

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS

CFDA # 84.372A

PR/Award # R372A090047

Grants.gov Tracking#: GRANT10076290

OMB No. 1890-0004, Expiration Date:

Closing Date: SEP 25, 2008

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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 c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>	
* 3. Date Received: 09/25/2008		4. Applicant Identifier: <input type="text"/>			
5a. Federal Entity Identifier: <input type="text"/>			* 5b. Federal Award Identifier: <input type="text"/>		
State Use Only:					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>			
8. APPLICANT INFORMATION:					
* a. Legal Name: Education, California Dept of <input type="text"/>					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 680258051			* c. Organizational DUNS: 807480843		
d. Address:					
* Street1:	1430 N Street				
Street2:	<input type="text"/>				
* City:	Sacramento				
County:	<input type="text"/>				
* State:	CA: California				
Province:	<input type="text"/>				
* Country:	USA: UNITED STATES				
* Zip / Postal Code:	95814				
e. Organizational Unit:					
Department Name: CA Department of Education			Division Name: Data Management		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix:	Ms.	* First Name:	Paula		
Middle Name:	<input type="text"/>				
* Last Name:	Mishima				
Suffix:	<input type="text"/>				
Title:	Education Administrator				
Organizational Affiliation: <input type="text"/>					
* Telephone Number:	916-319-0779	Fax Number:	916-327-0194		
* Email:	pmishima@cde.ca.gov				

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-CRANTS-062608-001

* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

13. Competition Identification Number:

84-372A2009-1

Title:

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

local educational agencies (county offices of education, school districts)

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

California Longitudinal Teacher Integrated Data Education System (CALTIDES)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant CA-all

* b. Program/Project CA-all

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 07/01/2009

* b. End Date: 06/30/2013

18. Estimated Funding (\$):

* a. Federal	6,000,000.00
* b. Applicant	0.00
* c. State	6,000,000.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	12,000,000.00

* 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: * First Name: Susan

Middle Name:

* Last Name: Lange

Suffix:

* Title: Deputy Superintendent

* Telephone Number: 916-319-0815 Fax Number:

* Email: slange@cde.ca.gov

* Signature of Authorized Representative: Paula Mishima * Date Signed: 09/25/2008

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: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Education, California Dept of

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 1,251,042	\$ 2,502,085	\$ 834,028	\$ 417,014	\$ 0	\$ 5,004,169
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 1,251,042	\$ 2,502,085	\$ 834,028	\$ 417,014	\$ 0	\$ 5,004,169
10. Indirect Costs*	\$ 248,958	\$ 497,915	\$ 165,972	\$ 82,986	\$ 0	\$ 995,831
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,500,000	\$ 3,000,000	\$ 1,000,000	\$ 500,000	\$ 0	\$ 6,000,000

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(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(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Education, California Dept of

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

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Paula Mishima</p>	<p>* TITLE</p> <p>Deputy Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Education, California Dept of</p>	<p>* DATE SUBMITTED</p> <p>09/25/2008</p>

Standard Form 424B (Rev. 7-97) Back

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 an 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 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 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 Education, California Dept of	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Susan"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Large"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Deputy Superintendent"/>	
* SIGNATURE: <input type="text" value="Paula Mishima"/>	* DATE: <input type="text" value="09/25/2008"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Paula		Mishima	

Address:

* Street1:	1430 N Street
Street2:	
* City:	Sacramento
County:	
* State:	CA: California
* Zip Code:	95814
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

916-319-0779	
--------------	--

Email Address:

pmishima@cde.ca.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

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:

	Add Attachment	Delete Attachment	View Attachment
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-CALTIDES_IES_Grant_Application_Abstract.pdf

5. Project Abstract

Project Title: California Longitudinal Teacher Integrated Data Education System (CALTIDES)

Short Description of the Project: The California Department of Education (CDE) is applying for a \$6 million foundational grant to develop and implement the CALTIDES. The CDE proposes to develop and implement CALTIDES by entering into a contract with a systems integration vendor and to use grant funding to support these one-time contract costs. The CDE and California's Commission on Teacher Credentialing (CTC) will provide all other project support as described in the *Institutional Support*, and *Project Personnel and Resources* sections of 6. *Project Narrative*. The state will also provide funding to cover all systems integration contract costs not covered by the IES grant.

The CALTIDES shall serve as the central state repository of information regarding the teacher workforce in the state, including teacher preparation, credential, authorization, and professional development data, and eventually wage data. The CALTIDES will use the Statewide Educator Identifier (SEID), which is currently being assigned and disseminated, to link teacher data longitudinally and to link teacher data to student achievement and teacher assignment data housed in the state's longitudinal student data system. Specifically, the purposes of CALTIDES it to provide teacher-level data to:

- Analyze teacher workforce issues and trends related to mobility, retention, and attrition; identify future needs regarding the teacher workforce; and review and develop of state policy related to the teacher workforce
- Conduct high-quality program evaluations, including evaluations of the effectiveness of teacher preparation programs, including but not limited to, traditional college and university programs, college and university internship programs, and district-sponsored internship programs
- Analyze professional development programs to facilitate continuous program improvement
- Efficiently and effectively monitor teacher assignments as required by state and federal law, including compliance with federal No Child Left Behind (NCLB) Act of 2001, Highly Qualified Teacher (HQT) requirements.

Expected Outcomes: The expected outcomes of the CALTIDES is rich quality data that can be used in evaluation and research that will inform policy and resource allocation decisions to ensure all students have access to qualified teachers, and to identify and support effective programs and practices with the ultimate goal of increased student achievement.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-CALTIDES_IES_Grant_Application_Narrative.pdf**

6. Project Narrative

(a) Need for the Project

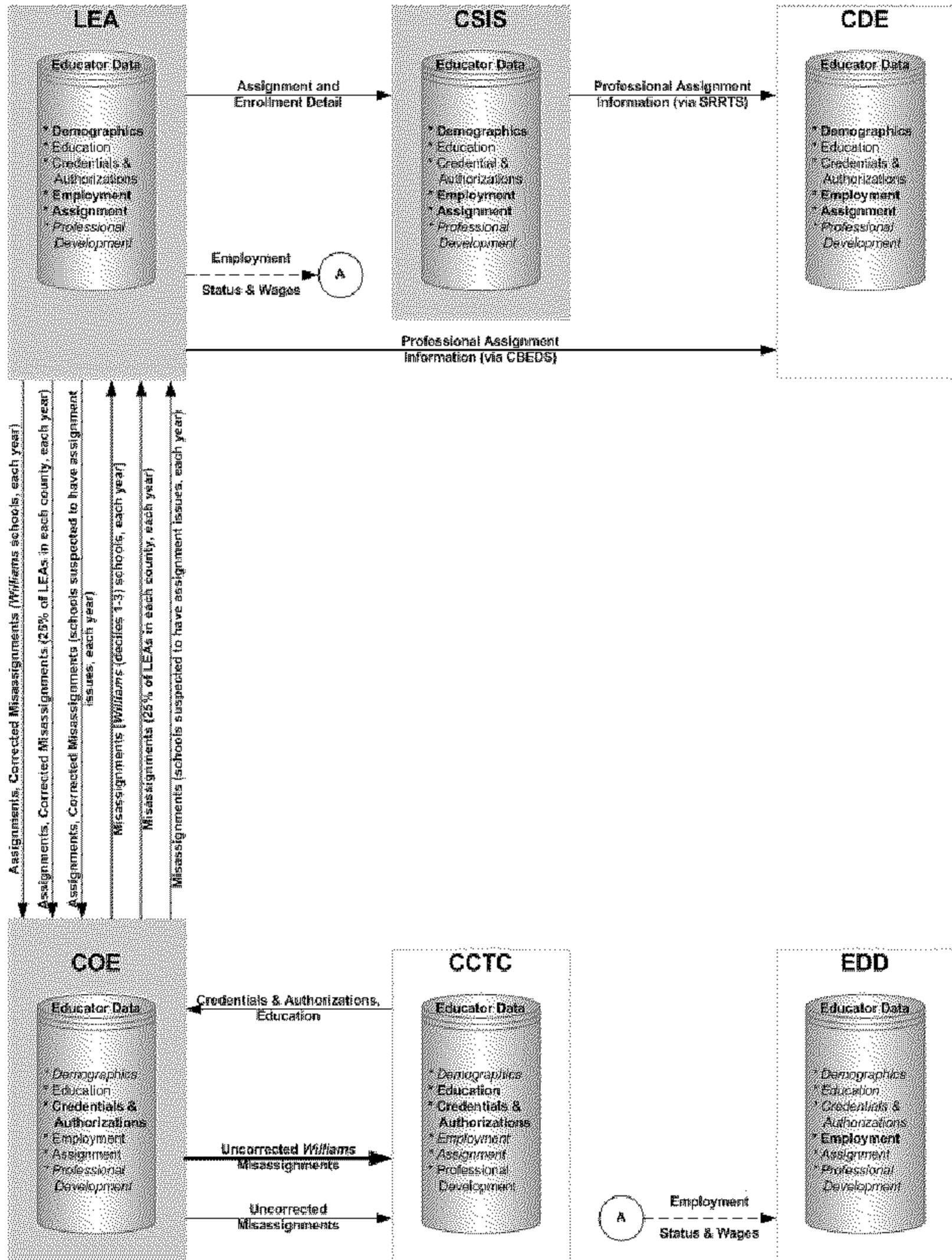
California has nearly 6.3 million public school students, taught by over 310,000 teachers in 1,052 school districts and 9,674 schools. To manage the state's student data, the California Department of Education (CDE) is currently developing the California Longitudinal Pupil Achievement Data System (CALPADS). California, however, does not have an integrated *teacher data* system and the CDE is applying for foundational grant funding to develop and implement such a system: the California Longitudinal Teacher Integrated Data Education System (CALTIDES).

While referred to as a "Teacher" data system, CALTIDES will include data on all certificated public school employees, which includes but is not limited to teachers, school administrators, counselors, librarians, nurses, and speech therapists, (hereinafter referred to collectively as either teachers or educators) in California, who are required to hold legally recognized certificates, credentials, or other legal authorizations issued by California's Commission on Teacher Credentialing (CTC).

A statewide, longitudinal teacher data system is needed because California currently suffers from the lack of integrated, reliable, quality data on its teachers. The teacher data that currently exists is fragmented across multiple state and local agencies. The CDE annually collects information from local educational agencies (LEAs) on what courses teachers teach and where they teach. The CTC collects information on the credentials teachers hold and which college or university recommends their credentials, but does not maintain whether credentialed personnel are actually teaching and if they are teaching, what courses they are teaching or where they are teaching. Teacher preparation programs collect data on teacher candidates, but cannot follow them into the workforce. The Employment Development Department (EDD) has information on the wages teachers earn.

Exhibit 1 displays the current data environment. As the exhibit shows, data flows between school districts and their respective county offices of education, and from LEAs to state agencies, but there is no data flow between state agencies.

Exhibit 1: Current Environment – Educator-Level Data Flows



The inability to comprehensively link teacher data leaves California without valuable information needed to make informed policy decisions related to increasing the effectiveness of the existing teacher force to teach California's high standards, and ensuring that an adequate supply of quality teachers exist to meet the demand. To begin the creation of a comprehensive teacher data system, the CDE, in collaboration with CTC, solicited input from teacher organizations, school administrators, county offices of education, postsecondary institutions, research organizations, and other state agencies on teacher data needs and recommended reforms to processes and data systems. The group determined that due to the lack of integrated data, the state could not meet several business needs:

- The ability to analyze teacher workforce issues and trends;
- The ability to conduct high-quality program evaluations for teacher preparation and induction programs, and facilitate professional development program improvement through data-driven analysis; and
- The ability to efficiently monitor teacher assignments to ensure compliance with state and federal law, including the Highly Qualified Teacher (HQT) requirements of the federal No Child Left Behind (NCLB) Act of 2001.

The CDE proposes to develop the CALTIDES to provide the data needed to build the capacity to meet the identified business needs. The CALTIDES will enable California to analyze data related to a number of issues that will provide valuable information for policy makers. For example:

- The relationship between teacher preparation programs and teacher effectiveness in terms of student achievement;
- The relationship between alternative credential routes and teacher effectiveness in terms of student achievement;
- The distribution of teachers by characteristic (number of years teaching, credentials, etc.) across schools;
- Where newly credentialed teachers teach and how they move about; and
- The number of newly credentialed teachers who enter the teaching profession; the number of former teachers who hold valid credentials, but who no longer teach in California.

In addition to data needs, the CDE requires an efficient method to validate locally reported compliance data. For example, currently the CDE must rely on LEAs to report whether or not teachers are highly qualified to teach NCLB core courses.

Aside from site-level monitoring, the CDE has no way to easily validate whether teachers in fact meet the HQT requirements. The CALTIDES will determine whether teachers meet the HQT requirements to teach the courses they are assigned to teach, by linking teacher assignment data to source credential and authorization data maintained by the CTC.

(b) Objectives for Proposed System

The CDE is requesting \$6 million in foundational grant funding to support the development and implementation of a new data system, CALTIDES. The CALTIDES shall serve as the central state repository of information regarding the teacher workforce in the state for the following purposes:

- To analyze teacher workforce issues and trends related to mobility, retention, and attrition; identify future needs regarding the teacher workforce; and review and develop of state policy related to the teacher workforce;
- To conduct high-quality program evaluations, including evaluations of the effectiveness of teacher preparation programs, including but not limited to, traditional college and university programs, college and university internship programs, and district-sponsored internship programs;
- To analyze professional development programs to facilitate continuous program improvement; and
- To efficiently and effectively monitor teacher assignments as required by state and federal law, including compliance with federal No Child Left Behind (NCLB) Act of 2001, Highly Qualified Teacher (HQT) requirements.

System Design

To meet the system objectives, the CALTIDES solution will integrate educator-level data from existing source systems at the CTC and the CDE, and link to student-level data and professional assignment data stored in CALPADS. The CALPADS is a separate system that is in development and is expected to be fully functional prior to CALTIDES development and implementation.

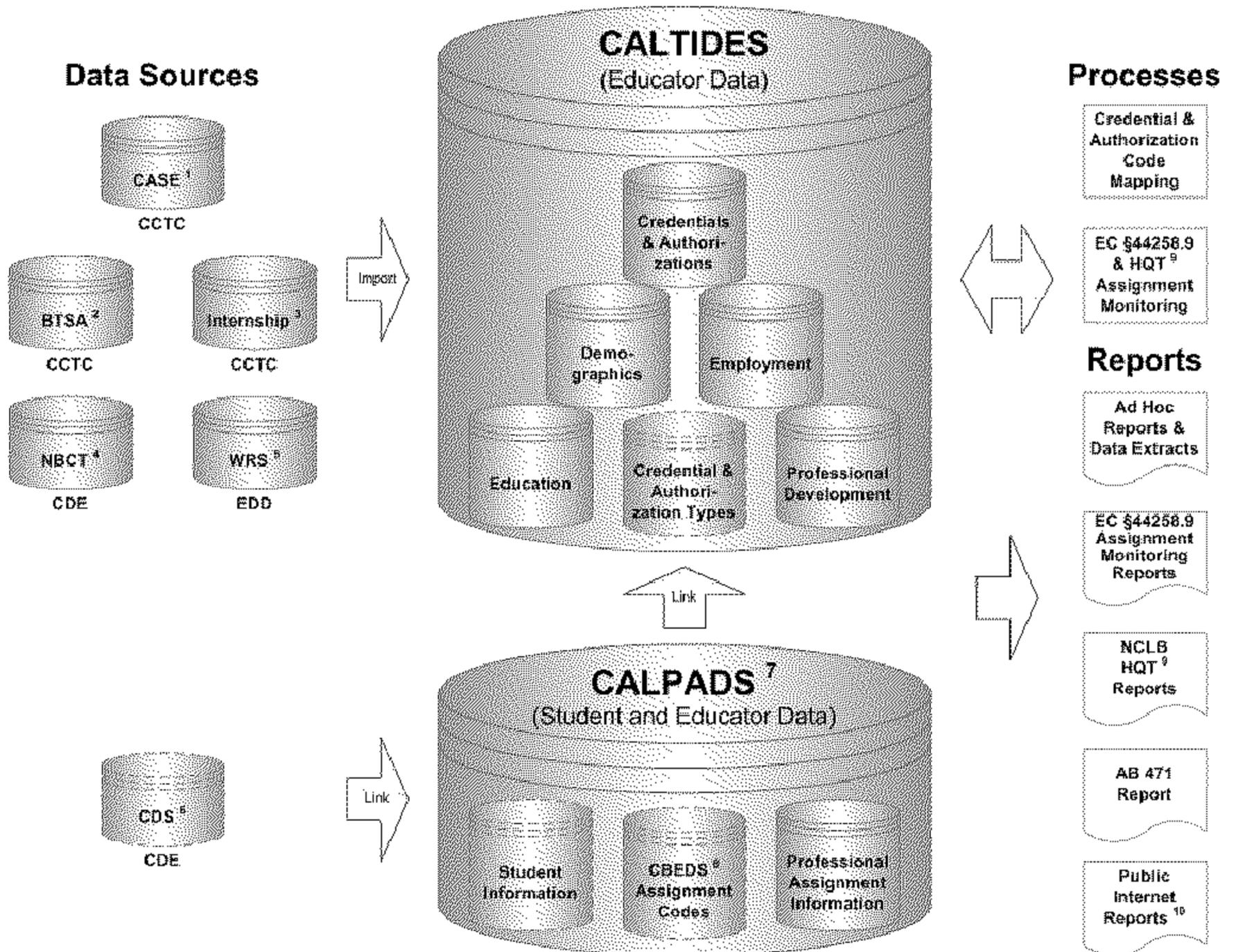
In order to link teacher data longitudinally in a teacher data system, the Legislature authorized the creation of a Statewide Educator Identifier (SEID). The CTC has assigned SEIDs to the majority of educators currently employed in California's public school system, and is on track to have all SEIDs assigned by the end of 2009. The SEID will be used to link educator data longitudinally within both CALPADS and CALTIDES, and to link data between the two systems. Eventually the SEID will also enable the CTC to incorporate wage data from the Employment Development Department into CALTIDES.

The CALTIDES will store educator-level data from existing source systems, including credential and authorization, post-secondary education, professional development, and employment data, so that information from these systems can be longitudinally linked. The CALPADS will store student-level data for all students in California's public schools including demographic, program participation, enrollment, and achievement data. The CALPADS will also store professional assignment data for all educators in the public schools. The CALTIDES will map educator assignment data in CALPADS with educator credential information to determine whether teachers are appropriately assigned pursuant to state credentialing law, and for teachers teaching core academic courses, whether they are highly qualified to teach those courses as required by NCLB. The CALTIDES will provide authorized users with secure access to educator data to facilitate monitoring of teachers' assignments, federal reporting on highly qualified teachers required by the NCLB, and education research, including the high-quality evaluation of teacher preparation, induction, and professional development programs as well as analysis of teacher workforce issues.

Exhibit 2 identifies the proposed solution based on source systems that will provide data for the CALTIDES. The CALTIDES will import educator-level data currently collected by the CTC, the CDE, and eventually EDD. These data will be stored in the CALTIDES database via extract, transformation, and load (ETL) processes developed by the systems integrator. The CALTIDES will import educator-level data from the following source systems, which are currently in place to meet existing business needs:

- **Credentialing Automation System Enterprise (CASE).** The CASE is an online customer relationship management system that supports the CTC's mandated teacher credentialing functions and meets customer service demands. The system contains all information related to the CTC's credentialing activity, including the status of applications, types of credentials and authorizations issued, dates of issuance, and the recommending institutions of higher education. The system allows educators to view the status of applications and credentials on-line, and provides on-line public access to educators' credential information.

Exhibit 2: Proposed Solution CALTIDES Data Sources and Uses



1. Credentialing Automation System Enterprise 2. Beginning Teacher Support and Assessment database 3. Teacher Education Internship database 4. National Board Certified Teacher database 5. Wage Record System 6. County District School database 7. California Longitudinal Pupil Achievement Data System 8. California Basic Education Data System 9. No-Child Left Behind Title II, Part A, Highly-Qualified Teacher monitoring 10. These reports will be generated via the CDE's DataQuest reporting platform

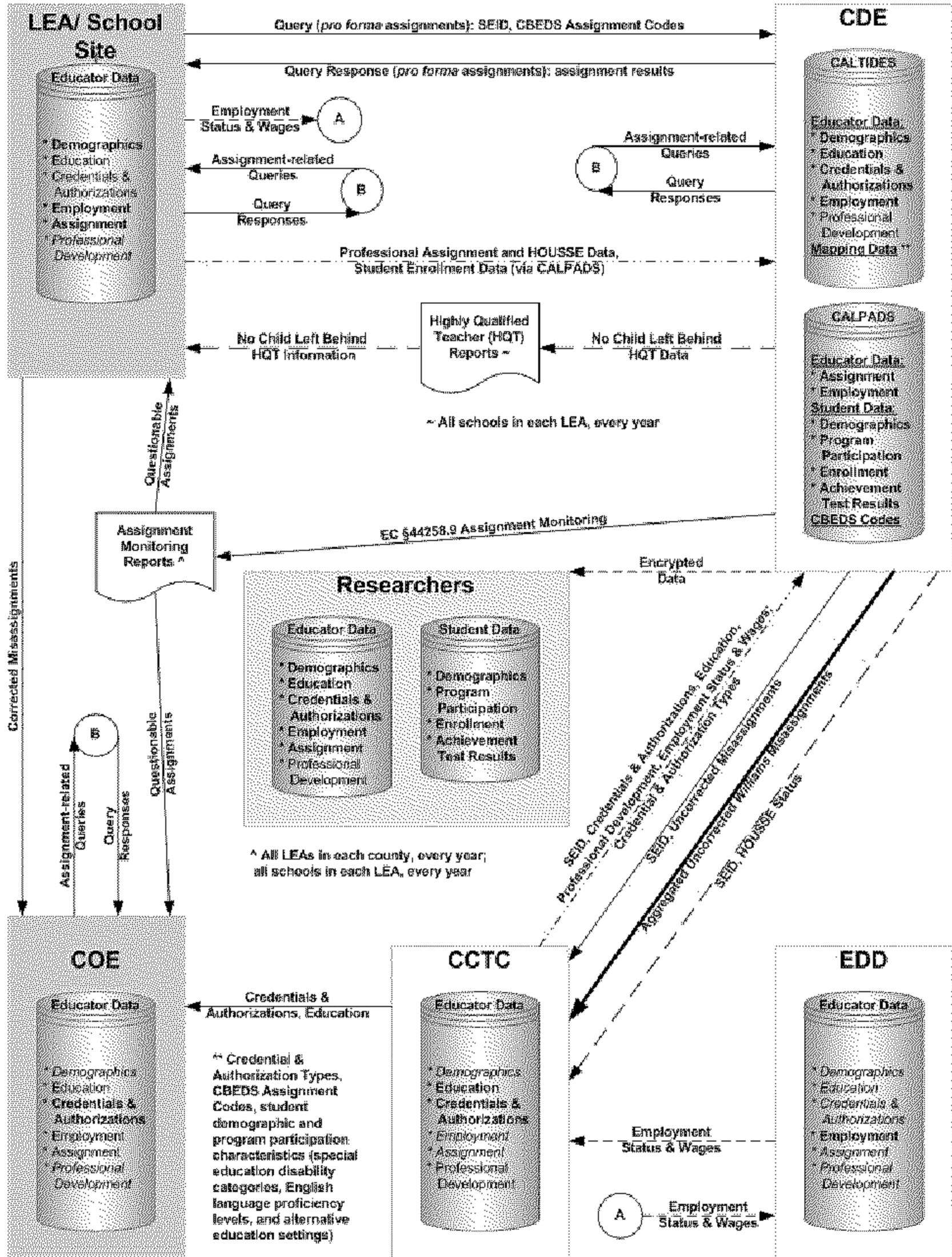
- Beginning Teacher Support and Assessment (BTSA) Database.** The BTSA induction program is a State-funded program that provides support for credentialed public school teachers in their first or second year of the profession as a newly credentialed teacher in California, or a teacher new to California. The BTSA system collects data about individuals that have applied to participate in a local BTSA induction program. Data collected are used to track program participants during their participation in the BTSA induction program and for a period of five years following program completion.

- **Teacher Education Internship (Internship) Database.** Internship programs allow individuals to complete their teacher preparation coursework while in a paid teaching position. The Internship Database collects data about individuals that have applied to participate in either a university or district-sponsored internship program. Data collected are used to track program participants during their participation in an internship program, and for a period of five years following program completion.
- **National Board Certified Teacher (NBCT) Database.** Teachers who have attained certification from the National Board for Professional Teaching Standards (NBPTS) are eligible to receive an award of up to \$20,000 if they agree to teach at a high-priority public school or charter school for four continuous years. The CDE downloads source data for each California candidate from the National Board for Professional Teaching Standards website at the end of each calendar year and imports these data into the NBCT Database, which it uses to support the NBPTS Certification Incentive Program.
- **Wage Records System (WRS).** Each quarter, every employer in the State, including school districts, must submit to the EDD each employee's wages paid and personal income taxes withheld during the prior quarter. The WRS contains data on employee wages (including salary, bonuses, commissions, and incentive payments) submitted by employers to the EDD on the Quarterly Wage and Withholding Report (DE 6).
- **California Longitudinal Pupil Achievement Data System (CALPADS).** The CALTIDES will link to student information and teacher assignment data the CDE will collect through and store in the CALPADS, the state's longitudinal student data system. CALPADS is scheduled for statewide rollout in 2009-10.
- **County District School (CDS) Database.** The CDS database contains reference information on county offices of education, school districts, and schools.

By "connecting the dots" among these source systems, the CALTIDES will automate to 80% monitoring requirements to meet existing and accommodate future state and federal reporting requirements, support high-quality program evaluations, and support data-driven decision making based on reliable, comprehensive empirical data about the educator workforce.

Exhibit 3 presents the data flows enabled by the implementation of the CALTIDES.

Exhibit 3: Proposed Solution Data Flows Enabled by CALTIDES



The data stores shown in Exhibit 3 indicate whether one or more of the following six categories, or subjects, of educator-level data are collected and stored by the identified entities:

- Demographics
- Education
- Credentials and authorizations
- Employment
- Assignment
- Professional development

The data stores shown for each entity indicate the completeness of educator-level data collected and stored electronically for each of these six categories of educator-level data. A bold font indicates that relatively complete educator-level data are collected and stored electronically for a given subject, a regular font indicates a subject for which some educator-level data are collected and stored electronically, and italics indicates a subject for which little or no educator-level data are collected and stored electronically. When compared to Exhibit 1, which depicts the data flows for the current environment, the data flows associated with the CALTIDES enable education agencies at all levels to have access to more comprehensive educator-level data, in a more timely manner, than in the current environment.

The data flows shown in Exhibit 3 support the following functional processes:

- **EC §44258.9 Assignment Monitoring.** Data flows specific to assignment monitoring are depicted as solid lines. Thin, solid lines indicate that educator data are passed at the individual educator level. Thick, solid lines indicate that educator data are passed as aggregated data.
- **NCLB Highly Qualified Teacher Reporting.** Data flows specific to HQT reporting are shown using lines comprised of long dashes.
- **Data Analysis, Reporting, and Extraction.** Data flows related to data analysis (including educator workforce analysis), reporting, and extraction, are presented using lines comprised of short dashes.

Data flows that serve multiple purposes (assignment monitoring, HQT reporting, and data analysis) are indicated with lines comprised of dashes and dots.

These functional processes are described in the sections that follow.

EC §44258.9 Assignment Monitoring. In the fall and spring of each year, the LEAs will submit professional assignment information for each educator and course enrollment information for each student to the CDE, via the CALPADS. The CALTIDES will link these data to credential and authorization data stored in the CALTIDES database to determine whether educators' current assignments

are appropriate, based on the legally recognized certificates, credentials, or other legal authorizations issued by the CTC that they hold. To monitor educator assignments, the CALTIDES will generate standard exception reports showing those educators whose assignments appear to be questionable. The county offices of education and LEAs will use these reports to identify each questionable assignment that needs to be investigated further.

The county offices will work with the LEAs within their jurisdiction to disposition all questionable assignments. By concentrating their assignment monitoring efforts on questionable assignments only, rather than reviewing all professional assignments, the process will be significantly more efficient than in the current environment. Current law requires the county offices to monitor educator assignments in each LEA within their jurisdiction *once every four years*. The CALTIDES will streamline this process, enabling assignment monitoring to be conducted statewide for all schools, *every year*.

In addition, the CALTIDES will enable LEAs to determine whether planned educator assignments are appropriate prior to actually placing educators in teaching or non-teaching positions. The LEAs will have the ability to query the system interactively through a web-based interface regarding one or more planned educator assignments. CALTIDES will also provide LEAs other useful reports on their teachers.

NCLB Highly Qualified Teacher (HQT) Reporting. Under NCLB Title II, Part A, all schools must report the number of core courses taught, and for the educators that teach core courses, whether they are highly qualified, per NCLB standards. To address this HQT reporting requirement, the Highly Objective Uniform State Standard of Evaluation (HOUSSE) data collected via CDE's California Basic Educational Data System (CBEDS) over the past two years will be loaded in the CALTIDES database to establish a HOUSSE baseline for HQT reporting purposes. This information will be linked to other educator-level data stored in the CALTIDES database to determine whether teachers assigned to teach NCLB core courses are highly qualified to teach these courses based on their education, subject matter examination results, certificates, credentials, and authorizations they hold.

Project Measurements

To ensure that the CALTIDES is able to provide the data to meet the above purposes, the CDE and CTC have developed a list of functional requirements that the CALTIDES must meet. Table 1 below summarizes the categories of *detailed mandatory requirements* the CDE and CTC have developed. Each category has numerous individual, measurable requirements.

Table 1
Summary of CALTIDES Requirements

Type of Requirement	Category of Requirement
Functional	<ol style="list-style-type: none"> 1. Assignment Monitoring 2. HQT Status 3. Report and Data Extract Web Interface 4. General Website Functions 5. Business Rule Maintenance 6. Security and Privacy.
Technical	<ol style="list-style-type: none"> 1. Architecture 2. Archiving and Purging 3. Backup and Recovery 4. Database Management and Administration 5. Data Collection 6. Monitoring and Auditing 7. Performance 8. Security
Business	<ol style="list-style-type: none"> 1. Solution Approach 2. Project Approach (<i>includes required delivery of plans for project, schedule, cost, human resource, communications, issues and risk, and quality management, testing, pilot/User Acceptance Testing, implementation, training</i>) 3. Systems Maintenance and Operations Approach

Under Functional Requirements, the *Report and Data Extract Web Interface* category includes a specific requirement for the CALTIDES to generate standard extracts from educator data that meet federal specifications regarding content and format for submission to the United States Department of Education (USDE) through the Education Data Exchange Network (EDEN). The *Security and Privacy* category includes a requirement that the system comply with the Family Educational Rights and Privacy Act (FERPA). Under Technical Requirements, the *Database Management and Administration* and *Data Collection* categories both have numerous specific requirements for data integrity checks, anomaly reports, and edit checks to ensure data quality. The primary purpose of the mandatory business requirements are to ensure the project is well-managed and will provide a quality product on time.

The project management includes Independent Project Oversight Consultant (IPOC) and Independent Verification and Validation (IV&V) services. The IPOC and IV&V consultants will provide project management oversight, report monthly

on project status to state control agencies, and develop a traceability requirements matrix to ensure that all project requirements are met by the vendor.

(c) Project Design

Governance

The CALTIDES will be a state-owned system developed by a systems integration vendor under contract with the CDE. CALTIDES, however, has executive level sponsorship from the CDE and the CTC (refer to the *Institutional Support* section). All project efforts are jointly shared by the CDE and CTC; both agencies have been involved since project conception and have collaborated on all project activities including the development of system requirements. The CDE and CTC jointly selected the services of a certified project manager who manages the project across both agencies. For additional detail regarding project management, refer to the *Project Management Plan* and *Project Personnel and Resources* sections. These sections delineate roles and responsibilities.

The CALTIDES will be housed at the state data center, the Department of Technology Services (DTS). Once implemented and after the vendor warranty period, the CDE will maintain CALTIDES and CTC will provide second and third level help desk support.

As the key users of the system, the CALTIDES design was developed with input from county offices of education and school districts. The CDE and CTC held numerous regional focus group sessions to solicit LEA input on system requirements, and how CALTIDES can meet their needs. Sessions were also held with researchers to solicit their input on system design and data desires. The CDE and CTC will continue to hold general sessions with LEAs throughout the project, and will convene a smaller LEA Advisory Group to solicit specific input on project deliverables, process design, user interfaces, and reports.

The CDE will manage requests for CALTIDES data from non-LEA, external entities. The CDE is in the process of establishing standard policies and procedures for external data requests of student level data for the CALPADS system. The CDE plans to use the same procedures for requests of CALTIDES data. Any requests for teacher data in CALTIDES that includes student level data in CALPADS will be vetted for compliance with FERPA and state privacy laws, and tracked in CDE's data request tracking system. In addition, CALTIDES is required to provide a function to generate a unique and random, longitudinal Researcher Educator Identifier (REID) for every SEID stored in CALTIDES. Any requests for teacher data will be provided with a REID, and not a SEID, as an added protection for the state's educators.

The CDE and CTC will continue to convene the external stakeholder's group whose input was sought during the initial formation of the project. The CDE and

CTC have convened this group periodically the project's conception to provide updates and solicit input on system requirements.

How the State Will Accomplish Objectives

The CDE and CTC will accomplish the proposed objectives by implementing the described system design using proven project management methods. The CDE and CTC developed the system design based on numerous joint application design (JAD) sessions with state, LEA, and other external stakeholder input. The design is reflected in numerous specific requirements that the systems integration vendor will be required to meet. When the systems integration vendor comes on board, the first task will be to confirm all the requirements to ensure that they continue to meet the system's objectives and user needs. More detail of how the state will ensure a successful project is provided in the *Project Management Plan* and *Project Personnel and Resources* sections, as well as in *7. Timeline*.

How the Project Will Address SLDS Requirements

How the project will address SLDS requirements is addressed in the *Need for the Project and Objectives of Proposed System* sections.

(d) Institutional Support

The CALTIDES is supported by state policymakers—the Governor and state legislators, as evidenced by the enactment of Senate Bill 1614 which authorized the CDE to develop and implement CALTIDES.

The CALTIDES is supported by the leadership of the CDE and CTC as evidenced by executive-level project sponsors. The CALTIDES project sponsor for the CDE is the Deputy Superintendent of Finance, Technology, and Administration. The project sponsor for the CTC is the Executive Director of the CTC, and the Director & Chief Information Officer, Enterprise Technology Support Services Section. Further evidence of institutional support is the commitment of staff and resources, described under the *Project Personnel and Resources* sections.

In addition to state executive level support and internal CDE and CTC support, as described earlier, the CALTIDES project was initiated and supported by external stakeholders representing teachers, administrators, county offices of education, postsecondary institutions, and researchers. The CDE and CTC continue to convene this stakeholder group for input on the project, and have expanded the group to include state control agency and legislative staff.

For ongoing support of CALTIDES, the California Department of Finance (DOF) has approved the CALTIDES project document which estimates an annual ongoing maintenance requirement of \$1.2 million. Once CALTIDES is implemented, the base ongoing maintenance funding is annually included in the

Governor's proposed budget for approval by the State Legislature. If the CDE requires funding above this base amount, the CDE will request this funding through the state's Budget Change Proposal (BCP) process for appropriation in the annual budget.

(e) Project Management Plan

Placement of Project Within the CDE and CTC Organizational Structures

The CALTIDES project is sponsored at the executive level of both the CDE and CTC. The CDE project sponsor is the Deputy Superintendent for Finance, Technology and Administration who reports directly to the Chief Deputy Superintendent. The CDE Project Director is an Education Administrator Specialist who reports to the Director of the Data Management Division, who reports to the Deputy for Assessment and Accountability Branch. The CDE Contract Manager is the Manager of CDE's Project Management Office within the Technology Services Division; he reports to the Director of the Technology Services Division, who reports to the Deputy Superintendent for Finance, Technology and Administration, CDE's CALTIDES project sponsor. The CTC project co-sponsor is the Executive Director of the CTC. The other CTC co-sponsor and project manager is the Director of the Enterprise Technology Support Services Section of the CTC, who reports directly to the Executive Director.

Project Organizational Structure

Exhibit 4 is the organizational structure for the development and implementation of CALTIDES. The roles and primary responsibilities of the team members displayed in Exhibit 4 are described in Table 2. The percentages represent percentages of a personnel year. Resumes of selected key staff are provided in *Appendix B – Resumes of Key Personnel*. The amount of state staff time committed to the project are displayed in Table 4 in the *Project Personal and Resources* section.

To ensure CALTIDES meets the project objectives, the CDE and CTC has engaged the services of a certified project manager. In addition, as described in the *Objectives for the Proposed System* section, the CDE will require the systems integration vendor to deliver for approval a number of project management documents to ensure the project is well-managed and will provide a quality product on time.

The CDE has also engaged Independent Project Oversight Consultant (IPOC) and Independent Verification and Validation (IV&V) services. The IPOC and IV&V consultants will provide project management oversight, report monthly on project status to state control agencies, and develop a requirements traceability matrix to ensure that all project requirements are met by the vendor. In addition, the IV&V contractor has traced all the project's functional and technical requirements back to the stated project objectives.

Management Controls

The CDE and CTC have developed a number of project management plans, including a CALTIDES Business Plan and Communications Plan. These documents outline how the project will be managed. The CALTIDES Project Manager maintains a detailed project workplan which can be found in 7. *Timeline*. This timeline includes all activities since project conception and includes activities to procure a systems integration vendor. The CDE and CTC project team (which includes the Project Management Team and key staff) meets weekly to review action items, assess adherence to the project schedule and workplan, and discuss issues. The last meeting of every month is extended to include a review of all project risks, which are maintained in a risk management system. Currently meetings with the project sponsor are convened on an as needed basis, but will become standard monthly meetings prior to the selection of a systems integration vendor. The Independent Project Oversight Consultant (IPOC) attends the weekly project team meetings and reports monthly to state control agencies on the project's progress via an Independent Project Oversight Report (IPOR). The Project Management Team also meets monthly with the state's Office of the Chief Information Officer (OCIO) to provide project status and discuss any issues reported in the IPOR.

**Exhibit 4
 CALTIDES Project Organization Chart**

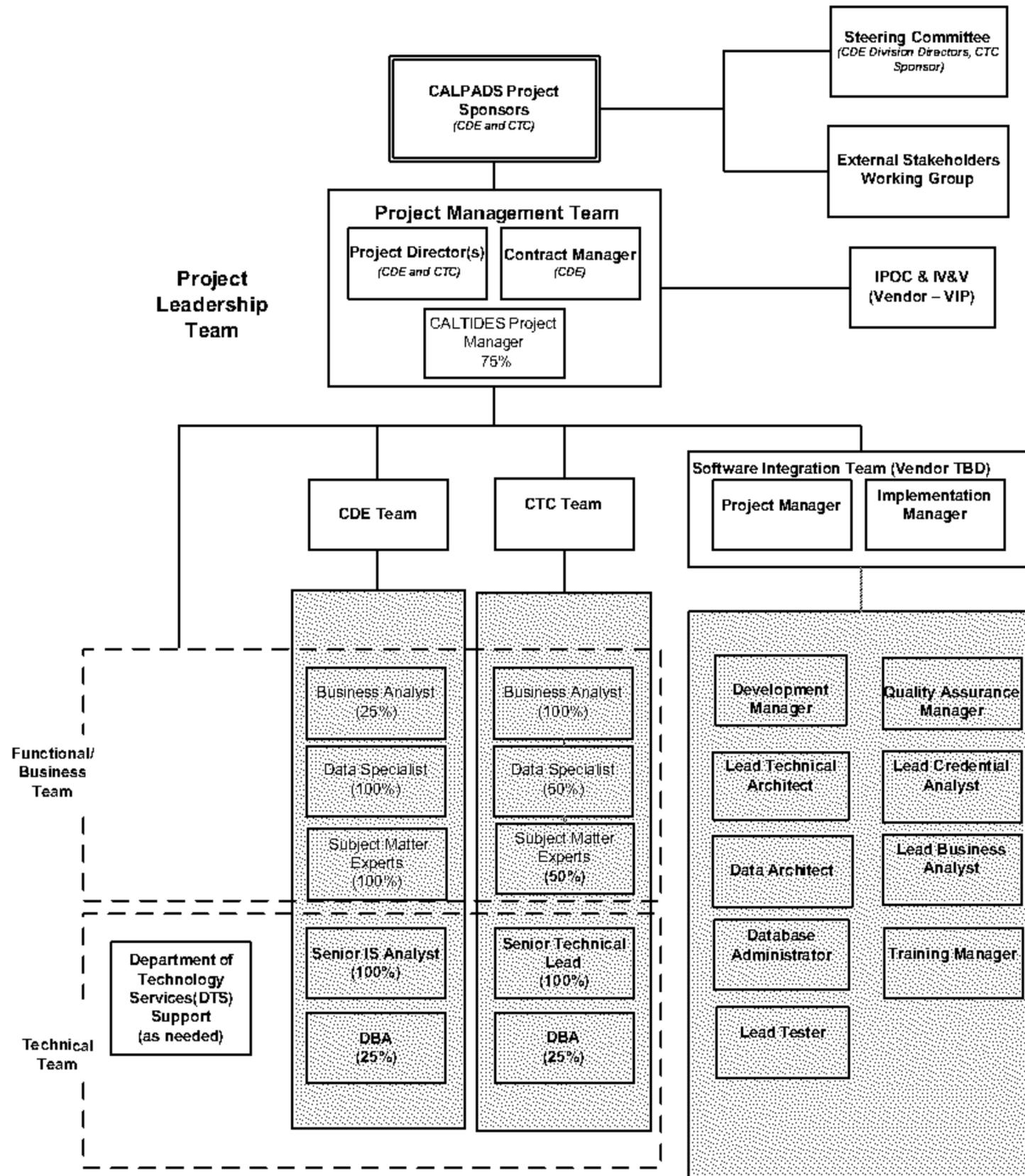


Table 2: Roles and Responsibilities

Project Team Roles and Responsibilities		
Role	Responsibilities	Organization
Project Sponsor	<ul style="list-style-type: none"> • Serves as the key business decision-makers of the project. • Resolves significant issues and scope changes that cannot be resolved by the CALTIDES Project Management Team. • Makes the final decision on the vendors retained throughout the CALTIDES project. • Attends monthly CALTIDES Project Management Team meetings. • Attends Steering Committee meetings. • Attends Working Group meetings. • Communicates project status to CDE and CTC management and the other stakeholders. 	CDE CTC
Project Director	<ul style="list-style-type: none"> • Assists in the coordination of work efforts that may impact the project. • Resolves significant project issues. • Attends weekly project meetings • Attends monthly risk meetings • Attends monthly CALTIDES Project Management Team meetings. • Leads Steering Committee meetings. • Leads Working Group meetings. • Communicates project status to internal and external stakeholders, as needed. • Makes policy decisions. • Directs staff. 	CDE CTC

Project Team Roles and Responsibilities		
Role	Responsibilities	Organization
Project Manager	<ul style="list-style-type: none"> • Coordinates and oversees project activities. • Develops project management-related deliverables. • Serves as a liaison between vendors and internal/external stakeholders. • Resolves and tracks project issues. Proposes actions or strategies to resolve significant project issues. • Maintains Issues Database and Change Management Database. • Maintains project Master Schedule. • Tracks project budget and reviews vendor invoices. • Maintains Business Plan document. • Reviews and approves all Deliverable Expectation Documents (DEDs) and final deliverables. • Reviews all project deliverables. • Coordinates and conducts CALTIDES Project Management Team meetings. • Attends Steering Committee meetings. • Attends Working Group meetings. • Conducts weekly Project Team Meetings. • Develops weekly project status reports. • Participates in meetings with the Department of Technology Services (DTS). • Coordinates procurement meetings for prime integration vendor. 	State Contract (Vendor)
Contract Manager	<ul style="list-style-type: none"> • Participates in the procurement processes to secure all vendor services including RFP development services, Project Management services, Independent Project Oversight services, and Prime development vendor services. • Reviews and approves invoices. • Maintains information on contracted costs vs. actual costs. • Manages contract change requests and addendums. • Serves as liaison to control agencies, Department of General Services and Department of Finance. 	CDE

Project Team Roles and Responsibilities		
Role	Responsibilities	Organization
Project Management Team	<ul style="list-style-type: none"> Communicates project status and updates to the Project Sponsors. Assists in the resolution of significant issues related to project management, project communication, project staffing, and project scope. Participates in the final decision on the vendors retained throughout the CALTIDES project. Attends monthly Project Management Team meetings. 	CDE CTC
Steering Committee	<ul style="list-style-type: none"> Assists in the identification of business needs and defines business policies and procedures. Confirms project goals and scope. Assists in the resolution of project issues. Attends Steering Committee meetings. Communicates project status to respective external stakeholders, as needed. 	CDE Division Directors CTC Sponsor
External-Stakeholders Working Group	<ul style="list-style-type: none"> Assists in the identification of business needs and defines business policies and procedures. Confirms project goals and scope. Assists in the resolution of project issues. Attends Working Group meetings. Communicates project status to respective external stakeholders, as needed. 	CDE CTC Control Agencies Legislative Staff LEAs Union representatives Other External Stakeholders
Independent Project Oversight Contractor	<ul style="list-style-type: none"> Serves as an independent expert that provides supplemental assistance in managing all of the activities that are critical to the project's success. Oversees the project to ensure that it is following a structured and defined project management approach. Reviews all draft and final deliverables to ensure that they are aligned with defined standards, CDE's needs, and contractual requirements. Prepares periodic project assessment and develops monthly DOF/OTROS Progress Reports and provides copies to CALTIDES project management. 	Vendor (VIP)

Project Team Roles and Responsibilities		
Role	Responsibilities	Organization
Functional-Business Team	<ul style="list-style-type: none"> • Defines current and future data elements, data relationships, and data definitions. • Designs logical data model and develops data dictionary. • Conducts data model walkthrough sessions. • Develops and maintains physical data model. • Serves as a resource to the Software Integration team. • Assist in the identification of business needs and analysis of the current operating environment. • Assist in the definition of business processes and business rules related to student assessment and NCLB data collection and reporting requirements. • Assist in the identification of potential new policies and procedures. • Participate in interviews and working sessions with the CALTIDES project team. • Communicate project status to respective internal stakeholders, as needed. • Participate in system integration and user acceptance testing. 	CDE CTC
Technical Team	<ul style="list-style-type: none"> • Coordinates and oversees the establishment and operation of the CALTIDES Project's technological environment including the server(s), project team's workstations, network connection, development software, and database environment. • Participates in the determination of technology architecture required for system interfaces. • Participates in the procurement processes to secure all vendor services including RFP development services, Project Management services, Independent Project Oversight services, and Prime development vendor services. • Attends monthly CALTIDES Project Management Team meetings. • Participates in meetings with the Department of Technology Services (DTS). • Participates in development for knowledge transfer in order for the state to maintain the system upon implementation and warranty 	CDE CTC

Project Team Roles and Responsibilities		
Role	Responsibilities	Organization
Software Integration Team	<ul style="list-style-type: none"> • Designs and develops the CALTIDES environment as defined by the functional requirements and business needs. • Conducts prototyping sessions with internal and external stakeholders. • Conducts system design and development walkthrough sessions. • Conducts unit and Systems Integration tests. • Develops test cases for user acceptance testing. Oversees user acceptance testing. • Develops system documentation. • Determines technology architecture required for system interfaces. • Coordinates with representatives from other internal and external systems to which CALTIDES will interface. • Designs, tests, and documents system interfaces. • Develops user manuals, addresses user questions and issues (e.g., help desk), develops training materials, and conducts training sessions. • Defines and implements new business processes. • Assesses organizational impact and determines optimal organizational structure, skills, and operation processes. • Designs business processes and transaction steps. • Documents and provides training on new business processes and transaction steps. 	Vendor (TBD) (CDE, CTC)

Table 3 displays the high level project timeline for the activities of the systems integration vendor. A more detailed workplan/timeline with tasks is provided in 7. *Timeline*. The CDE and CTC plan to select a vendor by June 2009. Upon selection of a vendor, the Department of Finance requires approval of a Special Project Report (SPR) which updates previous project documentation with specifics included in the vendor's proposal. In addition, the Department of General Services must approve the vendor contract. It is projected that completion of these steps will take six months, resulting in a projected vendor commencement date of January 6, 2010, and system rollout in the fall of 2011. Given the business cycle of data collection and assignment monitoring, the CDE and CTC anticipate a year long rollout of the system.

Table 3: CALTIDES High Level Project Timeline

Stage	Anticipated Start Date	Anticipated End Date
Stage 1: Project Start-up	1/6/2010	2/19/2010
Stage 2: System Analysis and Confirmation (Gap Analysis)	1/6/2010	3/5/2010
Stage 3: System Design	3/8/2010	8/25/2010
Stage 4: Data Conversion Software Development	8/26/2010	12/22/2010
Stage 5: Systems Development	8/26/2010	2/23/2011
Stage 6: Systems and Integration Testing	2/24/2011	5/19/2011
Stage 7: User Acceptance Testing (UAT)/CALTIDES Pilot	5/20/2011	8/15/2011
Stage 8: Implementation	8/16/2011	11/9/2011

(f) Project Personnel and Resources

Both the CDE and CTC have committed staff to the CALTIDES project, as summarized in Table 4 below. The resumes of key staff, noted with an asterisk, are provided in *Appendix B – Optional Attachment*. These staff are already working on the project. The time of the project directors has been redirected from within the CDE and CTC. The CTC has received funding to support 2.5 positions dedicated to the CALTIDES project. The CDE has received funding to support 2 positions. The CDE has also redirected the time of key subject matter experts in data management to the project.

The state has also provided funding to support a multi-year contract for the services of a professional certified project manager. The CALTIDES project manager has been on board since December 2007, and her resume is provided in Appendix B. The state has also provided funding to support a multi-year contract for Independent Project Oversight Consultant (IPOC) and Independent Verification and Validation (IV&V) services.

Table 4: State-Provided Project Staff*

Project Team Role	CDE	CTC	Comment
Program Sponsor	5%	5%	The CDE and CTC share joint sponsorship of this project.
Project Director(s)**	25%	25%	The CDE and CTC share joint directorship of this project.
CALTIDES Project Manager**	75%	None	The project manager responsibilities will be provided by a third-party vendor to the State.
Contract Manager	10%	None	The CDE Project Management Office will manage the project contracts.
IPOC	7.5%	None	The IPOC responsibilities will be provided by a third-party vendor to the State.
IV&V	7.5%	None	The IV&V responsibilities will be provided by a third-party vendor to the State.
Functional Team	25%	100%	Members of this group will be comprised of business analysts from CDE and CTC.
Data Management Team**	100%	50%	Members of this group will be comprised of data specialists from CDE and CTC.
Subject Matter Expert	100%	50%	Members of this group will be comprised of subject matter experts from CDE and CTC.
System Development and Integration Team**	100%	100%	Members of this group will be comprised of technical experts from CDE and CTC.
Technology Infrastructure	25%	25%	Members of this group will be comprised of database expertise from CDE and CTC.

*Percentages represent percentage of a full time position and may represent more than one person.

Resumes are provided for CDE and CTC staff in the roles with “”

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1236-CALTIDES Project Schedule_resumes 09-25-08 2007.pdf

CALTIDES Project Master Schedule
9/24/08

ID	WBS	Task Name	Duration	Estimated Start	Estimated Finish
0	0	CALTIDES Master Schedule	1655 d	Fri 5/12/06	Fri 1/25/13
1	1	CALTIDES Phase I: FSR and ITPP Development and Approval	104 d	Fri 5/12/06	Thu 10/12/06
4	2	CALTIDES Phase II: Contractor Procurements and Contract Approvals	720 d	Mon 2/5/07	Tue 1/5/10
5	2.1	Staff Procurement	197 d	Mon 2/5/07	Mon 11/19/07
18	2.2	Project Plans and Processes	167 d	Thu 3/22/07	Mon 11/19/07
29	2.3	RFP Development and Procurement of a System Integration Contractor	321 d	Mon 2/5/07	Tue 5/27/08
61	2.4	RFP Release to Bidder Community	163 d	Fri 10/5/07	Tue 6/10/08
65	2.5	Proposal Evaluation Bidder Solicitation & Award	430 d	Mon 4/14/08	Tue 1/5/10
66	2.5.1	Evaluation Preparation	125 d	Mon 4/14/08	Wed 10/8/08
74	2.5.2	Evaluation Preparation complete-M/S	0 d	Wed 10/8/08	Wed 10/8/08
75	2.5.3	Solicitation & Award	383 d	Wed 6/18/08	Tue 1/5/10
76	2.5.3.1	Bidder's Conference	13 d	Wed 6/18/08	Tue 7/8/08
82	2.5.3.2	Questions & Answers	45 d	Wed 7/9/08	Wed 9/10/08
87	2.5.3.3	Detailed Technical Proposals / Evaluation	35 d	Wed 10/8/08	Tue 12/2/08
101	2.5.3.4	Draft Proposals / Evaluation	40 d	Tue 12/23/08	Tue 2/24/09

CALTIDES Project Master Schedule
9/24/08

ID	WBS	Task Name	Duration	Estimated Start	Estimated Finish
119	2.5.3.5	Final Proposals / Evaluation	60 d	Tue 3/17/09	Thu 6/11/09
142	2.5.3.6	Prime Selection	30 d	Thu 6/11/09	Fri 7/24/09
143	2.5.3.6.1	Apparent Winner-M/S	0 d	Thu 6/11/09	Thu 6/11/09
144	2.5.3.6.2	Final Evaluation and Selection Report	5 d	Fri 6/12/09	Thu 6/18/09
145	2.5.3.6.3	Final Evaluation and Selection Report (CALTIDES Approval)-M/S	0 d	Thu 6/18/09	Thu 6/18/09
146	2.5.3.6.4	SelectionRpt: CDE Review and Approval	5 d	Fri 6/19/09	Thu 6/25/09
147	2.5.3.6.5	SelectionRpt: DGS Approvals	20 d	Fri 6/26/09	Fri 7/24/09
148	2.5.3.6.6	SelectionRpt: Intent to Award-M/S	0 d	Fri 7/24/09	Fri 7/24/09
149	2.5.3.7	Protest Period	1 d	Mon 7/27/09	Mon 7/27/09
150	2.5.3.8	CALTIDES SPR: Development and Approval	40 d	Mon 7/27/09	Mon 9/21/09
151	2.5.3.9	CALTIDES SPR: Submittal to OCIO-M/S	0 d	Mon 9/21/09	Mon 9/21/09
152	2.5.3.10	SPR: OCIO Review and Approval-M/S	0 d	Wed 11/18/09	Wed 11/18/09
153	2.5.3.11	Legislature Review Period	30 d	Thu 11/19/09	Tue 1/5/10
154	2.5.3.12	Phase II Stage 7: Award: Prime Contract-M/S	0 d	Tue 1/5/10	Tue 1/5/10
155	2.5.3.13	Prime Procurement Complete-M/S	0 d	Tue 1/5/10	Tue 1/5/10
156	2.5.3.14	Phase II Stage 8: RFP Development and Procurement of a System Integration Contractor	0 d	Tue 1/5/10	Tue 1/5/10

CALTIDES Project Master Schedule
9/24/08

ID	WBS	Task Name	Duration	Estimated Start	Estimated Finish
157	3	CALTIDES Phase III: System Development and Implementation	1201 d	Thu 3/27/08	Fri 1/25/13
158	3.1	External Project Dependencies	0 d	Thu 3/27/08	Thu 3/27/08
160	3.2	CALTIDES -Design, Dev. & Impl (DDI)	460 d	Wed 1/6/10	Wed 11/9/11
161	3.2.1	CALTIDES DDI Phase III Stage 1: Project Startup	30 d	Wed 1/6/10	Fri 2/19/10
162	3.2.2	CALTIDES DDI Phase III Stage 1: Project Startup complete-M/S	0 d	Fri 2/19/10	Fri 2/19/10
163	3.2.3	CALTIDES DDI Phase III Stage 2: System Analysis and Confirmation (Gap Analysis)	40 d	Wed 1/6/10	Fri 3/5/10
164	3.2.4	CALTIDES DDI Phase III Stage 2: System Analysis and Confirmation (Gap Analysis) complete-M/S	0 d	Fri 3/5/10	Fri 3/5/10
165	3.2.5	CALTIDES DDI Phase III Stage 3: System Design	120 d	Mon 3/8/10	Wed 8/25/10
166	3.2.6	CALTIDES DDI Phase III Stage 3: System Design Complete-M/S	0 d	Wed 8/25/10	Wed 8/25/10
167	3.2.7	CALTIDES DDI Phase III Stage 4: Data Conversion Software Development	80 d	Thu 8/26/10	Wed 12/22/10
168	3.2.8	CALTIDES DDI Phase III Stage 4: Data Conversion Software Development Complete-M/S	0 d	Wed 12/22/10	Wed 12/22/10
169	3.2.9	CALTIDES DDI Phase III Stage 5: Systems Development	120 d	Thu 8/26/10	Wed 2/23/11
170	3.2.10	CALTIDES DDI Phase III Stage 5: Systems Development Complete-M/S	0 d	Wed 2/23/11	Wed 2/23/11
171	3.2.11	CALTIDES DDI Phase III Stage 6: Systems and Integration Testing	60 d	Thu 2/24/11	Thu 5/19/11
172	3.2.12	CALTIDES DDI Phase III Stage 6: Systems and Integration Testing Complete-M/S	0 d	Thu 5/19/11	Thu 5/19/11
173	3.2.13	CALTIDES DDI Phase III Stage 7: User Acceptance Testing/Pilot	60 d	Fri 5/20/11	Mon 8/15/11

CALTIDES Project Master Schedule
9/24/08

ID	WBS	Task Name	Duration	Estimated Start	Estimated Finish
174	3.2.14	CALTIDES DDI Phase III Stage 7: User Acceptance Testing/Pilot Complete-M/S	0 d	Mon 8/15/11	Mon 8/15/11
175	3.2.15	CALTIDES DDI Phase III Stage 8: Implementation & Training	60 d	Tue 8/16/11	Wed 11/9/11
176	3.2.16	CALTIDES DDI Phase III Stage 8: Implementation & Training Complete-M/S	0 d	Wed 11/9/11	Wed 11/9/11
177	3.2.17	CALTIDES DDI: System Acceptance-M/S	0 d	Wed 11/9/11	Wed 11/9/11
178	3.3	CALTIDES Post-Implementation Period	300 d	Thu 11/10/11	Fri 1/25/13
181	4	CALTIDES Project Complete-M/S	0 d	Fri 1/25/13	Fri 1/25/13

DARREN R. ADDINGTON

(b)(6)

Work: (916) 322-4359

Project Management Experience:

In addition to my experience below I have had the opportunity to manage several major projects and project teams. I am the project sponsor for the California Longitudinal Teacher Integrated Data Education System (CALTIDES) project at the California Commission on Teacher Credentialing. I was also the project manager for the Teacher Credentialing Service Improvement Project from June 2001 until the implementation of the third and final phase of the project in February 2005.

Administrative Experience:

As a manager, I have had the opportunity to do several administrative functions including:

- Feasibility Study Reports
- Budget Change Proposals
- Special Project Report
- Post Implementation Evaluation Report
- Budget Allocations and Changes
- Personnel Transactions (Upgrades, Reclassifications, Duty Statements, etc.)

Experience:

Data Processing Manager III, Chief Information Officer (CIO), California Commission on Teacher Credentialing, Enterprise Technology Services Section (ETSS).

As CIO and Manager of the ETSS I am responsible for managing the Commission's Information Technology (IT) function with the primary objective of providing the necessary resources and services enterprise-wide to meet the Commission's business goals and objectives. This involves planning, organizing, and directing all IT personnel, assets, and budgetary resources consistent with the Commission's strategic business and IT plans. As CIO I have also been the project manager for the Teacher Credentialing Service Improvement Project (TCSIP) for four years. See the attached Superior Accomplishment Award for more details on the TCSIP. April 2001 to Present

Data Processing Manager II, State Controllers Office, Information Systems Division.

As manager of the LAN Support Unit my responsibilities were to direct, plan and review the technical and administrative activities of the LAN Support unit. I directly supervised eight staff including, Senior Information System Analysts (ISA), Systems Software Specialists, Staff ISAs, and Associate ISAs in the LAN Support Unit. The LAN Support unit is responsible for overall support of the State Controller's Office Centralized LAN/WAN Networks including design, configuration, testing, procurement and implementation. The LAN Support Unit is also responsible for all hardware and software products on the centralized LAN including Servers, Hubs, Gateways, wiring

specifications, management tools, and network operating systems. As the manager of the LAN Support Unit, I worked as a liaison with the control agencies to ensure the Controller's Office stayed within SAM guidelines, and the Department of Information Technologies guidelines and policies. October 1997 to March 2001

Staff Information Systems Analyst (Supervisor), California Community Colleges Chancellor's Office (CCCCO).

As Director of Network Support and MIS Operations my responsibilities included the following: Supervising two Associate Information System Analysts, and one Assistant Information System Analyst in the Network Support Unit. As supervisor I oversaw, analyzed and evaluated to improve upon and maintain CCCCCO's Computer Office System, Local Area Network and Communication Network. I was also responsible for operational policies, standards and procedures, network (Office System) planning, design and installation, hardware/software procurement, Office System training, and operational security and recovery. I also supervised two Information System Technicians in the MIS Operations unit. As supervisor I oversaw, analyzed, evaluated, and coordinated with other MIS units and Community Colleges on the processing of Community College data through the syntactical and referential edit process to be loaded to the Community College database at the Teale Data Center. December 1992 to October 1997.

Associate Information Systems Analyst (Specialist), Public Employees Retirement System (PERS), Data Processing Services Division, State of California. Responsibilities included: PC Computer hardware and software support for three divisions: Executive Office, Legal Office, and the Field Services Division. Design and Implementation of Local and Wide Area Networks. Support and Administration of the Local Area Network for the Legal and Executive Office. Connectivity support for PC to mainframe communication, and dial up services. Performed systems analysis of software and hardware products either as a project leader or individually. Trained and gave end user support on various software packages including WordPerfect, Lotus, Quattro Pro, and Office Vision. Provided maintenance and repair of the computer systems hardware including: XT, AT, 386, 486 IBM and compatible PC's as well as peripherals. October 1991 to December 1992.

Education:

Leadership for the Government Executive program, Sacramento State University;
July 2007

Information Technology Managers' Academy VIII, Health and Human Services Data Center, Sacramento, California.

Course work included VanWrite for Concise Business Writing and Critical Thinking, Collaborative Skills, Effective Presentations, Strategic and Tactical Planning, and Change Management. Completion Date: June 2001

Project Management Certificate, UC Davis Extension, Sacramento, California.

Course work included Project Planning and Management, Controlling Project Cost, Time and Risk, Procurement Management including Contract Negotiation and Administration, Managing Information Technology Projects, Change Management, Quality Management, Project Communication and Advanced Project Management Topics. March 2006

Bachelor of Science in Business Administration with concentration in Management Information Systems, California State University, Sacramento, California.

Course work included Computer Information Systems, Systems Analysis and Design, Business Management, Business Law, Marketing, Business Finance, Business Communication, Business Forecasting, Accounting and Advanced Business Statistics. Used both the CYBER-170-730 mainframe and IBM PC compatibles in the preceding classes.
May 1988

Associate of Arts Degree, Sierra College, Rocklin, California.

Course work included Computer Programming in Basic on a Hewlett-Packard 2000, Advanced Basic on a Hewlett-Packard 3000, COBOL on a Burroughs 6700, Advanced COBOL and FORTRAN on a Burroughs 6800, and a Systems Analysis class. January 1985

CAROL LONEY, PMP

Consultant

Summary of Qualifications

Ms Loney has extensive experience managing large-scale information technology projects through fifteen (15) years of service to the Legislative and Executive branches of California State Government. Her roles ranged from programmer analyst to project director responsible for the planning, procurement, development, installation maintenance and support of large complex software applications for several California State programs. This also includes providing strategic planning and project oversight consulting services.

Ms. Loney is certified by the Project Management Institute (PMI) as a Project Management Professional (PMP). She continues to develop her knowledge base by attending professional development courses in leadership and project management.

Professional Experience

- ◆ 9/2007-6/2008 California Department of Public Health (DPH) – Provided independent project oversight consulting (IPOC) services for the Health Facility Consumer Information Systems (HFCIS) project. The HFCIS project was assessed in accordance with the Department of Finance (DOF) Project Oversight Framework as a “medium” criticality project. The project required monthly Independent Project Oversight Reports (IPOR) as is common for medium criticality projects with short durations. The Information Technology Services Division IPO services identified actual and potential adverse conditions on the project and made recommendations for their correction, avoidance, or mitigation.
- ◆ 6/2007-12/2007 California Department of Technology Services (DTS) – Developed a Strategic and Tactical Plan for DTS’ Business Continuity Program. Lead a client team in an effort to identify the strengths, weaknesses, opportunities, and threats (SWOT) associated with DTS’ existing business continuity program (BCP). Identified the necessary projects required to evolve the DTS BCP from its current state to its desired state as captured in the BCP Strategic/Tactical Plan. Developed an implementation roadmap illustrating the dependencies and schedule of the implementation projects.
- ◆ 4/04 - 12/06 Unemployment Insurance Modernization Project (UIMOD) Office of Systems Integration (OSI), Health and Human Services Agency (HHS)

As the Project Director, managed the development of a Request for Proposal (RFP) to replace the UI Continued Claims and Call center Network Platform legacy systems. Managed a large organization of multiple department staff, consultants and contractors through project initiation and procurement. Responsible for overall project management including tracking of a 66 million dollar budget. Communicated project status, including critical issues, risks, and project expenditure to a diverse group of stakeholders at the state department and agency level including representatives from,

California Labor and Workforce Development Agency, HHS, DOJ, the Department of General Services (DGS), and EDD to ensure that the project objectives were being met.

- ◆ 11/02 – 3/04 Case Management Information and Payrolling System (CMIPS), Health and Human Services Data Center (HHSDC)

As the Project Manager, managed the development of a RFP for the re-procurement of the 20-year-old CMIPS legacy system. Managed a multidisciplinary team of state and consultant staff to complete the planning phase of CMIPS re-procurement project. Responsible for overall project management including developing project funding documents, procurement activities, personnel transactions, and stakeholder communication. Additionally, managed four (4) contracts for consultant services for the CMIPS Project Office to ensure that contractors' performance met the terms and conditions of the contracts. Communicated project status, including critical issues, risks, and project expenditure to a diverse group of stakeholders at the federal and state level including representatives from the Center for Medicare and Medicaid, DOJ, the Department of General Services (DGS), the State Controller's Office, County Welfare Directors Association of California, California Department of Social Services and Department of Health Services to ensure that the project objectives were being met.

- ◆ 5/1997 – 10/2002 Legislative Data Center (LDC)

As the Project Manager, managed the Legal Services project at the LDC - directed the activities of fifteen (15) staff (including consultants) to replace and retire the LCB's legacy bill drafting application. Planned, monitored and controlled the business analysis phase and initiated the conceptual design phase of the project. Met weekly with the Legislative Counsel and the LDC Executive Steering Committee to communicate project status, discuss critical issues, account for project expenditure and ensure their business needs are being addressed.

As a member of the Enterprise Architecture Team at the LDC analyzed existing administrative policies procedures and practices to develop new policies for the software acquisitions and development to meet the business objectives of the Legislature. The policies were further used to provide a strategic direction for application development to build scalable, maintainable legislative applications that meet the needs of the Legislature.

Directed the activities of nineteen (19) staff in the maintenance of several applications critical to the mission of the Legislature; these applications support the legislative process which research, refer that review legislation (the Inquiry System, Legislative Information Internet Access, Committee Actions, Bill Referral, LCB's legacy bill drafting system). Managed the enhancement and maintenance of these applications to the satisfaction of the Assembly, Senate, the LCB, the Legislative Analyst Office, the Bureau of State Audits and several other state agencies that utilize these applications to support their business functions.

- ◆ 9/1993 – 5/1997 Performance Measurement Reporting System, Employment Development Department
In the role of Project Leader, lead the development of a Management Information System (MIS) to monitor the performance of California's Statewide UI program for the EDD. Designed, coded, tested and installed the MIS for the 'UI Performs' project in its pilot phase.
- ◆ 11/1992 – 9/1993 California Department of Corrections
As a Programmer Analyst, performed research and analysis on proposed information technology projects as part of the CDC project initiation process; including the development of FSRs, Budget Concept Statements, and Summary Fact Sheets. Presented finding to management to provide critical information for strategic planning of information systems.
- ◆ 4/1991 – 5/1992 California Department of General Services (DGS)
Conducted research and analysis and produced a FSR for the integration of a Local Area Network and Parking Access Control System for the DGS. The DOF approved the report and the recommended technical solution was subsequently implemented in new parking facilities throughout Sacramento.
- ◆ 7/1989 – 1/1991 Manhattan East Suite Hotels
Lead the acquisition and implementation of a data communications network in the private sector including liaison with management and vendors to design the network structure, coordination of site preparation and equipment installation. Conducted customer training and subsequently provided technical support for the network. Additionally designed, developed, implemented and maintained various applications for hotel administrative applications.

Education and Training

- ◆ Ms. Loney received a Bachelor of Science in Computer Science from City University of New York, College of Staten Island, Staten Island, New York
- ◆ Ms. Loney is a Certified Project Management Professional (PMP #57452) by the Project Management Institute (PMI).

Sonya Edwards

(b)(6)

EDUCATION

Masters in Business Administration
California State University, Sacramento, California

Bachelors of Business Administration (magna cum laude)
National University, Sacramento, California

Associates in Data Processing
Sacramento City Community College, Sacramento, California

SKILLS/ACCOMPLISHMENTS

Skill: Ability to create from nothing

Accomplishments:

- In 2002, was hired to develop a new program for department-wide data management improvement (the department has 1,400 employees in 8 branches) by implementing recommendations of a study of the department's data management practices. Since then, developed the program's goals and objectives as reflected in a formal Program Charter; analyzed skill sets needed to meet program goals, developed duty statements, posted job announcements, and interviewed candidates resulting in the hiring of 11 individuals.

Skill: Ability to build a shared vision (build support, engage stakeholders, build understanding)

Accomplishments:

- Wrote a 2007-08 budget change proposal to the state requesting one position to manage issues and policies associated with reporting data to the federal government. State approved .5 of a position, combining it with another .5 position requested in another budget change proposal.
- In 2004, pushed for State Superintendent of Public Instruction to position data management as one of his top three priorities. ***Achieved a 12 percent reduction in the total number of active data collections administered by the California Department of Education.***
- Assisted in writing budget proposals for staffing in 2003-04 and 2004-05 that resulted in 5 positions for data management.

Skill: Ability to develop human resources

Accomplishments:

- Currently, directly supervise the program's 5 staff members.

- Perform annual personnel evaluations by revisiting and updating the Program Charter, aligning duty statements and employee goals to the goals in the Program Charter.
- Have identified a variety of training opportunities (e.g., Information Mapping, which is an analytical writing technique) to improve employee analytical and writing skills. The Data Management Division has since adopted this technique for writing policies and procedures.
- Actively recognize outstanding employee performance by setting up a “Kudos” board and holding a quick team event to post thank you’s from customers, colleagues, etc.

Skill: Develop Goal Oriented Processes, Procedures and Systems

Accomplishments:

- In January 2004, developed a Program Charter for the Data Management Improvement Program, which reflects the mission, vision, goals and objectives for the program. Involved program staff in defining objectives aligned with the recommendations of a study of the Department’s data management practices.
- In 2002-03, as administrator for Data Management Improvement Program, designed formal review process and procedures to support the program’s goal to prevent unnecessary and duplicate data collection.
- In 2003, developed a Microsoft Access database for tracking the status of reviews. Based on the tracking system, in the past two years, three team members (including myself) have completed an average annual of 124 reviews.

Skill: Ability to administer contracts, requests for proposals and budgets

Accomplishments:

- Since 2003, have established and monitored three separate contracts – two for technical assistance, the other for American Sign Language interpreter services.
- Since 2004, have been responsible for the department’s performance on a federal task order (contract).
- In 2004-05, developed Excel workbook to forecast expenditures for 4 program cost accounts and used these to make sure we stayed within budget.

Skill: Ability to develop and deliver presentations

Accomplishments:

- In July 2008, presented co-presented “Designing With Ends in Mind: Data Systems and Their Users” at national NCES Summer Data Conference to over 150 people.
- In February 2006, developed and delivered a one-hour presentation entitled “Federal Data Collection Clearance and Comment Process” at a national conference, which resulted in an increase from 3 states to 22 states submitting comments through the Paperwork Reduction Act process. Received an encore performance request (and delivered) to present at the Summer 2007 Summer Conference (audience approximately 90 people).

Skill: Analyzing data and systems requirements

Accomplishments:

- In 2007, reviewed existing aggregate data collections to determine what student-level data elements analyze data requirements for two statewide systems, i.e, the California Pupil Achievement Data System (CALPADS) and the California Longitudinal Integrated Teacher Data System (CALTIDES). Reviewed IBM's proposed data model for a meta data system. Feedback resulted in significant changes to model.

Skill: Develop Data Systems

Accomplishments:

- Since July 2004, as administrator, led a team of 6 to: design, develop, and populate a custom, on-line data catalog that provides information on approximately 378 data products (see <http://inet2.cde.ca.gov/dataresourceguide/>); inventory over 14,000 data elements; develop nearly 1,200 common data elements; and establish a formal data management curriculum that has been delivered to department employees.
- In 2000, wrote a Feasibility Study Report, a cost-benefit analysis, to explore options for a solution to automate the edit checking of financial reports from over 1,000 school districts in California.
- Between 1993 and 2003, as part of a two person team, developed, implemented and maintained internal automated application to ensure the accuracy of financial data collected from over 1,000 local educational agencies, which resulted in an increase from 10 manual data edit checks to over 120 automated data edit checks.

Skill: Provide Leadership and Representation

Accomplishments:

- Since 2006, as a member of two separate National Center for Education Statistics (NCES) Forum task forces, contributed to development of the following products: **Forum Guide to Metadata: The Meaning Behind the Data** and **The Education Data Model**.
- As the state coordinator for a federal electronic data reporting system, increased the state's participation rate for submitting data electronically to the federal level from 45% in 2005-06 to 91% in 2007-08.

Skills: Technical

- Use Microsoft Word 2003 to write formal letters, reports, project charters, write procedures, establish basic work plans and technical documentation.
- Use Microsoft Excel to manage budgets and write budget change proposals.
- In early 2006, developed a project plan using Microsoft Project to serve as the guide for the development of common data names and definitions for a new statewide longitudinal achievement.

NATIONAL LEVEL MEMBERSHIP

- Serving as California state representative of the **EIMAC General Statistics Permanent Standing Task Force Education Information Management Advisory Consortium (EIMAC)**.
- Serving as state representative of the National Forum's National Education Statistics Standing Committee. Co-chaired 2006, chaired 2007.
- **School Interoperability Framework Association (SIFA)** - State lead and participant in various workgroups including eTranscripts and Vertical Reporting. Executive Board member starting in 2008.

WORK HISTORY

Education Data Office, DATA MANAGEMENT DIVISION, CALIFORNIA DEPARTMENT OF EDUCATION

Education Administrator	July 2004 - Present
Education Fiscal Services Consultant	April 2002 - June 2004

School Fiscal Services Office, SCHOOL FISCAL SERVICES DIVISION, CALIFORNIA DEPARTMENT OF EDUCATION

Education Fiscal Services Consultant	October 2000 – April 2002
Education Fiscal Services Assistant	October 1999 – October 2000
Staff Information Systems Analyst	January 1997 – September 1999
Associate Information Systems Analyst	April 1993 – December 1996
Associate Governmental Program Analyst	August 1990 – March 1993

Thomas K. Kent

(b)(6)

tkent@ctc.ca.gov

PROJECT EXPERIENCE

Information Technology Experience

(01/30/1984-present)

I have over 23 years of progressively responsible experience in information technology and 10 years at a lead and senior level working with complex electronic data processing systems. I have 22+ years of progressively responsible experience in design, and programming, which includes coding, designing, modifying, installing, evaluating and maintaining of computer software; as well as, 10 of the years as an independent team leader on several systems software projects. I have demonstrated the ability to write complex programs; develop detailed program specifications; analyze data and situations, reason logically and creatively, identify problems, draw valid conclusions, and develop effective solutions; apply creative thinking in the design and development of methods of processing data with electronic computers; I establish and maintain cooperative relationships with those contacted in the course of my work; I work well under pressure; speak and write effectively; prepare effective reports; coordinate activities of technical personnel. In addition, I have 2 1/2 years as a data processing manager with a staff of 8 reporting to me.

Senior Information Analyst, Commission on Teacher Credentialing (CTC)

(10/03/2006-present)

My duties are as follows: CTC project manager of the California Longitudinal Teacher Integrated Data Education System (CALTIDES), system and database administrator for Crystal Server X, and Oracle application programmer. I act as the liaison between the CTC and the California Department of Education for defining and gathering system requirements. I coordinate and lead meetings with other team members and review and approve work from the CALTIDES RFP vendor. I am also solely responsible for the creation and implementation of the Statewide Educator Identifier (SEID) system authorized in SB1614.

Staff Programmer/Analyst, Developmental Services

(01/03/2006-10/02/2006)

My duties were as follows: project lead of the Actuate Report writers group for the statewide CADDIS project. As the lead I was responsible for all adhoc reports and leading / coordinating a group of 20 programmers from throughout the state. I installed, configured and upgraded all software related to report writing which included Actuate, Oracle and operating system enhancements and acted as the Oracle database administrator which required creating of tables, store procedures and packages. I, also, installed other database and systems such as MySQL, Apache Web Server and Cold Fusion. In addition, I wrote custom reports using the Actuate software.

DPM II/SSS I/Staff Programmer, California Highway Patrol

(12/13/2001-01/03/2006)

My duties were as follows: as the system administrator for several Windows 2000 and XP servers I was responsible for installing all system operating systems and software applications, applying service pack updates and security patches. In addition, I was the database administrator for an Oracle relational database management system. As the administrator I was responsible for monitoring and maintaining the security and integrity of databases, optimizing database performance, capacity planning, performing daily backups and restores when required, liaising with management and users for advice and needs, procuring and maintaining database software and related documents and tools; as a programmer / analyst I was responsible for designing, writing/coding and documenting of VB.Net applications and PL/SQL stored procedures and views that convert data from CHP custom applications such as SWITRS and CCVIS to usable formats required by the Federal Motor Carrier Safety Administration;. In addition, I wrote custom reports using Seagate Crystal for management and data entry supervisors.

Staff Programmer/Analyst, Department of Mental Health

(9/22/97-12/12/2001)

Project manager/developer on the CONREP redevelopment intranet/extranet project. As the project manager my responsibilities included: assigning/scheduling tasks, facilitating JAD sessions for determining business rules and requirements, interfacing directly with customers, decision making concerning scope, resource, and time requirements, and project lead. As one of the developers, I was responsible for developing screens, writing/coding business objects in java, and administration of MS SQL 7.0 relational database. In order to carry out these duties I have learned how to create client/server applications written in Java (an Object Oriented programming language) using SilverStream's web server/developer and writing Active Server Pages for MS IISs. In addition to the CONREP project, I was the project lead for an Oracle based worker injury tracking system. This required learning Oracle, Oracle report/forms, and SQL Assist, which is ad hoc reporting tool.

Associate Programmer/Analyst, Department of Rehabilitation

(4/8/96-9/20/97)

Maintained electronic data processing applications using Natural in an Adabase environment on a IBM mainframe. This entailed writing new programs, as well as, modifying existing systems. I was responsible for maintenance on the Field Computer System(FCS) which is about 1.2 million lines of code. FCS utilizes both batch and online environments.

Senior Programmer / Data Processing Mgr 1, Family Stations, Inc.

(9/23/86-4/5/96)

I was the Project Manager of a four-person team developing a database system using the complete software lifecycle. The project entailed developing user screens, tables, adding and updating of records, various reports, automating payment processing, duplication detection, letter and label printing, automating update of FSI's central data

base, and purging of outdated records. Documented all phases, submitted progress reports and held project presentations. In addition, as the DPM 1 I supervised a staff of 8 employees. I, also, designed and developed several complex data base systems using COBOL (RM and Micro Focus). As a result, I had to analyze, reason logically and creatively, while drawing valid conclusions and effective solutions. In addition, when hiring I contributed to the company's affirmative action objectives.

EDUCATION

California State University, Sacramento, Bachelor's of Science, Software Engineering and Database Management

December 1995 (Cum Laude, GPA 3.65)

American River College, Associate of Arts Degree, Computer Technology

(January 1984)

Related Courses:

Visual Basic 6 Intermediate: *Intermediate SilverStream, Advanced Programming Techniques, Programming Techniques, Data Structures, Computer Architecture, Operating System Principles*

Windows Server 2003: *MS SQL Server 2000/7.0 T-SQL, Senior Project, Advanced Data Base Management, Data Base Management, File Organization, Statistical and Probability Analysis, Public Speaking*

VB.Net Advanced: *Beginning SilverStream Java, Software Requirement Specifications, Programming Languages, Computer Software Engineering, Data Management, Software Engineering Project Management*

Computer Skills:

Servers:	Windows 2003/2000/NT,
Web Servers:	SilverStream Application Server, MS Internet Information Server (IIS)
Systems:	Windows XP/2000/NT/95, CICS /IBM Mainframe - IBM PC/DOS – Novell 3.11 - VAX/VMS - TSO - CMS - Macintosh - Unix - TI 990 mini computer
Data Bases:	Oracle 8i, MS SQL Server 2000/7.0/6.5, MS Access, Adabase, Paradox
Applications:	Microsoft Word 2002, Microsoft Project, C.A.S.E tools (Erwin, Weilan LeCase), and pcAnywhere 8.0
Languages:	Proficient at Visual Basic 6, VB.Net, Java, T-SQL, PL/SQL, Crystal Reports, Natural and COBOL.

PAULA ANN MISHIMA

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WORK EXPERIENCE

California Department of Education (CDE), Sacramento, CA, (2/94 – present).

Education Administrator Specialist, Data Management Division (6/08 – present)

Act as Project Director for the California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teacher Integrated Data Education System (CALTIDES) projects. Work with CALPADS and CALTIDES Project Managers to direct the activities of various staff and subject matter experts within the CDE and other state agencies to develop and implement CALPADS, and to procure a systems integration vendor for CALTIDES, and eventually to develop and implement CALTIDES. Communicate with internal and external stakeholders on the projects, and act as primary liaison to control agencies.

Education Administrator, Data Management Division, (3/04 – 6-08)

Managed the CSIS-CALPADS Program Office. Acted as the Project Director for the California Longitudinal Pupil Achievement Data System (CALPADS), which will longitudinally track student level data to meet federal reporting requirements and to provide state and local policymakers with the data needed to evaluate and modify educational programs. Oversaw the implementation of the Data Integration Project (DIP) which accepts student and teacher level data from one quarter of the state's school districts through the California School Information Services (CSIS) program for specified data collections and integrates it with data collected from all remaining districts in the traditional manner.

Education Consultant, Data Management Division, (9/03 – 3/04)

Upon change of elected State Superintendent, became lead program consultant on the development of the California Longitudinal Pupil Achievement Data System (CALPADS); convened a CALPADS Advisory Board; made policy recommendations to CDE management on the development of CALPADS and CDE data collection activities.

Deputy/Associate Superintendent, Ed. Equity, Access & Support Branch, (9/01 – 8/03)

Provided leadership to California local education agencies that provide special education, adult education, and alternative education programs; provided policy and administrative direction to and supervised three major CDE divisions--Special Education, State Special Schools, and Education Support Systems, which includes approximately 1,300 staff; oversaw the allocation of several million dollars of state and federal funds; served as a member of CDE's executive management team.

Chief Policy Advisor to the State Superintendent of Public Instruction (SSPI), (1/98 – 9/01). Advised the SSPI on all sensitive and critical K-12 policy and CDE management issues; coordinated the formulation of CDE budget proposals; monitored the implementation of high priority initiatives; reviewed and edited selected SSPI correspondence and reports; represented the SSPI publicly as needed; acted as liaison to the State Board of Education.

Director, Governmental Affairs Office (GAO), (2/96 – 12/97). Managed GAO: provided leadership for and helped develop and implement legislative priorities; advised the SSPI and executive management on policy and legislative issues; supervised 8 professional and support staff; ensured smooth operations of GAO to provide information and service to CDE management and staff, the State Board of Education, the Legislature, education groups and the public; reviewed and edited staff work. Coordinated CDE's response and input to the development of the state education budget through the legislative process; negotiated budget issues with the Legislature, the Governor's Office, the Department of Finance, and others.

Legislative Representative, GAO, (2/94 – 2/96). Represented the SSPI and the CDE to the Legislature; recommended positions on legislation, drafted position letters, and testified before legislative committees; staffed CDE sponsored legislation. Worked on major legislation related to programs for at-risk students, and categorical reform.

K-12 Senior Consultant, Assembly Ways and Means Committee, California State Legislature, Sacramento, CA, (3/91 – 2/94). Staffed the subcommittee on education including, preparing hearing agendas and negotiating solutions to issues. Advised and made recommendations to Legislators on all K-12 education issues. Analyzed all education bills that came before the committee.

Legislative Analyst's Office (LAO), Sacramento, CA, (8/83 – 3/91).

Staff Development Coordinator, (10/88 – 3/91). Conducted office recruitment and staff development programs including: interviewing job applicants; making hiring recommendations to executive management; developing and conducting training sessions on bill analysis and testifying; and supervising the internship program. Advised executive management on all human resources and other management issues.

Senior Policy and Fiscal Education Analyst, (11/84 – 9/88). Analyzed budget and policy issues related to various K-12 education programs; prepared written analyses; testified before legislative budget subcommittees on recommendations made in analyses; estimated the fiscal impact of education legislation.

General Fund Analyst, (8/83 – 10/84). Tracked and forecasted General Fund expenditures of the State of California.

Human Biology Teaching Assistant/Coordinator, Stanford University, Stanford, CA. (10/80 – 7/81). Coordinated a team of teaching assistants with faculty and staff; supervised part-time teaching assistants; was a liaison between students and faculty; was responsible for the grades of 300 students; wrote exams; graded exams and papers; wrote a 40-page TA manual; taught sections of 20 – 40 students.

EDUCATION

Graduate School of Public Affairs, University of Washington, Seattle, WA. MPA, June 1983, with emphasis in public administration, policy analysis, and budgeting. Internship with the Office of Financial Management, State of Washington.

Stanford University, Stanford, CA. BA, June 1980, with a major in Human Biology. Graduated "With Distinction." Studied humanities at overseas campus, Florence Italy. Earned varsity letters in basketball and field hockey.

Budget Narrative

Budget Narrative

Attachment 1:

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8. Budget Narrative

The CDE requests \$6 million in foundational grant funding to support the contract costs of a systems integration vendor to develop and implement CALTIDES. The systems integration vendor will be required to develop and implement CALTIDES as specified by numerous, specific and measurable functional, technical, and business requirements.

The CDE estimates the total one-time project costs to be \$12million. This includes contracted services for solicitation document development, project management, project oversight, independent verification and validation, and systems integration. The estimate also includes hardware and software purchases, and CDE and CTC project staff. Of the \$12 million, the systems integration costs are conservatively estimated to be \$6.6 million.

In order to estimate one-time costs for the development and implementation of CALTIDES, the CDE and CTC first prepared a work breakdown structure (WBS) consisting of 15 major tasks and approximately 140 subtasks across the life cycle of the project. The CDE/CTC then estimated the level of effort (i.e. number of days) required for both state staff and vendor staff to complete each task and subtask. For vendors, the CDE/CTC applied an assumed daily rate of \$1,367 per day. This daily cost remained constant for the entire project period. The CDE/CTC based this estimate on assumptions made on the average hourly billing rate for the vendor team, the percent of time the vendor team will incur travel and lodging expenses, the rates now allowed by State guidelines for lodging and per diem, and assumed rates for transportation.

Based on recent experience with the development and implementation of the state's statewide student-level data system, the CDE anticipates overall project costs for CALTIDES will be higher, as will the systems integration costs. In addition, the systems integration costs will likely be higher because the CDE/CTC added additional scope for the systems integration vendor that was not included in the initial development of the costs estimates. Specifically, the CDE/CTC will require the systems integration vendor to map state course codes to credentials and authorizations for the purposes of assignment monitoring and Highly Qualified Teacher (HQT) reporting. While the CDE anticipate systems integrations costs will be well over \$6.6 million, the CDE will not know the actual systems integration costs until vendors submit bids and the CDE opens cost proposals.