

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 # R384A100044**

Closing Date: NOV 19, 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.).

Application for Federal Assistance SF-424		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		
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:
USDOE		R372A0900038
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
* a. Legal Name: Massachusetts Department of Elementary & Secondary Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
046002284		799538178
d. Address:		
* Street1:	75 Pleasant Street	
Street2:		
* City:	Malden	
County:		
State:	MA	
Province:		
* Country:	USA	
* Zip / Postal Code:	02148	
e. Organizational Unit:		
Department Name:		Division Name:
MA Department of Elem & Sec Education		Information Services & Technology
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Mr.	* First Name: Robert
Middle Name:		

* Last Name: Bickerton

Suffix:

Title: Associate Commissioner

Organizational Affiliation:

* Telephone Number: (781)338-3800 Fax Number: (781)338-3394

* Email: RBICKERTON@DOE.MASS.EDU

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:

Statewide Longitudinal Data Systems Grant Program CFDA 84.384

13. Competition Identification Number:

84-384A2009-1

Title:

Statewide Data Systems

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

All cities and towns in MA.

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

Massachusetts Information Providing Accelerated Student Success from Preschool to Occupations in Real Time (i-PASSPORT)

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: MA-All

* b. Program/Project: MA-All

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/6/2010

* b. End Date: 6/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 14472730
b. Applicant	\$
c. State	\$ 0
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 14472730

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

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

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

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

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

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: Mitchell
Middle Name:
* Last Name: Chester
Suffix:

Title: Commissioner of Education

* Telephone Number: (781)338-3102 Fax Number:

* Email: MCHESTER@DOE.MASS.EDU

* 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:
Massachusetts Department of Elem...

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	\$ 781,500	\$ 1,604,400	\$ 1,650,225	\$ 0	\$ 0	\$ 4,036,125
2. Fringe Benefits	\$ 217,257	\$ 446,023	\$ 458,762	\$ 0	\$ 0	\$ 1,122,042
3. Travel	\$ 14,000	\$ 13,500	\$ 13,500	\$ 0	\$ 0	\$ 41,000
4. Equipment	\$ 40,000	\$ 3,102,000	\$ 400,000	\$ 0	\$ 0	\$ 3,542,000
5. Supplies	\$ 51,000	\$ 31,500	\$ 0	\$ 0	\$ 0	\$ 82,500
6. Contractual	\$ 1,263,100	\$ 2,013,540	\$ 729,000	\$ 0	\$ 0	\$ 4,005,640
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 300,000	\$ 300,000	\$ 0	\$ 0	\$ 600,000
9. Total Direct Costs (lines 1-8)	\$ 2,366,857	\$ 7,510,963	\$ 3,551,487	\$ 0	\$ 0	\$ 13,429,307
10. Indirect Costs*	\$ 204,312	\$ 466,955	\$ 372,156	\$ 0	\$ 0	\$ 1,043,423
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 2,571,169	\$ 7,977,918	\$ 3,923,643	\$ 0	\$ 0	\$ 14,472,730

***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: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 24.4%

(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 14.3%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Massachusetts Department of Elem...

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	\$ 325,000	\$ 325,000	\$ 325,000	\$ 0	\$ 0	\$ 975,000
2. Fringe Benefits	\$ 92,350	\$ 92,350	\$ 92,350	\$ 0	\$ 0	\$ 277,050
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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)	\$ 417,350	\$ 417,350	\$ 417,350	\$ 0	\$ 0	\$ 1,252,050
10. Indirect Costs	\$ 59,681	\$ 59,681	\$ 59,681	\$ 0	\$ 0	\$ 179,043
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 477,031	\$ 477,031	\$ 477,031	\$ 0	\$ 0	\$ 1,431,093

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: Mitchell Chester

Title: Commissioner of Education

Date Submitted: 12/04/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <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	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: N/A	7. Federal Program Name/Description: N/A CFDA Number, if applicable:	
8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when 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: Mitchell Chester Title: Commissioner of Education Applicant: Massachusetts Department of Elementary & Secondary Education Date: 12/04/2009	
Federal Use Only:		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

Massachusetts Department of Elementary & Secondary
Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Mitchell Middle Name:
Last Name: Chester Suffix:
Title: Commissioner of MA Dept. of Elem & Sec E

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:
Ms. Jessica Perez-Rossello

Address:

* Street1: 75 Pleasant Street
Street2:
* City: Malden
County:
* State: MA * Zip / Postal Code: 02148 * Country: USA

* Phone Number (give area Fax Number (give area
code) code)
(781)338-6891 (781)338-6850

Email Address:

JPEREZ-ROSSELLO@DOE.MASS.EDU

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: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\Project Abstract.pdf**

Abstract: The Massachusetts Information PASSPORT

Fifteen years of rigorous standards and assessments, has enabled the majority of our very diverse students to achieve at consistently high levels nationally and internationally. Too many students, however, are not performing at these levels. They are caught in an achievement gap that has proven very difficult to close. A clear consensus has emerged among the Governor, the Legislature, and our state and local education leadership that our data and information systems must play a more prominent and strategic role in our efforts to close these gaps in student achievement and enable all students to perform to their maximum potential.

The Massachusetts Department of Elementary and Secondary Education is building an Education Data Warehouse that already meets most, but not all of the twelve essential elements stipulated by the America Competes Act. The Departments of Early Education and Care and Higher Education have separately built and strengthened their own data warehouse systems. The recent establishment of the Executive Office of Education combined with this SLDS grant opportunity will enable our three agencies to link, enhance and expand these currently separate systems to create the Massachusetts Information Providing Accelerated Student Success from **P**reschool to **O**ccupations in **R**eal **T**ime (i-PASSPORT). The i-PASSPORT will ensure that Massachusetts meets all seven capabilities and twelve essential data elements by September 2011.

The following five goals will enable the i-PASSPORT to deliver several key outcomes:

- Goal 1:** Integrated P-20 Data System. Comprehensively link and integrate data from DEEC, DESE and DHE into a re-architected data warehouse for up to 100,000 users with role specific data marts that provide rapid, relevant, timely and FERPA compliant data reports to users.
- Goal 2:** Early Indicator Warning & Opportunity System. The DESE and DEEC will provide all school districts and schools with reports at the earliest feasible indications of risk (e.g., of dropping out or failing) for all students and opportunity (e.g., for advanced placement or dual enrollment classes) for students in middle and high school based upon the latest research.
- Goal 3:** SIF Expansion. The DESE will collect data from its source as it is input and move it rapidly into the data systems to provide “near real time” information to all levels of the education enterprise by expanding SIF functionality to an additional 40-50 school districts.
- Goal 4:** Early Identification of Prospective Educators. DESE, DEEC, and DHE will establish systems for the early identification of prospective educators and assign a unique identifier at the first indication of such interest; i.e., at enrollment in an educator preparation program, at their first registration for a teacher test, or at hire.
- Goal 5:** Improved Data Quality / Data Audit System. DEEC, DESE and DHE will design and implement data audits, data quality curriculum and a certification process for early learning centers, school districts, and public higher education institutions and will conduct audits on a targeted sample annually.
- Goal 6:** Interstate Data Sharing. Massachusetts will work collaboratively with Connecticut to implement a regional data sharing system that enables the tracking of student mobility and provides more comprehensive answers to questions related to the effectiveness and impact of our educational and support investments.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **29** Uploaded File: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\6 _Project Narrative.pdf**

Massachusetts Information PASSPORT

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Project Narrative

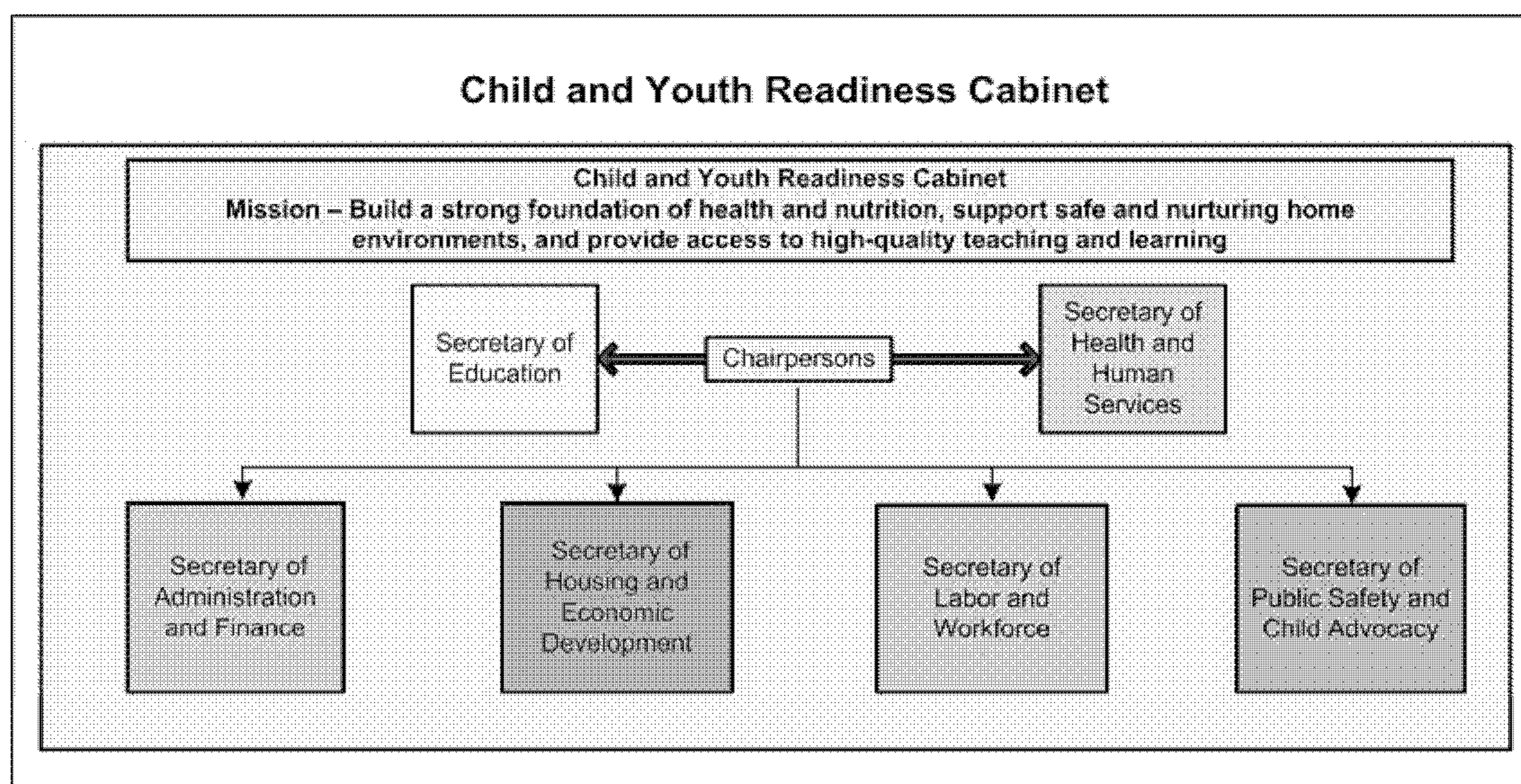
A. Project Need

A.1 Background

The Massachusetts Education Reform Act of 1993 launched a powerful combination of actions that have enabled our students to achieve academically at levels that lead the nation and rival our most advanced international competitors. We are proud of these accomplishments and, at the same time, we remain very aware that our efforts fall short of what many students require of their education. Average levels of performance mask the continued struggles of far too many students to achieve at the high levels once considered the reserve of the few but that are essential to the success of every member of our society today.

Beyond what's at stake for individual students, President Obama and Governor Patrick call us to action because our quality of life as a community, a state, and a nation are increasingly tied to the academic success of ALL students.

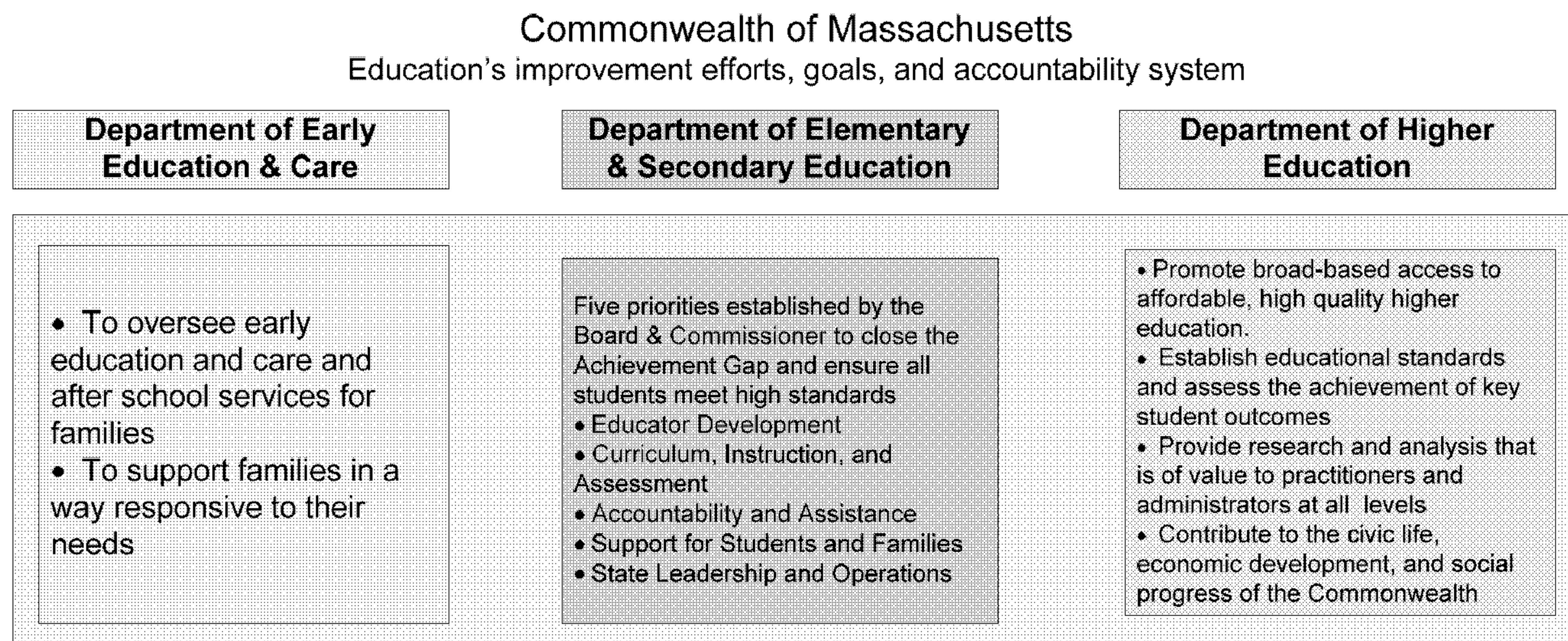
In Governor Patrick's words, *"We must break down the silos that categorize our approach to public education. Instead, we must create a continuum of teaching and learning dedicated at every turn to the academic and personal success of each individual student"*.¹ In June 2008, Governor Patrick established the Child and Youth Readiness Cabinet to eliminate the barriers to achieving this vision among state agencies, set priorities and implement improvements to programs and services for children, youth and families. The Readiness Cabinet's first priority has been to establish a statewide, integrated data system to support and evaluate our progress toward more effective instructional and related services.



In this 2009 State Longitudinal Data Systems (SLDS) proposal, we continue to build toward this vision, concentrating on the efforts, goals, data and accountability systems for the Department of

¹ Massachusetts Child and Youth Readiness Cabinet Statewide Integrated Data Sharing System: Strategic Plan, June 29, 2009. Report created by Public Consulting Group.

Early Education and Care (DEEC), Department of Elementary and Secondary Education (DESE), and the Department of Higher Education (DHE).



Massachusetts' current K-12 SLDS builds upon well established data collection systems that we are moving into the first phase of a near real-time system. Using primarily state funding and the additional support provided by a previously awarded SLDS grant award, Massachusetts will meet eight of the 12 elements in the America COMPETES Act by fall 2010. At the same time, we are integrating these collections into an enterprise wide data warehouse and taking initial steps toward connecting the three education agency data systems into a comprehensive P-20 SLDS. Together, these steps constitute the starting point for the Massachusetts Information PASSPORT – “Information Providing Accelerated Student Success from **P**reschool to **O**ccupations in **R**eal **T**ime.” Should this proposal be funded through the 2009 SLDS competition, our state will meet the remaining America COMPETES elements by fall 2011.

A.2 The Education Challenge: Closing the Achievement Gap

Massachusetts has used a standards-based approach to education reform to raise the achievement of its students: an equitable foundation budget for all students (“regardless of zip code”), rigorous curriculum standards, and accurate, aligned assessments that set the bar high for proficiency. Our rigorous and long term commitment to “high standards” has benefited many Massachusetts students as seen by the following results for our 4th and 8th graders:

- Ranked first or have been tied for first nationally on the National Assessment of Educational Progress (NAEP) Reading and Mathematics assessments in 2005 and 2007 and in Mathematics in 2009.
- Ranked 2nd (4th grade) and 1st (8th grade) in Science and 3rd (4th grade) and 6th (8th grade) internationally on the Trends in International Mathematics and Science Study (TIMSS).

In an increasingly competitive global economy, this is good news for the high achieving students who fuel our standing as a high performing state academically. These advantages are not, however, available to far too many students. For example, the following table illustrates the persistently large gaps in achievement between white students and African-American students in Mathematics:

Table 3: 2008–2009 Statewide MCAS Mathematics Results							
Proficiency Gap Change (in percentage points)							
Grade	African American		White		White–African American Proficiency Gap		
	Percentage of Students Scoring Proficient or Higher				2008	2009	Proficiency Gap Change, 2008–2009 ^a
	2008	2009	2008	2009			
	Grade 3	37	33	67	67	30	34
Grade 4	26	25	56	54	30	29	-1
Grade 5	28	31	59	60	31	29	-2
Grade 6	30	32	63	63	33	31	-2
Grade 7	21	23	54	56	33	33	0
Grade 8	24	24	56	56	32	32	0
Grade 10	48	51	78	81	30	30	0

^a Negative value represents narrowing of proficiency gap, positive value represents widening of proficiency gap.

The large gaps in achievement highlighted above have persisted for several years on the English Language Arts, Mathematics, and Science Massachusetts Comprehensive Assessment System (MCAS) tests are also seen for other student subgroups: Hispanic/Latino, limited English proficient, disabled, and poor students.

Overcoming these achievement gaps is one part of a multi-pronged strategy designed to help all students reach their maximum potential. Research highlights the challenges that young people must successfully meet and overcome in order to become successful and productive adults:

- Birth to Kindergarten: In Boston, 29% of children ages 0 to 4 live in poverty.² While lower income does not necessarily imply less support, there is a well-established correlation between income levels, mother’s literacy/education level, and the amount a young person is read to. According to a Princeton University/Brookings Institution report, “up to half of the gap in achievement scores seen in school can be attributed to gaps already evident at the time of school entry”.³
- Reading at grade level by 3rd grade: 65% of Boston’s 3rd graders need additional support to meet the NAEP’s standard of proficiency in reading.⁴

² Kahn, Charlotte B., Tim H. Davis, and Jessica K. Martin. Boston's Education Pipeline. Rep. Ed. Mary Jo Meisner and Barbara Hindley. The Boston Foundation, 2008. 8 June 2009

³ The Boston Foundation. Boston Indicators Report 2002. Rep. 2003. The Boston Foundation. 8 June 2009 <http://www.tbf.org/indicators/education/indicators.asp?fID=210&fname=Children%20and%20Youth&id=509>

⁴ The Boston Foundation. Boston Indicators Report 2002. Rep. 2003. The Boston Foundation. 8 June 2009 <<http://www.tbf.org/indicators/education/indicators.asp?fID=210&fname=Children%20and%20Youth&id=509>>.

- Transition to high school – a successful 9th grade: A report by the Parthenon Group found that Boston Public School students who passed all of their 9th grade courses had an 88% high school graduation rate, while students who failed one or more courses during their 9th grade had a 65% graduation rate.⁵
- Transition to higher education: 37% of Massachusetts public school students who attend Massachusetts four-year public universities enroll in one or more remedial courses in their first year. At community colleges, the percentage is 65%, and is even higher for subgroups such as African-Americans and Hispanics.
- In Massachusetts, high school dropouts earn only 65% of what a high school graduate earns, and only 34% of what a college graduate earns. It is estimated that over the course of a lifetime, a person who does not successfully complete high school will earn nearly \$1 million less than a college graduate. The cost to Massachusetts in lost tax revenue alone for the more than 16,000 young adults who dropped out of school in 2007 is projected to be in excess of \$4 billion over their lifetimes.

We have demonstrated that rigorous standards and high quality assessments implemented statewide over an extended period are a necessary ingredient in supporting high average levels of student achievement, but are not sufficient to bring ALL students to proficiency and above. Massachusetts policy and educational leaders have concluded that increased access to and use of a comprehensive and actionable longitudinal data system is essential to closing seemingly intractable achievement gaps between advantaged and disadvantaged student populations. For example, one public schools district made the decision to reconfigure their elementary schools from grades K-3 to K-2, based on a review of their schools growth model reports. We need to use data to differentiate instruction and target interventions based upon a more robust and timely understanding of individual student strengths and weaknesses. Our state is committed to building a comprehensively integrated P-20 longitudinal data system, the Massachusetts i-PASSPORT, to support our efforts and investments to meet and overcome these challenges.

A.3 Massachusetts Information PASSPORT

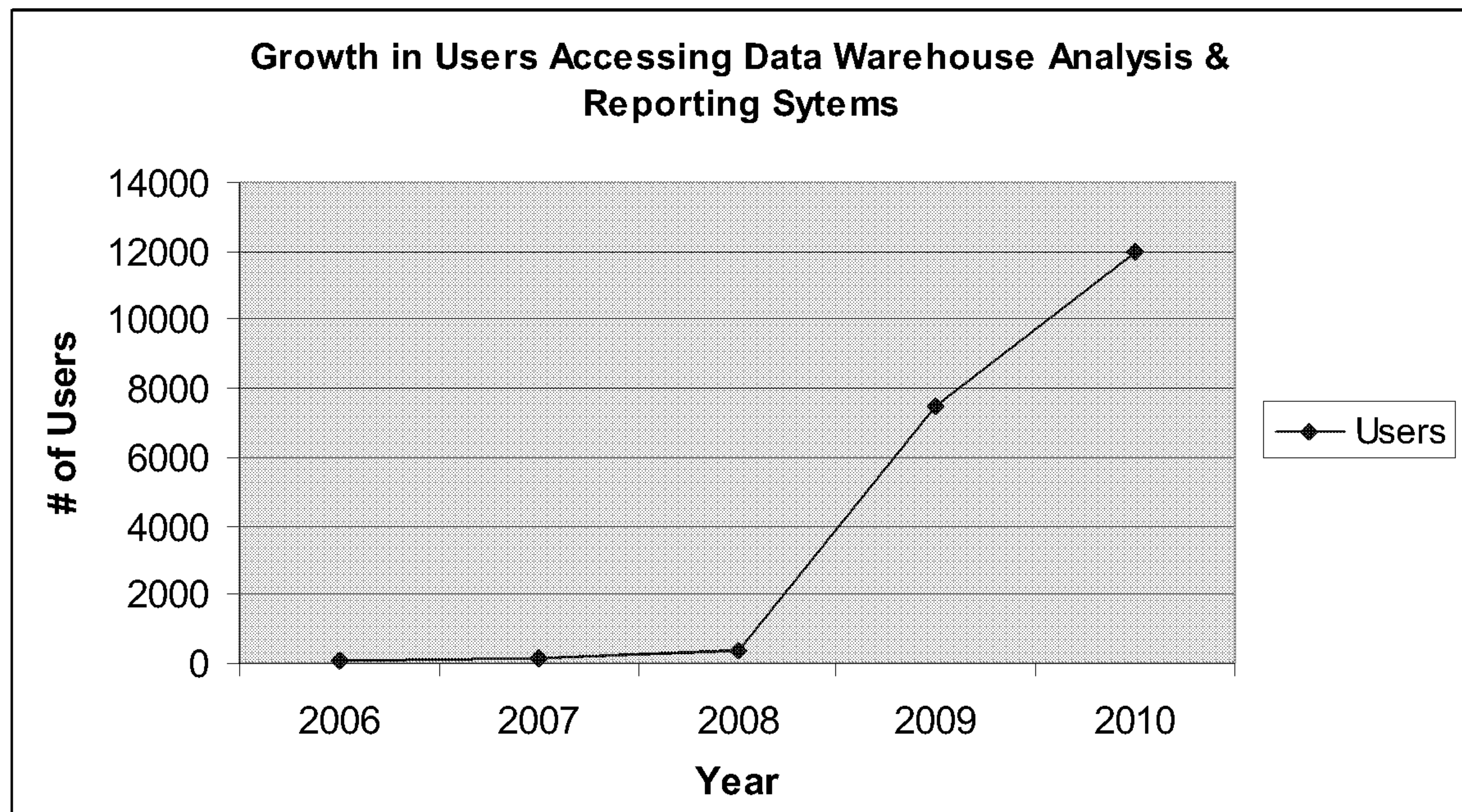
Massachusetts has never been at a more critical point in the development and productive use of its longitudinal data system.

In its current form, Massachusetts' SLDS meets most of the required elements contained in the 2009 SLDS Request for Applications (RFA) and these elements are described in greater detail below. However, without this grant, Massachusetts will fall short of what we have come to understand is imperative if we are to close the achievement gap and prepare all students for success in higher education, training and work. We must transform our extensive data collections into actionable information that is timely, easy to access and regularly used by the full range of policy leaders, administrators, instructional leaders, teachers and support personnel at every level of the enterprise.

This *transformation* demands fundamental changes to the ways that we manage data:

⁵ Partnership for Learning. "Algebra by 8th Grade: The Solution for All?" Partnership for Learning. 22 Sept. 2008. 08 June 2009 <<http://www.partnership4learning.org/resources/blog/algebra-8th-grade-solution-all>>

Need 1. Massachusetts has implemented a data warehouse with unlimited licenses for K-12 educators and policy leaders statewide. Users not only access standard data warehouse reports, but also create ad hoc queries using cubes to aggregate and disaggregate data according to a variety of factors such as MCAS scores, race, gender, grade etc. A threefold increase in users in just the past year (to 12,000) has revealed shortcomings in its architecture: some of the reports are taking too long to run. How many administrators and teachers can afford to wait up to 30 minutes for a complicated but useful report to run?



Further, we are limited in our ability to track students as they move from early education and care, to elementary and secondary education and on to higher education. There are also programs under each agency's jurisdiction (e.g., adult basic education in DESE, homecare and after school programs in DEEC) that are not integrated with their major K-12 and preschool data systems. How do we evaluate how well each program does in preparing students for their next step?

Goal 1: Integrated P-20 Data System. *Comprehensively link and integrate data from DEEC, DESE and DHE into a re-architected data warehouse for up to 100,000 users with role specific data marts that provide rapid, relevant, timely and Family Educational Rights and Privacy Act (FERPA) compliant data reports to users.*

Need 2. The Massachusetts Education Data Warehouse (EDW) currently provides reports with dropout risk levels for all enrolled grade nine students. The current methodology was developed by the DESE using a limited set of criteria and a methodology that is not as research based as it needs to be. In addition, the current reports do not go beyond grade nine or identify students that are primed for additional academic opportunities. A comprehensive early indicator system should have a research based methodology, start at the earliest age/grade that the latest research supports and be used to identify

students at risk of dropping out and those who have the ability to handle more rigorous course work.

Goal 2: *Early Indicator Warning & Opportunity System.* The DESE and DEEC will provide all school districts and schools with reports at the earliest feasible indications of risk (e.g., of dropping out or failing) for all students and opportunity (e.g., for advanced placement or dual enrollment classes) for students in middle and high school based upon the latest research.

- Need 3.** Periodic data collections yield static views of the enterprise that are rapidly outdated. This introduces serious limitations in our development of policy and use of data to inform decisions. It is even more problematic at the school and classroom levels where out-of-date data constitute an often fatal barrier to its utility in continuously improving instruction. How many educators will use a data system on December 1st that fails to reflect that they have gained and lost students since an October 1st data collection or that has not yet incorporated the results of a benchmark assessment administered 3 weeks ago?

DESE, with a previously awarded SLDS grant, will be piloting the School Interoperability Framework in 40 out of 391 districts. We need to continue expanding to more districts to ensure every educator has timely information. Districts also need the efficiencies provided by SIF to integrate their currently separate data systems.

Goal 3: *SIF Expansion.* The DESE will collect data from its source as it is input and move it rapidly into the data systems used at all levels of the education enterprise by expanding SIF functionality to an additional 40-50 school districts.

- Need 4.** Massachusetts currently captures pK-12 educator data at the point of hire and throughout their employment in the public education system; DEEC is currently using state bond funding to build a parallel system for pK educators in non-public schools. For pK-12 teachers, this currently includes a link to the classes they teach and by October 2010, to their students including their aggregate and individual item assessment results. Missing is the systematic collection of where and how pK-12 educators are prepared and, therefore, answers to questions about how well preparation is linked with educator and student success.

Goal 4: *Early Identification of Prospective Educators.* DESE, DEEC, and DHE will establish systems for the early identification of prospective educators and assign a unique identifier (“MEPID”) at the first indication of such interest; i.e., at enrollment in an educator preparation program, their first registration for the Massachusetts Tests for Education Licensure(MTEL), or at hire.

- Need 5.** DESE’s current data verification system includes a series of complex business/validation rules that verify the accuracy of each data element prior to acceptance by DESE and certification by each local superintendent. Similarly, DHE and DEEC have similar data validation systems that help provide reliable data. As we implement a more integrated EDW, it will increasingly be used to target and evaluate investments to improve instruction and related systems and to inform high stakes decisions. Hence, the data must be of the highest quality. In order for data to be of the highest quality, the information must be accurately entered at the source. DESE, DHE, and DEEC

have committed to implementing data audits that periodically assess the accuracy of data. In addition, DESE and DHE will implement data protocols for staff that enter data into their systems.

Goal 5: Improved Data Quality / Data Audit System. DEEC, DESE, and DHE will design and implement a data quality curriculum and certification process for early learning centers, school districts, and public higher education institutions. Audits will be conducted on targeted samples annually.

Need 6. While our data, accountability, and program improvement systems are bound by state borders, our students are not. As each state examines student progress and outcomes over time and prepares students to meet the demands of postsecondary education and the 21st century workforce, we work to build data systems that include data at the individual level from preschool through postsecondary education and into the workforce. However, our current pK-20 systems lose important data related to the efficacy of services each time a student moves across borders and data is not available to either the sending or receiving state. Our ability to understand the impacts of our educational investments and to act upon these findings compels us to join forces to resolve the following challenges:

- Mobility - our ability to answer what happens to students when they no longer appear in any system in their “home state.”
- Outcomes – our ability to answer whether a student did or did not make it into college and/or into work and the results of their engagements in these “next steps.”

Goal 6: Interstate Data Sharing. Connecticut and Massachusetts will work collaboratively to implement a regional data sharing system that enables the tracking of student mobility and provides more comprehensive answers to questions related to the effectiveness and impact of our educational and support investments.

A.4 How Massachusetts Meets the Required Data System Capabilities and Data Elements

The Massachusetts i-PASSPORT already substantially meets the 7 required data system capabilities and the 12 elements of the America COMPETES Act. The following summary highlights accomplishments to date and planned enhancements; however, our full response is contained in Appendix C.

	Implemented currently or by Oct 2010	Requested in this application	Meets State Fiscal Stabilization by Oct 2011
Capability			
1. P20 system	✔ (60%)	✔ (90%)	
2. Interoperability across districts, other agencies, & states	✔ (50%)	✔ (90%)	
3. Teacher-student link	✔ (100%)		
4. Match teachers, certification and preparation data	✔ (60%)	✔ (100%)	

	Implemented currently or by Oct 2010	Requested in this application	Meets State Fiscal Stabilization by Oct 2011
5. Timely reports for parents, teachers, and school leaders	✓ (70%)	✓ (85%)	
6. Data quality and integrity	✓ (75%)	✓ (100%)	
7. Meet reporting requirements	✓ (100%)		
Essential Element			
1. A unique statewide student identifier	✓ (100%)		✓ (100%)
2. Student-level enrollment, demographics....	✓ (100%)		✓ (100%)
3. Student-level - transfer in, transfer out, drop out, or complete P-16 education programs	✓ (80%)	✓ (100%)	✓ (100%)
4. The capacity to communicate with higher education	✓ (70%)	✓ (100%)	✓ (100%)
5. Data audit system	✓ (75%)	✓ (100%)	✓ (100%)
6. Yearly test records	✓ (100%)		✓ (100%)
7. Information on students not tested, by grade and subject	✓ (100%)		✓ (100%)
8. A teacher identifier system	✓ (100%)		✓ (100%)
9. Student-level transcript	✓ (90%)	✓ (100%)	✓ (100%)
10. Student-level college readiness test scores	✓ (100%)		✓ (100%)
11. Data on success of student transition to college, including need for remediation	✓ (70%)	✓ (100%)	✓ (100%)
12. Data to address success in postsecondary education	✓ (70%)	✓ (100%)	✓ (100%)

A.5 Current Massachusetts Data Systems

The preceding section provides a high level summary of where we hope to bring our SLDS, the Massachusetts i-PASSPORT, with the assistance of a SLDS grant under the 2009 competition; additional detail will be provided in parts B-E of this proposal. In the following sections, we will describe the current longitudinal data system in Massachusetts in two parts: where we are today and what we are already developing. Together, these sections represent one cohesive and strategic plan to achieve a comprehensively integrated data system that focuses on improving the academic experience and lives of students in Massachusetts. Additional details organized by the seven capabilities and twelve essential elements are available in Appendix C.

1. SIMS (2002-present). The Student Information Management System (SIMS) is a student-level data collection system that allows DESE to collect 48 data elements as the foundation for more accurately and comprehensively analyzing information, to meet federal and state reporting requirements, and to inform policy and programmatic decisions. SIMS provides the vehicle for assigning “SASIDS,” i.e., unique student IDs.
2. EPIMS (2006-present). The Education Personnel Information Management System (EPIMS) collects demographic, licensure and work assignment information on individual public school educators. By also capturing the unique Massachusetts Education Personnel Identifier

(MEPID) and class codes, the system links teachers to classrooms enabling the analysis of educators from the state licensure system through employment and together with SIMS, provides the foundation for ultimately linking students to teachers and classes.

3. Assessment Database (2000-present). A database containing every student's results and responses to every item on every test administered under our statewide Massachusetts Comprehensive Assessment System (MCAS) and the Massachusetts English Proficiency Assessment (MEPA)
4. SSDR (2004 - present). The School Safety and Discipline Report (SSDR) collects incident-level offense and discipline data for special education students and incident-level drug and violence data on regular education students.
5. ELAR (2003 - present). The Education Licensure and Recruitment (ELAR) system is an online, transactional application that assigns a licensure identifier, ELAR ID, MEPID and allows licensure administrators to track the status of educator licenses. ELAR combined with EPIMS enables licensure status to inform and analyze employment assignment decisions.
6. eCCIMS (2000 to present). The DEEC electronic Child Care Information Management System (eCCIMS) collects demographics, ethnicity, language, family income and other work/education data on about 60,000 children annually and supports eligibility decisions for financial assistance for pre-school and after-school programs. All children and family units are assigned a DEEC unique identifier; a SASID is also being incorporated in order to allow the tracking of outcomes from within the DEEC service delivery system through to their enrollment and participation in the K-12 system.
7. HEIRS (1995 to present). DHE maintains the Higher Education Information Resource System (HEIRS), a centralized database of student unit record data from 28 of the 29 public higher education institutions in Massachusetts (9 state colleges, 15 community colleges, and the 4 undergraduate campuses of the University of Massachusetts). It also includes data regarding student financial assistance for all public and private institutions in the Commonwealth. The full database contains information on: enrollment, demographics, admissions, programs/majors, course records, degree and certificate completion and financial aid. In addition the database links (at the student level) to the National Student Clearinghouse which enables the DHE to track enrollment and degree completion of students who leave the Massachusetts Public Higher Education System. The HEIRS database also maintains comprehensive fiscal information including information on budgeting and physical plant.
8. School to College Database (Classes of 2003-2007). DHE and DESE have executed an MOU to share data on students that leave public secondary education and move on to a public institution of higher learning. The data is used to produce reports that are shared with both high schools and post-secondary institutions through aggregate reports in an effort to help evaluate programs and policies.
9. Education Data Warehouse (2007-present). DESE implemented the EDW to integrate previously disparate K-12 data sets into one coordinated data repository. The EDW provides stakeholders at all levels of the education enterprise with reports and interactive cubes to support continuous improvement and inform data driven decision making. Predefined reports are available on student (SIMS), educator (EPIMS) and state assessment (MCAS) data, as

well as on the new student percentile growth model. In addition, districts can upload local data and write local reports comparing their data with that available from the state.

10. EDW and Data Use Trainings (2009- present). DESE developed six courses on accessing, analyzing and using the predefined reports and ad hoc cube views available through the EDW to support continuous improvement of instructional services and inform decision making. Master trainers have been prequalified and have already provided 22 regional trainings hosted by the DESE. School districts continue to contact these training vendors for targeted trainings with their district and school data teams.
11. Dropout Early Indicator Pilot. 24 urban districts and DESE have identified a preliminary set of indicators that are being used to pilot an “early warning” system for students at risk of dropping out in 9th grade.

A.6 Systems and Initiatives In-progress

12. SIMS Expansion (to be implemented statewide October 2010). DESE and 80 school districts (20% of state) are piloting (using state funding) the expansion of SIMS to collect all course enrollments for all students. This will complete the connections between SIMS and EPIMS thereby linking all students, teachers, and the classes they are assigned to. Integration into the EDW will enable reports that connect all components of the instructional core to all linked inputs (e.g., Highly Qualified Teacher information) and outputs (e.g., assessment results) data.
13. SIF (40 districts implemented from spring 2010 through 2012). In an environment of scarce resources and escalating demands for more frequent and numerous data, the Schools Interoperability Framework (SIF) initiative provides an infrastructure that will increase the efficiency of data collections and provide near real-time data on students currently being served while decreasing the data collection burden on districts and schools. As highlighted previously [Goal 3], this transformation is essential to support continuous improvement at the school and classroom levels and timely decision-making at all levels of the enterprise. A 40-district SIF pilot is currently underway, funded through a previously awarded SLDS grant. The DESE intends to continue SIF implementation until all districts are included.
14. Classroom/Teacher Level Reports in the Education Data Warehouse (secure login enabled fall 2010). As a result of the expanding SIMS to collect class and section enrollments, DESE is currently developing the infrastructure in its EDW to allow teacher-level access to classroom reports through the data warehouse using state funding. DESE must limit the access for teachers per district until the re-architecture of the EDW and expanded server capacity can be fully implemented.
15. District and School Assistance Centers (DSAC – launched winter 2009/2010). DESE is launching six regional assistance centers to provide districts with access to promising/best practices and to offer more tailored training and technical assistance. Core staffing for each DSAC includes a data specialist tasked with providing trainings on using data for continuous improvement and to inform decisions (including the existing courses referenced in #10, above) and to assist districts and schools with establishing data analysis teams. DEEC is evaluating options for including support for preschool centers and educators within some or all of the DSACs.

16. Unified Early Childhood System (2010 – 2011). DEEC is unifying separate data systems for preschool, homecare, and after school programs and adding new functionality about providers and early childhood professionals using state funding. This project will expand functionality to (a) add information about student outcomes linked to SASIDs and (b) develop an application for anticipated 2010 “Early Learning Challenge Grants” to further advance development of the DEEC early childhood information system.

