, including the District of Columbia Public Schools (DCPS), which operates over 130 schools, and 57 public charter LEAs. OSSE sets statewide policies; requests, distributes and monitors the use of federal grant monies; and exercises accountability for all public education in DC.

In 2007, the District of Columbia Public Education Reform Act of 2007 passed a number of sweeping reform initiatives in the form of new legislation. One such initiative was the codification of the District's commitment to the development of an educational data warehouse system. Under this legislation, the newly created OSSE also has complete oversight of the development of the data warehouse system.

The District is in the process of implementing a Statewide Longitudinal Education Data System (SLED). This project is funded through a Longitudinal Data System grant under the U.S. Department of Education in combination with funds provided by the District of Columbia. The management of this project is the sole responsibility of the OSSE. Any funds awarded to this application will also fall under the authority of OSSE.

### **ii. ARRA Governance and Policy**

The ARRA grant project will assume the same governance structure as the District's Statewide Longitudinal Data Systems project. This approach will afford the District with several advantages. It will: (1) ensure continuity of the SLED concept; (2) provide efficiency by utilizing the existing governance and project management structure; and (3) expedite the development time by utilizing existing resources that are familiar with the SLED.

During the planning stages for the SLED project, the District engaged the principal stakeholders for the purposes of: reviewing the concept, technical perspectives and planned stages of the SLED; discussing the development of a comprehensive citywide education data warehouse;

addressing questions and concerns of stakeholders; determining level of interest and buy-in among stakeholders; and determining next steps. This stakeholder group was established in October 2006, and included representatives from the following:

- State Superintendent of Education
- Chancellor, District of Columbia Public Schools
- Executive Director, Public Charter School Board
- Chair, Committee on Education, Libraries and Recreation, Council of the DC
- President, The University of the District of Columbia
- Chief Information Officer, Office of the State Superintendent of Education
- President, State Board of Education
- Deputy Mayor for Education

The Stakeholder group in turn identified their respective IT and policy representatives to form a Steering Committee. By agreement, the Steering Committee has expanded to a wider group of agencies and organizations including: the Deputy Mayor for Education, the Department of Youth Rehabilitation Services, the Department of Health, the Public Library, the Children & Youth Investment Trust, the Department of Employment Services, the Consortium of Universities, and others. The Steering Committee has helped promote a collaborative partnership, solving business problems associated with creating a successful LDS system.

Moving forward, the Steering Committee will become the SLED program's Advisory Board, which, like its predecessor Committee, will meet periodically to provide integral stakeholder feedback on the progress and direction of the project. Members of the SLED Advisory Board will include representatives of participating agencies that are major education data producers and users of data about students, schools, local education agencies, teachers and educators, and early childhood and postsecondary institutions, including workforce readiness and adult education programs. Focus groups will also be used to gather teacher and educator input, advice, direction and requirements on SLED initiatives.

The SLED governance structure is represented in *Appendix A, Figure 1*, which demonstrates how policy leaders, together with community-wide committees, advisors, and working groups, manage the SLED implementation.

### **iii. SLED Data Quality Coalition**

The SLED Executive owners are the principal leaders of the District's educational and social services agencies that support children, youth, and adult learners, including, but not limited to, the State Superintendent of Education, the Chancellor of DC Public Schools, and the Executive Director of the Public Charter School Board. These leaders ensure the efficient and accurate collection, management, support, and reporting of individual and institutional-level data, and

