

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 # R384A100047**

Closing Date: NOV 19, 2009

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Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
12/4/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Department of Education of Puerto Rico

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
660433481	090142522

d. Address:

* Street1:	PO Box 190759
Street2:	
* City:	San Juan
County:	
State:	PR
Province:	
* Country:	USA
* Zip / Postal Code:	00919

e. Organizational Unit:

Department Name:	Division Name:
Office of the Secretary	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Richard
Middle Name:			

* Last Name: Martinez

Suffix:

Title: Special Aide to the Secretary

Organizational Affiliation:

* Telephone Number: (787)773-5821 Fax Number: (787)250-0275

* Email: MARTINEZR@DE.GOBIERNO.PR

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:

Grants for Statewide Longitudinal Data Systems under ARRA

13. Competition Identification Number:

Title:

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

Puerto Rico - islandwide

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

Puerto Rico Statewide Longitudinal Data System (PR-SLDS)

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: PR98

* b. Program/Project: PR98

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: 9/24/2012

18. Estimated Funding (\$):

a. Federal	\$ 10614548
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 10614548

*** 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: Mr. * First Name: Edward
Middle Name:
* Last Name: Moreno
Suffix:

Title: Acting Secretary of Education

* Telephone Number: (787)773-5800 Fax Number: (787)250-0275

* Email: MORENO_E@DE.GOBIERNO.PR

* 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:
Department of Education of Puert...

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	\$ 1,349,419	\$ 1,719,666	\$ 1,968,417	\$ 0	\$ 0	\$ 5,037,502
2. Fringe Benefits	\$ 310,366	\$ 395,523	\$ 452,736	\$ 0	\$ 0	\$ 1,158,625
3. Travel	\$ 16,562	\$ 16,562	\$ 16,562	\$ 0	\$ 0	\$ 49,686
4. Equipment	\$ 0	\$ 430,000	\$ 0	\$ 0	\$ 0	\$ 430,000
5. Supplies	\$ 85,000	\$ 36,000	\$ 36,000	\$ 0	\$ 0	\$ 157,000
6. Contractual	\$ 250,000	\$ 2,335,647	\$ 600,000	\$ 0	\$ 0	\$ 3,185,647
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 300,000	\$ 0	\$ 150,000	\$ 0	\$ 0	\$ 450,000
9. Total Direct Costs (lines 1-8)	\$ 2,311,347	\$ 4,933,398	\$ 3,223,715	\$ 0	\$ 0	\$ 10,468,460
10. Indirect Costs*	\$ 39,133	\$ 49,870	\$ 57,084	\$ 0	\$ 0	\$ 146,087
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 2,350,480	\$ 4,983,268	\$ 3,280,799	\$ 0	\$ 0	\$ 10,614,547

***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 2.9%

(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:
Department of Education of Puert...

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	\$ 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	\$ 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)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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: Edward Moreno

Title: Interim Secretary of Education

Date Submitted: 12/02/2009

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
Department of Education of Puerto Rico
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mr First Name: Edward Middle Name:
Last Name: Moreno Suffix:
Title: Acting Secretary of Education
Signature: _____ Date: 12/02/2009

ED 80-0013

03/04

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Richard Martinez

Address:

* Street1: Calle Federico Costa #150
Street2:
* City: San Juan
County:
* State: PR * Zip / Postal Code: 00919 * Country: USA

* Phone Number (give area Fax Number (give area
code) code)
(787)773-5821 (787)250-0275

Email Address:

MARTINEZR@DE.GOBIERNO.PR

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 Final** Pages: **1** Uploaded File: **C:\Users\gfernandez\Documents\Project Abstract Final.pdf**

5. *Abstract*

The Government of Puerto Rico has chartered the Puerto Rico Department of Education (PRDE), the Puerto Rico Council on Higher Education (PRCHE), the Puerto Rico General Council of Education (PRGCE), which covers private schools at level Pk-12 as well as postsecondary vocational education, the Puerto Rico Department of Labor and Human Resources (PRDLHR) and the Puerto Rico Institute of Statistics (PRIS), with the development of the State Wide Longitudinal System. The project, titled the *Puerto Rico Statewide Longitudinal Data System* (PR-SLDS) shall be built leveraging the existing investments in technology, such as the Student Information System (SIS) and Data Warehousing Technologies, in addition to providing the necessary infrastructure, systems and interoperability mechanisms to support data sharing / analysis across key information stakeholders. Finally, the project calls for the development of the “Information Portal” required to ensure the dissemination of information across a wide array of information stakeholders. The proposed project encompasses a three year effort which covers the following objectives:

- Establishment of the Data Governance Structure and Data Management capabilities required across agencies, to promote and sustain the use of SLDS data for improved decision making.
- Establishment of the necessary technology infrastructure and systems to support the integration of Pk-12 data across public and private schools, the necessary infrastructure / systems for data collection across all levels of the postsecondary system, the necessary interoperability mechanisms across the Pk-20 landscape and the required data repository to support the development of the SLDS.
- Development of the required data repository and Business Intelligence Tools (BI) to support the implementation of a Statewide Longitudinal Data System (SLDS).
- Establishment of a portal with the necessary dashboards and reporting tools for dissemination of information to the diverse group of information stakeholders across the island.

The PR-SLDS outcomes upon completion will include longitudinal information covering a wide array of areas, such as statewide school and postsecondary student counts, unique student identifiers, participation in programs, assessment data, curriculum, teacher certification, transition into postsecondary institutions and transition into the labor market. As a result, the wide array of information stakeholders will have access to critical information on Puerto Rico’s student population. Stakeholders are policymakers, administrators, teachers, parents, students, analysts, researchers and universities. This information includes the process in which the students go through the primary, secondary and postsecondary schools, eventually incorporating themselves into the labor market. This will help drive informed decision making, improved use of state and federally funded programs, accountability and school improvements. In all, the development of the PR-SLDS will help drive significant opportunities for Puerto Rico to improve the education process and drive improved overall student academic achievement.

The funding requested for this three-year effort is \$10,614,548

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **20** Uploaded File: **PR SLDS Project Narrative Final[1].pdf**

Puerto Rico Department of Education

Application for Grant for Statewide, Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

November 2009

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Project Narrative

A. Need for Project

The Puerto Rico Department of Education (PRDE) is requesting the assistance of the Institute of Education Sciences (IES), through its Statewide Longitudinal Data System (SLDS) Grant Program, in order to develop a true SLDS for the island. Although Puerto Rico some of the SLDS components already in place, they need to be integrated for effective decision-making in both the educational and labor arenas.

Why is an SLDS so Essential for Puerto Rico?

Puerto Rico, in its fourth year of economic recession, faces great educational and employment challenges. Approximately 750 of the 1,519 schools in our public school system have been identified as in need of improvement, corrective action or restructuring. The island is also currently dealing with a 16.4% unemployment rate. Puerto Rico needs an informed, cost-efficient strategy to manage its human resources, providing its young people with a world-class education in conjunction with an attractive and responsive labor market. A fully integrated SLDS will go a long way in helping to achieve long-term success, since it would allow decision-makers to gauge the efficacy of curriculum and teaching initiatives in a timely fashion, while monitoring the interaction between educational plans and the job market. An SLDS will help the government of Puerto Rico achieve a balanced and sustainable economic development, while fostering in its population the kind of personal and professional growth associated with a quality education.

Who is Involved in Puerto Rico's SLDS Initiative?

Although the PRDE is the principal proponent in this effort, it is by no means the only one. This application represents a committed partnership amongst representatives of the main stakeholder organizations, which are:

- The Governor's Office

The government structure of the Commonwealth of Puerto Rico is similar to those of other US states in terms of management of Federal funds. The Governor, as leader of the Commonwealth's executive branch, has authority over the island's internal affairs. The executive branch includes departments such as: Department of Education, Department of Health, Department of Labor, Department of Commerce, Department of Treasury, Department of Agriculture, and the Department of Transportation and Public Works.

- The Puerto Rico Department of Education (PRDE)

The Puerto Rico Department of Education (PRDE) is a unitary educational system which acts as both the State educational agency (SEA) and the local educational agency (LEA). The PRDE is made up mainly of three administrative levels: the central-level, (7) educational regions, and 1,499 schools (66% of the total schools in PR). The PRDE is the sole SEA/LEA

operating in Puerto Rico. In terms of dimensions, the PRDE currently encompasses 75% of the total Pk-12 student population and 80% of the teachers in PR.

- The Puerto Rico Council on Higher Education (PRCHE)

The Law 17, approved on the 16th of July 1993, grants the PRCHE the responsibility for licensing all programs and institutions of higher education (i.e. associates degree or higher) both public and private.

- The Puerto Rico General Council of Education (PRGCE), which covers private schools at level Pk-12, as well as vocational postsecondary education

The Law 148, approved July 15, 1999, grants the PRGCE the power to issue licenses to establish and operate private schools at preschool, elementary, secondary, vocational, technical and highly skilled, and postsecondary of non-university nature levels. It also grants the PRGCE the power to accredit schools of the public education system and private schools, that request it, through procedures which verify that they operate at satisfactory levels of excellence.

- The Puerto Rico Department of Labor and Human Resources (PRDLHR)

The PRDLHR is an executive department of the Government of Puerto Rico; it was created by the Law 15 of 1931, and then its existence was recognized at the moment of the approval of the Constitution of the Commonwealth of Puerto Rico in 1952. The department is responsible for public policy and management of labor legislation, occupational safety, unemployment insurance benefits, re-employment services, human resources training, and some economic statistics.

- Puerto Rico Institute of Statistics

The Puerto Rico Institute of Statistics is a recently-minted state government organization charged with the responsibility of developing the statistical policy of Puerto Rico and coordinating the production of Puerto Rico government statistics, with the objective of ensuring universal and timely access to reliable and comprehensive statistical information on Puerto Rico. The work of the Institute is both inter-disciplinary and research-oriented in nature.

As evidenced in Appendix D, many other stakeholder groups support this effort and are ready to participate in its implementation.

Status of Puerto Rico's SLDS Initiative

The Puerto Rico Department of Education has already made investments conducive to the development of the foundation work for a PR-SLDS. In 2005-2006 the local government invested \$39 million in the development of the Student Information System in 1,523 schools in Puerto Rico. In addition, approximately \$1.5 million has been invested in the development of a comprehensive data warehouse solution which articulated information across sources and

addresses compliance reporting such as EDFacts. On the other hand this system does not currently monitor private school students or postsecondary level data. The island does not have a comprehensive individual achievement mechanism for levels 12 through 16, although it has started efforts to gather this data from local postsecondary entities. The PRDLHR has most Puerto Rican employees in its unemployment insurance system, but is not integrated with the public school system and does not include postsecondary level data. This ARRA grant would be the first grant Puerto Rico receives from the IES for the development of a SLDS. For more information on current implementation status for the required data system capabilities and elements, please refer to Appendix C of this application.

B. PR-SLDS Project Outcomes

The proposed project will leverage the existing investment in the Student Information System (SIS) and build upon its capabilities. In addition, data specifications aligned with national standards will be incorporated and data quality standards and processes will be developed to ensure alignment and data exchange across Pk-12 and higher education institutions. In addition, interoperability improvements will be incorporated to ensure the necessary integration across the Pk-20 landscape in Puerto Rico. The key objectives encompassed within this three year effort are the following:

- Establishment of a Data Governance structure along with related processes and tools.
- Establishment of the necessary technology infrastructure and systems to support the integration of Pk-12 data across public and private schools, the necessary infrastructure / systems for data collection at all levels of the postsecondary system, the necessary interoperability mechanisms across the Pk-20 landscape and the required data repository to support the development of the PR-SLDS.
- Development of the required data repository and Business Intelligence Tools (BI) to support the implementation of a PR-SLDS.
- Development of the required Information Portal to support the diverse set of information stakeholders.

Background:

Pk-12 School System:

The current SIS used within the public education system (i.e. SIE) supports all of its 1,519 schools, over 42,000 teaching staff and 492,296 students. The current system encompasses the following information: student demographics, participation in programs, individual assessment information, and classroom level information including teacher certification among other areas. In addition, the system currently generates a unique student identification at the time of

enrollment. However, at this point this capability is limited to the 1,519 schools within the public system. An essential part of this project is the expansion of the current SIS to incorporate relevant information from the private schools system, which currently serves 161,697 students across 771 institutions on the island.

Postsecondary / Higher Education Institutions:

At present, the Puerto Rico Council on Higher Education and the Puerto Rico General Council of Education, which cover private schools at level K-12 as well as postsecondary education have limited infrastructure and systems to support the development of the PR-SLDS. Currently, there are only three statewide data collection systems in Puerto Rico: The Integrated Postsecondary Education Data System (IPEDS) of the National Center for Educational Statistics (NCES), The Transfer Out Reporting System (TORS), which measures inter-institutions transfers, and the Payroll Student Financial Aid System (*Sistema de Nómina de Ayuda Financiera a Estudiantes - SINAFE*), which measures financial aid payments to students. While IPEDS covers all Title IV institutions in Puerto Rico, it is not Student Unit Record (SUR) based, does not include many important and interesting variables and is not well suited to the higher education environment of Puerto Rico. On the other hand, both TORS and SINAFE are very limited in their scope and do not cover the whole universe of institutions and students.

As part of this initiative, a needs assessment will be conducted to determine the required infrastructure and systems to support the development of the PR-SLDS and the staffing structure required.

Department of Labor & Human Resources:

As with the PRCHE and PRGCE, the current systems deployed at the Department of Labor are not fully supportive of a SLDS. At present, these systems are very limited in terms of the basic information and are also limited in terms of available staffing to incorporate under the SLDS initiative.

The proposed project will establish the groundwork across these key information stakeholders in order to get improved data governance, information sharing, and development of the SLDS and the ongoing sustainability of the system.

As part of this groundwork, it is extremely important to establish the necessary Governance and Data Management Structure spanning across these organizations to ensure the establishment of standards, the on-going administration / monitoring of information, the training to key information stakeholders and ensuring compliance with applicable information management laws.

Goals:

The specific goals and objectives for the PR-SLDS are:

Goal 1:

Development of Statewide data governance structure, processes, and tools.

- 1.1 Establish data governance structure to develop and manage standards, drive sustainability and overall data quality and incorporate stakeholders to enable data based decision making across state leadership functions.
- 1.2 Provide leadership during the “Change Management Process” and design / develop the necessary training and orientation programs to support all information stakeholders.
- 1.3 Establish strong privacy procedures, including the proper addressing of the related laws pursuant to information privacy (i.e. FERPA) and the necessary orientation to information stakeholders.

Outcome:

Established governance structure, processes and tools with published standards and training programs.

Goal 2:

Establishment of the necessary infrastructure and systems to support the development and sustainability of a SLDS. This will encompass leveraging the existing SIS to encompass data pertaining to Pk-12 schools (both private and public;) the necessary infrastructure / systems to support the PRCHE and PRGCE and postsecondary institutions, the establishment of a secure interoperability model to ensure data sharing across key information stakeholders and the central repository of information.

- 2.1 Conduct needs assessments across key information stakeholders (PRDE, PRCHE, PRGCE, PRDLHR, postsecondary institutions) and define technical requirements for (a) infrastructure and (b) systems deployment and establish the necessary action plans.
- 2.2 Establish the necessary infrastructure and Information Technology (IT) systems to support PR-SLDS capability across the PRCHE and PRGCE entities.
- 2.3 Determine secure interoperability mechanisms to drive information sharing across platforms. These will cover Pk-12 (public & private), higher learning entities and the Department of Labor.
- 2.4 Leverage the current ED Facts methodology / design to capture information across a varied landscape of systems solutions across the private schools systems.
- 2.5 Expand the current SIS capabilities to not only manage information pertaining to the existing public school system (i.e. 1,519 schools and 492,296 students) but also to include the relevant private school information (i.e. 771 schools and 161,697) to support the development of the Pk-12 repository and drive a unique student identifying mechanism.
- 2.6 Incorporate advanced placement testing scores to student database as required by PR-SLDS data requirements.
- 2.7 Adoption of national data element standards to ensure adherence to standards and drive improved interoperability at a state level.

Outcome:

Establishment of the statewide Pk-12 information repository and unique identifier systems and the deployment of the required technology to support the PRCHE and PRCGE's information needs. In addition, this incorporates the necessary systems for data collection to support requirements pertaining to the PRDLHR. This will provide the baseline information required to support the development of the PR-SLDS.

Goal 3:

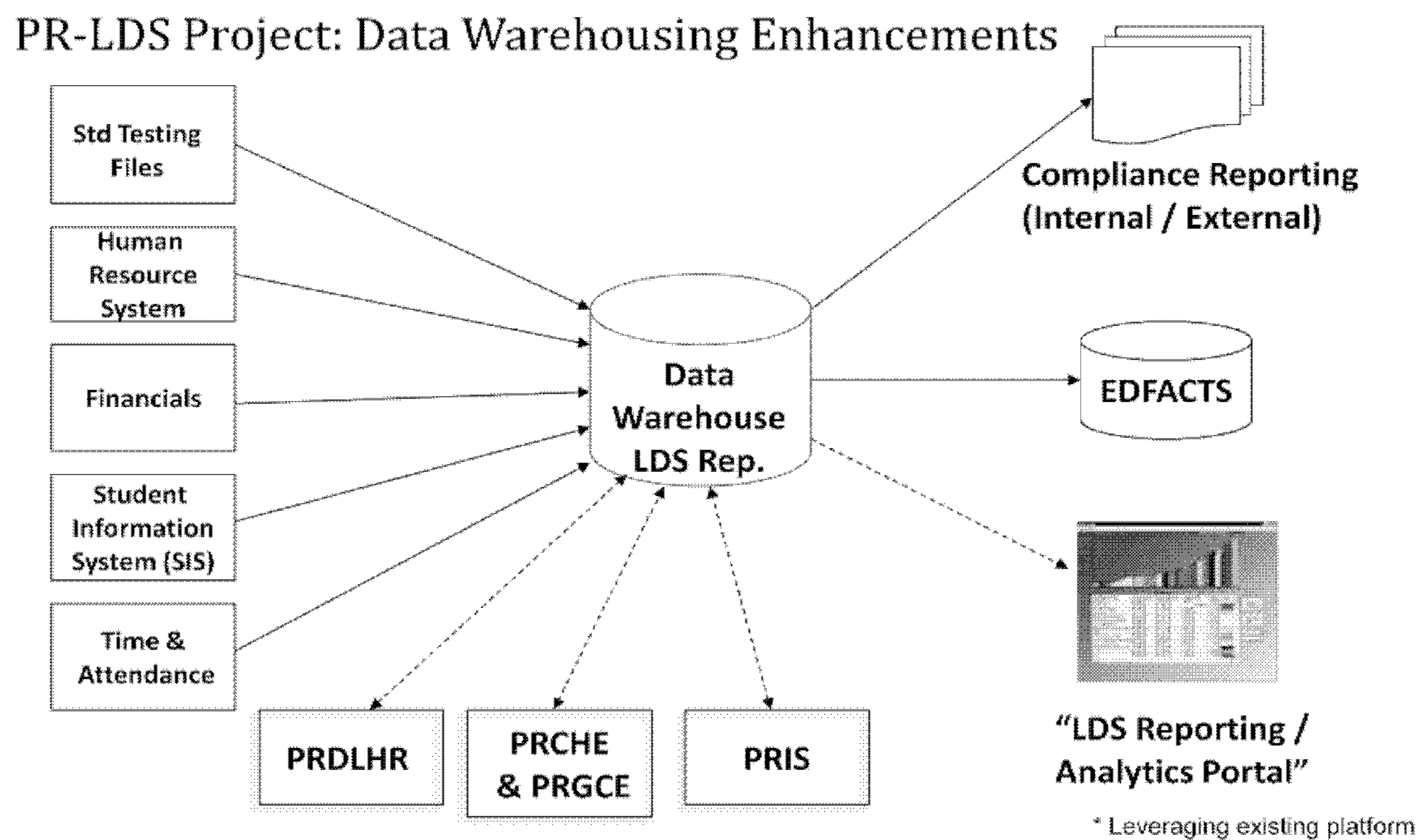
To expand the current data mining and business intelligence platform (BI) used in the Department of Education to help drive (a) the establishment of the PR-SLDS, (b) the data validation mechanisms, (c) the dashboards / reporting platform, (d) the analytical toolsets to enable improved data-based decision making across state information stakeholders.

- 3.1 Develop technical needs assessment and the required information repository to support the deployment of the PR-SLDS. This encompasses the expansion of the existing database platform to properly support longitudinal data for a student population of over 450,000 across a wide number of years.
- 3.2 Expand the existing BI platform with the required licensing to support the deployment of the LDS and to support data validation across all levels in addition to providing public access through a portal mechanism.
- 3.3 Create automated dashboards, reporting and interactive analytic / query tools to increase data analysis and data based decision making.

Outcome:

Development of the BI platform encompassing standard dashboards, reporting mechanisms and analytics along with the PR-SLDS data repository (see figure 1.)

Figure 1: Overall Design of BI Platform



Goal 4:

Build the PR-SLDS Information Portal to support the dissemination of information to the diverse group of information stakeholders, covering educator information, statistics, standard reporting and metrics. This portal should encompass a security enabled subsystem to provide more detailed level information to a discrete set of information stakeholders (i.e. researchers).

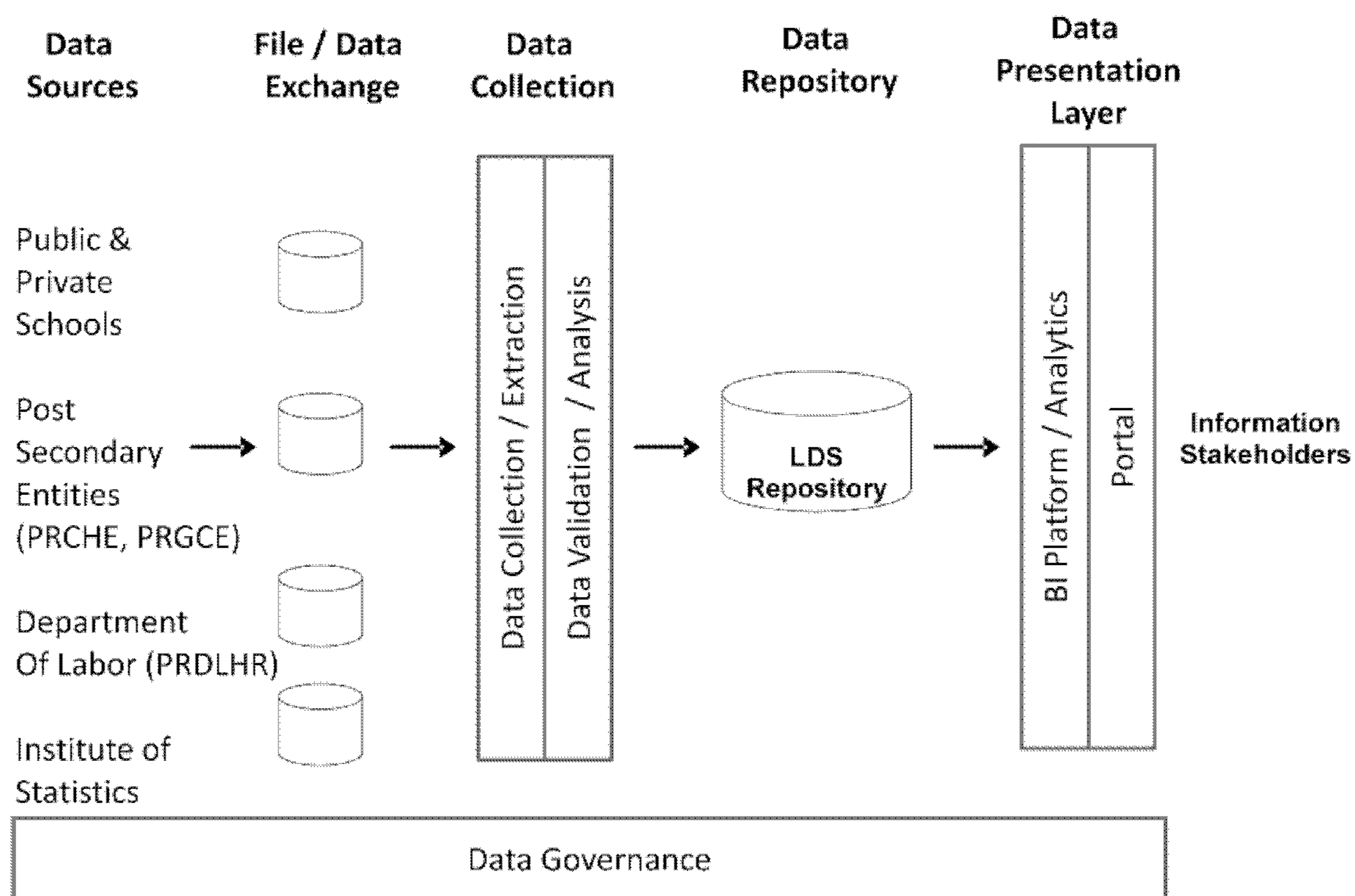
- 4.1 Complete requirements analysis / needs assessment with key information stakeholders and researchers to ensure the development of the systems design in accordance to user needs.
- 4.2 Build the information portal with public access to key metrics, statistics, and educator information to satisfy general information requirements.
- 4.3 Publish key metrics and reporting mechanisms to track students through the island’s Pk-12, postsecondary and higher education systems and their transition to the labor market.

Outcome:

Development of a PR-SLDS Information Portal to support the dissemination of information to the diverse group of stakeholders across the public and private sectors. This portal should encompass a security-enabled subsystem to provide more detailed level information to a discrete set of information stakeholders.

Upon completion of the foundation work and objectives stated above, Puerto Rico would have developed a PR-SLDS supporting all academic levels and the integration into the labor force. Highlighted below in Figure 2 is the high level design of the PR-SLDS:

Figure 2: Overall Design of the PR-SLDS System



The proposed PR-SLDS project builds on the recently deployed Student Information System leveraging the investment in technology and staff development. The current SIS is used throughout the 1519 schools in the public system (which amounts to 66% of total schools and 75% of total students in PR) covering Pk-12 levels.

As part of this effort, the plan is to enhance the current SIS implementation in order to incorporate relevant information pertaining to the remaining private schools across the island. The system as it stands today is capable of supporting 8 of the 10 basic data elements as described in the Data Quality Campaign (DQC) guidelines, and provides opportunities to advance the development of the PR-SLDS. In essence, the foundation work has been laid out to support the collection and processing of the relevant information and enable *data driven decision making* across Pk-12 schools across the island.

The system will be designed so that the data can be connected between two postsecondary levels which are now disconnected. Currently in Puerto Rico the state separates postsecondary education below an associates' degree (called non university postsecondary education-NUPE) and postsecondary education from an associates' degree or higher (called university postsecondary education-UPE). Both groups of institutions are treated differently and are regulated by different agencies. Unfortunately there is no "data communication" between these

two sets of institutions although there is plenty of anecdotal evidence of a large student flow from UPEs to NUPEs and vice versa. The PR-SLDS will allow data communication to study this movement of students, to determine its dimensions, why it occurs, and what factors are associated with it. In a similar vein, the system is being designed to allow efficient data communication with the National Student Clearinghouse (NSC) to study transfers to and from the fifty states. Some communication with the NSC has been initiated on the transfer of useful information between them and the PRCHE.

The postsecondary component of the PR-SLDS will also have the capability of “communicating” with two important external data sources: the school level and the labor market. The system will be designed so that there is a seamless communication between these three levels (school, postsecondary and labor). This will allow researchers to study the transition from high school to postsecondary education and the factors associated with a successful transition, and where students are employed after they graduate. To accomplish this, the overall design will incorporate the necessary file exchange mechanisms with the PRDLHR.

To perform the necessary articulation / integration of information, the data warehousing / Business Intelligence tools will be enhanced to incorporate data dashboards and reporting, analytical and query tools, along with the necessary data downloading capabilities to support diverse information requirements (i.e. researchers) and the feeds to external systems through the portal mechanism.

Finally, the development of the information portal will be developed in accordance to the DQC guidelines, the requirements defined in the needs assessment phase of this project, and the requirements / recommendations made by the PR Institute of Statistics. This will ensure that the basic data requirements are addressed along with specific information requirements brought forward by the diverse information stakeholders.

C. Timeline for Project Outcomes

Pre – Approval	Year 1	Year 2	Year 3
EDFACTS – LDS Proposal. PRDE (currently in process)	GOVERNANCE		
	Establish Governance Structure	Solution Development	Institute data governance process / procedures
Address Confidentiality Concerns / Applicable Laws	Establish core implementation team	Establish periodic updates with Governance teams	Full deployment of governance and data management teams
Address data collection concerns through executive order and legislation	Finalize work plans	IMPLEMENTATION	
	Define LDS facilities	Establish required infrastructure	Implement training / orientation programs across key stakeholders and other entities
Review potential candidates to fill available positions within data management / data quality teams	Complete needs assessment across entities – higher education, private schools, PRDLHR, PRCHE, PRGCE	Establish Pk-12/Postsecondary repositories	Expand LDS reach to include other IHE's
	Establish Memorandum Of Understanding with related entities	Expand / develop BI platform	Expand data marts to include IHE's / other entities
	Prepare relevant RFP's	Establish data collection / validation organization	
	Vendor selection process	Data collection from pilot participants (Public & private IHE's)	
		Testing and validation of solutions delivered	
	Portal development		

D. Project Management and Governance Plan

Governance:

The outcome will be a PR-SLDS governance structure that is effective, representative of the stakeholders interests (government, institutions, and researchers), and that provides a level of continuity through time. This considers the absence of a structured and integrated state LDS in Puerto Rico.

The proposed governing structure of the PR-SLDS will be based on a Governance Committee, an Implementation Team and three advisory subcommittees: the Privacy Advisory Subcommittee, the Private Schools and Institutions' Stakeholders Advisory Subcommittee, and the Researchers Advisory Subcommittee. The Governance Committee will be the main policymaking structure. It will also have the power to approve the hiring of personnel and consultants, as well as the vendor or vendors, which it needs to carry out the execution of the PR-SLDS as specified in this proposal. The subcommittees will provide support and advice. Two subcommittees will have direct representation in the Governance Committee: the Private Schools and Institutions' Stakeholders Advisory Subcommittee, and the Researchers Advisory Subcommittee.

The governance structure is designed to ensure an optimal decision-making environment and provide some insulation from political changes where all interests are represented. It is also innovative, in that it provides a space for those outside the government, research community and private education stakeholders, to advice and participate in the decision-making processes. The Governance Committee, with all of its structure and personnel, will be housed in the Department of Education as an independent entity. By being established there, it can use the DE's personnel and infrastructure to carry out this project.

Governance Committee:

The Puerto Rico Longitudinal Data System Governance Committee is the main decision-making body of the PR-SLDS. Once it is in place its first four tasks will be to establish its charter, set up a work agenda, staff the Implementation Team, and activate the advisory subcommittees. The Governance Committee, with the help from the three advisory subcommittees, will be responsible for formulating policies to: Establish the rules and procedures under which a SUR based, longitudinal data system will be established, including benchmarks and commonalities that the different data systems will follow; a framework to integrate the patchwork of already existing data systems; a privacy policy that will govern the PR-SLDS; security protocols that will govern the PR-SLDS; rules or protocol needed for proper implementation and operation of the project.

Once the PR-SLDS is established, the Governance Committee will: formulate policy to ensure a smooth integration and data sharing between all of the system's components; ensure the quality and validity of the data collected by the PR-SLDS; Stimulate a culture of research using PR-SLDS data; encourage a research-based policy decision-making process, based on the empirical data generated by the PR-SLDS; ensure that the privacy of students, teachers and others included

in the data set is fully protected; establish rules and procedures for access to the data by government policymakers and researchers.

The Governance Committee will be composed of ten members. All its members will work without compensation. Membership is designed to ensure representation from different agencies and interests. At the same time, the structure will allow for a smooth and continuous decision-making structure through time, partially insulated from political and partisan changes in government. Its membership will be composed of: the head of each of the stakeholder agencies: the PRDE, PRCHE, PRGCE, PRDLHR; the head of the PRIS; the head of the Government Development Bank (GDB); one representative from the University of Puerto Rico (UPR); two representatives from the Private Schools and the Institutions' Stakeholders Advisory Subcommittee (one representing the schools and one representing postsecondary institutions); one representative from the Researchers Advisory Subcommittee.

Implementation Team:

The responsibility of implementing the PR-SLDS as described on this proposal will fall on a dedicated group of specialized individuals called the Implementation Team. This structure is called an implementation *team* and not a subcommittee because they will be an operational arm of the Governance Committee to effectively and in a timely manner put in place the PR-SLDS. During the implementation phase, it will have the authority to execute the decisions made by the Governance Committee, relative to the planning, design, and implementation of the PR-SLDS. Since its members have the most detailed knowledge of the day-to-day progress of the PR-SLDS, the group will update and advice the Governance Committee constantly on any matter relevant to the implementation phase of the project.

Once the planning, design, and implementation phase is completed, the initial group will evolve into a smaller Data Quality Advisory Subcommittee similar to the other advisory subcommittees. The idea is that those who stay for the second phase will have had plenty of experience with the complete implementation process and thus know the PR-SLDS extremely well.

The Implementation Team will have the only paid staff of all the governance structure. During the implementation phase it will be composed of six teams: 1) Guidance and Management Team, 2) Data Gathering and Quality Team, 3) Technical Team, 4) Data Analysis Team, 5) Liaison Team, and 6) Support Staff Team with a total staff of 35.

The implementation group will be lead by a core group of people—the Guidance and Management Team—who know the PR-SLDS very well in terms of its broad goals and implementation details. This team will be composed of a group of five that conceived the project and wrote the proposal, as described in the staffing plan. Their work will be aided by the inclusion of one project manager, with ample knowledge and experience in project management to help them guide the implementation process. The Team's main responsibilities will be to initiate the PR-SLDS project once it is approved, to manage and supervise the implementation of the PR-SLDS; to insure that the project's objectives and goals are implemented correctly; to make sure that the project stays within the time and budget constraints specified in the proposal; and to solve any problems that may occur during the planning, design, and implementation

phases. In all, they will be the group responsible for pushing and guiding the implementation process.

Since the Guidance and Management Team will be responsible for initiating the work of the PR-SLDS, its first act will be to contact the government agencies that form the Governance Committee (PRDE, PRCHE, PRCGE, PRDLHR, PRIS, UPR) in order to activate it and to brief its members on their mission. The Governance Committee will then in turn activate the three advisory subcommittees, and in consultation with the Guidance and Management Team select and hire the Implementation Group's staff.

The Data Gathering and Quality Team will be composed of seven full-time persons. Team members must have knowledge and experience in at least one of these areas: creating and managing data sets (at least three members), research methods theory (at least one member), and empirical quantitative research (at least one member). Their main responsibilities will be: to establish the rules and procedures to incorporate new and existing data into the PR-SLDS; to insure that this is done according to the structure outlined in the proposal; and to insure that the data which is incorporated into the PR-SLDS is accurate and significant (not trivial). Given that many of the existing data sources are either in paper format, or in isolated—and probably outdated—computer files, the team members will need to have a good knowledge of the project goals and a clear vision of its final structure to shape and incorporate these data in the most efficient and effective ways possible. To achieve their goals, the team will go to schools and postsecondary institutions to assess the data infrastructure and initiate the collection procedures.

The Data Analysis Team will be composed of two part-time staff members with good knowledge and experience in data analysis, research theory and empirical research (preferably quantitative). Some of these team members can be from the Research Subcommittee. This team will have two responsibilities. First, since the final shape of the data will affect the type of research and analysis that will come out of it, the team's main responsibility will be to ensure that the needs of the research community are met when selecting and preparing the variables and data that will be incorporated into the PR-SLDS, and that the data is in a format that lends itself to a wide variety of quantitative analyses. Second, halfway through implementation (after a year and a half) the Data Analysis Team will incorporate five full-time statisticians and/or analysts from the participating agencies. They will help in doing some preliminary data analysis and more importantly they will get acquainted and trained in the PR-SLDS so that when the implementation process ends, they will be responsible for helping with the data analysis in their respective agencies.

It is important to note that both, the Data Gathering and Quality and Data Analysis teams, will work to establish—in coordination with the different stakeholders—the relevant variables to be measured and included in the PR-SLDS. This stage will guide the data gathering and data quality efforts and will thus have to be completed before these works begin.

The Technical Team will be composed of five full-time and one part time staff with ample knowledge and practical experience in information technologies (IT) relevant to this type of project. This team will work in conjunction with the other teams to prepare the technical infrastructure on which to mount the PR-SLDS. They will also design the web pages needed to

disseminate the data collected in the PR-SLDS. The technical team will also directly supervise the vendor or vendors selected to establish the IT and web-based infrastructure.

The Liaison Team's main responsibility will be to serve as "data liaisons" between the PR-SLDS and the four main government agencies using the SLDS data: PRDE, PRCHE, PRGCE, and PRDLHR. There will be one liaison team member in each one of these agencies where they will reside. They will start halfway through the project. They will extract and prepare the data from the PR-SLDS as requested by the personnel of the agencies to which they are assigned.

The Liaison Team will be composed of four full-time staff. These will be people with knowledge and experience in working with complex datasets, background knowledge of the subject matter with which they are working, and critical thinking skills. Each agency will select its liaison officer in consultation with the Governance Committee.

The support staff team will be composed of five full-time staff members. Two of these will be secretarial in nature, one administrative and two assistants. They will give aid and support to the four other teams. The Governance Committee will shape the final form of this staff and how it should change during the development of the first phase.

Once the implementation phase is completed, the Guidance and Management Team will shed the project managers and support staff and together with the Data Gathering and Quality, Technical, Data Analysis, and Liaison Teams will be consolidated into a Data Quality Advisory Subcommittee. In order to keep the talent of those who served on the Guidance and Management, Data Gathering and Quality, Technical, and Data Analysis Teams they will be paid a per diem for the meetings they attend. The Liaison Team members will continue their paid work retrieving data for the agencies to which they are assigned. Three members of the Governance Committee will sit permanently on this subcommittee, to make sure that their decisions are implemented correctly.

Private Schools and Institutions' Stakeholders Advisory Subcommittee:

The Private Schools and Institutions' Stakeholders Subcommittee will represent the interests of private sector schools and postsecondary institutions. Public education interests are already represented by the Department of Education and the University of Puerto Rico, both with representation in the Governance Committee. Their main responsibility will be to advise the Governance Committee on policy matters relating to the design, establishment, maintenance and operation of the PR-SLDS. Beyond their advisory roles, members of this subcommittee will have two permanent representatives with vote in the Governance Committee—one representing the interests of private schools and the other one representing the interests of private postsecondary institutions. In this way, the subcommittee will make sure that private institutions will have an important voice and decision-making authority from the very first stages of the PR-SLDS. This is of fundamental importance, since it is the schools and postsecondary institutions—public and private—that will provide the necessary data to populate the PR-SLDS. Private school students account for 25 percent of all elementary, middle and high school students, while private technical postsecondary students account for 94 percent of all students in

this category. Sixty eight percent of all higher education students in four year institutions are enrolled in private institutions.

Membership in this committee will be selected by the Governance Committee, in direct consultation with the Private Education Association, the Private Colleges and Universities Association. The internal organization of this subcommittee will be left for its members to decide. Two members of the Governance Committee will sit permanently in this subcommittee

Researchers' Advisory Subcommittee:

One of the main goals of the PR-SLDS is to stimulate research on areas related to education. To make sure that this goal is carried out effectively it is important that people with research skills and experience have a permanent voice in the governance structure. The Researchers' Subcommittee will represent the interests of the research community within the PR-SLDS. Its main responsibilities will be to advise the Governance Committee on matters relating to research, using the PR-SLDS, and to help in the development of a research culture in education and related areas in Puerto Rico. Since the final structure of the longitudinal data system will impact the type and scope of studies that researchers will be able to do, they will also advise the Governance Committee on policy matters relating to the design, establishment, maintenance and operation of the PR-SLDS. Beyond their advisory roles, members of this subcommittee will have one permanent representatives with vote in the Governance Committee.

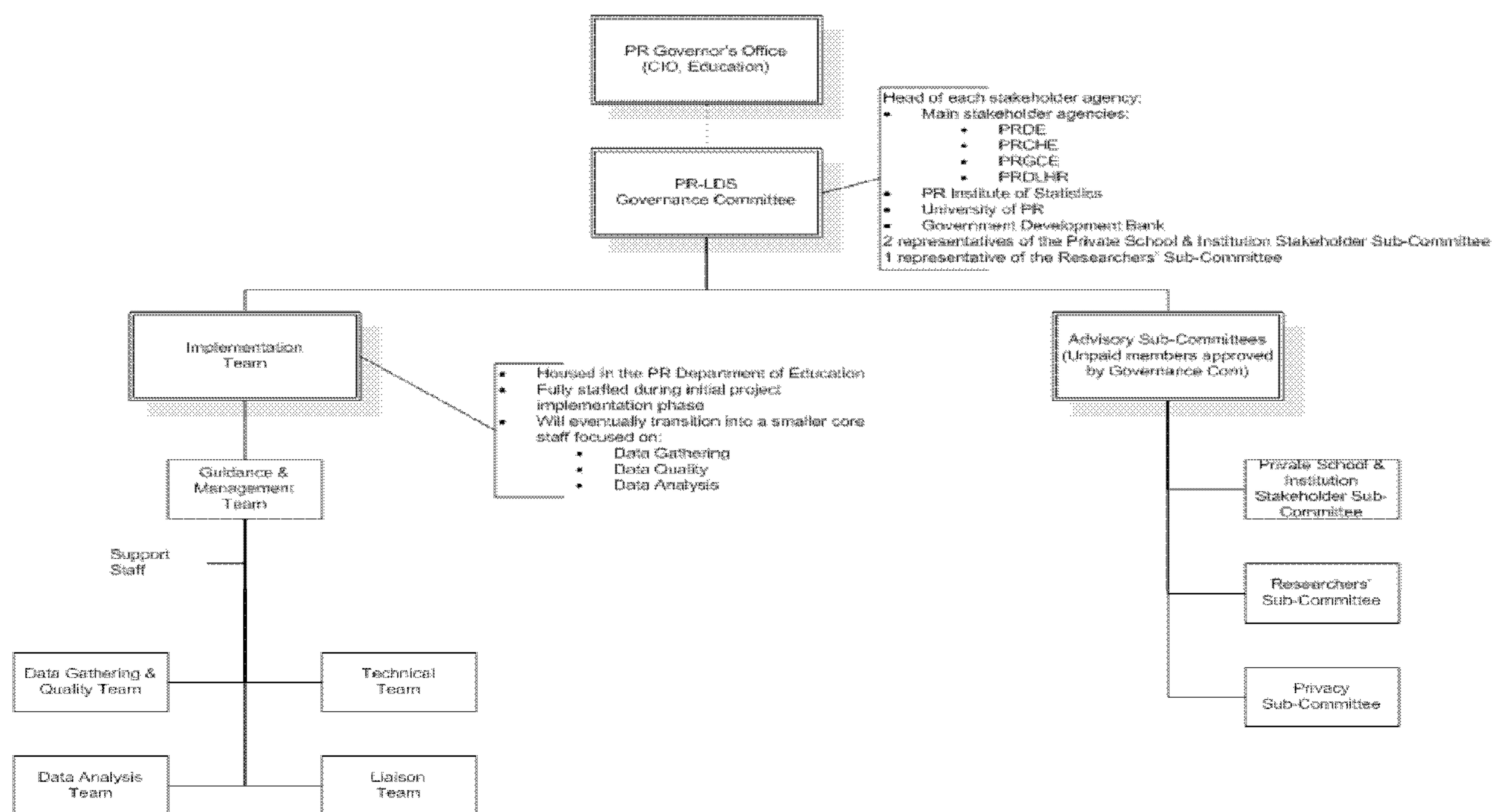
Membership will be open to one representative each from: education, social science, public policy, and business research centers organized in higher education institutions licensed to operate in Puerto Rico. The Puerto Rican Center for Higher Education Studies and Documentation, and the Department of Education's Center for Research and Innovation in Education will also have one representative each. Members of this subcommittee must have knowledge and experience in doing empirical research. The internal organization of this subcommittee will be left to its members to decide. Two members of the Governance Committee will permanently sit on this subcommittee

Privacy Advisory Subcommittee:

The Privacy Subcommittee will be in charge of developing a detailed public policy on privacy, consistent with FERPA and any and all other federal and state laws, with the necessary rules and procedures for implementation. It will also advise the Governance Committee, and the Implementation and Research Subcommittees, on all matters relative to privacy protection. This policy will cover all the PR-SLDS' development and operation stages, and establish privacy rules relating to research. The Privacy Subcommittee will subsequently submit their policy for formal approval to the Governance Committee. Once this policy is approved, it will be the subcommittee's responsibility to ensure it is implemented. This subcommittee will also serve as a permanent advisory board to the Governance Committee, as well as to the Implementation and Research Subcommittees on all matters relating to the protection of privacy.

The Governance Committee will appoint the subcommittee's members. They must be persons with ample knowledge on Federal and State policy laws and regulations, research privacy-protection; and privacy-protection protocols in data systems. Two members of the Governance Committee will sit permanently in this subcommittee.

PR-SLDS Governance and Project Management Structure



This organization ensures:

- Sustainability
- Interagency Cooperation
- Stakeholder participation
- Efficiency in Staffing

E. Staffing Plan

Management Plan

The implementation team for this project is composed of members of the principal project agencies, these being the PRDE, PRGCE, PRCHE, and PRDLHR. They will compose six phase teams which will provide management level employees for project direction and oversight. The Head Project Manager has managed the deployment of critical system in the PRDE (school infrastructure, SIS, financials) and has extensive experience in large scale projects. The Director of the higher education component has ample research and data analysis experience, and has directed the Research and Documentation Division of the Puerto Rico Council on Higher Education for two and a half years. The Director of the private school and vocational postsecondary institutions will be a link between the proposal team and PRCGE agency to assure data access. The PRCGE director has experience as agency implementation leader team (procedures, policies, special fund). The PRDLHR officer has several years of experience as a legal counsel and communications/public relation specialist in the Department and will participate as a lead member in one of the six implementation teams.

Each phase will be closely monitored by the implementation / project directors across all phases of development/deployment areas. A large part of the project will be implemented by contracted technical and specialized area consultants. These tasks will cover the needs assessment as well as programming/development work required to bill the BI solutions and the interoperability systems.

Throughout the project, the implementation team / project directors will be responsible for managing the project plan, schedules, and meetings with the Governance Team and directing contracted personnel. The Governance Team will meet on a regular basis to provide guidance and feedback to the project team.

Team	Staff Name	Role	Role Description	Quantity	Goal 1 Governance	Goal 2 Pk-12 Repository	Goal 3 PR-LDS Development	Goal 4 Project Portal
Guidance & Management	Martinez, Richard	Head Project Manager	Ensure the project objectives are achieved on time and within budget. Manage all phases of the PR-LDS execution.	1	25.00%	25.00%	25.00%	25.00%
Guidance & Management	TBD	Project Manager	Assist the Head Project Manager in ensuring the project objectives are achieved on time and within budget. Manage all phases of the PR-LDS execution. Create appropriate written processes and procedures related to the PR-LDS project. Coordinate contracting and required MOU's, as well as other administrative project tasks, including reporting.	1	0.00%	33.00%	34.00%	33.00%
Guidance & Management	De Jesus, Janet	PR-LDS Coordinator & Initial Agency Liaison (PRDE)	Kick-off the project and coordinate interaction between assigned agency and the PR-LDS effort.	1	25.00%	75.00%	0.00%	0.00%
Guidance & Management	Rivera, Diocelyn	PR-LDS Coordinator & Initial Agency Liaison (PRDLHR)	Kick-off the project and coordinate interaction between assigned agency and the PR-LDS effort.	1	25.00%	0.00%	70.00%	5.00%
Guidance & Management	Gonzalez, Sonia	PR-LDS Coordinator & Initial Agency Liaison (PRGCE)	Kick-off the project and coordinate interaction between assigned agency and the PR-LDS effort.	1	25.00%	35.00%	35.00%	5.00%
Guidance & Management	Camara, Luis	PR-LDS Coordinator & Higher Education Liaison	Kick-off the project and coordinate interaction between higher education entities and the PR-LDS effort. Formulate and implement strategy to effectively incorporate higher education information into the PR-LDS.	1	25.00%	0.00%	70.00%	5.00%
Data Gathering & Quality	TBD	Data Gathering Staff	Assist in establishing the rules and procedures to incorporate new and existing data into the PR-LDS. Work with the different stakeholders to gather data effectively.	5	0.00%	60.00%	40.00%	0.00%
Data Gathering & Quality	TBD	Data Quality Staff	Ensure accuracy and significance of data before and after its incorporation into the PR-LDS through sampling and other methodology.	2	20.00%	40.00%	40.00%	0.00%
Data Analysis	TBD	Researcher	Ensure that the needs of the research community are met when selecting the data that will be incorporated into the PR-LDS and ensure that the data is in a format that lends itself to a wide variety of analyses.	2	0.00%	50.00%	50.00%	0.00%
Data Analysis	TBD	Statistician/Analyst	Perform preliminary data analysis and assist agency and Governance Committee decision makers to understand and use PR-LDS data to its fullest potential.	5	0.00%	60.00%	40.00%	0.00%
Technical	TBD	Business Intelligence Analyst	Coordinate between technical development teams and data users to ensure maximized use of tool.	3	0.00%	60.00%	40.00%	0.00%
Technical	TBD	Database Administrator	Administer the relational database management system (RDBMS), and install and implement enhancements and bug fixes provided by the vendors. Responsible for monitoring RDBMS performance, and manage backup and restore procedures.	2	0.00%	60.00%	40.00%	0.00%
Technical	TBD	Webmaster	Design, create and maintain the PR-LDS portal.	1	0.00%	0.00%	0.00%	100.00%
Liaison	TBD	Data Extraction Staff	Execute extraction routines to obtain useful data from the PR-LDS, as directed by their respective agencies or PR-LDS staff and perform some basic analyses. Serve as "data liaisons" between the PR-LDS and their agencies.	4	0.00%	50.00%	50.00%	0.00%
Support	TBD	Executive Assistant	Provide high-level administrative support by handling information requests, ensuring the flow of information, and performing administrative support functions.	2	34.00%	33.00%	33.00%	0.00%
Support	TBD	Administrative Assistant	Provide administrative support by tracking expenses, helping with reporting, document management, etc.	1	34.00%	33.00%	33.00%	0.00%
Support	TBD	Administrative Clerk	Provide general clerical support.	2	34.00%	33.00%	33.00%	0.00%
Total				35				

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **Appendix A** Pages: **4** Uploaded File: **Appendix A.pdf**

APPENDIX A

Current Landscape in Puerto Rico

Level	Description	Public	Private	Total	% Public	% Private
Pk-12						
	Total Schools	1,519	771	2,290	66%	34%
	Total PK-12 Students	492,296	161,697	653,993	75%	25%
	Total Teachers	42,000	10,179	52,179	80%	20%
Post-secondary						
	Post Secondary Vocational Entities	6	429	435	1%	99%
	Total Post Secondary Students	3,172	50,352	53,524	94%	6%
	Post Secondary University Level Institutions (Associate Degree or Above)	5 Institutions 18 Units	35 Institutions 63 Units	40 Institutions 81 Units	13% 22%	88% 78%
	Post Secondary University Level Institutions Students (Associate Degree or Above)	69,475	166,143	235,618	29%	71%

