U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100044

Closing Date: NOV 19, 2009

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OMB No.4040-0004 Exp.01/31/2012

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission [ ] Preapplication [X] Application [ ] Changed/Corrected Application	* 2. Type of Application: [X] New [ ] Continuation [ ] Revision	* If Revision, select appropriate letter(s): * Other (Specify)
* 3. Date Received: 12/4/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier: USDOE	* 5b. Federal Award Identifier: R372A0900038	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Massachusetts Department of Elementary & Secondary Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 046002284	* c. Organizational DUNS: 799538178	
d. Address:		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:	75 Pleasant Street Malden MA USA 02148	
e. Organizational Unit:		
Department Name: MA Department of Elem & Sec Education	Division Name: Information Services & Technology	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mr. Middle Name:	* First Name:	Robert

* Last Name:	Bickerton		
Suffix:			
Title:	Associate Commissioner		
Organizational Affiliation:			
* Telephone Number:	(781)338-3800	Fax Number:	(781)338-3394
* Email:	RBICKERTON@DOE.MASS.EDU		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.384

13. Competition Identification Number:

84-384A2009-1

Title:

Statewide Data Systems

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

All cities and towns in MA.

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

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

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: MA-All * b. Program/Project: MA-All

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 7/6/2010 * b. End Date: 6/30/2013

18. Estimated Funding ($):

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

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

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
[ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] 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)**

[X] ** I AGREE

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

Authorized Representative:

Prefix:	Dr.	* First Name:	Mitchell
Middle Name:			
* Last Name:	Chester		
Suffix:			

Title:	Commissioner of Education
* Telephone Number:	(781)338-3102 Fax Number:
* Email:	MCHESTER@DOE.MASS.EDU
* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

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

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

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

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

[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 14.3%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

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

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 325,000	$ 325,000	$ 325,000	$ 0	$ 0	$ 975,000
2. Fringe Benefits	$ 92,350	$ 92,350	$ 92,350	$ 0	$ 0	$ 277,050
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 417,350	$ 417,350	$ 417,350	$ 0	$ 0	$ 1,252,050
10. Indirect Costs	$ 59,681	$ 59,681	$ 59,681	$ 0	$ 0	$ 179,043
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 477,031	$ 477,031	$ 477,031	$ 0	$ 0	$ 1,431,093

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Mitchell Chester
Title: Commissioner of Education
Date Submitted: 12/04/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

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

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION	
Massachusetts Department of Elementary & Secondary Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr. First Name: Mitchell	Middle Name:
Last Name: Chester	Suffix:
Title: Commissioner of MA Dept. of Elem & Sec E	
Signature: _____	Date: 12/04/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Jessica		Perez-Rossello	

Address:

* Street1: 75 Pleasant Street

Street2:

* City: Malden

County:

* State: MA* Zip / Postal Code: 02148 * Country: **USA**

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

Email Address:

JPEREZ-ROSSELLO@DOE.MASS.EDU

2. Applicant Experience

Novice Applicant [ ] Yes [ ] No [X] Not applicable

3. Human Subjects Research

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

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:
Title: **Project Abstract** Pages: **1** Uploaded File: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\Project Abstract.pdf**

Abstract: The Massachusetts Information PASSPORT

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

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

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

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

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

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

Goal 4: Early Identification of Prospective Educators. DESE, DEEC, and DHE will establish systems for the early identification of prospective educators and assign a unique identifier at the first indication of such interest; i.e., at enrollment in an educator preparation program, at their first registration for a teacher test, or at hire.

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

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

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **Project Narrative** Pages: **29** Uploaded File: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\6 _Project Narrative.pdf**

Massachusetts Information PASSPORT

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Project Narrative

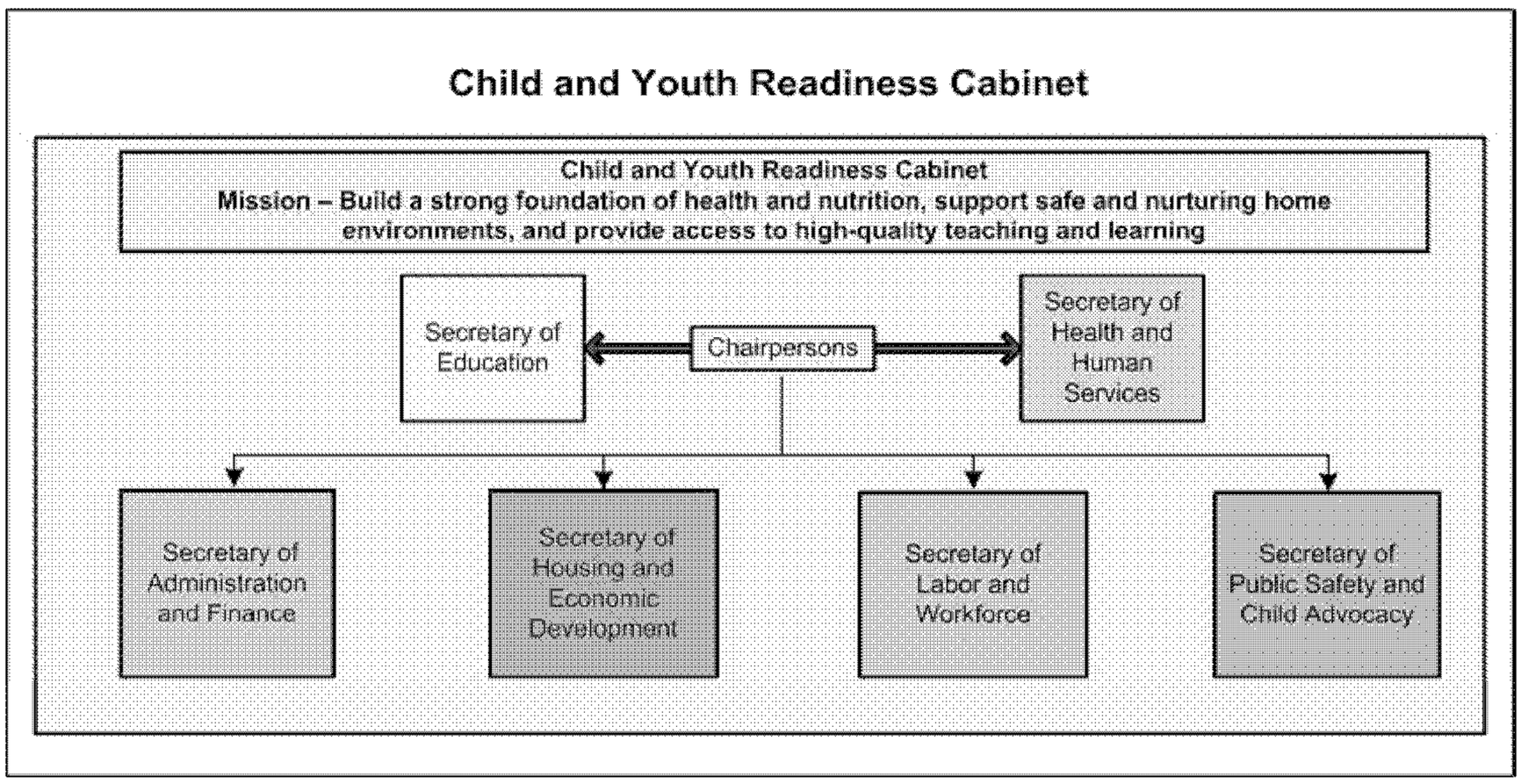
A. Project Need

A.1 Background

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

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

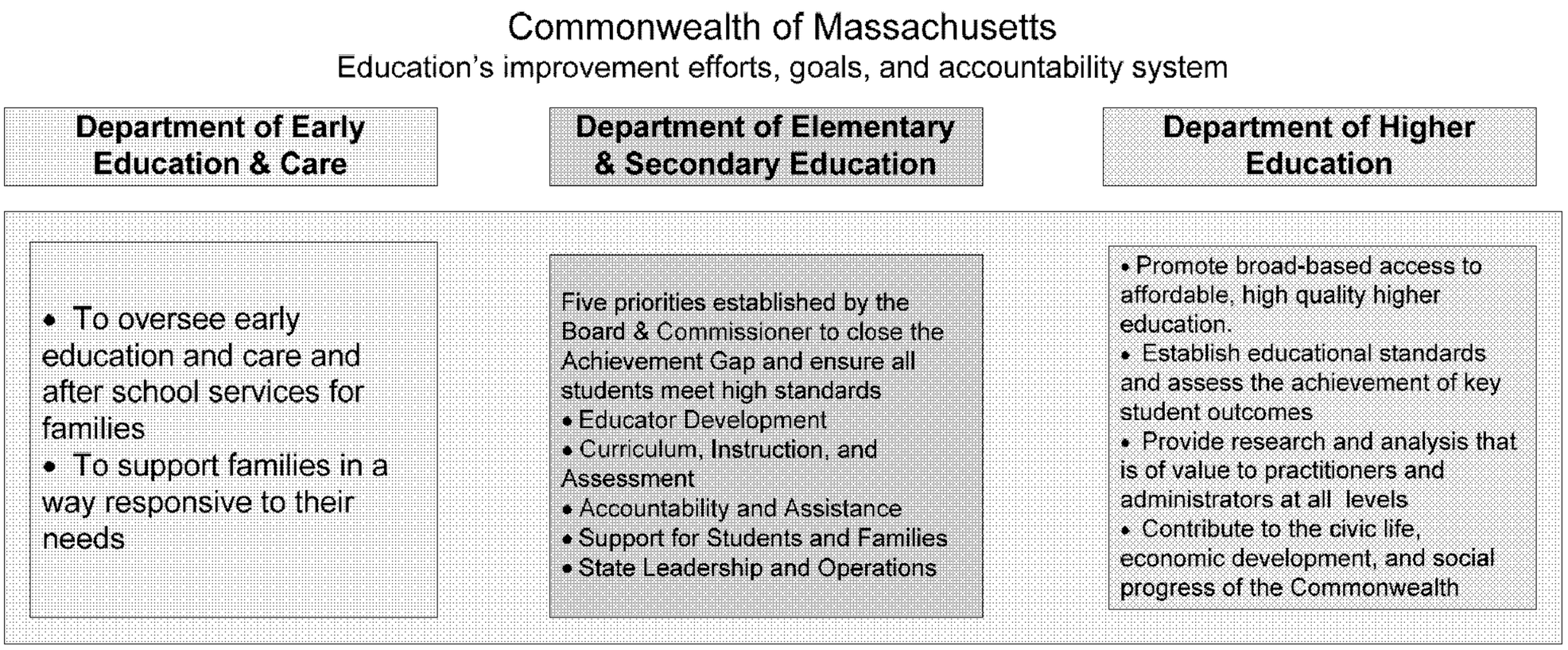
In Governor Patrick's words, "*We must break down the silos that categorize our approach to public education. Instead, we must create a continuum of teaching and learning dedicated at every turn to the academic and personal success of each individual student*".[1] In June 2008, Governor Patrick established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



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

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

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



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

A.2 The Education Challenge: Closing the Achievement Gap

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

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

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

Table 3: 2008–2009 Statewide MCAS Mathematics Results

Proficiency Gap Change (in percentage points)

Grade	African American		White		White–African American Proficiency Gap		
	Percentage of Students Scoring *Proficient* or Higher				2008	2009	Proficiency Gap Change, 2008–2009[a]
	2008	2009	2008	2009			
Grade 3	37	33	67	67	30	34	+4
Grade 4	26	**25**	56	**54**	**30**	**29**	-1
Grade 5	28	31	59	60	31	29	-2
Grade 6	30	32	63	63	33	31	-2
Grade 7	21	23	54	56	33	33	0
Grade 8	24	24	56	56	32	32	0
Grade 10	48	**51**	78	**81**	**30**	**30**	0

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

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

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

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

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

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

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

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

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

A.3 Massachusetts Information PASSPORT

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

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

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

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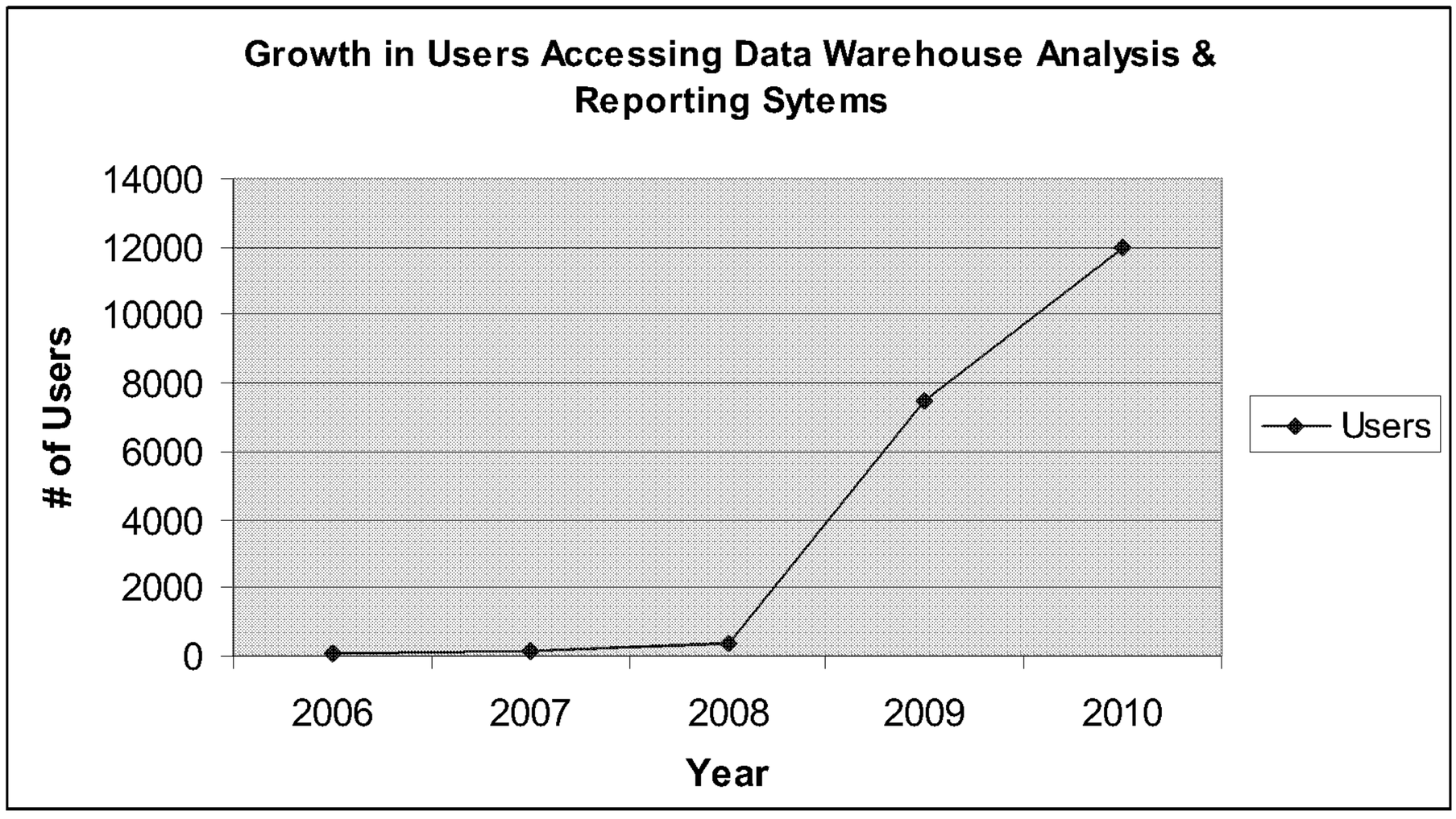
[5] Partnership for Learning. "Algebra by 8th Grade: The Solution for All?" Partnership for Learning. 22 Sept. 2008. 08 June 2009 <http://www.partnership4learning.org/resources/blog/algebra-8th-grade-solution-all>

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A.5 Current Massachusetts Data Systems

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

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

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

3. *Assessment Database (2000-present).* A database containing every student's results and responses to every item on every test administered under our statewide Massachusetts Comprehensive Assessment System (MCAS) and the Massachusetts English Proficiency Assessment (MEPA)

4. *SSDR (2004 - present).* The School Safety and Discipline Report (SSDR) collects incident-level offense and discipline data for special education students and incident-level drug and violence data on regular education students.

5. *ELAR (2003 - present).* The Education Licensure and Recruitment (ELAR) system is an online, transactional application that assigns a licensure identifier, ELAR ID, MEPID and allows licensor administrators to track the status of educator licenses. ELAR combined with EPIMS enables licensure status to inform and analyze employment assignment decisions.

6. *eCCIMS (2000 to present).* The DEEC electronic Child Care Information Management System (eCCIMS) collects demographics, ethnicity, language, family income and other work/education data on about 60,000 children annually and supports eligibility decisions for financial assistance for pre-school and after-school programs. All children and family units are assigned a DEEC unique identifier; a SASID is also being incorporated in order to allow the tracking of outcomes from within the DEEC service delivery system through to their enrollment and participation in the K-12 system.

7. *HEIRS (1995 to present).* DHE maintains the Higher Education Information Resource System (HEIRS), a centralized database of student unit record data from 28 of the 29 public higher education institutions in Massachusetts (9 state colleges, 15 community colleges, and the 4 undergraduate campuses of the University of Massachusetts). It also includes data regarding student financial assistance for all public and private institutions in the Commonwealth. The full database contains information on: enrollment, demographics, admissions, programs/majors, course records, degree and certificate completion and financial aid. In addition the database links (at the student level) to the National Student Clearinghouse which enables the DHE to track enrollment and degree completion of students who leave the Massachusetts Public Higher Education System. The HEIRS database also maintains comprehensive fiscal information including information on budgeting and physical plant.

8. *School to College Database (Classes of 2003-2007).* DHE and DESE have executed an MOU to share data on students that leave public secondary education and move on to a public institution of higher learning. The data is used to produce reports that are shared with both high schools and post-secondary institutions through aggregate reports in an effort to help evaluate programs and policies.

9. *Education Data Warehouse (2007-present).* DESE implemented the EDW to integrate previously disparate K-12 data sets into one coordinated data repository. The EDW provides stakeholders at all levels of the education enterprise with reports and interactive cubes to support continuous improvement and inform data driven decision making. Predefined reports are available on student (SIMS), educator (EPIMS) and state assessment (MCAS) data, as

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

10. *EDW and Data Use Trainings (2009- present).* DESE developed six courses on accessing, analyzing and using the predefined reports and ad hoc cube views available through the EDW to support continuous improvement of instructional services and inform decision making. Master trainers have been prequalified and have already provided 22 regional trainings hosted by the DESE. School districts continue to contact these training vendors for targeted trainings with their district and school data teams.

11. *Dropout Early Indicator Pilot. 24* urban districts and DESE have identified a preliminary set of indicators that are being used to pilot an "early warning" system for students at risk of dropping out in 9th grade.

A.6 Systems and Initiatives In-progress

12. *SIMS Expansion (to be implemented statewide October 2010).* DESE and 80 school districts (20% of state) are piloting (using state funding) the expansion of SIMS to collect all course enrollments for all students. This will complete the connections between SIMS and EPIMS thereby linking all students, teachers, and the classes they are assigned to. Integration into the EDW will enable reports that connect all components of the instructional core to all linked inputs (e.g., Highly Qualified Teacher information) and outputs (e.g., assessment results) data.

13. *SIF (40 districts implemented from spring 2010 through 2012).* In an environment of scarce resources and escalating demands for more frequent and numerous data, the Schools Interoperability Framework (SIF) initiative provides an infrastructure that will increase the efficiency of data collections and provide near real-time data on students currently being served while decreasing the data collection burden on districts and schools. As highlighted previously [Goal 3], this transformation is essential to support continuous improvement at the school and classroom levels and timely decision-making at all levels of the enterprise. A 40-district SIF pilot is currently underway, funded through a previously awarded SLDS grant. The DESE intends to continue SIF implementation until all districts are included.

14. *Classroom/Teacher Level Reports in the Education Data Warehouse (secure login enabled fall 2010).* As a result of the expanding SIMS to collect class and section enrollments, DESE is currently developing the infrastructure in its EDW to allow teacher-level access to classroom reports through the data warehouse using state funding. DESE must limit the access for teachers per district until the re-architecture of the EDW and expanded server capacity can be fully implemented.

15. *District and School Assistance Centers (DSAC – launched winter 2009/2010).* DESE is launching six regional assistance centers to provide districts with access to promising/best practices and to offer more tailored training and technical assistance. Core staffing for each DSAC includes a data specialist tasked with providing trainings on using data for continuous improvement and to inform decisions (including the existing courses referenced in #10, above) and to assist districts and schools with establishing data analysis teams. DEEC is evaluating options for including support for preschool centers and educators within some or all of the DSACs.

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

B. Project Goals and Outcomes

The six goals and related outcomes of this Massachusetts Information PASSPORT application will bring Massachusetts closer to a comprehensively integrated system that supports closing the achievement gap through continuous improvement of instruction and educational decisions that are informed by data. Implementation timelines are provided in section C.

GOAL #1: INTEGRATED P-20 DATA SYSTEM

Outcomes:

1.1. The Data Warehouse is expanded with differential functionality provided to user groups based upon their requirements and with the capacity to efficiently and effectively accommodate up to 100,000 users. Requirements will also be documented for adding youth and adult employment and training and wage record data to the comprehensive P-20 data system.

1.2. Training is provided to new users on how to access data analysis and delivery systems and run pertinent reports

1.3. The same protocol for assigning unique student identifiers ("SASID") is used by DEEC, DESE (including all K-12 and adult basic education students) and DHE and data from all three education agencies is comprehensively linked.

1.4. Adult basic education and National Student Clearinghouse (NSC) data is incorporated in the education data warehouse systems.

GOAL #2: EARLY INDICATOR WARNING & OPPORTUNITY SYSTEM

Outcomes:

2.1 A more robust and nuanced risk and opportunity identification methodology is implemented by DEEC and DESE that starts at birth and continues through high school that more precisely identifies students at risk of dropping out and students who are ready for more rigorous academic course work.

2.2 Training for understanding and using the early indicator system accompanies its rollout at DESE and DEEC.

GOAL #3: SIF EXPANSION
Outcomes: 3.1 An additional 40 school districts will implement the Schools Interoperability Framework enabling, at a minimum, automated uploads of student and educator data to DESE and potentially DEEC through the implementation of vertical agents. 3.2 "Horizontal SIF agents," i.e., the ability to automatically update data across a district's different data systems, will be available for implementation in these same 40 districts.

GOAL #4: EARLY IDENTIFICATION OF PROSPECTIVE EDUCATORS
Outcomes: 4.1 A Massachusetts Education Personnel Identifier (MEPID) is assigned to prospective pK-12 educators when they enroll in educator preparation programs or register for the first time for a Massachusetts Test for Educator Licensure (MTEL). 4.2 MEPIDs are assigned to early educators, i.e., those who work in a DEEC funded program and these data are integrated into the P-20 database.

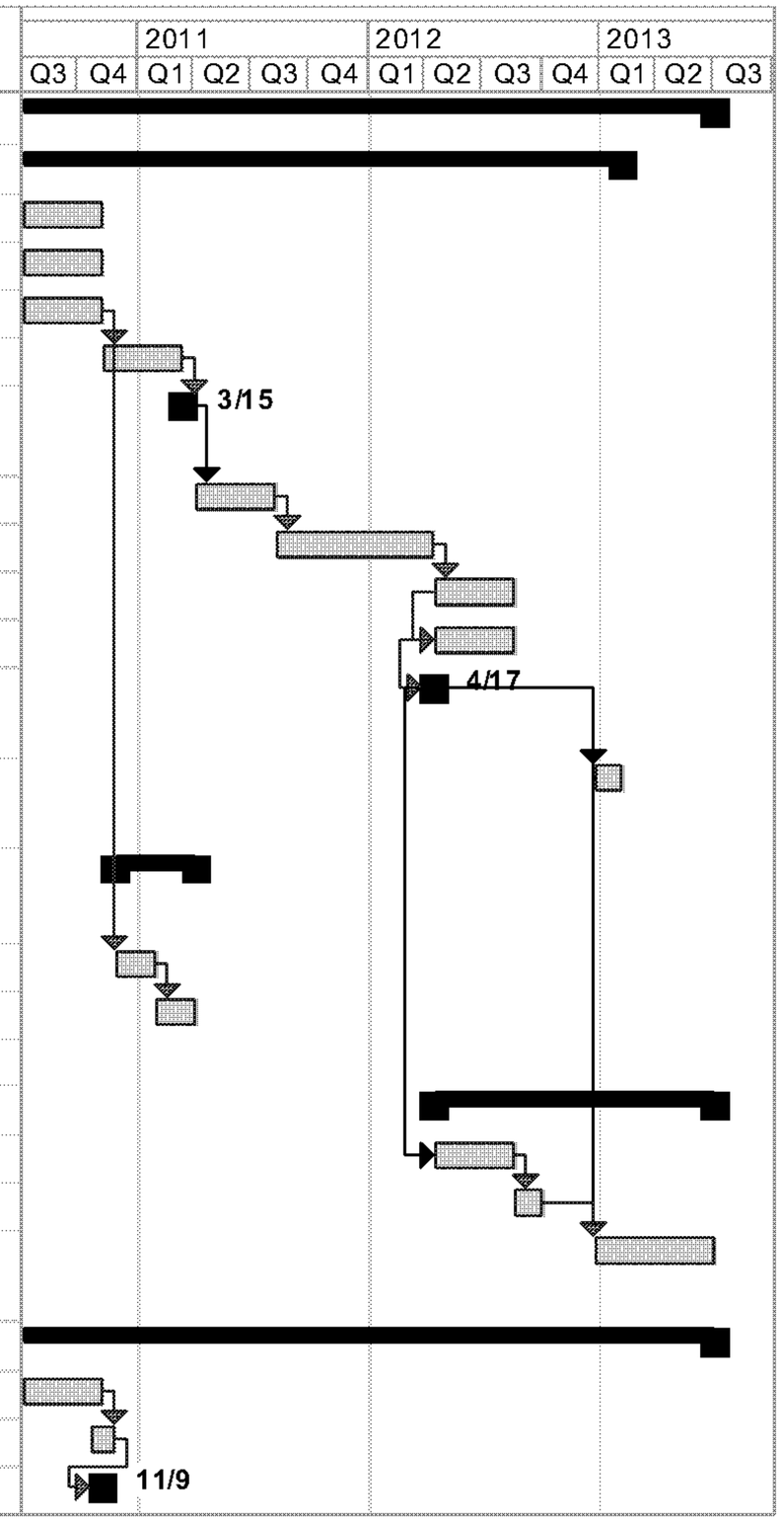
GOAL #5: IMPROVED DATA QUALITY / DATA AUDIT SYSTEM
Outcomes: 5.1 A data quality curriculum will be piloted and implemented that is tailored to different state and school audiences that will increase data quality at all levels of the educational enterprise. 5.2 Data audits will include student, educator and classroom data and will be conducted on 12 P-20 organizations annually.

GOAL #6: INTERSTATE DATA SHARING
Outcomes: 6.1 Develop System Requirements to be used for the design and development of a Regional Data Sharing System. 6.2 Implement a data exchange solution and begin matching K-20 student and educator data.

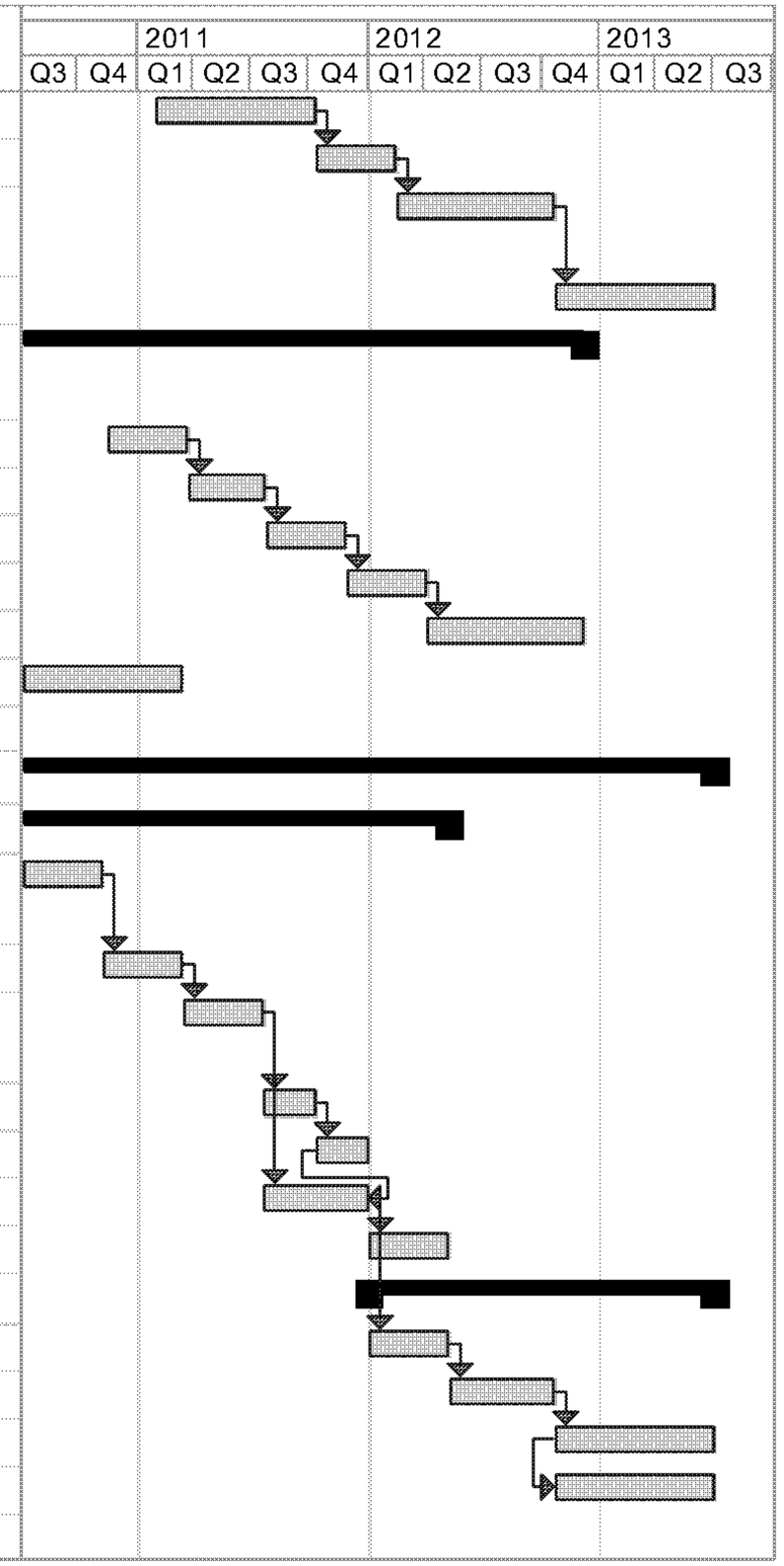
C. Timeline for Project Outcomes and Tasks

Details for the responsible parties are listed in part B of the Budget Narrative section

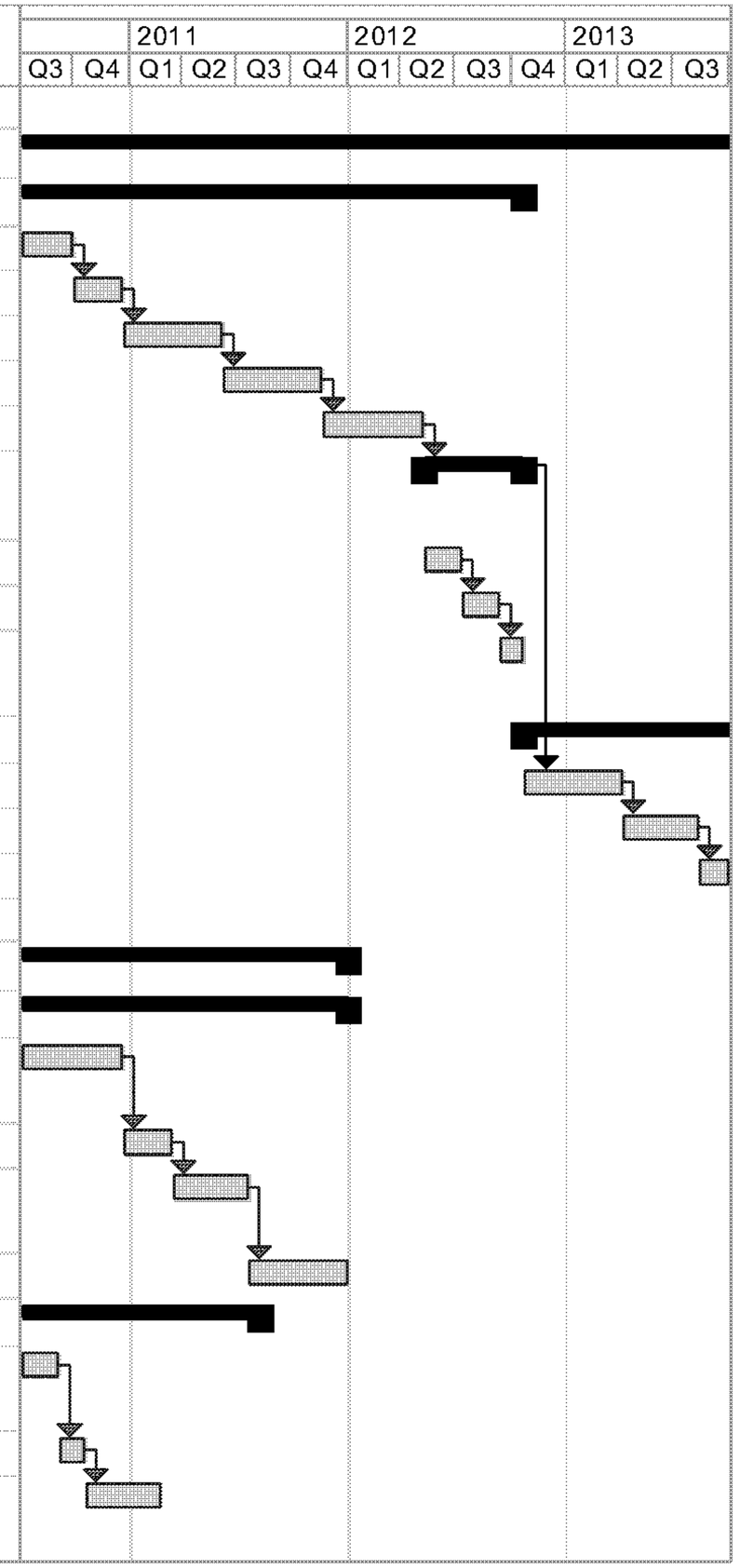
ID	Task Name	Start	Finish
2	**1 Integrated P-20 Data Systems**	**7/6/10**	**7/3/13**
3	**1.1 Expansion of data analysis and delivery systems**	**7/6/10**	**2/4/13**
4	1.1.1 Document FERPA requirements	7/6/10	11/8/10
5	1.1.2 Document functional, access and report requirements	7/6/10	11/8/10
6	1.1.3 Document performance specifications	7/6/10	11/8/10
7	1.1.4 Evaluate system architecture options for P-20 Data Systems	11/9/10	3/14/11
8	1.1.5 Select architecture that best meets requirements and performance specs	3/15/11	4/4/11
9	1.1.6 Purchase hardware and software licenses	4/5/11	8/8/11
10	1.1.7 Develop user reports and analytical tools	8/9/11	4/16/12
11	1.1.8 Test and QA analytical tools	4/17/12	8/20/12
12	1.1.9 Load test data analysis and delivery systems	4/17/12	8/20/12
13	1.1.10 Complete technical implementation of expanded data analysis and delivery systems	4/17/12	12/24/12
14	1.1.11 Develop plan for piloting teacher access and statewide teacher access	12/25/12	2/4/13
15	**1.1.12 Requirements for Youth and Adult Employment, Training and Wage Record**	**11/30/10**	**4/4/11**
16	1.1.12.1 Document legal requirements	11/30/10	1/31/11
17	1.1.12.2 Document data requirements	2/1/11	4/4/11
18			
19	**1.2 Training for P-20 Data Analysis and Delivery Systems**	**4/17/12**	**7/3/13**
20	1.2.1 Develop training plans & modules	4/17/12	8/20/12
21	1.2.2 Deliver trainings to new users	8/21/12	10/1/12
22	1.2.3 Pilot teacher access to data analysis and delivery systems	12/25/12	7/3/13
23	**1.3 Interagency Integrated SASID Assignment (DESE,DEEC,DHE)**	**7/6/10**	**7/1/13**
24	1.3.1 Document Integration requirements	7/6/10	11/8/10
25	1.3.2 Identify integration options	10/19/10	11/29/10
26	1.3.3 Select data integration vendor	11/9/10	1/31/11



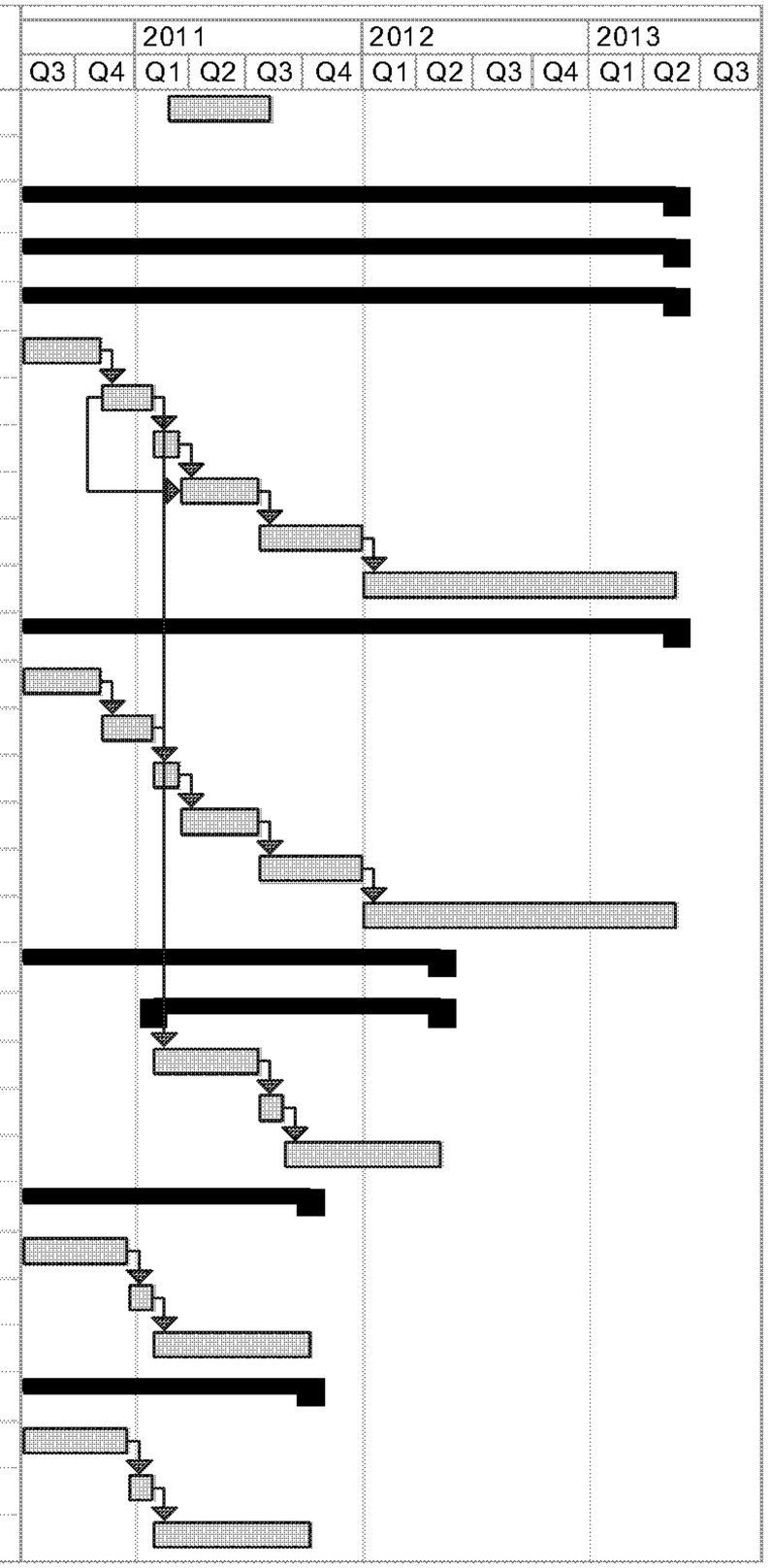
ID	Task Name	Start	Finish
27	1.3.4 Integrate SASID assignment system with DEEC and DHE	2/1/11	10/10/11
28	1.3.5 Test integration	10/11/11	2/13/12
29	1.3.6 Document requirements for linking DEEC, DHE and DESE data systems	2/14/12	10/22/12
30	1.3.7 Link DEEC, DESE and DHE data systems	10/23/12	7/1/13
31	**1.4 National Student Clearinghouse (NSC) and Adult Basic Ed (ABE) Data**	**7/6/10**	**12/10/12**
32	1.4.1 Document NSC and ABE data requirements	11/16/10	3/21/11
33	1.4.2 Develop/Test ETLs	3/22/11	7/25/11
34	1.4.3 Acquire NSC Data and load in DW	7/26/11	11/28/11
35	1.4.4 Develop/modify/test reports/cubes with NSC data	11/29/11	4/2/12
36	1.4.5 Acquire ABE data and Load in DW	4/3/12	12/10/12
37	1.4.6 Develop/modify/test reports/cubes with ABE data	7/6/10	3/14/11
38			
39	**2 Early Indicator Warning & Opportunity System**	**7/6/10**	**7/1/13**
40	**2.1 Enhanced/Improved Early Indicator System**	**7/6/10**	**5/7/12**
41	2.1.1 Acquire services of researcher with expertise in predictive analysis of student risks and opportunity	7/6/10	11/8/10
42	2.1.2 Document business/data requirements	11/9/10	3/14/11
43	2.1.3 Document functional and user interface requirements (e.g. dashboards)	3/15/11	7/18/11
44	2.1.4 Document methodology	7/19/11	10/10/11
45	2.1.5 Validate/Test methodology	10/11/11	1/2/12
46	2.1.6 Develop/test early indicators system	7/19/11	1/2/12
47	2.1.7 Pilot early indicator system in 40 districts	1/3/12	5/7/12
48	**2.2 Training Early Indicator System**	**1/3/12**	**7/1/13**
49	2.2.1 Develop DEEC and DESE training plan	1/3/12	5/7/12
50	2.2.2 Develop DEEC and DESE training curriculum	5/8/12	10/22/12
51	2.2.3 Train pk-12 educators on the early indicator system	10/23/12	7/1/13
52	2.2.4 Rollout early indicator system statewide	10/23/12	7/1/13
53			



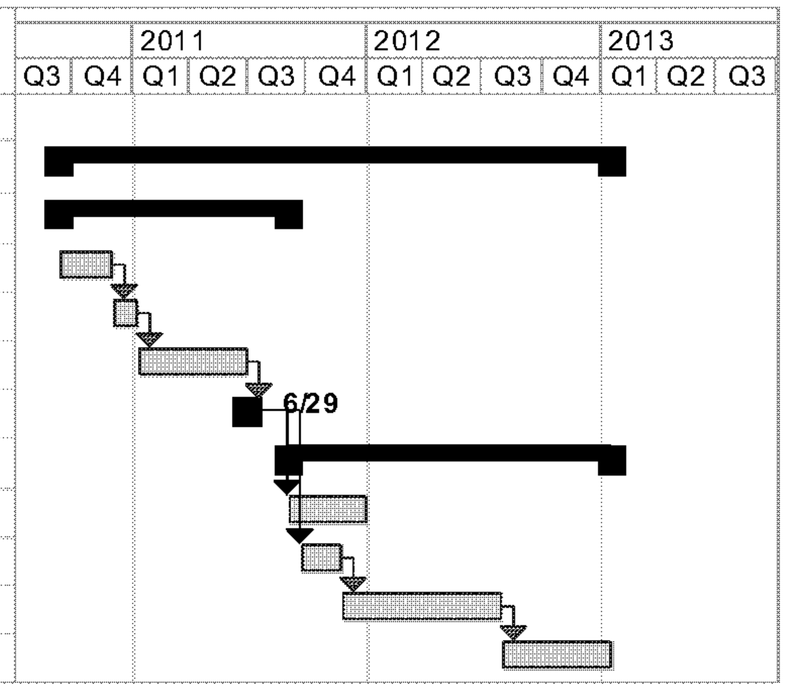
ID	Task Name	Start	Finish
53			
54	**3 SIF Expansion**	**7/6/10**	**12/16/13**
55	**3.1 40 New District SIF Implementations**	**7/6/10**	**10/22/12**
56	3.1.1 Select SIF Vendor	7/6/10	9/27/10
57	3.1.2 Issue competitive SIF district grants	9/28/10	12/20/10
58	3.1.3 Phase 1: Implement SIF in 10 Districts	12/21/10	6/6/11
59	3.1.4 Phase 2: Implement SIF in 15 Districts	6/7/11	11/21/11
60	3.1.5 Phase 3: Implement SIF in 15 Districts	11/22/11	5/7/12
61	**3.1.6 Requirements for Streamlined Data Collections for DEEC Funded Early Learning Centers**	**5/8/12**	**10/22/12**
62	3.1.6.1 Document data requirements	5/8/12	7/9/12
63	3.1.6.2 Document functional requirements	7/10/12	9/10/12
64	3.1.6.3 Research and evaluate options for streamlining data collections	9/11/12	10/22/12
65	**3.2 Horizontal SIF Implementations in up to 40 Districts**	**10/23/12**	**12/16/13**
66	3.2.1 Phase 1: Implement Horizontal Integration in up to 10 Districts	10/23/12	4/8/13
67	3.2.2 Phase 2: Implement Horizontal Integration in up to 15 Districts	4/9/13	8/12/13
68	3.2.3 Phase 3: Implement Horizontal Integration in up to 15 Districts	8/13/13	12/16/13
69			
70	**4 Early Identification of Prospective Educators**	**7/6/10**	**1/2/12**
71	**4.1 MEPIDs assigned to K-12 prospective Educators**	**7/6/10**	**1/2/12**
72	4.1.1 Document requirements for assigning MEPID to prospective k-12 educators	7/6/10	12/20/10
73	4.1.2 Incorporate educator prep programs into directory admin	12/21/10	3/14/11
74	4.1.3 Develop policies, process and systems to assign MEPIDs to prospective k-12 educators	3/15/11	7/18/11
75	4.1.4 Implement MEPID assignment systems	7/19/11	1/2/12
76	**4.2 MEPIDs assigned to EEC prospective Educators**	**7/6/10**	**8/8/11**
77	4.2.1 Document requirements for assigning MEPID to prospective EEC educators	7/6/10	9/6/10
78	4.2.2 Incorporate EEC educator prep programs into directory admin	9/7/10	10/18/10
79	4.2.3 Develop policies, process and systems to assign MEPIDs to prospective EEC educators	10/19/10	2/21/11



ID	Task Name	Start	Finish
80	4.2.4 Implement MEPID assignment systems for EEC educators	2/22/11	8/8/11
81			
82	**5 Data Quality / Data Audit Systems**	**7/6/10**	**5/20/13**
83	**5.1 Data Quality Curriculums**	**7/6/10**	**5/20/13**
84	**5.1.1 DESE**	**7/6/10**	**5/20/13**
85	5.1.1.1 Develop data quality curriculums for DESE	7/6/10	11/8/10
86	5.1.1.2 Develop online data quality curriculums for DESE	11/9/10	1/31/11
87	5.1.1.3 Develop training plan	2/1/11	3/14/11
88	5.1.1.4 Implement data quality certification process	3/15/11	7/18/11
89	5.1.1.5 Pilot data quality curriculum trainings	7/19/11	1/2/12
90	5.1.1.6 Implement data quality curriculum statewide	1/3/12	5/20/13
91	**5.1.2 DEEC**	**7/6/10**	**5/20/13**
92	5.1.2.1 Develop data quality curriculums for DEEC	7/6/10	11/8/10
93	5.1.2.2 Develop online data quality curriculums for DEEC	11/9/10	1/31/11
94	5.1.2.3 Develop training plan	2/1/11	3/14/11
95	5.1.2.4 Implement data quality certification process	3/15/11	7/18/11
96	5.1.2.5 Pilot data quality curriculum trainings	7/19/11	1/2/12
97	5.1.2.6 Implement data quality curriculum statewide	1/3/12	5/20/13
98	**5.2 Data Quality Audits**	**7/6/10**	**5/7/12**
99	**5.2.1 DESE**	**2/1/11**	**5/7/12**
100	5.2.1.1 Establish data quality audit protocols	2/1/11	7/18/11
101	5.2.1.2 Develop plan for conducting audits	7/19/11	8/29/11
102	5.2.1.3 Conduct audits at 5 DESE districts	8/30/11	5/7/12
103	**5.2.2 DEEC**	**7/6/10**	**10/10/11**
104	5.2.2.1 Establish data quality audit protocols	7/6/10	12/20/10
105	5.2.2.2 Develop plan for conducting audits	12/21/10	1/31/11
106	5.2.2.3 Conduct audits at 5 DEEC providers	2/1/11	10/10/11
107	**5.2.3 DHE**	**7/6/10**	**10/10/11**
108	5.2.3.1 Establish data quality audit protocols	7/6/10	12/20/10
109	5.2.3.2 Develop plan for conducting audits	12/21/10	1/31/11
110	5.2.3.3 Conduct audits at 5 DHE organizations	2/1/11	10/10/11



ID	Task Name	Start	Finish
111			
112	**6 Interstate Data Sharing**	**9/8/10**	**1/15/13**
113	**6.1 Interstate System Requirements**	**9/8/10**	**8/30/11**
114	6.1.1 Review legal requirements with CT (gathered from 08 SLDS rese	9/8/10	11/30/10
115	6.1.2 Review interstate data sharing framework from CCSSO and else	12/1/10	1/11/11
116	6.1.3 Document system and data requirements	1/12/11	6/28/11
117	6.1.4 Have MA & CT agree to all requirements for data sharing solutior	6/29/11	8/30/11
118	**6.2 Interstate Data Exchange Solution**	**8/31/11**	**1/15/13**
119	6.2.1 Design interstate data exchange solution	8/31/11	1/3/12
120	6.2.2 Collect data from MA & CT	9/21/11	11/22/11
121	6.2.3 Develop/Test interstate data exchange solution	11/23/11	7/31/12
122	6.2.4 Match/Link k-20 student and educator data	8/1/12	1/15/13



D. Project Management and Governance Plan

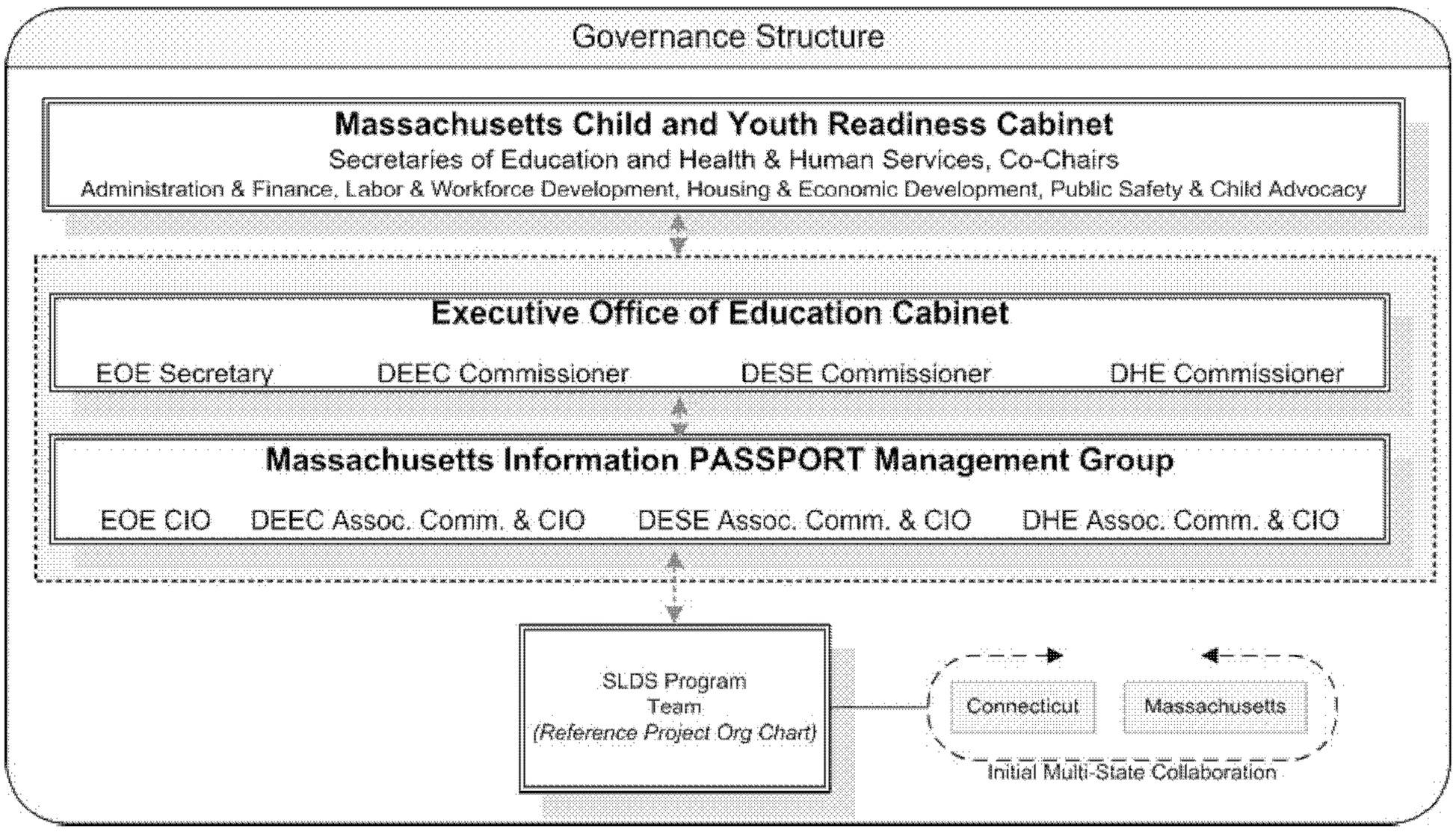
D.1 Governance Structure

The "Massachusetts Readiness Cabinet," established by Governor Patrick in 2008 is comprised of the Secretaries of Education, Health & Human Services, Labor & Workforce Development, Administration & Finance, Housing & Economic Development, and Public Safety and Child Advocacy. The Readiness Cabinet will establish overall policy for the Readiness Passport, a component of which is the comprehensively integrated P-20 data system proposed in this application.

The Executive Office of Education (EOE) Cabinet, comprised of representatives of the Commissioners of the Departments of Early Education and Care (DEEC), Elementary and Secondary Education (DESE), and Higher Education (DHE). Consistent with the over-arching policies established by the Readiness Cabinet, the EOE Cabinet will provide policy direction and support for the Massachusetts Information PASSPORT (i-PASSPORT), including the initiatives and related outcomes proposed in this application.

The Readiness Cabinet and the three education commissioners are firmly committed to proceeding with every aspect of this work in a partnership that joins our state agencies with district and school leaders, other educational professionals and associations, and the providers of other services essential to the success of at-risk children and families. The "Management and Organizational Structure" section of this application (D.2) describes the specific governance, policy, management and communication structures and protocols established to ensure the success of the Massachusetts i-PASSPORT.

The following chart highlights the roles and relationships among the governance (D.1) and management (D.2, below) teams with responsibility for the Massachusetts i-PASSPORT, including components proposed in this application.



D.2 Management and Organizational Structure

DEEC, DESE, and DHE comprise the Massachusetts i-PASSPORT Management Group; their partnership is confirmed in Attachment B, Letters of Support. The Management Group will be convened and chaired by the Associate Commissioner of Elementary and Secondary Education, Bob Bickerton who will coordinate with the program team to ensure outcomes and deliverables are achieved on time and within budget. The Management Group is responsible for sustaining the partnership among our state education agencies and with all relevant stakeholders. They will provide the bridge from policy to operations in their oversight of the i-PASSPORT Program Team.

Operational management and oversight of project outcomes in this grant proposal will be conducted by the i-PASSPORT Program Team, first established under a previous SLDS grant. The DESE Program Team will be expanded to include the operational lead staff members for the P-20 initiative from DEEC and from DHE.

The i-PASSPORT Program Team will be convened and chaired by DESE's Chief Information Officer (CIO), Jessica Perez-Rossello who will have lead responsibility for the outcomes in this SLDS application. The DESE CIO has experience managing multiple projects and will ensure a smooth and effective incorporation of the 2009 SLDS outcomes and related project plans should this application be funded. Vladimir Hyppolite, will serve as the Program Manager for the SLDS 09 grant as well as completion of the previously awarded project. The program manager will coordinate deliverables with the Director of Information Technology, Jen Goree, who oversees DESE's technology infrastructure, development projects, and ongoing support of applications. The staff assigned to the Program Team by DEEC and DHE will play a corresponding role on behalf of the agencies to ensure compatibility and full functionality at each step in building the comprehensively integrated P-20 system.

The SLDS Project team will work with the subject matter experts from the three education agencies to ensure all requirements and deliverables meet their requirements for an integrated i-PASSPORT. [Refer to Appendix A for the Organizational Chart and Section E for a summary of the qualifications of this program management team.]

To manage control and oversight the following meetings and updates will be provided:

a. Weekly status meetings with project team members
b. i-PASSPORT group meeting as necessary to provide requirements and oversight of p-20 outcomes
c. Monthly updates to the EOE Cabinet and P-20 Data Advisory group
d. Quarterly update to Child and Youth Readiness Cabinet
e. Quarterly updates to pilot project working groups – refer back to timelines and activities

DESE has established processes for large projects involving multiple stakeholders. Procedures are established for both requirements analysis with both internal and external "customers" that continues into a pilot stage; districts have come to appreciate the value of offering to serve in our pilots. Pilot districts are involved in all steps of designing, testing, and rolling out applications. DESE establishes internal and district user groups to provide support and gather feedback that is channeled up to the Program Team, Management Team and the EOE Cabinet. Parent and student focus groups are also convened. We will expand these components to include our interagency partners and their networks of organizations and educators.

For day-to-day management, project managers assigned to large projects are required to be in regular communication with the CIO and Director of IT on planning, budget, progress, and to resolve unexpected issues. The supervisors of the combined technology and data teams, along with project managers, hold a weekly status meeting in which current progress, near-term milestones, and outstanding issues for all current projects are reviewed, and action steps identified and assigned as needed. In addition, each project manager is expected to hold weekly status meetings for their particular project at which they review progress and issues in more detail, discuss any questions needing resolution to move forward, and plan for next milestones. This multilayered model had provided our large projects with goals, accountability, and support throughout the project cycle. The CIO meets weekly with the Associate Commissioner of Education and provides detailed updates of progress on major projects and ongoing operations.

As highlighted in Goal 6, Connecticut and Massachusetts will work collaboratively to begin development of a regional data sharing system that enables the tracking of student mobility and provides more comprehensive answers to questions related to the effectiveness and impact of our educational and support investments. In order to manage the project across state lines, the Massachusetts DESE project manager assigned to the project will meet regularly, in person and electronically, to ensure excellent communication and coordination. A project plan and charter will be established and agreed upon by the project sponsors from both states to ensure that specific project outcomes consistent with the outcomes stipulated in this proposal are documented. Following with project management protocol, potential risks that could impede project success will be identified early in the project cycle and contingency plans will be identified. Weekly status meetings between the project managers from each state will occur. In addition, quarterly formal status meetings will occur with the project sponsors from both states to ensure project outcomes are achieved, and steps are identified to mitigate any potential risks.

Massachusetts is interested in joining a larger consortia committed to interstate data sharing, however decided to refrain from doing so at this time because neither the CCSSO LEARN nor the New England Consortium have yet to define their projects beyond a high level conceptual framework. While we find many elements of these frameworks very compelling, we decided it would be prudent to wait for a more detailed development and rollout plan before committing large, multi-year sums of monies to either. Massachusetts will reevaluate the potential of these and other interstate consortia should we be awarded a grant under this 2009 SLDS competition and decide at that time whether to join forces with them

E. Staffing

E.1 State-Funded Project Personnel and Resources

The current department staff included here are integral to the success of the project. The prorated salaries of these staff according to the additional percentage of time they will be devoting to this grant will be provided in-kind by the state to support the project and will not be charged to this SLDS grant. The estimated in-kind support provided by staff for the 3 years is $1,500,000. The following staffing chart is organized by their relationship to the project. The management listed in the table will be working additionally between 10 – 15% of their time with the Program and Project Managers as subject matter experts towards the fulfillment of project outcomes. Listed under the title "Implementation" are the technical and supervisory staff that will work hand in hand with the contracted staff listed in the next chart.

Subject Matter Experts			
Position	***Staff***	***Title***	***% of Time In-Kind***
Associate Commissioner, DESE	Bob Bickerton	Associate Commissioner of Elementary and Secondary Education	10%
Associate Commissioner, DEEC	Joan Clark	Associate Commissioner for Information Technology	10%
Associate Commissioner, DHE	Jonathan Edward Keller	Associate Commissioner for Research, Planning and Information Systems	10%
Adult Basic Education DESE	Anne Serino	Director, Adult & Community Learning Services	10%
Educator Licensure DESE	Brian Devine	Administrator, Office of Educator Licensure & Proprietary Schools	10%
Data Collection DESE	Helene Bettencourt	Manager, DESE Data Collection	15%
Research and Evaluation DESE	Carrie Conaway	Director of Planning, Research, and Evaluation	10%
Data Analysis DESE	Rob Curtin	Manager, Data Analysis and Reporting	15%
Secondary School Services DESE	Stafford Peat	Director, Secondary School Services	10%

Implementation			
Position	***Staff***	***Title***	***% of Time In-Kind***
Overall Project Lead DESE	Jessica Perez-Rossello	Chief Information Officer	15%
Technical oversight DESE	Jen Goree	Director, IT	15%
Software Engineer DHE	Alexandra Obraztsova	Software Engineer	10%
Data Warehouse Lead DESE	Cynthia Elms	Data Warehouse Project Manager	25%

Implementation			
Position	***Staff***	***Title***	***% of Time In-Kind***
Database liaison DESE	Dan Boyle	Supervisor, Database administration	25%
Auditing DESE	David LeBlanc	Auditor	15%
Systems Analysis and Programming DESE	Hassiba Aibout	Sr. Systems Analyst/Programmer	25%
Data Collection Expert DESE	MaryAnn Donie	Supervisor, District support	25%
Integration Lead DESE	Sadasy Van	Supervisor, Production Support	25%
Data Architect/ Senior Developer DEEC	Tony Sun	Data Architect	10%
Software Engineer DESE	Ven Rekula	Technical Project Manager/Architect	25%

E.2 Brief Highlights of State-Funded Staff Qualifications and Experience (full resumes can be found in Appendix B)

Alexandra Obraztsova – ***Software Engineer – DHE***

Software Engineer/Oracle Professional with over 15 years extensive industry experience in comprehensive database development and administration: architecture, capacity planning, schema design, coding, stored procedures/triggers/views, documenting, installation, testing, implementation, tuning, user training. Proven and creative 'data' experience. Multi-platform (Win/UNIX experience). Strong SQL, hands-on UNIX shell scripting

Anne Serino – ***Director, Adult & Community Learning Services - DESE***

30 years experience in adult basic education (ABE): teaching, counseling, administration, and program design; Expertise in fiscal management, policy development, grant management, and fund development; Ability to work effectively and enthusiastically with adult learners, staff and external partners; Skilled at creating and implementing special programs in collaboration with employers; the public schools, and community agencies; Experienced at planning and presenting training workshops; Exceptional communication and interpersonal skills including public speaking.

Bob Bickerton – ***Associate Commissioner of Education- DESE***

38 years experience in ABE, K-12 education, preschool and higher education as a teacher, teacher trainer, and administrator/manager/policy leader; Oversees Student Assessment, Adult & Community Learning Services, and Information Services & Technology; Formerly oversaw Educator Preparation & Quality and Educator Licensure; Strong technical training in undergraduate and graduate studies;

Brian Devine - ***Administrator, Office of Educator Licensure & Proprietary Schools- DESE***

Responsible for the oversight of an office that licenses all academic, vocational and adult basic education personnel in the Commonwealth; Also responsible for the licensing of over 200 business and trade career proprietary schools; Manages over 30 staff members and an annual budget of $3.75 Million; The office conducts an estimated 50,000 evaluations per year resulting in about 18,000 licenses issued, in addition the unit's call center receives over 50,000 calls per year.

Carrie Conaway - ***Director of Planning, Research, and Evaluation- DESE***

Directs DESE's research, analysis, and planning support office; Developed a policy research agenda linked to the Department's strategic priorities: educator development, curriculum and instruction, accountability redesign, and supports for students and families; manages a team of analysts who write policy briefs, memoranda, and reports; Analyzes data to evaluate program effectiveness; Designs research, evaluation and survey projects; Works with DESE's senior staff to strengthen and update the Department's strategic plan and is coordinating Massachusetts' "Race To The Top" application.

Cynthia Elms - ***Project Manager, Education Data Warehouse- DESE***

Information Technology professional with 15+ years of experience and demonstrated expertise and success in database design, integration, conversion and administration; excellent communication skills among diverse groups with proven ability to develop accurate project timelines.

Dan Boyle - ***Supervisor of Database Administration- DESE***

Over 12 years of experience in database administration in a production and development environment and over 3 years of server administration. Databases; Oracle 10g/9i/8i/7, Microsoft SQL Server, Sybase, Informix

David LeBlanc -***Auditor- DESE***

Management and coordination of all financial auditing and compliance functions for state and federal grant programs; Directs and reviews field audits of all of the Local Education Agencies (LEA) of the Commonwealth by members of his Audit and Compliance Unit; Created and established individual audit plans and work papers for each of these reviews.

Hassiba Aibout - ***Sr. Systems Analyst/Programmer- DESE***

Supervision of data quality staff to ensure their work is completed accurately and in a timely manner; Development and design of technical programs to analyze, review and identify data inaccuracies; Tests systems and programs by preparing test data, reviewing input and output data for validity and accuracy; Applies statistical methods to data, interpreting results and developing recommendations for improvement.

Helene Bettencourt - ***Manager of Data Collection- DESE***

Has managed the Data Collection unit for 10 years; NCES National Forum on Education Statistics State Representative since 2001, 2007-2008 National Education Statistics Agenda Committee, vice-chair; 2008-2009 National Education Statistics Agenda Committee, chair, 2009 Elementary/Middle School Course Codes working group; chair.

Jen Goree - Director *of Information Technology- DESE*

14 years of experience in software engineering and IT management; Degree in computer science; Oversees DESE programming, web, network administration, database administration, data warehouse and desktop support teams; Experience includes direction of DESE data warehouse initiative, direction of DESE data center move and technical development and oversight of EPIMS data collection; Previous experience includes 5 years in school district information management and 5 years in the software industry

Jessica Perez-Rossello – ***Chief Information Officer - DESE***

Responsible for providing the vision, leadership and management for the Department's use of information services and technology to fulfill its policy mandates under the Education Reform Act, the federal No Child Left Behind Act and other Commonwealth and federal statutes and requirements. Senior official at the Department charged with the definition and collection of student, educator, district and other performance data and the use of such data to inform the development of policy and other programmatic efforts. Experience includes Program Management, Procurement, Operational and Financial Metric Analysis, IT Process development, and Testing in the Government, Educational, Health Care, and Financial arenas.

Joan Clark - *Associate Commissioner for Information Technology - DEEC*
Managed development of an IT strategic plan, which involved senior staff, managers and line staff to create an IT vision for this newly created agency; Secured funding for implementation of the strategic plan; Managed projects involving data cleansing and integration of legacy systems from "sender" agencies; Oversees design and development of web-based unified system for early education and care; Responsible for all technology functions of the agency – database development, networks and telecommunications, user help desk and training, procurement; Oversees design and development of Web-based Child Care Information Management System, including conversion of legacy data systems, rollout of new components, design teams for future development; Key advisor to Commissioner and Senior Staff on technology and technology-related matters- research, policy, data collection, and statistical reporting.

Jonathan Edward Keller Ph.D. - *Associate Commissioner for Research, Planning and Information Systems - DHE*

Provide the Chancellor, the Board of Higher Education and the Executive Office of Education with support for decision making and policy development; determine priorities for the Office of Research, Planning and Information Systems; oversee the institutional research and information technology functions for both the Department of Higher Education and the Executive Office of Education; prepare and deliver presentations on issues of concern to educational administrators; work with the presidents and administrators of the college campuses to establish shared accountability and assessment goals; interact with governmental agencies, individual legislators, private foundations, media and other stakeholders with regard to a variety of vital higher education issues; serve as Departmental CIO; manage the staff and budget for the office of Research, Planning and Information Systems; oversee the acquisition and use of grant funds.

MaryAnn Donie - ***Supervisor, District support - DESE***

Responsible for team that provides all school district data collections including the Student Information Management System (3 times per year), the School Safety and Discipline Report (ongoing throughout school year), the Private Individual School Report, and the Educator Personnel Information Management System; Assists all Massachusetts school districts in the collection and transmission of student level and educator level data and in the analysis of data and reports; Collaborates with IT Unit to ensure the smooth operation of all Data Collection applications including the development and review of business rules used to support the implementation of district level reports based on collected data.

Rob Curtin - ***Manager of Data Analysis and Reporting- DESE***

Has directed the Data Analysis and Reporting Team for the last 5 years; Provides the business rules for and assists in the design of EDW reports; Massachusetts CSPR and EdFacts Coordinator; Member, CCSSO Permanent Standing Task Force on General Statistics; 2006-07 – Chairperson, EIMAC General Statistics Subcommittee; 2007 – Member, CCSSO Working Group on Calculating Graduation Rates.

Sadasy Van - ***Supervisor of Production Support- DESE***

10 years of supervisory experience of production systems; Windows 2000-2003, Exchange Server, Oracle, SQL Server, ArcServe Enterprise backup; Design and Management of database driven Web sites; C#, ASP.net, ASP, HTML and JavaScript programming; LAN to Internet connection configuration and setup (including proxies and security system).

Stafford Peat – ***Director, Secondary School Services- DESE***

Leads team responsible for high school reform in Massachusetts with special focus on dropout prevention, recovery and ensuring graduates are prepared for college level courses without the need for remediation; Twenty-nine years experience in Career and Technical Education; Proven record in curriculum, program and staff development; Innovative problem solver/team player with proven leadership qualities; Highly adaptive/strategic planner and implementer

Tony Sun - ***Data Architect/ Senior Developer - DEEC***

Specializes in relational database design and architect; Focused both on well normalized OLTP systems and decision-making OLAP system designs; Hands on experience with modeling multi-dimensional databases, building data mart fact and dimension tables and cubes; Developed SQL Server reporting Services reports and Excel reports based on cube data; Specialized in data cleanup, matching and un-duplicate across multiple data sources; Developed a road map for achieving single licensed provider; developed an advanced algorithm for matching children using children and family data.

Ven Rekula - ***Technical Project Manager/Architect- DESE***

Developed web based management and accountability system for statewide adult education centers using Web Logic, Net Dynamics, Java applets and servlets with an Oracle 9i back end. Developed system that involves the management of students, staff, classes, sites, projects, agencies, goals, assignments, grants, salary, etc. in a fully self-contained multi-user based web application.

E.3 The Existing State-Funded DESE IT Infrastructure

Besides the key personnel in the chart, DESE has on-staff experience in our production/programming, database, and network support teams. These teams maintain our web application server infrastructure, Java 2 Platform, Enterprise Edition (J2EE) architecture, student information databases, and secure network. In addition, DESE has specialized teams around the collection and analysis of data. DESE staff support includes:

- The Network Administration team maintains file servers, the data center infrastructure, and network security.
- The Production Support team is responsible for development, testing and maintenance of all software applications.
- The Database Administration team manages the development and production of all databases.
- The Data Warehouse team manages the support, enhancement, and delivery of the statewide Education Data Warehouse.
- Data Collection team is responsible for secure data collections, e.g., SIMS and EPIMS. District Support staff work with school districts to assist in the transmission of data collections.
- Data Analysis & Reporting team compiles and provides all federal data reports, and provides data analysis support to agency and state researchers and policymakers.

E.4 SLDS Project Management

Responsible for operational leadership, quality assurance and delivery of all project outcomes is the Project Management team comprised of the Program Manager and Project Managers. The proposed 2009 SLDS initiatives will benefit from the experience these Project Managers have already gained under our state's implementation of over a dozen major I.T. projects as well as a previously awarded SLDS grant; this also creates important efficiencies should we be awarded this new SLDS grant yielding additional outcomes that would not fit within the budget otherwise. Further, DESE has extensive experience and success with managing and tracking multiple projects including a mature and effective financial management system. Together, members of the Project Management team have over 30 years of project management experience including expertise in the following pertinent areas: SIF, National Transcript, Data Warehouse, SASID, Special Education, Assessment and Evaluation, Vendor Procurement, and Computer Technology. Full resumes can be seen in Appendix B under Grant Funded Project Staff Resumes.

E.5 Grant Funded Project Staff to be hired

In determining the design and implementation needed to fulfill each of the separate goals and outcomes indicated, specific staff positions, their time commitment in the Full Time Equivalent (FTE) metric, and their responsibilities have been identified in the following table. As the resumes in Appendix B indicate, these staff will build upon past project experience (SIMS, EPIMS, SIF, and Data Warehouse development) to ensure that these grant funded positions have the expertise and qualifications necessary for this project.

2009 SLDS Position	#FTE Y1	#FTE Y2	#FTE Y3	Total FTE	Job Responsibility
Auditor	2.5	2.5	2.5	7.5	• Develop audit policies and protocols, implement audit
Business Analyst	2.0	2.0	1.0	5.0	• Document requirements for integration of SASID assignment between DESE, DHE and DEEC • Document requirements & use cases that conform to privacy regulations, Analyze & QA data • Document requirements for integration of MEPID assignment
Data Analyst	0	2.0	1.5	3.5	• Analyze data from National Student Clearinghouse database • Analyze DW data, find anomalies and fix data issues
DBA	0.5	1.0	1.0	2.5	• Build DW tables and structure
Developer	2.0	7.0	2.5	11.5	• Develop on-line testing tools • Develop ETL and Design Data Model • Design and develop reports and dashboard for Early Warning Indicator System • Develop new ETL to EDW from DEEC & DHE • Develop reports & cubes for EDW • Support posting of curriculum tools to website • Write code to match data from different agencies and develop UI for resolving data issues • Enhance EDW security model • ODS enhancement and DW enhancement – data modeler (for DEEC & DHE data) • Design system that allows for 26 new ELAR fields and produces associated reports
Education Researcher	0.5	0.5	0	1.0	• Evaluate existing Early Warning Indicator Index and define requirements for a comprehensive system
Project Manager	1.0	3.0	4.0	8.0	• Manage the overall delivery of all project components
Report	1.5	4.0	3.5	9.0	• Build reports for assigned projects

2009 SLDS Position	#FTE Y1	#FTE Y2	#FTE Y3	Total FTE	Job Responsibility
Developer					
Sr. Business/ Systems Analyst	1.5	0.5	0	2.0	• Lead documentation of requirements for integration of SASID assignment between DESE, DHE and DEEC • Document requirements & use cases that conform to privacy regulations, Analyze & QA data, Lead other BAs
System Admin	0.5	1.0	1.0	2.5	• Setup security, LPARs, CPU and RAM allocations
Trainer	1.5	1.5	1.5	4.5	• Document requirements and Produce MA DQC, Implement Training
Architect/ Modeler	1.0	1.5	1.0	3.5	• DW enhancements and fix existing performance issues • DHE enhancements and fix existing performance issues
Tester		0.5		0.5	• Verify integration and assignment of MEPID
Program Support	2.0	2.0	2.0	6.0	• Staff to support training efforts and roll-out to school districts

Project Narrative

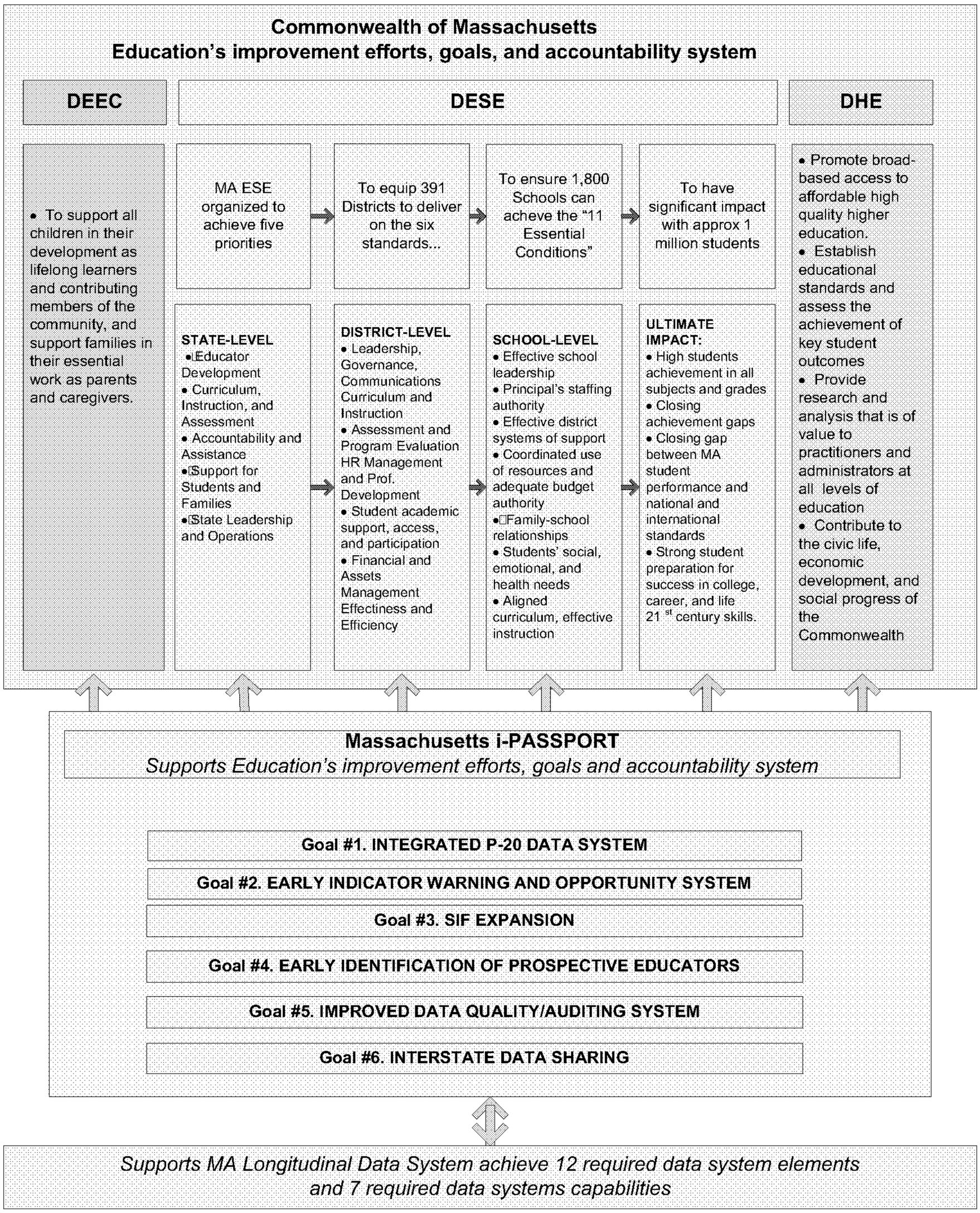
Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **Appendix A** Pages: **7** Uploaded File: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\Appendix_A.pdf**

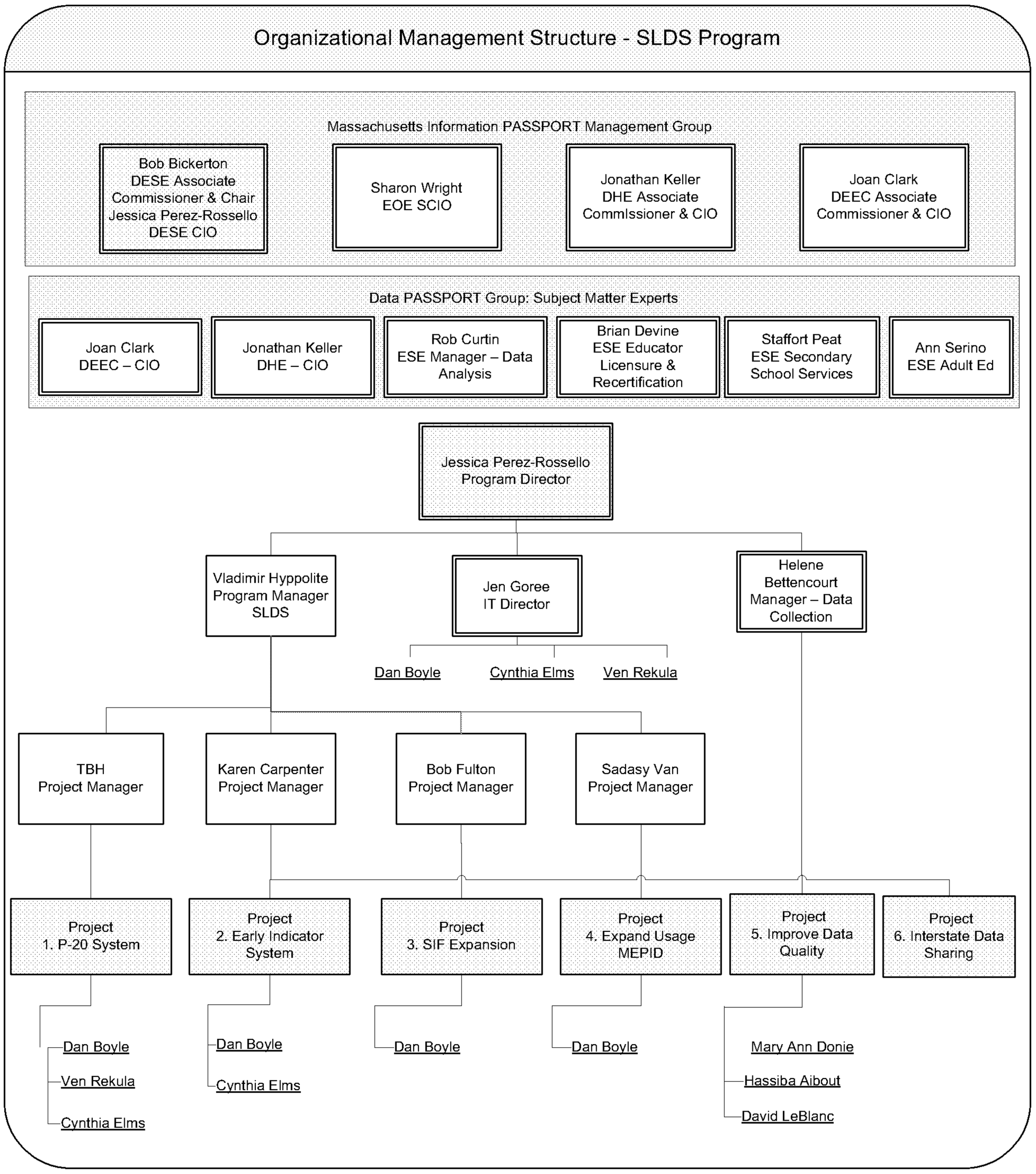
Appendix A – Optional Attachments

A1. Overview of Goals, Needs and Outcomes 2
A2. Organization Chart 3
A3. Outcomes Meet SLDS and Readiness Requirements 4
A4. Education Data Systems and Initiatives 5
A5. Education Data Systems and Initiatives: The Future Beyond the 2009 SLDS 6
A6. ESE Education Data Warehouse Users – Demand Graph by Year 7

A1. Overview of Goals, Needs and Outcomes



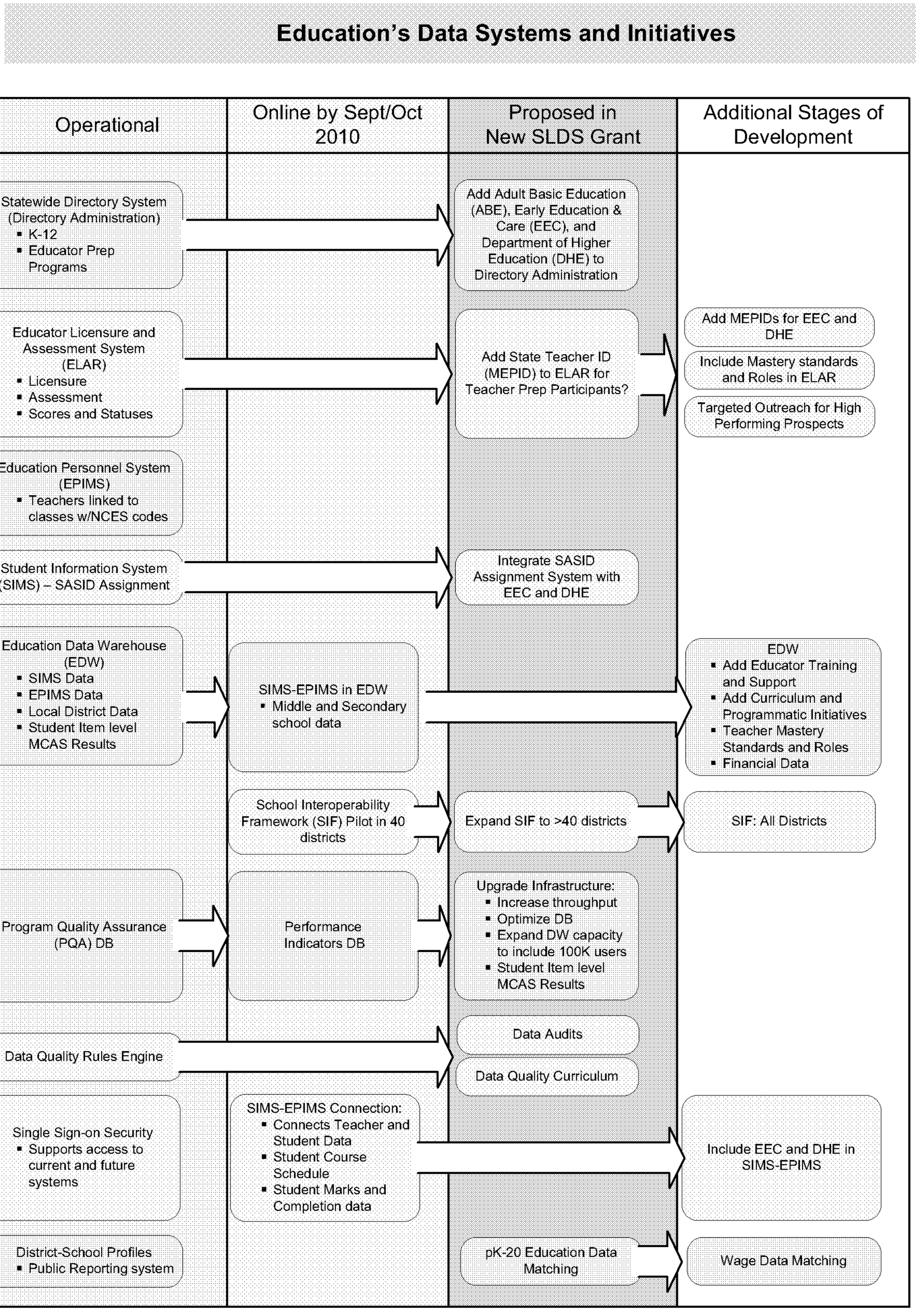
A2. Organization Chart



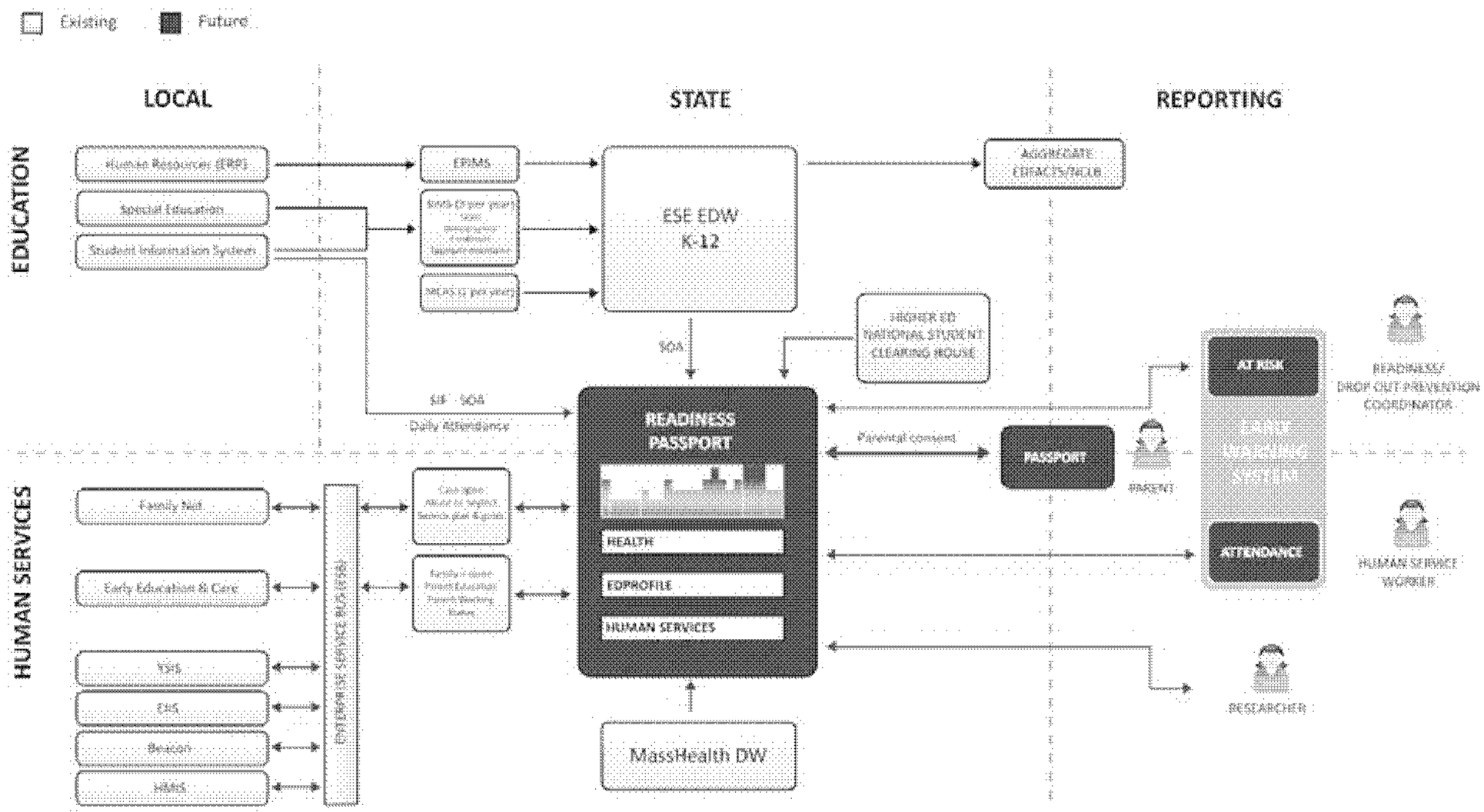
A3. Outcomes Meet SLDS and Readiness Requirements

Outcomes		7 Capabilities	12 Elements SLDS	Readiness Passport
1. INTEGRATED P-20 DATA SYSTEM				
1.1	Expansion of data analysis and delivery systems	✓		✓
1.2	Training for P-20 Data Analysis and Delivery Systems	✓	✓	✓
1.3	Interagency Integrated SASID Assignment (DESE,DEEC,DHE)	✓	✓	✓
1.4	National Student Clearinghouse (NSC) and Adult Basic Ed (ABE) Data	✓	✓	✓
2. EARLY INDICATOR WARNING & OPPORTUNITY SYSTEM				
2.1	Enhanced/Improved Early Indicator System	✓		✓
2.2	Training Early Indicator System	✓		✓
3. SIF EXPANSION				
3.1	40 New District SIF Implementations	✓		✓
3.2	Horizontal SIF Implementations in up to 40 Districts	✓		✓
4. EARLY ASSIGNMENT OF PROSPECTIVE EDUCATORS				
4.1	MEPIDs assigned to K-12 prospective Educators	✓		
4.2	MEPIDs assigned to EEC prospective Educators	✓		
5. IMPROVE DATA QUALITY/DATA AUDIT SYSTEM				
5.1	Data Quality Curriculums	✓	✓	✓
5.2	Data Quality Audits	✓	✓	✓
6. INTERSTATE DATA SHARING				
6.1	Interstate System Requirements	✓		
6.2	Interstate Data Exchange Solution	✓		

A4. Education Data Systems and Initiatives



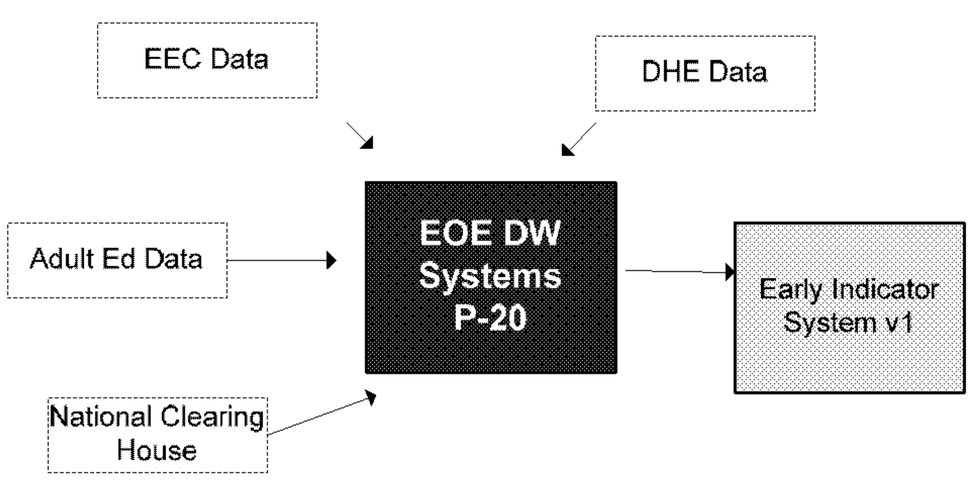
A5. Education Data Systems and Initiatives: The Future Beyond the 2009 SLDS



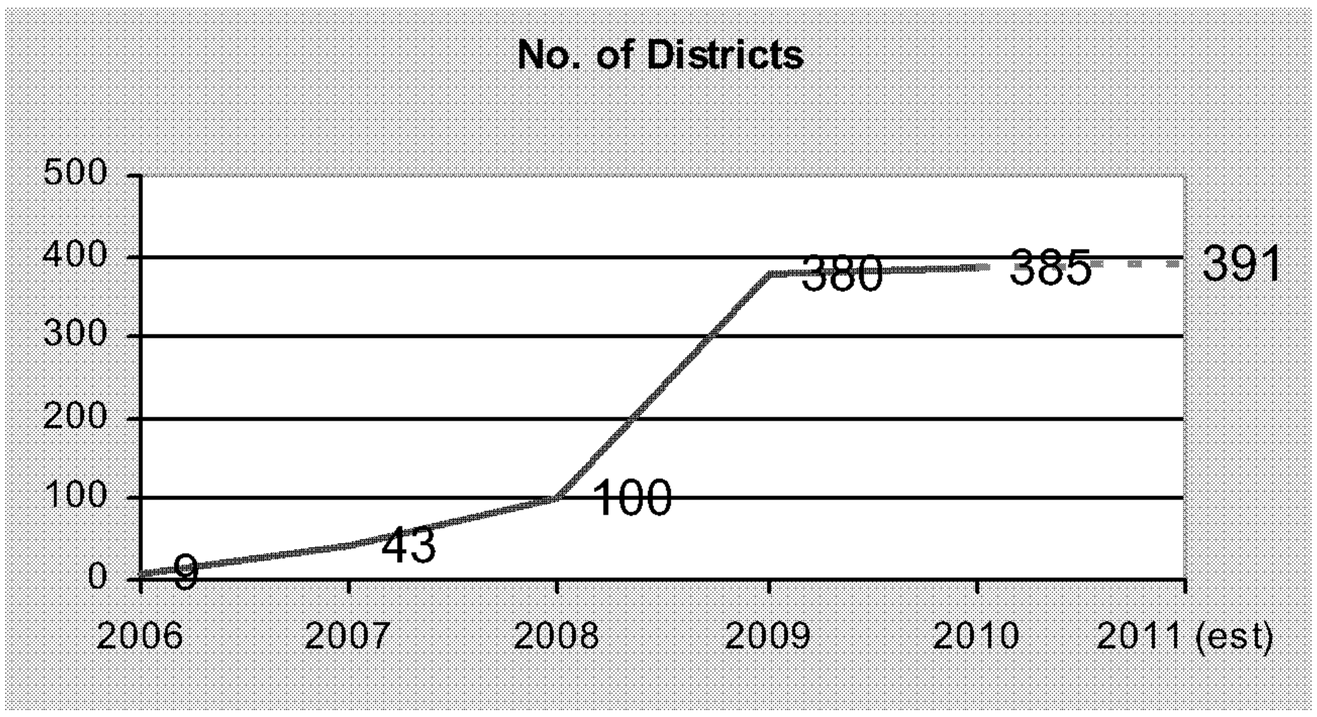
Outcomes in the SLDS proposal support the vision of building that Readiness Passport. Projects included in this proposal.

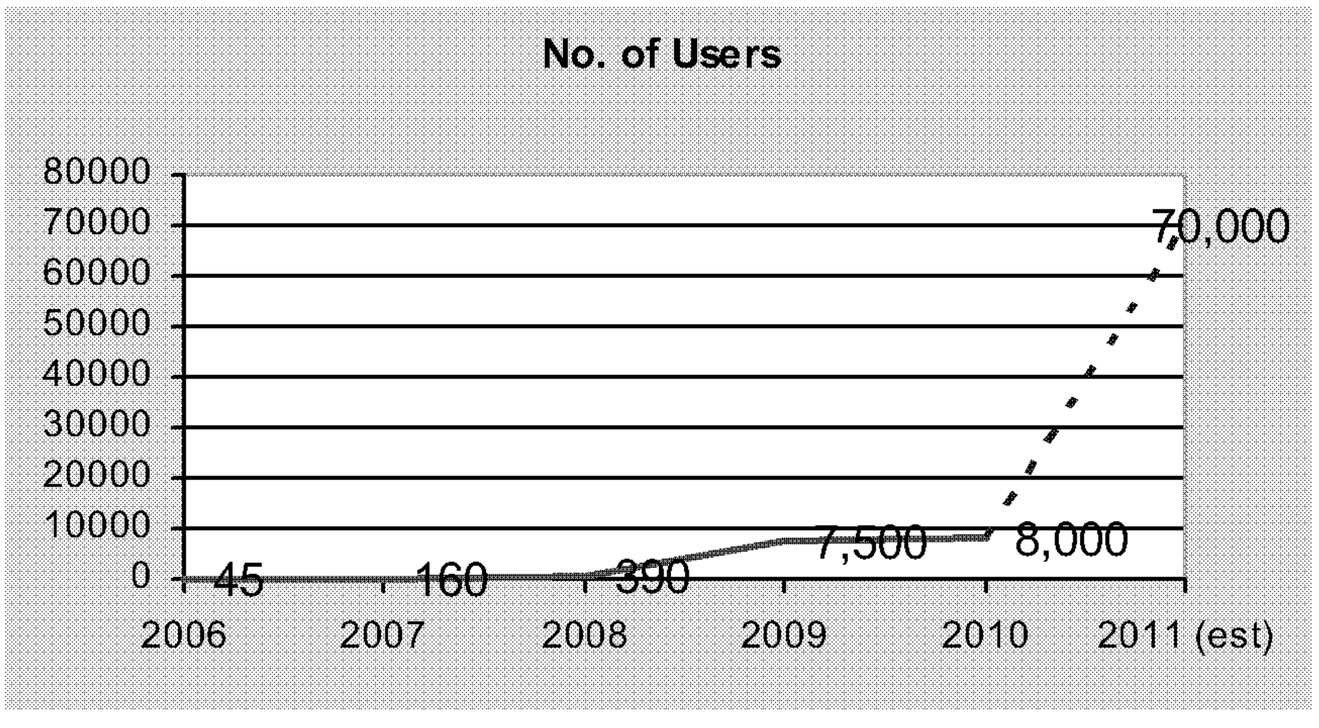
1. P-20 Data Warehouse
2. Early Indicator System
3. SIF Expansion

The systems developed would ensure data access that comply with FERPA requirements. Eventual goal is to use data in DW P-20 to support the Readiness Passport.



A6. ESE Education Data Warehouse Users – Demand Graph by Year





Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
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Appendix B - Resumes of Key Personnel

State-Funded Project Leads Resumes

The following resumes are for the Department of Elementary and Secondary Education (DESE), Department of Higher Education (DHE) and Department of Early Education and Care (DEEC), key personnel that will be assisting in the management and implementation of the project at state expense.

ALEXANDRA OBRAZTSOVA

SUMMARY Software Engineer/Oracle Professional with over 15 years extensive industry experience in comprehensive database development and administration: architecture, capacity planning, schema design, coding, stored procedures/triggers/views, documenting, installation, testing, implementation, tuning, user training. Proven and creative 'data' experience. Multiplatform (Win/UNIX experience). Strong SQL, hands-on UNIX shell scripting.

TOOLS: Oracle Enterprise Manager, Oracle Designer/2000, Oracle Developer/2000, Forms 6i, Reports 2.5, Cognos, QUEST Software: SQL Navigator, SQL Impact, SQL Lab, QDesigner, ERWin, BPWin, Power Builder, MS Visual Studio, MS Visual Basic, CVS, MS Visual SourceSafe, Actuate Reports, Crystal Reports, C, SQL, PL/SQL, Perl, Java, HTML, O/O Pascal, Delphi, FoxPro, Clarion, Clipper, Assembler, PL/1, NATURAL

DATABASES: ORACLE 10g, 9i, 8i, 7, 6, MS SQL Server 7.0, Access, D-Base family, Adabas.

PLATFORMS: SunOS, SCO Open Server, HPUX, AIX, Linux, Windows 2003, Windows NT, Windows 2000, MS-DOS, IBM 360/370, MVS/JCL.

EXPERIENCE:

04/09-Present Department of Higher Education, Boston, MA

Technical Project Leader/ Senior DBA

Maintaining and enhancing data warehouse system for Department of Higher Education.

- Designed snowflake schema.
- Developed ETL module for data verifications and loading.
- Created cubes and aggregated reports.
- Created bunch of discrepancy reports.
- Solved database performance problems.
- Optimized SQL statements and views.
- **Oracle 10g, Spotlight, TOAD, SQLLab Expert, Erwin, Windows XP; SQL, PL/SQL, Cognos 8.**

02/08-04/09 Department of Mental Retardation, Boston, MA

Technical Project Leader/ Sr. DBA

Maintaining and enhancing quality control system for services provided to mentally retarded consumers in MA.

- Creating procedures to load data from several 3-rd party applications and export data to ad-hook reporting systems.
- Developing Unit Testing, QA and Production release migration process.
- Implementing record level security utilizing Oracle Fine Grain Access Control.
- Analyzing database performance and creating analytical reports.

- Working closely with business analysts to fix bugs and develop new features for the existing system.
- Created backup and recovery strategy.
- **Oracle 10g, TOAD, SQLLab Expert, Erwin, Windows XP, SQLServer 2005, VSS.**

10/01-02/08 Deloitte Consulting, Boston, MA

Technical Project Leader/Database Architect/Sr. DBA

Projects Description*:*

Replaced legacy data warehouse system for storing information from colleges and university for the Massachusetts Board of Higher Education.

- Designed snowflake schema.
- Developed ETL module for data verifications and loading.
- Created cubes and aggregated reports.
- Created bunch of discrepancy reports.
- Solved database performance problems.
- Optimized SQL statements and views.
- Oracle 10g/9i, Spotlight, TOAD, SQLLab Expert, Erwin, Windows 2003/XP/2000. SQL, PL/SQL, Cognos 8/7.

Replaced legacy teacher certification system for the Massachusetts Department of Education. Designed and developing on-line web access system which allow users process different kind of applications (apply for the new and renewal teacher certificates, request waivers and duplicate certificates, apply to be program provider or program reviewer, etc).

- Analyzed technical and business requirements and created Business Process Model and Entity Relationship Diagram for the new system.
- Integrated third-party applications (i.e., scanning and imaging, AVR) to the new system.
- Developed module, which supports on-line payments, payment verifications, bounced payments and refunds.
- Developed conversion programs with restoring hide information from different sources.
- Designed and developed SQL Server application for continues data migration.
- Provided bunch of administrative screens and reports in the client-server mode.
- Created batch process monitor with the ability to combine Pl/Sql and Java processes.
- Provided standard DBA functions: installing and supporting several Oracle instances, created backup, recovery and security strategy, solving database performance problems, working with the developers to optimize SQL statements.

Oracle 9i, 8.i (8.1.5, 8.1.7), MS SQL Server 7.0, Oracle Enterprise Manager, Designer/2000, Developer/2000, WebLogic application server 5.1.0, UML, Java API for XML processing, Java Server Pages (JSP), Java Message Service, Enterprise JavaBeans, Microsoft IIS web server, TOAD, SQLLab Expert, Starteam, Windows NT/ 2000. SQL, PL/SQL, Java.

2/01-10/01 Thomson Financial Interactive, Cambridge, MA

Sr. Database Administrator/Developer

Created, monitored and managed Oracle 7 & 8 production 24x7 databases and other Oracle products in complex environment: SUN Solaris/ /Linux/ /NT operating systems.

- Installed Oracle and related software on all supported platforms and performed software upgrades. User/Role/Grants administration.
- Developed database hot and cold backup and recovery procedures for mission critical 24/7 production and QA/Development databases.
- Performed the database performance tuning for handling huge amounts of data.
- Logical and physical design, I/O balancing.
- Performed Export/Import operations for QA/Development database cloning.
- Created Unix system shell scripts for performing database-related procedures like batch jobs, Cron jobs, auto startup, etc.
- Advised and trained development teams on best practices related to Oracle products.
- **Oracle 9i, 8.i (8.1.5, 8.1.7), Oracle Enterprise Manager, Designer/2000, SQL Navigator, TOAD, SQLLab Expert, QDesigner, CVS, Sun Solaris, Linux, Windows NT/ 2000. SQL, PL/SQL, Perl.**

EDUCATION:

1989 Moscow University of Economics and Statistics
M.S. in Applied Mathematics

ANNE MARIE SERINO

SUMMARY OF QUALIFICATIONS

- 30 years experience in education: teaching, counseling, administration, and program design.
- Expertise in fiscal management, policy development, grant writing, and fund development.
- Ability to work effectively and enthusiastically with adult learners, staff and external partners.
- Skilled at creating and implementing special programs in collaboration with employers, the public schools, and community agencies.
- Experienced at planning and presenting training workshops.
- Exceptional communication and interpersonal skills including public speaking.

EMPLOYMENT HISTORY

Massachusetts Department of Elementary and Secondary Education, Malden, MA

Adult and Community Learning Services

Administrator/State Director ***March 2005 - Present***

Assistant Administrator ***Sept. 2002 – March 2005***

Policy and System Development
Develop policies and procedures for programs and staff to ensure that the overall policy framework for the ABE system is effectively implemented.
Supervising and Leading
Supervise the ACLS Team Leaders, who in turn, supervise the ABE Program Specialists.
Supervise the Assessment Program Developer, the SABES Liaison and the Family Literacy Coordinator.
Interagency Coordination
Negotiate and facilitate coordinated policy development and joint program implementation with several state agencies, particularly with respect to workforce development, family literacy and civic education.
Fiscal Management
Develop and provide oversight of the unit's spending plans.
Oversee the issuance of Requests for Proposals.
Public Relations
Represent ACLS in a wide variety of public venues.

Operation Bootstrap, Inc., Lynn, MA

Director **1986-2002**
Instructor/Counselor **1979-1986**

Leadership and Employee Relations

- Establish and foster an atmosphere of cooperation, collaboration, and mutual support.
- Responsible for hiring, training and providing ongoing supervision and support for staff.
- Responsible for staff develop and evaluation.
- Plan regular staff meetings and retreats.
- Meet regularly with the Board of Directors and Student Council to provide leadership for program planning and evaluation.

Administration and Fiscal Management

- 16 years experience as Director of a community based adult learning center serving 500 students yearly.
- Manage $1,000,000 budget including cash flow, tracking, budget amendments and overseeing record keeping.
- Prepare fiscal documentation for grants, negotiate contracts, and track grant requirements and outcomes.
- Arrange annual CPA audit, and assure that federal and state reports are filed in a timely manner.
- Maintain diversified funding base.

Public Relations and Community Partnerships

- Promote the agency's positive image through the promotion of community events, public speaking, and media outreach.
- Identify community needs and design programs accordingly, including workplace education and family literacy.
- Establish and maintain contact with federal, state and local officials.
- Collaborate with a variety of public and private sector partners to enhance and expand adult basic education services.
- Coordinate citywide community planning.

ADDITIONAL ADULT BASIC EDUCATION EXPERINCE

Policy Development

- Member - Department of Education Performance Standards Task Force, 1998-1999.
- Member - Department of Education Family Literacy Indicators of Program Quality Team, 2000.
- Member - Department of Education Performance Accountability Working Group, 2001.

Training/Facilitation

- Northeast SABES Master Trainer in the SABES Integrated Program and Staff Development Process, 1994-Present.
- Trainer in the Department of Education Rate Based System, 1999 - 2002
- Presenter for the following workshops:
- Integrating Health into ABE Programs

- Community Planning
- Curriculum Frameworks
- Program Planning
- Building Capacity through the Integration of Specialized Instructional Services in an
- ABE Learning Center
- Staff Development and Evaluation Models
- Performance Standards in ABE

MEMBERSHIP AND AWARDS

- President, Massachusetts Coalition of Adult Education, 2001
- Board Member, Massachusetts Alliance of Adult Learners, 2000-2002
- MCAE Administrator of the year, 1999

ROBERT "BOB" BICKERTON

PROFESSIONAL EXPERIENCE:

Massachusetts Department of Education, Malden 2/88 – present

Sr. Associate Commissioner of Education
Center for Lifelong Learning, Assessment, Educator Quality & Technology

Provide statewide strategic and policy leadership for:

- Adult & Community Learning Services
- Student Assessment,
- Educator Preparation, Quality and Licensure
- Information Services & Technology.

These offices manage a combined $135 million, including high stakes and formative student assessments, the approval of 1,000 educator preparation programs in 70 Massachusetts colleges and universities, the licensure and license renewal of over 80,000 preK-12 and adult education teachers, all department information and instructional technologies, data collections and analysis (including development and implementation of an enterprise wide education data warehouse) and over 200 adult learning centers, family literacy, transitions to higher education, and workplace education programs.

Director, Adult & Community Learning Services

First director of this office, established in 1988 by the Board of Education to meet its priority for more effective and expanded adult basic education services. Starting with $7 million in total state and federal funding and a "patchwork quilt" of services, this office has made extraordinary progress restructuring and building a fully integrated ABE service delivery system of more than 200 adult literacy, adult secondary, English for speakers of other languages, family literacy, workplace education, transitions to higher education and distance learning programs staffed by over 2,500 adult educators and supported with $43 million in total resources. Key characteristics of the system we have developed include standards based design, content and performance criteria, fully WEB/Internet based assessment, data and program management systems, a very successful/ entrepreneurial approach to fund raising and program development, and increased policy integration with several other state agencies. Initiated, supported and/or led several interagency initiatives including the "Massachusetts Family Literacy Consortium" (memoranda of agreements across 14 state education, employment & training, health & human service agencies), served on the executive committee of the MA Workforce Investment Board, helped craft our state's WIA Unified Plan, and brought all major pK-12 education associations together to forge common ground in pursuit of higher levels of educator effectiveness.

City of Boston Transportation Department, Boston 2/86 - 1/88

Deputy Commissioner

Responsible for overall management of three divisions within the Transportation Department: Traffic Management & Engineering, Operations and Enforcement, which together comprise over 85% of the BTD's 518 employees. I also played an integral role in planning for, securing required personnel and fiscal resources (+55%), and negotiating

contracts to implement a number of innovative programs. My role required extensive coordination with other City and State agencies, the Mayor and City Council, formulating policy and development of implementation plans.

ADULT EDUCATION TEACHING, DIRECTING,COMMUNITY LEADERSHIP:

Jamaica Plain Community Schools, City of Boston 10/84 - 2/86

Regional Director in this racially/ethnically/linguistically diverse community

Quincy School Community Council, Inc., Boston C.B.O. 9/81 - 10/84

Executive Director in a changing Boston Chinatown neighborhood

Community Learning Center, Cambridge P.S. & City of Cambridge 9/74 - 8/81

Administrator/ABE Math Teacher

Boston State College, Flexible Admissions Program, Boston 12/74 - 6/76

Math Coordinator/Teacher

Education Warehouse, Cambridge C.B.O. 10/72 - 8/74

ABE Volunteers Supervisor & Trainer

College of Public & Community Service, Univ. of Mass., Boston 2/74 - 8/74

Curriculum Developer and Math Instructor

Tutoring Plus, Inc., Cambridge C.B.O. 12/70 - 6/72

Youth Activities Coordinator & Tutor

EDUCATION & CERTIFICATION:

Antioch University/Cambridge College, Cambridge, MA	M.Ed	8/78
Massachusetts Institute of Technology, Cambridge, MA	Architecture	6/73
MA Teachers Certification in Secondary Math	#0231745	9/78

APPOINTMENTS:

Commissioner, National Commission on Adult Literacy	6/06 – 6/08
National Council of State Directors of Adult Education, and National Adult Education Professional Development Consortium, President, Executive Committee, and	11/91 – 6/06
National Legislative Chair (represented field in negotiations with Congress)	11/93 - 10/97
Jamaica Plain Community Programs, member, Governing Board	9/86 - 2/88
Jamaica Plain Neighborhood Council, by appointment of Mayor Flynn	10/85 - 2/86
Massachusetts Committee on Adult Education, Co-Chair	6/82 - 6/85
Coalition For Cambridge, by appointment of Mayor Frances Duehay	12/80 - 8/81
Forest Hill Neighbors, a Jamaica Plain, Boston Neighborhood Association	2/80 - 11/81
KLH Child Development Center, member, Board of Directors	3/75 - 4/76

BRIAN J. DEVINE

PROFESSIONAL EXPERIENCE

MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION, Malden, MA ***1997-Present***

Administrator, Office of Educator Licensure & Proprietary Schools (May 2004-Present) –
Responsible for the oversight of an office that licenses all academic, vocational and adult basic education personnel in the Commonwealth. Also responsible for the licensing of over 200 business and trade career schools. Manage over 30 staff members and an estimated yearly budget of $1.75 Million and responsible for the annual collection of an estimated $2 Million in revenue. The office conducts an estimated 50,000 evaluations per year resulting in about 18,000 licenses issued, in addition the unit's call center receives over 50,000 per year.

Educator Licensure & Recertification (March 2002-May 2004) –
Worked hand in hand with the acting Director's of Educator Licensure to implement a new on-line computer system and assist to rectify a nine-month backlog of applications. In December of 2002 took full responsibility for the license renewal process, e-payments, and support functions in the office (customer service, scanning, etc.). Directly responsible for the supervision of 12 state employees and four temporary employees.

Legislative Liaison (July 1999 – March 2002) –
Provided assistance to Legislators and their staff requesting information about the Department. Requests varied from issues regarding school building assistance, special education, early learning, federal grants, budget and certification issues. Maintained positive relations with members of state government and assisted in the licensing of Private Proprietary Schools.

Certification Consultant (Feb. 1997 – July 1999) –
Responded to inquiries from educators and prospective educators regarding requirements for teacher certification, recertification or any aspect of the certification office. Member of the Recertification Team responsible for the processing of over 80,000 applications. Assisted in the training of new employees.

PA SPORTSTICKER, Bristol, CT ***2001- March 2009***

Writer/Customer Service –
Provide game coverage to Boston sports events [Red Sox, Celtics, Bruins, Revolution, and Boston College]. Duties include supplying in-game updates, writing game recap, conducting post-game interviews, transmitting quotes into game story and writing game notes. Wrote game recaps for minor league baseball, hockey, arena football and women's college basketball. Provided customer service to teams and entered game updates to send out over the wire and internet.

VIDEOMANIA, Malden, MA ***1994-1997***

Manager-
Was fully responsible for total store operations including management, scheduling, training, hiring/firing, purchasing, supplier negotiations, inventory management, payroll, advertising and promotional activities.

EDUCATION

FRAMINGHAM STATE COLLEGE, Framingham, MA

Master's Degree in Public Administration

SALEM STATE COLLEGE, Salem, MA

Bachelor of Arts in History [Professional Teaching License in History & Social Studies 5-9, 9-12]

EDUCATION POLICY FELLOWSHIP PROGRAM (EPFP), Northeastern University/Institute for Educational Leadership (IEL)

A 10-month program focusing on leadership in education/human services and public policy at the local, state and national level.

PROFESSIONAL AFFILIATIONS

NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION & CERTIFICATION (NASDTEC) ***2004-Present***

June, 2008 Elected to Executive Board

OTHER EXPERIENCE

ST.FRANCIS OF ASSISSI CHURCH, Medford, MA ***1984-Present***

Basketball League-
Began coaching in 1984, from 1990-1994 served as the league chairman for the boys' league implementing team sponsors and a season ending banquet. In 1993 managed the Archdioceses of Boston CYO Tournament. Since 2002 have served as league chairman of the girls (K-8) league consisting of three divisions and over 140 participants. In 2008 developed a $500 scholarship as part of the program.

MEDFORD HIGH SCHOOL, Medford, MA ***1993-1997***

Coach-
Head coach for the Boys Freshman Basketball team, and an assistant to the Boys Varsity team.

CARRIE L. CONAWAY

WORK EXPERIENCE

Massachusetts Department of Elementary and Secondary Education, 2007 to present

Director of Planning, Research, and Evaluation

- Direct a unit providing research, analysis, and planning support to the state K–12 education agency.
- Develop a policy research agenda linked to the Department's strategic priorities: educator development, curriculum and instruction, accountability redesign, and supports for students and families.
- Manage a team of analysts who write policy briefs, memoranda, and reports; analyze data to evaluate program effectiveness; advise on research and evaluation projects and on survey design; and review Department reports. Projects assigned to the group include:
- Developing a public website displaying trends in district and school performance, as a means of district self-assessment and the first step in the state's new school accountability system.
- Leading a cross-agency team to pilot-test and implement a growth model: a new way of measuring individual student progress over time on the statewide MCAS tests.
- Developing a public, searchable database of all teacher union contracts statewide.
- Analyzing the disproportionate representation of minority students in special education.
- Writing and managing a $2.9 million federal research grant to support a rigorous four-year evaluation of the state Expanded Learning Time initiative.
- Managing a Harvard-based research team that evaluated the academic impact of charter and pilot schools in the city of Boston.
- Work with senior staff to strengthen and update the Department's strategic plan. Produce analysis on progress toward the agency's vision, mission, and goals.

New England Public Policy Center Federal Reserve Bank of Boston, 2004 to 2007

Deputy Director

- Proposed, developed, and served as second-in-command of a policy analysis research group whose mission was to increase policymakers' access to high-quality, timely, objective information on the economic and policy issues that affect New England.
- Developed a communication and research strategy to maximize the impact of the Center's work based on input from legislators, policy researchers, and thought leaders throughout New England.
- Conducted analyses of policy issues, led teams of research assistants, and produced reports and presentations for general and technical audiences.
- Handled most day-to-day aspects of Center operations. Managed the Center's publication series and produced conferences and special events.

Federal Reserve Bank of Boston, 2001 to 2004

Associate Editor, Regional Review

- Researched and wrote feature-length analytical articles and edited two regular columns for a quarterly economics magazine aimed at New England's business leaders and decision-makers.

- Hired and supervised research assistants and college interns.

Case Western Reserve University, University of Minnesota, Minnesota Department of Economic Security, Kennedy School of Government, and Harvard University, 1994 to 2001

Research Analyst

- Held progressively responsible analyst positions after college and during graduate school.
- Designed research studies, managed data collection, analyzed data, and wrote research reports and articles for general and technical audiences.

OTHER CONTRIBUTIONS AND RECOGNITION

- Serve on research advisory committees for the Massachusetts Department of Elementary and Secondary Education, the Department of Higher Education, The Education Resources Institute, and the Lincoln Institute of Land Policy.
- Created an interdepartmental task force to increase the number of minority applicants to economics research positions at the Federal Reserve Bank of Boston. Served on the Bank's Diversity Committee.
- Selected for the Federal Reserve Bank of Boston's leadership development program. Received the Bank's top staff award three out of five years.

SELECTED PUBLICATIONS

Massachusetts Department of Elementary and Secondary Education

- **Preliminary Report on Current Fiscal Conditions in Massachusetts Public Schools. January 2008.**
- **Supply and Demand of STEM Workers in Massachusetts. October 2007.**

New England Public Policy Center, Federal Reserve Bank of Boston

- **Ensuring Adequate Electrical Capacity for New England. Policy Brief 06-2, July 2006.**
- **Population Growth and Migration in New England. Preliminary memo, June 2006.**
- **The Challenge of Energy Policy in New England. Research Report 06-2, April 2006 and Working Paper 05-2, December 2005.**

Regional Review, Federal Reserve Bank of Boston

- **Paying the price: How family choices affect career outcomes, Q1 2005.**
- **Where does the time go? The division of household labor, Q1 2005.**
- **Objects of desire: Creating legacies, one collection at a time, Q4 2003/Q1 2004.**
- **Accidents will happen. So what improves workplace safety? Q3 2003.**
- **The pros and cons of pharmaceutical patents, Q1 2003.**
- **Doing well by doing time? Q4 2002.**
- **Preserving our past: Who should bear the cost of history? Q2 2002.**
- **Virtual university: Is online learning changing higher education? Q1 2002.**
- **The past, present, and future of the registered nurse workforce, Q3 2001.**

Other publications

- **College Readiness: Massachusetts Compiles the Data. Communities and Banking, Spring 2009.**
- **From Uncertainty to Optimism: Minnesota's Rural Workforce in the 1990s. Minnesota Economic Trends, December 1998.**
- **Women in the Workforce Factsheet. Minnesota Economic Trends, July 1998.**

EDUCATION

M.A. in sociology and social policy, Harvard University, 2001.

M.A. in public affairs with concentrations in policy analysis and labor policy, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, 1998.

B.A. in sociology (with high honors), Oberlin College, 1994.

CYNTHIA A. ELMS

SUMMARY

Information Technology professional with 15+ years of experience and demonstrated expertise and success in database design, integration, conversion and administration. Excellent communication skills among diverse groups with proven ability to develop accurate project timelines.

TECHNICAL SKILLS

Database: Microsoft SQL Server 2000/2005, Sybase, Oracle 9i & 10G, DB2, MSAccess, Hyperion Essbase

Software: Erwin, SQL, Informatica, DTS, XML, Control-M, Perforce, Visual Source Safe, Designer 2000, DBArtisan, ADO.Net, SAS, Business Objects XI, Analysis Server, Quest Performance Analysis, Spotlight Microsoft Project, Microsoft PowerPoint

PROFESSIONAL EXPERIENCE

ESE – Education Data Warehouse ***2/2009 – Current***

Project Manager, Education Data Warehouse

Lahey Clinic ***6/2008-1/2009***

SQL Consultant/Architect

- Developed and executed proposal to improve performance for Patient Database which included Documentum and Java web applications.
- Developed mappings from IDX, Meditech and Peoplesoft systems to define ETL processing for first phase of Data Warehouse.
- Designed and developed SQL procedures to process patient records.

First Marblehead Educational Resources ***5/2003-2/2008***

A provider of securitization services for private student loans programs.

Director, Enterprise Data Warehouse and BI (2005-2008)

- Designed and implemented Data Warehouse, ETL, Database and BI, for Capital Markets which enabled them to match loans originated at First Marblehead against loans serviced by outside companies. This gave the organization the ability to move bond offerings to the marketplace in a shorter time frame, increasing time to market and revenue which in turn doubled company's stock price.
- Designed and implemented profitability costing solution for First Marblehead's Finance organization giving the business the ability to analyze profitability within each lender program by measuring costs and revenue, resulting in a 50% cost reduction in loan origination.
- Defined data standards and data governance for First Marblehead allowing each organization to contribute during weekly meetings. Each organization had a forum to share priorities.

- Designed and implemented Fraud Data Mart. This solution allowed 30 users to more efficiently investigate criminal activity when students applied for loans, cutting by 70% the number of fraudulent loans.

Manager Database Development & Administration (2004-2005)

- Automated operational processing, maintenance, design and tuning within the databases at First Marblehead, cutting costs and allowing smooth operational processing.
- Recruited and mentored database staff which allowed First Marblehead to move ahead with COTS application implementation which included Fair Isaac Capstone, Documentum and Oracle ERP Financials. These applications were critical to the high volume of loans that were processed during peak activity.
- Key participant in the design of operational systems, promissory note processing, credit decision processing, truth in lending letters, ELM and Guarantor processing. Increased efficiency in processing which allowed for quicker response to lenders and students.

Sr. Database Programmer (2003-2004)

- Planned and upgraded all database servers, including code changes as required.
- Automated credit reporting feeds to lenders through stored procedures giving lenders the ability to reexamine their lending guidelines.
- Participated in Project Management forums, representing DBA team, establishing criteria for database processing

EMC ***1999-2002***

A global leader for hardware, software and services.

Data Architect

- Logical and physical database design of SQL and Oracle databases.
- Tuned database and queries utilizing SQL utilities and explain plans.
- Developed standards for processing requirements to build database systems.
- Analyzed and designed dimensions for STAR schema
- Consultant to Data Warehouse group to create PL/SQL procedures.
- Worked with Finance, Sales Operations, Manufacturing, HR users and application developers in support of mission critical production databases. Designed and created a financial/inventory system eliminating the need to manually track inventories and forecasts throughout the company.

PRIOR TO 1999

GEAC Computer Systems, Sr. DBA, 1998-99; **Scudder Kemper Investments,** Sr. DBA, 1997-1998; **State Street Research,** DBA/Developer 1995-1997; **Digital Equipment,** Software Consultant, 1987-1995

EDUCATION

BA, Framingham State College, Economics, Concentration Computer Science

DANIEL BOYLE

Daniel Boyle has over 12 years of experience in database administration in a production and development environment and over 3 years of server administration.

TECHNICAL SKILLS

Databases Oracle 10g/9i/8i/7, Microsoft SQL Server, Sybase, Informix
Operating Systems. Sun Solaris, HP, Windows NT, XP, Linux
Applications: Business object's Data Architect, Data Insight, Data Integrator ETL,SAP, Siebel , Oracle Financials, Peoplesoft, Enterprise manager, Sapdba, brbackup, brarchive, SQL Loader, import/export, tkprof , utlestat/utlbstat, statspack, rman, replication, DB Artisan, Erwin, , Microsoft IIS , Microsoft office, Legato, Veritas netbackup and cluster server, Checkfree, Eastman Workflow , AutoCAD, Softdesk, Lotus Notes, Control M, Brio, Visio ,Crystal Reports, Crystal Enterprise server
Languages PL/SQL, Transact SQL, SQL, Shell programming, Perl, HTML,javascript, C
Hardware Compaq servers, HP servers, Dell servers, Sun servers, EMC storage, optical juke boxes, CD juke boxers, switches, hubs, isdn modems, isdn routers, DLT tape drives, RAID, raw devices, CD burners.

EXPERIENCE

Supervisor of database administration and development, ESE 4/08-present.

Responsible for managing a group of database administrators and developers who support existing applications and participate in developing new applications.

Project Manager/DBA, Massachusetts Teachers' Retirement System 9/03-4/08

- Project manager of data quality initiative which involved the profiling and cleansing of data in preparation for the migration of a legacy system to a new line of business. Developed project plan including scope, cost, schedule, resources, risk, procurement and communication plan. Managed deliverables, personal and kept project on time and on budget.
- Appointed member of the PMO to help develop the RFP for the NLOB and evaluate responses.
- Served on the project steering committee for go forward recommendations on new technical initiatives
- Conducted use-case analysis and design for projects.
- Developed a retirement tracking application, enrollment application and creditable service billing application, which included a web facing j2ee front-end client and web based back office client developed with Oracle Application Express. Projects included Database Design, logical and physical. Integration of Oracle with a legacy application using oracle heterogeneous gateway. Also involved integration of Microsoft Active Directory for authentication and authorization. Automated correspondence generation through the integration of crystal enterprise server.
- Performed data cleansing, conversion and consolidation of access databases and spreadsheets to oracle.

- Conducted an in depth analysis of a custom developed pension application data model and persistent data layer, and alerted executive staff to serious design issues which resulted in early termination of project.
- Evaluation of hosting vendors and options for MTRS's new pension application
- Installed, configured, and managed Oracle 10g, Web logic, Sun one LDAP server, Apache, Tomcat and applied patches and upgrades.

Team Lead/ DBA, Level3 (formerly Genuity, formerly GTE internetworking) 10/ 99- 9/03

- Responsible for 7X24 support of enterprise database systems which consist of 38 Oracle production instances and over 100 development instances running on Sun Solaris and Windows NT with EMC storage and Veritas cluster server, ranging in size from 2 to 350 GB.
- Provided backup support for Microsoft SQL server, Informix, Sybase and Teradata databases.
- Provide production database support for applications including SAP, Siebel, Vantive, and Oracle financials
- Tasks include software installations, software upgrades, applying patches, performance tuning, space management, backup and recovery, resolving database errors and failures, managing system access, auditing activities and resource utilization, database refreshes, creating scripts, and generating database objects.
- Projects included assisting developers and consultants in the construction of 2 Oracle 8.1.6 data marts using partitioning, materialized views and parallel query.

DBA, Fidelity Investments –Institutional Brokerage Group 5/99-10/99

- Maintained custom sales compensation database on Oracle and generated reports.
- Created physical design, migrated data, and assisted in development of a trade errors database in Oracle
- Maintained Sybase warehouse and assisted in the migration from NT to Unix
- Created procedures, triggers, and Unix shell scripts for database purposes.
- Maintained and upgraded Checkfree application database on Microsoft SQL server.
- Disaster recovery planning

DBA /NT Administrator, Beth Israel Deaconess Hospital 7/98-5/99

- Responsibilities included troubleshooting, performing backup and recovery, tuning of Oracle and Microsoft SQL Sever databases as well as system configuration and disk storage management.
- Tasks included initial software installations, installing software upgrades, resolving database errors and failures, managing system access, auditing activities and resource utilization, creating scripts, and generating database objects in a Unix/NT environment.
- Projects included migrating a warehouse from Sybase to Oracle and redesigning logical/physical design of an Oracle warehouse.
- Installed NT servers, setup backups, responsible for daily maintenance, tuning and capacity planning.

DBA /NT Administrator, Thomson Financial Services 95-7/98

- Installed and administered Oracle and Microsoft SQL Server in a Unix/NT environment.
- Projects included creating databases, upgrading databases and migrating an existing Oracle database on Windows NT to a new server and upgrading the database.
- Research and prototyping for web based documents format and conversions.
- Migrated VAX terminal based production environment to an NT/Eastman software workflow environment.
- Deployed 22 NT servers and migrated users to NT workstations.
- Installed 2 high performance scanning workstations running ascent capture software.
- Setup 7 Microsoft SQL server databases and generated objects.
- Responsible for disaster recovery and capacity planning
- Administered Lotus Notes mail servers.

Engineer, Green International 1994-1995

LAN administration and Highway design.

Engineer, Youngquist James & Associates 1992-1994

Civil/Site design.

EDUCATION

University of Massachusetts at Lowell

BS in Civil Engineering

Oracle Corporation

- Oracle database administration 10g
- Oracle backup and recovery
- Oracle performance tuning
- Oracle Real Application Cluster 10g

Veritas Corporation

Veritas cluster server

Informix Corporation

Informix database administration

Thomson University

- C++ programming
- Microsoft NT Administration

New Horizons

Microsoft SQL Sever Administration

DAVID A. LEBLANC

PROFESSIONAL EXPERIENCE:

Massachusetts Department of Elementary & Secondary Education, Malden, MA

Auditor IV, 1999 - Present

Manages and coordinate all financial audit and compliance functions for state and federal grant programs. Directs and manages the reviews of conducted field audits of all of the Local Education Agencies (LEA) of the Commonwealth by members of the Audit and Compliance Unit. Created and established individual audit plans and work papers for each of these reviews. This process is designed to ensure the entity's compliance with Generally Accepted Accounting Principles and Federal and State grant requirements. Created the review process for the audits of Massachusetts school district's "End of Year" reporting process. Manages the independent audit functions within the department's programs and coordinates reviews for the agreed upon procedures of programs managed by individual department clusters. Supervises and performs internal, limited reviews of fiscal and compliance issues as requested by Senior Management of the Department. Evaluates and updates the overall Risk Assessment, Fraud Checklists and Internal Control Plans for the department to ensure that all services and functions are provided in an efficient, lawful and cost-effective manner. Assists in promulgating internal controls for special programs when established.

Salem StateCollege

Staff Associate - Financial Analyst 1996 - 1999

Supervisor of Financial Management Unit in the Office of Fiscal Affairs. Responsible for College's financial reporting, internal and external budget preparation, grant reporting and cash management. Performed monthly closing and reconciliation of college's funds. Performed evaluation and recommended changes in the college's internal control plan. Taught internal training classes on budgetary changes and report analysis.

Commonwealth of Massachusetts Office of the Comptroller, Boston, MA

Auditor IV 1992 - 1996

Supervising Auditor in the Quality Assurance Unit. Direct liaison with the Independent Certified Public Accounting firm selected to perform the annual Statewide Single Audit along with the various federal and state departments involved in the audit. Reviewed and analyzed department's audit findings and reported to the federal government on any progress made by departments in regards to their corrective action plans. Planed, organized and performed audits, follow-up reviews and internal control reviews at a variety of departments within the Commonwealth. Assisted the Financial Reporting Unit in the analysis and compilation of information reported by departments in their GAAP reporting packages. Taught various financial, public administration and computer training seminars.

Senior Accountant, 1990 - 1992
Supervised and coordinated activities for the preparation of the Massachusetts Comprehensive Annual Financial Report on a basis conforming to Generally Accepted Accounting Principals. Prepared and analyzed budget to actual statements on a statewide and individual fund basis. Prepared combined and combining Balance Sheets and Statements of Changes in Revenue and Expenditures according to principles of fund accounting. Designed and prepared computerized budgetary control, cost analysis and other financial and management reports.

EDUCATION:

BS Business Administration
Major: Accounting
Completed Graduate Courses in Accounting

AFFILIATIONS:

Certified Governmental Financial Manager

Certified Fraud Specialist

Association of Government Accountants

HASSIBA AIBOUT

OBJECTIVE:
Be able to apply my increasing skills and expertise on a more challenging position and make a higher contribution to the ESE with better achievements.

EXPERIENCE:

Massachusetts Department of Elementary and Secondary Education, Malden, Massachusetts, 01/2006- present

Supervisor of Data Quality (Sr. Systems Analyst/Programmer), Data Collection Processing & Reporting

- Supervise the data quality staff to assure their work is completed accurately and in a timely manner.
- Develop and design systems and technical programs to analyze, review and identify data inaccuracies.
- Test systems and programs by preparing test data, reviewing input and output data for validity and accuracy.
- Identify causes of systems failure and make appropriate recommendations.
- Develop and maintain automated communications system for the Student Management System.
- Collaborate with IT programmers and database team to analyze, develop and maintain online automated data collection processes and provide them with information to meet data collection business needs.
- Develop programs, codes and queries to analyze effectiveness of current processes, databases and systems.
- Verify all collected data adheres to the agency business rules and user needs by implementing data validation systems and writing detailed programming code.
- Apply statistical methods to raw data, interpret results and make recommendations.

Management Analyst II, Data Collection Processing & Reporting

- Design and develop systems and technical programs to analyze, review and identify data inaccuracies.
- Test systems and programs by preparing test data, review input and output data for validity, identify causes of system failure and make appropriate recommendations.
- Automate communications to districts and data collection staff to document responses and actions taken.
- Supervise the dissemination and documentation of edit report communications to districts and schools and maintain processes and systems to promote the accuracy, timeliness, and efficiency of DOE data collections.
- Direct interaction with IT. Programmers and database administrators to analyze, develop and maintain online automated data collection processes. Provide them with additional information to meet data collection business needs and coordinate information from multiple systems.

- Develop programs, codes and queries to generate various reports for data collection staff. Analyze effectiveness of current processes, databases and systems. Improve them, modify them or create new systems to accommodate user needs.
- Review final data files with a strong attention to details produced from data collections and check final reports for final publication.
- Implement data checking systems and write detailed programming codes using applicable computer language.
- Apply statistical methods to raw data, interpret results and make recommendations.

Kvaerner Process, New Jersey, 02/2001- 11/2002

Associate Project control

- Maintain progress and performance measurement system by collecting data and coordinating information from multiple systems and sources.
- Develop and maintain Access databases and excel spreadsheets to store data and perform analysis to generate multiple reports.
- Interpret and incorporate all project-approved changes in the earned value system database.
- Update, plan and forecast project schedules, analyze it and incorporate it to the system.
- Work closely with the project management team to finalize the monthly report.

Cambridge Savings Bank, Cambridge, Massachusetts, 10/1997 - 01/2001

Business web bank/ Wire transfer specialist- Electronic banking department

- Perform a variety of complex duties related to electronic banking.
- Interface with management team in identifying, reporting and resolving customer's requests.
- Handle web-banking activities and administrative work.
- Implement software (Encore, Bisys, Intracheck and Hybrid) for processing banking transactions.

Sales Representative

Souper Salad, Boston, Massachusetts, 06/1996-03/1997

- Perform quality customer service and provide answers to their requests.
- Balance daily transactions and record the sales figures.
- Train and supervise new staff members.
- Operate cash registers and resolve any related problems.

COMPUTER SKILLS:

Software Systems:

- Operating Systems: Windows 98, 2000, XP, DOS, OS/400, Unix and Windows NT.
- Languages: proficient in C, C++, Pascal, Assembly Language, SQL, PL SQL, Oracle, Foxpro, Visual Basic, HTML and SPSS
- Application Software: MS Office 2003, MS Office 2000, Oracle, SPSS, Remedy, Toad, C4DQ, SQL Analyzer and Enterprise Manager,

Hardware Systems:
IBM PC and Compatibles, AS/400.

EDUCATION:

Database Programming, Spring 2005
Refresher course taken at Bunker Hill Community College: "Database Programming-Oracle". This involved extensive programming and writing codes using SQL/ PL SQL and managing databases.

Bachelor of Sciences in Electrical Engineering, 09/1990- 09/1995
University of Sciences and Technology (U.S.T.H.B), Algiers, Algeria.
Thesis Title: " Development of Software Application on Fractal Analysis and application on Urban Morphology"
Courses include:

- Database Management Systems, Embedded Systems and Control Systems.
- Real-Time Programming, Signal and Image Processing and Graphic C routines.
- Electricity, Magnetism and Computer Networks.
- Micro, Macro- economics and Finance.

ADDITIONAL INFORMATION:

- Fluent in French.
- Strong work ethics, dependable, flexible, detail-oriented and willing to learn.

HELENE BETTENCOURT

To secure a position that will challenge me to expand my management skills and apply my knowledge of the field of education.

2007 – present ***Massachusetts Department of Elementary and Secondary Education Malden, MA***

Director of Data Collection
Manage the agency's Data Collection Office

- Oversee and manage the personnel, systems and activities required for the collection of information to meet the policy analysis & development, program planning, evaluation, fund allocation, and mandated reporting functions for federal and state programs

Provide leadership in defining agency data collection needs.

2000- 2007 ***Massachusetts Department of Education Malden, MA***

Data Collection Supervisor
Supervise the agency's Data Collection Office

- Develop data collection instruments and prepare business rules
- Coordinate with other agency staff to ensure agency informational needs are met
- Supervise the implementation of technical assistance to schools and districts

1995–2000 ***Massachusetts Department of Education Malden, MA***

Data Collection Support Staff
Process, and edit educational reports and surveys.

- Provide technical assistance to school districts staff ensuring that the information is reported accurately
- Respond to all data requests from DOE staff, legislature, federal offices, and general public

1993–1994 ***Pentucket Regional Schools Groveland, MA***

Coordinator and Teacher of Extended Year Program, ages 3-5

- Developed program and provided instruction. First year of implementation of program in district.
- Participate in trans-disciplinary team.
- Selected and supervised staff.
- Responsible for implementation of Individual Education Plans

1992–1994 ***Pentucket Regional Schools Groveland, MA***

Teacher, Integrated Preschool and Kindergarten

- Curriculum Development.
- Development and Implementation of IEP goals and objectives.
- Member of Trans-Disciplinary team integrating therapies into the classroom.
- Responsible for student assessments and presentation of results.
- Supervised classroom aide

1991-1992 ***Professional Center for Handicapped Children, Andover, MA***

Preschool Teacher, Multi-handicapped Children

- Functioning levels ranged from one to twenty-four months
- Implemented a total communications system and sign language.

1990-1991 ***Lowell Public Schools, Lowell, MA***

Permanent Substitute

- Resource Room Teacher for grades K-3, Rogers Elementary School
- Integrated Preschool Teacher, Laura Lee School

1988-1990 ***Davis School, Brockton, MA***

Kindergarten Resource Room Teacher

- Responsible for students with developmental delays, learning disabilities, physical limitation, and behavioral difficulties.
- Moderate special needs assessment of classroom population and regular kindergarten population

1994–1995 ***Lesley University*** ***Cambridge, MA***

M. Ed. in Curriculum and Instruction 1984–1988

Wheelock College ***Boston, MA***

B.S. in Special Education and Elementary Education

Proficient in use of Microsoft Word, Access, Excel. Working knowledge of database tools to access oracle tables

JENNIFER GOREE

PROFESSIONAL EXPERIENCE

Massachusetts Department of Elementary and Secondary Education, Malden, MA
2005 – present

Director, Information Technology, Sept 2005-present

Responsibilities:

- Oversee desktop, network, web, programming, and database services
- Responsible for staff of 30+ employees and contractors; 5 direct reports
- *Selected accomplishments:*
- Instituted formal project tracking for all IT projects to focus efforts
- Coordinated pilot and rollout of a statewide educational data warehouse
- Supervised successful upgrade of email system

Kent School District, Kent, WA ***2000 – 2005***

(26,000+ students, 40 schools, 3,000+ staff)

Director, Applications and Web Systems, Jan 2004-Sept 2005

Responsibilities:

- Directed strategy and operations for student, financial, payroll, and web
- Led group of 13, including manager, programmers, support specialist, and DBA
- Assisted executive director with 5-year strategic plan and facilitation of IT leadership team

Selected accomplishments:

- Rescued a failing data analysis project and delivered a well-received product to executives
- Coordinated repair of an Oracle-based online grading tool to support 1000 concurrent users
- Planned and piloted Microsoft SharePoint-based intranet portal to support staff collaboration
- Blended two work teams into a single group reorganized around strategic priorities and with a stronger professional culture
- Hired and integrated into the group a project and operations manager to improve customer service and project tracking

Manager, Web Systems, Jan 2001-December 2004

Responsibilities:

- Managed maintenance and enhancement of district website
- Led group of four, including programmer, support specialist, and system administrator

Selected accomplishments:

- Consolidated web infrastructure on a single UNIX platform using no new resources
- Migrated to capacity-planned web infrastructure within project budget
- Initiated a series of 'Lunch and Learn' talks to improve information sharing
- Coordinated an internal information campaign to support the rollout of over 1000 new PCs
- Built a respected team from the ground up that provided leaders to other teams

Senior Applications Analyst, April 2000 – Dec 2000

Responsibilities:

- Designed and developed web applications to improve the collection of student information

Selected accomplishments:

- Led development of a web-based IEP tool deployed to 250 teachers
- Mentored the team on object-oriented design, web development, and Java

Headland Digital Media, San Francisco, CA ***1998-2000***

(Web publishing subsidiary of Pearson PLC, the owner of Penguin Books, Addison-Wesley, and Financial Times, among others)

Special projects consulting (after relocation to Seattle), Jan 2000 – April 2000

- Research into potential content management solutions for future projects
- Analysis of technical architecture and product development to improve delivery

Manager of Development, Jan 1999 - Jan 2000

Responsibilities:

- Managed department of 12 software engineers and several contractors
- Monitored progress of development work on 5-10 simultaneous projects
- Analyzed the technical strategy and resource needs for upcoming development projects

Selected accomplishments:

- Delivered software for the original versions of the www.penguinclassics.com, travel.roughguides.com , and Scott-Foresman Science (www.sfscience.com)
- Introduced project management and technical documentation processes

Software Engineer, May 1998 - Dec 1998

Responsibilities:

- Created software to support online publishing for education and media

Selected accomplishment:

- Built Windows client with integrated web browser for the KnowZone (http://www.kz.com - interactive software for elementary level math)

Mindscape, Novato, CA ***1996-1998***

(Publisher of educational and entertainment software)

Senior Software Developer, September 1996 - April 1998

Responsibilities:

- Designed and developed software for multimedia educational products
- Supervised full-time onsite contractor and part-time offsite contractor

Selected accomplishments:

- Redesigned user interface code and implemented major new product features for *Mavis Beacon Teaches Typing*, version 8
- Analyzed and completed a Windows porting project for KeySoft, a business typing product

Oracle Corporation, Redwood Shores, CA ***1994-1996***

(World's second-largest software company, publishing business and database management software))

Applications Engineer, August 1994 - August 1996

Responsibilities:

- Designed and developed software for distribution support software applications
- Fixed bugs in and enhanced the legacy product

Selected accomplishments:

- Delivered the completely redesigned GUI version of core product forms
- Wrote an architecture document outlining standards for group's coding projects
- Resolved priority issues for clients and consultants
- Trained group new hires on tools and development procedures

EDUCATION

Sc. B. in Computer Science [GPA 3.6/4.0] Brown University, Providence, RI, May 1994

Currently pursuing MBA through Boston University

JESSICA PEREZ ROSSELLO

PROFESSIONAL EXPERIENCE

Massachusetts Department of Elementary& Secondary Education 03/2009 - Current

CIO

- Responsible for providing the vision, leadership and management for the Department's use of information services and technology to fulfill its policy mandates under the Education Reform Act, the federal No Child Left Behind Act and other Commonwealth and federal statutes and requirements.
- Senior official at the Department charged with the definition and collection of student, educator, district and other performance data and the use of such data to inform the development of policy and other programmatic efforts.
- Oversight of the Department's Information Technology and communications infrastructure, for the deployment of software applications throughout the Department's operating units, and for the development of new information management systems and projects.
- Represents the Department and act as the principal spokesperson, with the Commonwealth's information technology partners and sister agencies.
- The Chief Information Officer may also represent the Commonwealth regarding federal data initiatives.
- Develop strategy and plans for the future of IT use at the Department.
- Provide leadership in the development and management of data standards and policies for security and use of confidential information;
- Manage the continued development and deployment of the enterprise Education Data Warehouse application to support the Department and School District data reporting and analysis needs
- Manage the Department's Information Technology systems, including the local and wide area networks, public and nonpublic websites, deployment of hardware and software applications to all Department employees, technical support, telecommunication systems and all central services.
- Plan and manage the Department's annual information services and technology budget;
- Manage the Program Director of SLDS

Public Consulting Group 10/2005 – Current

Director

- Reported to the President of a 600 member management consulting company with clients in the government, health care and educational sectors.
- Implemented industry best practices in project management to ensure company-wide operational and financial excellence.
- Used operational and financial metric analysis, advice key decision makers on project status and areas for improvement.
- Established a contract management process to decrease corporate risk and improve service delivery.

- Created ad-hoc financial status reports by practice area and at the corporate level.
- Established and manage the Project Management office which provides a platform for developing and maintaining project management methodologies and best practices. Rolled-out Clarity, a project management tool, and integrated with the company's accounting and other systems to create an Enterprise Resource Planning system to monitor opportunity pipeline, and to enhance project management, resource management and project accounting.
- Managed procurement process on the selection of IT system vendors.
- Supervised a staff of four; extensive interaction and coordination with directors of profits centers, company controller, chief financial officer and chief information officer.

State Street Corporation - Office of the CIO
***Vice President* 6/2005 – 10/2005**
***Assistant Vice President* 9/2001 - 5/2005**
***Information Technology Officer* 12/1999 - 8/2001**
On-Demand Information Delivery Program

- The State Street On-Demand initiative focused on implementing software development best practices and process improvements utilizing the Rational Suite Tools and Rational Unified Process. The initiative focused on improving such aspects of IT process development as, project management, business modeling, requirements management, configuration management, systems modeling and testing.
- Created Integrated Program Plan reflecting progress, status, and milestones of related projects; produced weekly and monthly status reports; identified and managed program risks.
- Created Executive Steering Committee monthly presentations, created return-on-investment model, tracked consulting resources of fifteen.
- Coordinated the creation of production enterprise environment for the RequisitePro, Test Manager, and Project Console software.
- Effectively interfaced across departments and with outside consultants in establishing goals, securing buy-in, and executing agreed upon plans

Technology Planning & Management

- Activity Tracking (ATRACK) and Project Accounting (PAlite): Established and supported project accounting processes for Information Technology Division. The ATRACK System was used by 3,500 IT and non-IT users to keep track of activity time by project, client and application. The PAlite system processed approximately $600M in technology costs every year and allocated such costs to business units. Coordinated the implementation of ATRACK with IT project managers, IT senior staff, and accounting staff. Generated ATRACK and PAlite monthly and ad-hoc reports for senior management utilizing Hyperion Essbase, Hyperion Analyzer, MS Access, and OFA tools. Streamlined PAlite data generation processes and established data interfaces from People Soft, ATRACK, Stargate (General ledger) and Oracle (Green Book) in an effort to maximize costing information integrity. Coordinated system deliverables and timeline with developers.

- Oracle Financial Analyzer (OFA) Implementation and Administration: Coordinated planning and implementation of OFA for IT department. Trained and supported finance staff in rollout of OFA in 2001. Supervised IT OFA sub-administrator for IT 2001and 2002 budget process. Identified and resolved data discrepancies between corporate and IT databases. Identified systems improvements and tested process. Rolled-out OFA for IT Finance staff in February 2002 as the new forecasting tool.
- Project Service Department Allocations (SDA): Managed project plans and resource allocation. Wrote system specifications in establishing IT SDAs based on projects. Coordinated development of SDA module with programmers.
- Tested module for implementation and established monthly process for budget, forecast, and actual closing. Coordinated data collection of allocation rules and metrics with IT, business area comptrollers and corporate finance staff. Established reporting Essbase Cubes and online reports.

EDUCATION

DePaul University 01/1998 - 12/1998

Graduate courses in Health Law and Policy

Bentley College Graduate School of Business 09/1993 - 11/1994

Master of Business Administration
Concentration in Operations Management

Bentley College 09/1989 - 05/1993

Bachelor of Science in Finance
Minor Concentration in Mathematical Sciences

London School of Economics 06/1992 - 08/1992

Summer Study Abroad Program

OTHER

Software Fluency:

Microsoft Office, Microsoft SQL 6.5, Microsoft Access, Microsoft Sharepoint, FoxPro 2.6, Oracle 9.2, Visio, Hyperion
Essbase Excel Add-in, and Hyperion Analyzer

- Oracle Financials: Oracle Financial Analyzer (OFA), Oracle Discoverer, Express Excel Add-in
- IBM Rational Suite: RequisitePro, Project Console, Rose, Test Manager, and Clear Quest
- CA Clarity (Niku) Portfolio Management, Workbench

Languages: Fluent in Spanish.

Volunteer: Junior Achievement

JOAN CLARK

Associate Commissioner for Information Technology
Massachusetts Department of Early Education and Care

RELATED EXPERIENCE

- The Boston Foundation and Metropolitan Area Planning Council, 2000, participant in planning and data sharing consortium for the Boston Children and Families Database. Award for "Using Data to Drive Community Change".
- National ACF Child Care Administrators Meeting, August, 1999, presentation: "Using geographical Information systems (GIS) for data presentation and analysis." Participation in roundtable discussion and seminar.
- Region III ACF Meeting presentation, October 1998: Using Computer Data Mapping to Manage Children Waitlisted for Subsidized Child Care: "Using Data Mapping Techniques to Project and Analyze Child Care Supply and Demand".
- Commonwealth of Massachusetts Pride in Perfomance Award: Citation for Excellence in Job Performance and Commitment to Public Service, 1997.

EXPERIENCE

Department of Early Education and Care (EEC)
(EEC was established on 7/1/2005 by the merging the former OCCS and Early Learning units at the State Department of Education (DOE)).

Associate Commissioner for Information Technology ***7/2005 - present***

- Managed development of an IT strategic plan, which involved senior staff, managers and line staff to create an IT vision for the new agency.
- Secured funding for implementation of the strategic plan
- Managed projects involving data cleansing and integration of legacy systems from "sender" agencies.
- Oversees design and development of web-based unified system for early education and care.
- Responsible for all technology functions of the agency – database development, networks and telecommunications, user help desk and training, procurement.
- Oversees design and development of Web-based Child Care Information Management System, including conversion of legacy data systems, rollout of new components, design teams for future development.
- Key advisor to Commissioner and Senior Staff on technology and technology-related matters- research, policy, data collection, and statistical reporting.

Office of Child Care Services:

Chief Information Officer **7/98- 7/2005**

- Responsible for all technology functions of the agency – database development, networks and telecommunications, user help desk and training, procurement.

- Coordinates the transformation of program and research data needs into technology projects; facilitates interagency database design committees.
- Oversees design and development of Child Care Information Management System, including conversion of legacy data systems, rollout of new components, design teams for future development.
- Key advisor to Commissioner on technology and technology-related matters- research, policy, data collection, and statistical reporting.
- Manages all hiring, and monitoring of consultants and consultant companies.
- Member of Senior Staff

Director of Database Development **3/88-7/98**

- Principle architect and designer of legacy databases for licensing, investigations, and statistical reporting.
- Project manager for subsidized child care contracts and pay log databases.
- Supervised programming staff
- Acted as database administrator for SQL databases/

Systems Analyst/Programmer **9/86-3/88**

- Systems/analyst programmer for licensing database
- Instituted monthly statistical reporting system for licensing and non-compliance (complaints, investigations) databases to provide senior management with data to inform decision-making.

Bell-Whitley Community Action Agency, Pineville, KY

Director of Planning and Development **1/71-4/76**

Planned, developed and managed federal grants for CAP agency serving two of the poorest counties in Appalachian Kentucky. Programs included Head Start, Emergency Food and Medical Services, Employment and Training, and demonstrations grants from the Appalachian Regional Commission for Infant and Preschool Child Development Programs.

VISTA Volunteer **8/69-1/71**

Organized crafts and sewing cooperative for indigent mountain women and their families. Secured retail outlets in cities in Northeast and Cincinnati area.

EDUCATION:

M.S. in Information Systems, Northeastern University, 1986
M.S. in Technical Writing, Boston University, 1968
B.A. in Chemistry and Mathematics, Vassar College, 1966

COMPUTER SKILLS:

MS Project, Visual Studio, MS SQL and MS SQL Reporting Services, Visio, MS Office, Maptitude, Windows XP, NT and related MS Operating Systems, MS Exchange

MARYANN DONIE

EMPLOYMENT HISTORY

Data Collection Support Supervisor, Massachusetts Department of Education 01/2006 to Present

Supervisor for the Data Collection Support Group.

- Supervise 7 employees.
- Responsible for all school district data collections including the Student Information Management System (3 times per year), the School Safety and Discipline Report (ongoing throughout school year), the Private Individual School Report, and the Educator Personnel Information Management System.
- Assist all Massachusetts school districts in the collection and transmission of student level and educator level data.
- Work with all Massachusetts school districts in the analysis of data and reports.
- Collaborate with IT Unit to ensure the smooth operation of all Data Collection applications including the development and review of business rules used to support the implementation of district level reports based on collected data.
- Develop and conduct all trainings and workshops for technical district school staff and for the DOE.
- Supervise the Data Collection Call Center.
- Collaborate with the Data Quality Supervisor and Documentation Specialist in the creation and updating of support materials.
- Lead the SIMS and EPIMS software vendor compliance process.

Long-Term Consultant, Massachusetts Department of Education, TMP – Hudson Resourcing,

Field Technologist/User Support and Training for the Student Information Management System (SIMS) - 12/1999 to Present

- Provide support for the Student Information Management System (SIMS) which is a student-level data collection system that allows the MADOE to collect and analyze more accurate and comprehensive student information to meet federal and state reporting requirements.
- Assist 144 school districts in the collection and transmission of student-level data for three data collection periods per school year.
- Work with districts to collect, properly code, and transmit 52 data elements for every student within their school district.
- Work with school districts to analyze their data and the reports generated from their data using a myriad of databases.
- Assist school districts in utilizing the many applications available on the DOE Security Portal including Directory Administration, the retrieval of reports using Drop-Box Central, the assignment of state assigned student identifiers (SASIDS), etc.
- Provide on-site support and training to school districts which includes working one-on-one with district personnel to making presentations to groups from secretaries to superintendents on the concepts of this project. .

- Author of several user guides which are/will be posted on the DOE's website to assist district personnel in their understanding and use of SIMS. .
- Act as second level of expertise for the Department of Education's data call center.

Software Application Trainer, Data General Corporation 1995 to 1999

- Trained professional and administrative staff of the Worcester District Court and Juvenile Court Systems in the use of Data General's CEO (Comprehensive Electronic Office) System.
- Trained military personnel and civilian staff members for the United States Army Reserve Headquarters in the use of Microsoft Applications. Trained staff of the United States Department of Labor in Washington, DC and all regional offices in the use of Microsoft Applications.
- Designed courseware and provided training in Microsoft Outlook for a large HMO in the Midwest.

Software Application Trainer, Helen Miller & Associates 1995 to 1997

Provided training in all levels of Word, Excel, Access, PowerPoint, Outlook, Word Perfect, Lotus and Lotus Notes.

Research & Marketing, Corporate Environmental Engineering 1993 to 1995

- Assisted engineering staff with research related to environmental projects.
- Conducted file reviews at the Department of Environmental Protection for the New England States.

Stay at Home Mom 1986 to 1993

- Part-time Adult Education Teacher, Milford Public Schools
- Lived abroad 1986-1988, Paris, France

Trainer/Course Developer, Data General Corporation 1979 to 1985

- Worked as a trainer in the Financial Systems & Services Group and the Customer Education Group.
- Developed course materials and delivered training classes to Data General staff and customers in the use of the CEO System.

EDUCATION

Attended Worcester State College and Becker College.

ROBERT C. CURTIN

EDUCATION

Master of Arts, Political Science, May 2001

Northeastern University – Boston, MA

Bachelor of Arts, Government, May 1999

Clark University – Worcester, MA

EXPERIENCE

Massachusetts Department of Elementary and Secondary Education - Malden, MA 2/08 – present

Manager, Data Analysis and Reporting

- Currently manage the Data Analysis and Reporting Team that is comprised of seven state employees and is tasked with meeting the majority of the internal and external analytical requests made of the Department.
- Serve as the Massachusetts EdFacts and Consolidated State Performance Report Coordinator
- Responsible for meeting all No Child Left Behind reporting requirements, processing student-level data requests and supervising the development and release of major reports, including graduation, dropout and student retention.
- Actively involved in planning for future data collections to meet analytical and reporting needs, including the most recent release of an individual-level educator data collection

Massachusetts Department of Education - Malden, MA 2/04 – 2/08

Supervisor, Data Analysis and Reporting

Massachusetts Department of Education – Malden, MA 1/02-2/04

Title I Data Analyst

The Center for Comparative Democracy – Northeastern University 9/99-6/01

Research Analyst

PROFESSIONAL AFFILIATIONS

Appointed Member, EIMAC General Statistics Standing Task Force – CCSSO 10/05 – present
Advisory Board Member, Just for the Kids (Massachusetts) 10/04 – present
Chairperson (elected), EIMAC General Statistics Subcommittee - CCSSO 05/06 - 05/08
Member, NCES Task Force on Dropouts and Completers 02/04 – 07/05

TECHNICAL SKILLS

Proficient in SPSS, MS Word, MS Excel, MS PowerPoint, MS Access, Outlook, Cognos Data Warehousing Tools

SADASY VAN

SKILLS

Managing a team of software engineers. A lead system architect and ASP.net. Windows 2000-2003, Exchange Server, Oracle, SQL Server, ArcServe Enterprise backup. Design and Management of database driven Web sites. C#, ASP.net, ASP, HTML and JavaScript programming. LAN to Internet connection configuration and setup **(including proxies, firewalls and security system)**. Application, security and web servers: Weblogic, Entrust getAccess and Microsoft IIS.
Development experience includes Java, ASP.net, C#, JSP, JavaScript, Servlet, Vbscript, Visual Basic and Borland/MICROSOFT C++ programming. Development and implementation of business systems applications utilizing data warehouses and Internet technology.

SPECIAL TRAINING

- Object Oriented Analysis and Design Using UML
- Cognos System Administration
- User Requirements Documentation

EDUCATION

Boston University Boston, MA 1993-1993

Computer Science

ITT Technical Institute Chelsea, MA 1986-1987

Computer Technician

PROFESSIONAL EXPERIENCE

1999-Current Massachusetts Department of Education Malden, MA

Production Support Manager

- Oversee daily operation of the DOE production system and manage ESE production support team. Coordinate, design and implement production applications. Accountable for the availability of all production applications and application servers.
- Provide technical support for the DOE production environment, which currently consist of about 30 or more production servers. Manage over 90 ESE mission critical applications which are configured in a single entry point three-tier environment with IIS front-end, Weblogic and Oracle backend.
- Manage ESE's security portal which is currently powered by Entrust getAccess security
application package. Monitor production servers' performance and efficiency. Perform applications and servers up grade.
- Coordinate deployment of development projects, which include evaluating hardware requirement and security system integration. Debug various applications and diagnose technical issues regarding all production environments. Develop ASP.net database management application for data processing and data collection team.

1998-1999 OFMS, Inc. Peabody, MA

MIS and Oracle Administrator:

- Solely responsible for maintaining, enhancing, supporting, and managing all aspects of the computing infrastructure consisted of 25-40 computers TCP/IP network of mostly Windows NT computers and Unix Workstations. Manage the following office computing environment: E-mail, Scheduling, GroupWare, Backups, Intranet, Web Server, Network Faxing, Files Server, MS Applications and document management. Develop hit reports for the company web site and web site content. Design and develop Access databases with Web and Exchange Server interfaces. Other responsibilities include:
- Provide all on going network, computer, and applications support for the office. Research, purchase, implementation, and management of all software and hardware.
- Developed and maintain asset inventory and company contacts databases which are both Web-enabled and internally accessible to users.
- Windows NT and Exchange Server system administration.
- Manage and maintain company's digital phones and voice mail system. Integrate analog and digital signals that must be mapped throughout the office.
- Create Oracle instances and maintain Oracle database severs. Schedule Oracle database backup.

1997-1998 CCBN (Corporate Communication Broadcast Network) Boston, MA

Senior NT Network System Administrator:

Managed network-computing infrastructure for the entire company. Configured Internet networking for corporate clients and initiated outsourcing strategy and remote administration of production servers. In charge of testing and purchasing new software and hardware to fit the needs of the company. Responsible for implementing system wide security plans and procedures. Setup firewall (NAT, VPN) and Intranet networking for maximum security. Physical network maintenance, mapping and router configuration. Maintained an up-to-date database of software and equipment such as Laptops, Printers, Desktop workstations, and Computer Parts. Planned and implemented nightly backup of servers and user data. Performed installation and maintenance of network and telecommunications equipment. Worked with the business units to define network requirements, provide high-level network designs of proposed and alternate network systems, and performed critical troubleshooting, monitoring and resolution of network issues.

M.I.T. (Massachusetts Institute of Technology) Cambridge, MA 1995-1997

System Support/Network System Administrator:

Coordinated operating system migration and computer system deployment. Troubleshooting of LAN network problems. In addition to LAN management, assisted UNIX system administrator with managing and monitoring servers for proper operation. Maintained and managed user records and assigned access password and users privilege according to department and group membership. Provided support to over 300 PCs within the MIT libraries system. Supported all aspects of software and hardware configuration including network printing and connectivity. Supported end users software including MS-DOS, MS-Office 95, Windows NT, MS-Windows 95 and Windows 3.1. Utilized advanced DOS utilities to manage individual system. Maintained network connection between MIT libraries

and MIT-net. Updated and maintained Library's PC support Web Page. Provided phone support to outside users regarding dial-in connection to the MIT library's online catalogs. Provided training to the local technical experts and documented instructions for various system and software installation. Maintain inventory database.

STAFFORD PEAT

PROFESSIONAL PROFILE

- Twenty-nine years experience in Career and Technical Education.
- Proven record in curriculum, program and staff development
- Innovative problem solver/team player with proven leadership qualities
- Highly adaptive/strategic planner and implementer

PROFESSIONAL EXPERIENCE

Massachusetts Department of Elementary and Secondary Education, Malden, MA 02148
1991-Present

Director – Secondary School Services

- Since 2005, serve as the director of the Secondary School Services Unit.
- Administer federal and state funded programs and services for dropout prevention, alternation education, 21st Century Learning, Title V, Community Service Learning, and Academic Support.
- Coordinate Department of Education initiatives to reform and improve high schools in the Commonwealth.
- Coordinate state initiatives to align high schools with colleges.

Supervisor – Career and Technical Education

- Since 1995, supervised three-six professional staff.
- Oversee the Project Lead the Way Pre-Engineering effort in Massachusetts.
- Coordinate all unit monitoring including Coordinated Program Reviews (CPR) and Perkins only reviews.
- Designed many Requests for Proposals (RFPs), Request for Responses (RFRs) and scoring rubrics.
- Wrote and co-wrote a number of successful nationally competitive grants totaling over four million dollars.
- Designed numerous seminars and workshops in a wide variety of professional development areas including four to six year career planning, advisor-advisee, developing a course syllabus, raising expectations for high school students, standards-based curriculum, academic and technical integration, applied learning, and occupational health and safety.
- Served on numerous interagency taskforces with agencies such as the Department of Public Health and Division of Occupational Safety.
- Co-led the development of the Board of Elementary and Secondary Education approved Chapter 74 vocational technical regulations.
- Authored a number of federal state plans and accountability reports.
- Former coordinator of the Department's Certificate of Occupational Proficiency (COP) Project.
- Managed numerous Department's service vendors including grant and contract administration.
- Managed data collection and analysis for the Career and Technical Education Unit and coordinated the transition of the units data collection to SIMS.

- Directed the development of the Vocational technical Literacy Skills Test (VTLST) and the design of seven new college-level licensure courses.
- Led the effort to use industry standards and program approvals to improve the quality of vocational technical education programs.
- Supervise the Department's Tech Prep initiative.
- Served as the state *High Schools That Work* State Co-Coordinator for seven years.
- Developed the Department of Elementary and Secondary Education's position paper on *Eliminating the General Track.*

URBAN SCHOOL EXPERIENCE

- Led numerous school improvement visits to in-state and out-of-state urban high school sites.
- Oversaw the revival of vocational technical programming at Madison Park Technical Vocational High School and all federal vocational education (Perkins)-related programming in the Boston Public Schools.
- Oversaw the school improvement efforts of vocational technical high school(s) in Massachusetts that have been placed "Under Review" by the Department because of deficiencies in vocational technical programming.

Former State High Schools That Work (HSTW) Co-Coordinator

The network includes 25 high school sites in Massachusetts.

- Expanded the network of schools from 11 to 25 since 1995.
- Served as a state resource for implementing the whole-school reform initiative.
- Organized quarterly site coordinator and site provided professional development events for participating high schools.
- Trained school teams in the *HSTW* Assessment and how to use data to develop an improvement plan.
- Organized workshops/meetings around *HSTW* Key Practices.
- Coordinated and lead *HSTW* Technical Assistance Visits to in-state and out-of-state sites including Buchtel High School in Akron, Ohio, Spencer County in Kentucky and St. Mary's County in Maryland.
- Represented Massachusetts on *HSTW* Board of Directors.

Central Massachusetts Regional Education Center ***1975-1991***

Educational Specialist in Occupational Education Highlights

- Coordinated the delivery of a wide variety of educational services to 62 school districts, focusing on instructional
- technology, technology education and vocational technical education.
- Developed grants management and evaluation system for federal vocational technical education programs.
- Coordinated the restructuring of traditional Industrial Arts programming to Technology Education.
- Co-authored "Technology Education – A Guide for Implementation in Massachusetts."
- Established Central Massachusetts Computer Users Roundtable and Software Preview Center.

EMPLOYMENT HISTORY

Director	***Ma. Dept. of Elementary and Secondary Education***	***2005-Present***
Staff Member and Supervisor	***Ma. Dept. of Elementary and Secondary Education***	***1975-2003***
College Instructor	***Fitchburg State College***	***1991-1993***
Congressional Aide	***Michael J. Harrington***	***1973-1975***
Regional Transportation Consultant	***City of Salem***	***1972***
Middle School Special Needs Teacher	***Triton Regional-Byfield, MA***	***1971-1972***

EDUCATION

MA Degree, Teaching – 1972 Salem State College, Salem, MA

Advanced Study – 1970 Central Michigan University, Mt. Pleasant, Michigan

BS Degree, History/Political Science – 1969

Boston State College, Boston, MA

COMPUTER SKILLS: PROFICIENT IN MICROSOFT OFFICE

CERTIFICATIONS: SECONDARY SOCIAL STUDIES, VARIOUS VOCATIONAL TECHNICAL ADMINISTRATIVE APPROVALS

TONY SUN

EXPERIENCE

10/2001 – present Mass. Dept. of Early Education Care (since 1995) Boston, MA

Data Architect/Senior Developer

- Specialized in relational database design and architect. Focused both on well normalized OLTP systems and decision-making OLAP system designs. Hands on experience with modeling multi-dimensional databases, building data mart fact and dimension tables and cubes. Developed SQL Server reporting Services reports and Excel reports based on cube data.
- Specialized in data cleanup, matching and un-duplicate across multiple data sources. Developed a road map for achieving single licensed provider; developed an advanced algorithm for matching children using children and family data.
- Utilized USPS API to standardize addresses to facilitate matching records; created hybrid apps to take advantage of latest ASP.NET technology in legacy VB 6 apps.
- Also experienced in data-centered web/Windows application design and development utilizing ASP.NET, C#, VB.Net, Oracle 8, Oracle 9i, SQL Server 6.5 to SQL Server 2008; specialized in e-commerce projects developed in ASP.NET and Oracle/SQL Server; expert in Microsoft Office automation.

1/2000 – 10/2001 Avaya Inc. Concord, MA

Technical Manager

- Designed and led a team to implement the public Road Test Scheduling System (RTSS) web site (https://roadtest.dmv.state.ny.us/Default.asp) for New York state. The system is a web farm built on cutting edge technology such as IIS, COM+, Oracle 9i, and utilizing NT Load Balancing (NLBS). The RTSS system is built to provide 99% system availability. Built into the public RTSS web site are the web server failover and database server warm failover via standby server. The application received NY Governor's Award.
  Maintained and enhanced RTSS internal web site (http://lyra.dmv.state.ny.us/welcome.html) running IIS, DCOM (COM+, ActiveX) and Oracle database. Improved the performance of schedule search by 500% by tuning and optimizing the Oracle queries.
- Participated in the design, development, unit testing and deployment of a patient recruitment web site for BBK Communications Inc. in Newton, MA. The six-month project utilized Java Server Page and Java Servlet.

4/1998 - 1/2000 W. A. Wilde Company Holliston, MA

Senior Programmer/Project Leader

- Designed and led a team to implement the EZ-Order system from 7/1999 to 12/1999, which allows users to order financial literature on the web. Responsible for finalizing the functional matrix; logical and physical design of the backend SQL Server database. Developed the EZ-Order engine, a series of COM DLLs that handle user logon, order intake and inventory allocation. Developed a LetterPrintPro application, which gives the

non-technical production group a tool to set up letters with mergable fields and incorporated with the EZ-Order's batching system. The EZ-Order system serves major financial firm like Mass Mutual, etc.

- Re-engineered FrequentPro, a frequency marketing system for Best Western. Migrated the VB 3.0 app into a new app based on OOD principal and changed database access method from ODBC API calls to using ADO objects. Used Brio as the reporting tool.
- Debugged and fixed lots of broken VB/Access programs; trained a group of junior programmers to understand and code more efficiently in VB, SQL Server and Java Script.

7/1997 - 4/1998 Giga Information Group Norwell, MA

Senior Programmer

Developed several internal applications using VB and SQL Server. Developed an Intranet Web application using Active Document for internal reporting. Developed a Sales Automation system using Pivotal Relationship. Also acted as backup SQL Server DBA, responsible for database design, extensive SQL Server stored procedure coding and trigger coding.

1/1995 - 7/1997 Mass. Office for Children Boston, MA

Senior System Analyst

- Designed, prototyped, implemented and tested a child care provider complaint tracking, monitoring and reporting system (CLEER) using VB4, SQL Server 4.2. Migrated the CLEER application to use VB6, ADO and SQL Server 6.5. Also Performed SQL Server Administrator's duty, managed user accounts, database devices, database design, security, backup, etc.
- Designed and implemented the Teacher Qualification Registry program to replace an outdated VAX Rdb program. Improved performance by more than 600%, and added more functionality according to the new regulations. TQ is a VB front-end, and SQL Server back-end program.
- Re-engineered a FoxPro desktop licensing application to a FoxPro front-end and SQL Server back-end Client-server application.

7/1994 - 12/1994 Budget Bureau Boston, MA

Consultant

Developed a statewide Excel 5.0 accounting application to support departmental budgeting. Used Visual Basic for Application to create custom Excel add-ins, menus, and toolbars. Designed and implemented the logical and physical database in SQL Server. Applied SQL Server tools to manage and maintain the SQL Server database. Also designed, implemented and tested application in VB 3.0 to manipulate data from central data warehouses containing million of records. Created .dbf format output files for other applications.

EDUCATION

6/1993 Northeastern University Boston, MA

Doctorate PhD candidate in Mathematics.

6/1991 Northeastern University Boston, MA
Master's Degree MS in Mathematics. GPA: 3.9/4.0
Activities: Member of OkO Honor Society and American Math. Society
6/1988 Beijing University Beijing, China
Bachelor's Degree BS in Mathematics. GPA: 3.80/4.00

United States Citizen
Reference will be furnished upon request.

VEN REKULA

16 years of software engineering and application development experience.

SOFTWARE:

Java, J2EE, WebLogic 10, Servlets, Oracle 9i, Oracle 10g, Cognos, NetDynamics, C,

SKILLS:

C++, Applets, Swing, JavaScript, DHTML, Behaviors, CSS, XML, PL/SQL, Oracle Application Server, OCI, Pro*C, Pascal, Ada, PL/1, FORTRAN, COBOL, LISP, POP-11, ML, Prolog, Scheme, BASIC, Visual BASIC, SPL, TimeScan, Software Through Pictures, Borland JBuilder, Netbeans, Eclipse, TPC-C, Interleaf, Assembly for Intel 80xxx, X-Windows, MS/DOS, VMS, VOS, MS/Windows NT/XP/2003/Longhorn, RSTS, DG/UX, HP/UX, Solaris, Unix, Informix

EXPERIENCE:

Massachusetts Department of Education, Malden, MA ***September 1998 to Present***

Consultant Software Engineer
Technical Project Manager/Architect for over a year and Project Technical Lead/Architect

- Web based management and accountability system for statewide adult education centers using WebLogic, NetDynamics, Java applets and servlets with an Oracle 9i back end (it's named the **SMARTT** system).
- The system involves the management of students, staff, classes, sites, projects, agencies, goals, assignments, grants, salary, etc. in a fully self contained multi-user based web application. It's the premier adult education management system in the United States.

Design of the current application by developing a custom framework that I named SUWUBA (Servlets Under WebLogic Utilizing Behavior Architecture). This framework involves java servlets and design/componentization of the front end in the form of a rich client interface using custom built behaviors. It also involves creating a hybrid asynchronous communication structure between the front end, application server and database server. This framework has been successfully implemented in over 70 data panels.
Guiding group members/myself on planning, resolving problems/bugs, new techniques, standards, motivation, and organization on both the system side and the business logic side. I constantly perform system level analysis to determine improvements in process, software, tools and hardware. In addition, I'm also responsible for administering, optimizing, upgrading and maintaining our WebLogic 8 application server, NetDynamics 5 server, IIS 5 web server, StarTeam source control server, Microsoft Project Server, providing help with DBA support for our Oracle 9i database servers, and help in maintaining and resolving issues with the Cognos Reporting server as well as 5 different windows servers that house all the applications mentioned.
Take SMARTT system towards becoming the ultimate application, the paradigm, in form, function, design and process.

Hewlett Packard, Andover, MA March 1998 to September 1998

Consultant Software Engineer

- Developed a custom web based application, a Decision Support System, for world wide sales orders of HP's medical products group. This system allowed the medical products group to gather sales order measures and attribute information based on numerous user specified criteria including time referencing. It allowed extreme flexibility in both the data returned and in user input, it was essentially a custom tool that accomplished what business intelligence commercial products like Cognos do.
- Designed and wrote the entire application using Oracle Application Server and DHTML. I wrote the back end of the system using PL/SQL and Oracle on a HP/UX machine.

Cross Country Group, Medford, MA September 1997 to March 1998

Consultant Software Engineer

- Cross Country Group is a leading provider of assistance to automobile owners, they provide OEM services to nearly 70% of the automotive brands sold in the United States.
- Their database contains the information of millions of American automobile owners
- In that context, I worked on a morphing data loader for Oracle using Pro*C. The
- project consisted of a complex system of Pro*C functions and Oracle tables that made the process of loading large amounts of data into Oracle as streamlined and adaptable as possible. This project also provided complete support for validation testing, error logging/tracking, and rejection logging.
- I also worked on developing/writing software to load spatial data into a complex geographical routing software system. All development was done in the HP/UX environment.

Oracle Corporation, Nashua, NH October 1996 to September 1997

Senior Software Engineer

- I worked on Oracle's Capacity Planning tool as well as Oracle's Trace tool for Oracle
- databases. These tools are still currently used by Oracle users worldwide.
- My tasks included developing a performance data gatherer at the windows operating
- system level, developing a data loader that formatted and aggregated raw operating
- system data into structured Oracle data tables with OCI which were used by the Capacity
- Planning tool.
- I also worked on adding modifications and fixing problems with the Oracle Trace tool,
- which involved the inner workings of the Oracle database source code. Both of these
- projects were coded using C, on Windows NT and Sun/Solaris.
- Oracle was at the start of converting all tools to Java and sent all employees to extensive training and process modification, which I participated in.

Data General Corporation, Westborough, MA December 1994 to October 1996

Software Engineer

Worked on improving Oracle's performance on NUMA (Non-uniform Memory Access) Systems. These systems were very large (16 to 32+ processors) servers that needed a

customized version of Oracle to function optimally.
We had Oracle and DG/UX source code which allowed me to participate in designing and implementing changes, as well as building and analyzing their effect by using TPC-C. Issues dealt with included: false sharing of cache lines, memory references, optimizing full memory utilization, partitioning of frequently shared data, database writer optimization, log writer optimization, and multi-threading of background processes.

VI*Comp Management, Lexington, MA December 1993 to December 1994

Software Engineer

- I developed application software dealing with incentive compensation using Angoss
- and SPL. The software required extensive customization according to user requirements
- and followed the entire software life cycle. This process involved a large degree of independence, responsibility and ingenuity. I worked with large corporate clients,
- including Gap, Inc., Motorola and Blue Cross Blue Shield.

Xyplex, Inc., Littleton, MA August 1993 to December 1993

Software Engineer

I worked on writing test plans, test algorithms and performing tests on terminal server and hub applications including SNMP GUI applications.

Digital Equipment Corporation, Franklin, MA May 1991 to August 1991

Software Engineer

I developed a vector format translator, vector parser, process controller, fault list/pattern sorting and comparison program. I also created a relational database for the data produced and used by the above programs. I developed these programs using C and the VT100 user interface for VMS.

Stratus Computers, Marlborough, MA Summer 1988, 1989,

Software Engineer

I wrote and developed various compiler related programmed operators in C for the Intel 80860. These programs were used by all Stratus compilers for bit manipulation, binary operators, casting, etc. I also added to the C run-time library, coded tools for the C and COBOL compilers, fixed bugs in various compilers, and worked on speed enhancements of the C and COBOL compilers.

EDUCATION:

University of Massachusetts - Amherst, MA

Framingham State College - Framingham, MA

B.S., Computer Science

GRANT FUNDED PROJECT STAFF RESUMES

The following resumes are for the project staff positions funded through the proposed grant and assigned to the project for the management, design and development.

Program Manager SLDS

OBJECTIVE:

Lead project teams in implementing technology driven solutions that address business problems and improve processes

EXPERIENCE:

Massachusetts Department of Elementary and Secondary Education, MALDEN, MA

Setember 2009 - current

Program Manager SLDS Project

- *Oversee the management of 3 State Longitudinal Data System (SLDS) projects with a 6 million dollar budget.*
- Collaboratively wrote an RFR for vendors working with Procurement to meet deadlines.
- Currently overseeing and writing a 20 million dollar Federal Grant application
- Manage the project work of 2 Project Managers.

Public Consulting Group, Inc.

Strategy & Finance, Educational Services, Boston, MA ***Jan 2003 - present***

- **Consultant/Project Manager** – Apply project management methodologies to deliver software that meet client requirements.
- Managed a statewide Department of Education project to customize features for a special education information system
- Managed the product delivery of a state assigned student identification (SASID) system for a $12M DOE data warehouse project
- Managed project scope, issues, risk and stakeholder relationships
- Lead teams through the implementation of a $3M centralized web-based health information system rolled out to 195 clinics
- Managed business and technical teams through phases of the systems development lifecycle (SDLC)
- Utilized "use cases", process maps and other requirements gathering techniques to define product requirements
- Managed the phased deployment and training of a health care information system to statewide sites
- Analyzed and implemented process improvement initiatives that improved billing compliance, accuracy and revenues
- Developed operational budget to support staffing on client projects
- Analyzed large data sets to identify billing trends and revenue opportunities
- Performed rapid assessment of client's Information Technology department to identify organizational strengths and weaknesses
- Developed control systems to manage Medicaid billing for a $28M per year Rehab Option program
- Respond to Request for Proposals (RFPs) to bid on new projects for the firm
- Mentored staff by providing skill enhancement trainings and setting professional goals

MA Department of Public Health/Office of Statistics and Evaluation Boston, MA

June 1999 – Sept 2001

- **Systems Analyst:** Managed IT resources dedicated to collecting health statistics from 59 school-based health centers (SBHCs)
- Managed the statewide hardware purchase and implementation of a health statistics information system
- Analyzed SBHC operational processes and implemented process changes that increased data accuracy from 80% to 97%
- Provided statewide instructor lead software trainings to groups of 12 – 15 data coordinators
- Co-chaired the Bureau of Family and Community Health website design project

Mattapan Community Health Center

Mattapan, MA *Jan 1993 – April 1998*

- **Project Manager:** Implemented operational and information systems to establish the organization's managed care program
- Developed the organization's managed care program and established relationships with HMOs, hospitals and community based organizations to augment the scope of health services provided to patients
- Worked with medical directors and executive team to develop preferred provider agreements that reduced service cost
- Chaired the Information System Committee and managed the software implementation of the Medic Computer System
- Analyzed utilization trends to identify inappropriate use of emergency room services; reduced ER utilization rates by 18%
- Managed an audit team to evaluate billing systems; improved billing accuracy by 15% and decreased denied claims by 25%
- Developed operational budgets to support information systems and the managed care program
- Increased member enrollment for the top five Medicaid managed care plans by 63% and increased capitated revenues by 15%
- Supervised 7 staff members involved in the implementation of the information system
- Mentored staff to grow within the organization and achieve professional goals

Z-Marketing

Mattapan, MA *Aug 1991 - Jan 1993*

Marketing Consultant – Self Employed: Provided custom marketing strategies to meet business objectives

- Developed marketing plans to increase client sales and improved top-of-mind awareness of products and services

SOFTWARE SKILLS:

Microsoft Project, Visio, Access, Excel, PowerPoint Word; WebEx, Business Objects.

EDUCATION:

Boston University Corporate Education Center, Boston MA December 2007
Certificate in Applied Project Management, PMI based curriculum

Bentley College, McCallum Graduate School of Business, Waltham MA Oct 2002
Masters of Business Administration, E-Business
Graduate Students Association, President

University of Massachusetts, Boston MA May 2000Bachelors of Arts, Psychology

OTHER:

United States Army Reserves: Sergeant (E-5), Squad Leader, Honorable Discharge 1984 – 1993

Languages: Fluent in French
Affiliations: MetroLacrosse – Board Member

Project Manager – SIF

More than 20 years' experience in Medical, Public Sector, Education, Legal, and Telecommunications software markets and 11 years' project management experience. Experienced in process re-engineering related to the implementation of new technologies. PMI Certified Project Management Professional (PMP). Fluent in English, German, and Norwegian.

AREAS OF EXPERTISE:

- Project Management Framework
- Process Re-engineering
- Change Management
- Negotiation and Presentation Skills
- Software Quality Assurance
- Software Development Life Cycle (SDLC)
- Business Analysis / Cost Benefit Analysis
- Requirements Elicitation / Documentation
- Customer Relations Management
- Reporting & Analysis
- Key Metrics / Benchmarking
- Consulting, Professional Services, and Vendor Relationship Management

PROJECT MANAGEMENT EXPERIENCE

Senior Project Manager, State Longitudinal Data Systems, Massachusetts Department of Elementary and Secondary Education (ESE), Malden, MA (8/2009 – present)

Key Projects:

- Schools Interoperability Framework (SIF) Implementation Project. ESE Project Manager for the implementation of SIF Vertical Infrastructure in 40 Massachusetts districts and ESE.
- Monitored and managed contractor vendors for implementation of SIF vertical infrastructure in 40 pilot Massachusetts districts.
- Assisted in the development of Request for Response to vendors.
- Managed the vendor selection process in accordance with ESE procurement policy and practices.
- Responsible for creation of project documentation (Project Charter, Project Plan, Project Management Plan, Risk Management Plan, Quality Plan)
- Collaborated with other State Departments of Education on SIF Implementation lessons learned, configuration management, and costs.
- Operational Data Store (ODS) Implementation Project. Managed the development and implementation of an ODS at ESE.
- Created / maintained project plans and communicated tasks, milestone dates and status.
- Managed day-to day activities and operational aspects of the project.
- Managed project to defined scope and budget.
- Authored Project Management Plan, Work Plan (MS Project 2003), Risk Management Plan, Communications Plan, and Configuration (Change) Management Plan.
- Conducted risk and cost analyses.
- Managed project activities of ESE technical resources assigned to the project.

Project Manager, Senior Business Analyst, RFD and Associates, Austin, TX (6/2008 – 11/2008)

Project manager assigned to manage RFD contracted projects in both government and private sectors.

Key Projects:

- Texas Department of Aging and Disability Services (DADS): Claims Management System Remediation Project. Project was in support of DADS initiative to remove unsupported technology platforms and move critical systems to the legislative mandated Service Oriented Architecture (SOA) Utility Computing Environment (UCE). Specifically, the project was to improve claims management involving DADS, Medicare, Medicaid, and Texas HHS/HHSC. Project involved the remediation of the existing Claims Management System (CMS) code base and migration of the application to the latest supported technology platforms and capabilities.
- San Antonio Water System (SAWS): Hansen Customer Information System Implementation Project. Functioned as a Senior Analyst in support of $20M project to transition SAWS from an IBM mainframe CICS/VSAM environment to INFOR Corporation's Hansen n-tier web based solution. On this project, I consulted with SAWS Customer Service division subject matter experts (SME), the INFOR onsite project manager, and INFOR business analysts to define and implement SAWS-specific functional requirements in to Hansen CIS version 8.10.1 and 8.20.

Professional Services Manager / Project Manager, ESP Solutions Group, Austin, TX (10/2006 – 12/2007)

Served as Project Manager for the National Transcript Center (NTC). Interacted with stakeholders, developed project plans, conducted risk and cost analyses, determined milestones, assigned tasks and resources, identified dependences, and scheduled implementation for customers of NTC's web-hosted transcript / student record service. Collaborated with colleagues to design and refine internal project management and service delivery methodologies and processes. Participated in development of service and software product features, roadmap, and feature development prioritization, and assisted with release cycle. Consulted with customers regarding data extraction, conversion, and load projects; incorporated logical data and process modeling, database design, workflow analysis, and data mapping and conversion support. Managed relationships with clients, vendors, and partners and facilitated open and active communication; provided status and issue updates, responded to RFPs / RFOs, and provided cost estimates. Negotiated and enforced contracts. Led change management efforts.

Key Projects:

- Wyoming Department of Education National Transcript Center (NTC) Implementation: Managed the Wyoming Department of Education and Wyoming College Commission accounts. Expertly directed state-wide implementation of state-branded NTC student record / transcript service for Pre-K through 12 schools spanning 47 districts, as well as 7 community colleges and the University of Wyoming. Implementation required data extraction and transformation from multiple proprietary data formats used by local district student information systems to a common XML format suitable for import into the NTC MySQL database. Collaborated with Wyoming Department of Education, State College Board, local school districts, Community Colleges and University staff to redefine counselor, registrar,

and admissions staff workflow, common data standards and attributes, and training requirements, and service level agreements.

- Schools Interoperability Framework Association (SIFA) Student Records Exchange Taskforce: Served as Project Manager and NTC representative creating first certified SIFA-compliant student records and transcript application.
- Texas Records Exchange (TREx) Project: Acted as QA Project Manager for $2.4M Texas Record Exchange (TREx) project for the Texas Education Agency (TEA). Prepared and distributed all project quality assurance / quality control documentation including Quality Plan, Project Test Plan, and XML test data to support 2000+ test cases. Coordinated UAT verification with acceptance test teams at three TEA regional processing centers. Aggressive system integration and acceptance testing contributed to completion of project two weeks early and under budget. Project consisted of the following:

Project Manager / Director, Software Quality Assurance, SoftMed Systems (formerly Expresiv Technologies), Austin, TX (2/2002 – 9/2006)

Managed implementation projects to port hosted, web-based medical applications from SoftMed Hosted Applications Data Center in Austin to customer data centers. Oversaw quality assurance operations for client / server and Web-based, Software as a Service (SaaS) voice recognition and document management products. Implemented project management methodologies. Led project planning sessions and defined deliverables. Supervised team of 4 contracted QA engineers. Directed testing activities for development of key products, including MDDictate PC, ChartScript.NET, and Expresiv Data Integration Gateways. Led 6-member virtual test eam comprised of technical support, operations, training, and technical writing staff. Managed implementation projects for 4 reference customers. Web-hosted data integration and voice recognition applications were developed using Microsoft .Net technologies running on Windows / SQL server environment.

EDUCATION AND TRAINING

- **Candidatus Magisterii i Informatikk (Master of Science, Management Information Systems) Universitetet I Oslo (University of Oslo), Oslo, Norway**
- **Bachelor of Science Degree in Education, Major in Music Delta State University, Cleveland, MS**

PROFESSIONAL DEVELOPMENT:

- Certified Project Management Professional (#427301), Project Management Institute
- RCG Information Technologies Project Management Certification
- ASQ Software Quality Engineer Certification (CSQE) (currently inactive)
- AT&T and Sprint Technical and Managerial Courses
- IBM Technical Schools

Project Manager - Readiness/Data Share

PROFESSIONAL PROFILE

Results driven Project Manager, Director, and Entrepreneur with uniquely broad background combining project management expertise in educational, financial/real estate, human resources, and computer technology fields. Created and lead successful businesses, projects, and departments through strategic thinking, identifying requirements, developing training programs, problem solving, while continuously determining and improving client satisfaction. Specific expertise includes:

- • Project Management
- Education Management
- • Employee Training / Coaching / Mentoring
- • Curriculum Development/Presentations
- • Cost Analysis
- Human Resource Functions
- • Business Analysis/Development
- • Computer Technology/Programming
- • Grant management

PROFESSIONAL EXPERIENCE

ELEMENTARY AND SECONDARY EDUCATION (ESE), Malden, MA (8/2009 - CURRENT)

Project Manager SLDS Project

- Oversee the management of 2 State Longitudinal Data System (SLDS) projects.
- Collaboratively wrote an RFR for vendors working with Procurement to meet deadlines.
- Currently contributing to the authoring of a 20 million dollar Federal SLDS Grant application
- Coordinating data sharing project needs with FERPA restrictions

FISERV LENDING SOLUTIONS, Rocky Hill, CT (3/2005 – 2/2009) – Formerly Integrated Loan Services, an operating group of the Fortune 500 Fiserv, Inc. providing end-to-end real-estate lending solutions for banks, credit unions, mortgage companies, and captive finance companies.

Vice President, Client Service

- Reported to Executive Vice President of Marketing and Sales.
- Oversaw multiple projects including IT and Staffing.
- Headed the management and development of 60 Customer Service staff including 3 levels of management in 2 locations. Prime contact for client escalation and satisfaction.
- Improved staff knowledge by over 75% for all product areas through intensive training programs
- Performed HR duties of employee recruiting, hiring, firing, orientation, along with implementing performance reporting.
- Worked with Supervisors and Manager to create appropriate job descriptions, policies and procedures.

FIDELITY NATIONAL FINANCIAL, Milford, MA (9/2001 – 2/2005)-

Formerly Market Intelligence, a Fortune 500 company that is a leading national provider of appraisal, title, and closing services to residential mortgage originators.

Director, Program Manager, and Business Development Specialist

- Reported to the Divisional Executive Director of Operations
- Managed multiple projects including database revision and cost reduction.
- Managed and trained department of 25 employees dispersing Real Estate evaluations.
- Implemented staff and vendor training programs that increased knowledge and improved product integrity.
- Saved over $1,000,000 and increased profit margin from 48% to over 53% by launching a fee reduction campaign.
- Won speaking awards by giving presentations to the National Board of REO Brokers and National Realtors Association.
- Significantly improved staff performance while increasing profit margins by converting a staff incentive program.

Business Development Specialist

- Coached and trained 8 mid-tier sales professionals in product specifics. Main contact for clients to increase knowledge about new product benefits and savings possibilities. Reported to Divisional Executive Director of Sales.
- Increased Client interest in products, and ultimate sales through on-site client visits and presentations.

MASSACHUSETTS DEPARTMENT OF EDUCATION, Malden, MA (9/1998 – 9/2001)

Field Technologist/User Support/Data Collection

- Advised 60 school districts in computer system selection and training for the Student Information Management System (SIMS) data collection process.
- Member of a 12 person team implementing the first SIMS in all the Massachusetts School Districts.
- Increased school district staff knowledge by presenting, training, and authoring numerous documents including "SASID Statewide Application Process".
- Fulfilled project expectations by analyzing requirements, and guiding installation of computer systems.
- Increased support of project, by successfully handling controversial issues with both district personnel and parents.
- Completed all aspects on the project within deadlines resulting in all data uploaded to Department of Education database.

RSG INC/MONADNOCK AREA COOP SCHOOL, Peterborough, NH (9/1988 – 9/1998) - An educational facility created to fill a void in district's early childhood education. Consisting of a full child-centric daily curriculum, inclusive SPED program, after school, and summer program. During the 8th year added a non-profit cooperative K – 8 school, certified by the NH Department of Education.

Founder and Executive Director

Created, and managed an educational facility to meet the learning needs of students in the Peterborough, NH area. Responsibilities included: curriculum development, accounting/bookkeeping functions (including health insurance, payroll and tax liabilities), plus all Human Resources functions (including hiring, firing, coaching, orientation,

evaluation) Authored Employee Manual and Staff Evaluation System consistent with Dept of Labor laws.

- Developed and received NH Department of Education approval for K-8 curriculum that encompassed state frameworks.
- Within 3 years grew over 500% to include 2 physical locations with 125 students and 20 staff.
- Chosen by local school district as the Special Education inclusive preschool.
- All state and local facility licenses and approvals were granted due to the meticulous follow through.
- Consistently increased enrollment through creative marketing and needs analysis.

EDUCATION

Rivier College, Nashua, NH
Enrolled in Masters Degree in computer Science program (27 out of 39 credits completed)
GPA = 3.8
University of Massachusetts, Lowell, MA
Bachelors Degree in Elementary and Mathematics Education. Graduated Magna Cum Laude
GPA = 3.8
Keene State College, Keene, NH
Master's level School Administration class – Project thesis – School Employee Manual

CERTIFICATIONS/ADDITIONAL CLASS WORK

Capital Community College, Hartford, CT 2009

- Project Management Boot Camp Certification
- Business Analyst IFS Certification
- Accounting and Finance
- Auditing

COMPUTER SKILLS

Hardware: PCs, Mac, IBM Mainframe, DEC Microsystems. Languages/Applications: Windows NT and XP, Microsoft Word, Excel, Powerpoint, Visio, Visual Basic, HTML, Access, SharePoint, Filemaker, Dbase II, Foxpro, Goldmine, SQL, Perl, LISP, C, Fortran, COBOL, PL/1, Basic.

CLEARANCES AND CERTIFICATIONS

- Held teaching certifications for Mathematics K-12 and Elementary Education K-8 in MA and NH.
- IFS Business Analysis and Project Management Certifications
- Held TOP SECRET clearance with auxiliary compartmental clearances

Auditor

PROFESSIONAL EXPERIENCE:

Massachusetts Department of Elementary & Secondary Education, Malden, MA

Auditor IV, 1999 - Present

Manages and coordinate all financial audit and compliance functions for state and federal grant programs. Directs and manages the reviews of conducted field audits of all of the Local Education Agencies (LEA) of the Commonwealth by members of the Audit and Compliance Unit. Created and established individual audit plans and work papers for each of these reviews. This process is designed to ensure the entity's compliance with Generally Accepted Accounting Principles and Federal and State grant requirements. Created the review process for the audits of Massachusetts school district's "End of Year" reporting process. Manages the independent audit functions within the department's programs and coordinates reviews for the agreed upon procedures of programs managed by individual department clusters. Supervises and performs internal, limited reviews of fiscal and compliance issues as requested by Senior Management of the Department. Evaluates and updates the overall Risk Assessment, Fraud Checklists and Internal Control Plans for the department to ensure that all services and functions are provided in an efficient, lawful and cost-effective manner. Assists in promulgating internal controls for special programs when established.

Salem StateCollege

Staff Associate - Financial Analyst 1996 - 1999

Supervisor of Financial Management Unit in the Office of Fiscal Affairs. Responsible for College's financial reporting, internal and external budget preparation, grant reporting and cash management. Performed monthly closing and reconciliation of college's funds. Performed evaluation and recommended changes in the college's internal control plan. Taught internal training classes on budgetary changes and report analysis.

Commonwealth of Massachusetts Office of the Comptroller, Boston, MA

Auditor IV 1992 - 1996

Supervising Auditor in the Quality Assurance Unit. Direct liaison with the Independent Certified Public Accounting firm selected to perform the annual Statewide Single Audit along with the various federal and state departments involved in the audit. Reviewed and analyzed department's audit findings and reported to the federal government on any progress made by departments in regards to their corrective action plans. Planed, organized and performed audits, follow-up reviews and internal control reviews at a variety of departments within the Commonwealth. Assisted the Financial Reporting Unit in the analysis and compilation of information reported by departments in their GAAP reporting packages. Taught various financial, public administration and computer training seminars.

Senior Accountant, 1990 - 1992
Supervised and coordinated activities for the preparation of the Massachusetts Comprehensive Annual Financial Report on a basis conforming to Generally Accepted Accounting Principals. Prepared and analyzed budget to actual statements on a statewide and individual fund basis. Prepared combined and combining Balance Sheets and Statements of Changes in Revenue and Expenditures according to principles of fund accounting. Designed and prepared computerized budgetary control, cost analysis and other financial and management reports.

EDUCATION:

BS Business Administration
Major: Accounting
Completed Graduate Courses in Accounting

AFFILIATIONS:

Certified Governmental Financial Manager

Certified Fraud Specialist

Association of Government Accountants

Business Analyst

PROFESSIONAL SUMMARY:

- 5+ years of experience as QA tester in the full life cycle of the software design and development process including requirements gathering, design, implementation, testing and maintenance.
- Demonstrated excellence in creating and developing test cases and test scripts.
- Experience in both client server and web based application testing.
- Experienced in performing automated testing using popular tools such as Mercury Interactive WinRunner, QuickTestPro ,and TestDirector, LoadRunner
- Proficient in WinRunner in customization and creating checkpoints, synchronization points, parameterization (data-driven test) and break points for debugging
- Detailed understanding of Manual and Automated testing.
- Area of strength includes: SDLC, functional testing, performance testing, integration testing, regression testing, smoke testing and user acceptance testing, Rational Unified Process (RUP) methodology and tools
- Excellent knowledge in industry standards like CMM, IEEE, ISO etc
- Interacted with large team of Business Analyst and developers through excellent communication and interpersonal skills.
- Experienced in working with rest of the QA team member to ensured adequate testing of software has been done both before and after completion, conducted UAT
- Proficient with MS Office (i.e., Visio, Word, Excel, Power Point, Access), AutoCAD, Pro Model simulation tool, and Minitab statistical analysis tool.
- Extensive knowledge in Finance, Banking, Health Care, Telecom, Insurance and Mortgage domain.

SKILLS:

Testing Tools:	Win Runner, Test Director, Load Runner, Quick Test Pro 6.5,
Other Tools:	Bug Tracking Tools, Rational Rose, Requisite Pro, Microsoft Office, Auto CAD, Pro-Model, Minitab
Operating Systems:	Windows 95, 98, NT, 2000, XP, familiar with UNIX
Database:	Oracle9i, IBM DB2, and MS-Access
Other Skill:	SQL Queries, TSL (Test Script Language), Rational Unified Processes (RUP), UML, XML, HTML, knowledge of VB Script, Understanding of Sixsigma

EXPERIENCE:

Business Analyst

Aug 2005- Mar 2006

Worked with National Pricing System (NPS) application to create one pricing system used in all regions that: enables strategic management of risk pools at the regional level, that incorporates marketplace and regulatory, uses common methodology that is acceptable in the marketplace is cost-based. NPS is centrally maintained but regionally accessed, puts under one system the pricing functions of rate setting, cost projections and rate quoting, &tracks quoted revenue to target. Pricing factors can be defined and assigned at any level by product,

customer contract, and geographic location etc. Provide users with exactly the information they need for creating quotes, invoices, orders & reports. Provide consistent quotes across all company touch points customer service, channel partners, in-house telemarketing sales, online sales, and direct sales representatives.

- Prepared and executed test cases based on Requirements Document.
- Participated in developing High level test scenarios and then created detailed Test Scripts which maps to the technical requirements
- Assisted QA lead in developing test plans.
- Performed smoke, system, integration, functional and regression testing of the system.
- Identified and tracked defects, issues, risks and communicate with developer with excellent communication skill
- Collaborated with rest of the QA team to develop the test conditions and test cases to be used in testing based on business requirements, technical specifications and/or product knowledge
- Ensure testing and overall project goal has been met by tracking day to day activity with schedule activity.
- Designed and implemented SQL queries for QA testing and data validation

Business Analyst

Aug 2004 – July 2005

The Mobile Billing Quality Assurance Team (eBilling) module involved functional, regression and integration testing. The project was Enterprise Integration Test to involve functionality testing to Plan, develop, and document an Oracle OBF data repository, SQL scripts, constraints, stored procedures, and views. Views are constructed based upon test case data requirements, providing data dynamically via automated scripts to assist in identifying the capacity and potential limitations for GUI applications and machine-to-machine interfaces to telecom client provisioning systems.

- Involved in reviewing business requirement documents and the technical specification.
- Implemented black box testing procedure throughout SDLC (software development life cycle) & test environment.
- Assisted the team lead in making the test plan.
- Analyzed system requirements and wrote test cases, test scripts for testing the application.
- Performed manual testing prior to automate testing on the application.
- Actively participated in the team involving test plan analysis, go/no-go decisions based on the WinRunner test scripts results.
- Involved in execution for testing of database using SQL queries (select, update, Joins, views statements)
- Interacted with developers to resolve technical issues and investigated software for faults.
- Reported software mismatches (from the test planning), to the development team using Test Director.
- Automated test cases for GUI, Functionality, and Regression testing using WinRunner.
- Performed regression testing for fixes using WinRunner and closed the defects in Test Director.

- Involved in the end-to-end test using WinRunner and responsible for the Quality Assurance of this application to complete in record time.
- Responsible for building the environment of hardware and software for System Testing and Parallel Testing on both the client side and the server side.
- Contributed to the product documentation, including online help. Also, built macros and created data graphs/charts in MS Excel.

QA Tester

July 2003 - June 2004

The application was designed to provide greater efficiency to all aspects of customer services like Billing, Payments, Financial analysis and premium accounting. This system contains 8 subsystems, which include Order, Account Receivables, Account Payables, Purchase management system, Billing, Auditing, Cash value and Estimates. GUI screens are developed using Java and Backend is Oracle database.

Responsibilities

- Worked closely with development team in creating automated scripts for the application using WinRunner and LoadRunner.
- Effectively implemented different QA methodologies/policies, strategies and plans in all stages of SDLC.
- Created test cases and test scripts development and executed based on business and technical requirements.
- Implemented manual and automated testing methods to perform functional, integration, and regression testing using Mercury Interactive WinRunner.
- Executed system, integration, end-to-end, and user acceptance test (UAT) test cases for web-based and JAVA applications.
- Recorded LoadRunner Vuser scripts implementing parameterization both manually and by data driven wizards in Virtual User Generator.
- Analyzed and created the bug tracking reporting and summary report in the TestDirector.
- Expertise working on TestDirector for requirements management, planning, scheduling, running tests, defect tracking, manage the defects and executing the test cases.

EDUCATION

Bachelor of Science, Computer Science

Data Analyst

MANAGEMENT/RESEARCH EXPERIENCE

Massachusetts Department of Elementary and Secondary Education, Malden, MA
Jan. 2007 – Present

Senior Programmer/Analyst, Data Analysis and Reporting Team

- Work closely with data collection and technical staff to ensure agency collection of Education Personnel Management System (EPIMS) staff data meets state and federal reporting requirements and agency needs
- Prepare annual state reports relating to EDFacts and Title II of the Higher Education Act for the United States Department of Education
- Provide data and research to assist with the development of state policies and initiatives regarding educator preparation, licensure, preparation program approval, educator quality, supply and demand, and other related areas
- Provide educator data to fill ad hoc data requests from within the agency and from other agencies, the legislature, the governor's office, media, school districts, and the general public
- Coordinate with the Data Collection staff and provide technical assistance to school district staff who have questions about educator data reporting requirements

Research Analyst III, Data Analysis and Reporting Team

- Ensure agency collection of special education data meets state and federal requirements and agency needs
- Provide statistical analysis of the available data and generate, edit and review reports that meet the specifications and deadlines of the US Office of Special Education
- Provide special education data to fill ad hoc data requests from within the agency and from other agencies, the legislature, the governor's office, media, school districts, and the general public
- Participate in information management systems development to ensure full integration of required special education data; and attend special education data conference in Washington, D.C.
- Coordinate with the Data Collection staff and provide technical assistance to school district staff who have questions about special education data reporting requirements

BPA Worldwide, Shelton, CT ***2002 – Jan. 2007***

Team Leader, Science & Medicine Market Group

- Successfully managed the scheduling, completion, review, and acceptance of media audits for more than 300 member accounts
- Motivated a productive team of five media auditors through consistent mentoring and performance management
- Effectively communicated new initiatives, procedures, and policies
- Lead the team in providing superior customer service by responding to all client inquiries, challenges, and disputes
- Prepared income reports, forecasts, completion rates, and other audit income-related tracking using Excel, Access, and Web-based relational databases

Senior Auditor, Manufacturing, Mining, & Production Market Group, Science & Medicine Group

Auditor, Manufacturing, Mining, & Production Market Group

- Conducted detailed circulation audits using BPA Worldwide specific rules and bylaws
- Provided consulting services to clients by interpreting policies and procedures and recommending areas for improvement via general correspondence and formal written reports
- Performed in-depth market analyses of subscriber demographic data for the publishing and media industries

Centre for the Study of Public Policy, University of Strathclyde, Glasgow2000 – 2002

Research Fellow

- Produced and analyzed statistics from mass surveys of countries in Eastern Europe and the former Soviet Union utilizing SPSS, translated materials from Russian
- Co-authored, conducted research for, edited, and commented on numerous papers produced by the Centre on topics concerning countries of the former Soviet Union and Asia
- Researched social capital networks in Russia as part of a grant funded by the Leverhulme Foundation

TACIS Project: "Social Consequences of Economic Restructuring and Privatization in Russia" Spring 1998

Consultant

- Analyzed survey data and co-authored reports on housing and healthcare in Russia for a project funded by the European Union

University of Oxford, Board of the Faculty of Social Science 1997-1999

Research Assistant for Dr. Stephen Whitefield

- Organized the results of survey data analyses for academic articles and presentations at conferences.

Becker College, Worcester, MA 1992 – 1994

Computer Services Coordinator

- Ran queries and prepared reports for the college's administrators
- Acted as a liaison between the Computer Services Department and the Admissions, Business, Registrar's, Student Services, and Financial Aid Offices
- Implemented the college's changeover to a computer-based record system, conducted computer in-service training for all offices and provided software support

TEACHING EXPERIENCE

Harris Manchester College, University of Oxford Spring 1998
Course Tutor

- Taught International Politics between the Wars

The Oxford Programme for Undergraduate Studies **1997-1998**
Course Tutor
- Taught Russian Politics, Comparative Politics, The USA and the World, 1917-1945

Fitchburg State College, Fitchburg, MA **Summer 1995**
Adjunct Professor
- Taught U.S. History II: 1865 to the Present

Devereux Foundation, Rutland, MA **` 1988-1991**
Residential school providing care for special needs children ranging in ages between six and twenty-one
Teacher's Aide, Behavior Manager, Assistant Program Manager
- Assisted teacher in carrying out Individualized Educational Programs for special needs students
- Developed pro-active programs to reduce incidents of self-injurious and inappropriate behaviors
- Responsible for the administrative functions of a residential program

EDUCATION

St. Antony's College, University of Oxford, UK
Doctorate of Philosophy in Politics- Dissertation still pending
Title: Mass Attitudes and Ethnic Conflict in the Baltic States, Ukraine, Moldova, and Belarus

University of London, School of Slavonic and East European Studies, UK
Master of Arts, Contemporary Soviet and East European Studies

Cornell University, College of Arts and Sciences
Bachelor of Arts, Russian and Soviet Studies
SKILLS
Computing
- Statistical Packages: SPSS for Windows
- Operating Systems: MS DOS, Windows
- Word Processing: Microsoft Word, WordPerfect
- Other Packages: Excel, PowerPoint, Access

DBA

Although there are several DBAs currently working at the DESE, for this project one more would need to be hired. The skills that would essential include the following:

- Backup/recovery, performance tuning, database security and basic administration knowledge.
- Knowledge in a at least one advanced area of Oracle (Streams, RAC, Data Guard, Encryption, Data Guard, DW, BI, Data Vault, etc.).
- Knowledge in a number of advanced areas of Oracle including knowledge of enterprise management with software such as Grid Control, Quest or CA database management
- Intermediate to Advanced Application Server Administration knowledge
- Ability to deploy web applications and communicate on topics such as J2EE, Web Services, SOA, BPEL, BPEL, XML, SSO, identity management, etc.
- Ability to manage the entire n-tiered technology stack using Grid Control or other 3rd party management solutions. Can manage at least one of the following areas across the entire enterprise infrastucture: Security, Backup/Recovery, Performance, Diagnostics.
- Some knowledge of a set of applications (PeopleSoft, Siebel, JD Edwards, Oracle EBusiness Suite or Oracle Fusion).

Developer

OBJECTIVE

To be associated with a Progressive Organization that gives me scope to apply my knowledge and skills in the area of Testing of Software Application.

SUMMARY:

- Around 5 years of total experience in IT industry on Software Testing in Web Applications and Client/Server Applications using WinRunner, QTP(Quick Test Pro), Test Director, LoadRunner and Rational Robot.
- Experienced in preparing and executing Test cases based on Business requirements and Technical Specifications.
- Experience over Installing Builds on various Platforms.
- Extensive working experience in QA both in Automation and Manual Testing.
- Involved in designing various test scenarios, test cases and executing them.
- Experienced in Functionality Testing, Black-Box Testing and Regression Testing.
- Thorough exposure in studying various Business and Functional documents like Business Requirement Specifications/Software Requirement Specifications.
- Experience in writing Queries in order to retrieve the data from the database.
- Experience on different types of Black Box Testing like Integration Testing, System Testing.
- Knowledge on Complete Software Development Life Cycle Like Analysis, Design, Coding, Module Testing, Integration Testing, System Testing.
- In-depth Knowledge on different Software Development Life Cycle Models.
- Ability to work independently, in a team environment and also as module lead.
- Knowledge over UNIX operating system and Shell Scripting.

TECHNICAL SKILLS:

Operating system	: Windows 98/NT/2000/XP, Unix, Linux and MS-DOS
DBMS	: Oracle 8i/9i, DB2 8.1
Languages	: C, C++, JAVA, J2EE, SQL, PL/SQL, Visual Basic
Internet Technologies	: ASP, VB Script, Java Script, HTML.
Testing Tools	: WinRunner 8.0, LoadRunner 8.0, QTP8.2 (Quick Test Pro), TestDirector 7.0 and Rational Robot 2003.
Application Servers	: BEA Weblogic Server 8.1, IBM Websphere Application Server 5x.
IDE	: Eclipse IDE 3.0, JBuilder 8.0, Clear Quest.
WebServers	: IBM Httpserver 6.0, Apache 2.2.x, IIS 5.0

PROFESSIONAL EXPERIENCE:

HSBC BANK, ***March 07 – February 09***

Sr. Quality Analyst

Worked as a QA Analyst going into a large multi-national BANK with focus on developing testing methodologies and testing cycle analysis in order to improve the quality of testing effort and reduce the test cycle time. Analyzed complex user requirement definitions and specifications to model testing effort for HSBC's Global Internet Banking site. Established an automation strategy and introduced automation successfully where test automation did not

exist previously. Acted as the initial architect and helped build a Test Automation team. The group is stable and is in a maintenance mode with QTP test automation.
Participated in project planning, risks assessment, creating testing strategy, participated in setting milestones and deliverables. Reported project updates to higher management.

Responsibilities:

- Worked closely with Business Analysts and Developers to gather Application Requirements and Business Processes in order to formulate the test plan.
- Developed and maintained innovative, repeatable QA test plans based on functional requirements, use cases, user interface designs, system design documents and domain knowledge
- Created high level strategy documentation and detailed test documents.
- Test planning, documentation, coordination and execution and work with other QA engineers to coordinate testing.
- Collaborate with System Architect, Software Engineers and Product Management to identify and prioritize areas requiring testing as well as areas requiring code review and design review
- Conducted Functionality, testing during the various phases of the development of the application doing Manual Testing
- Use Test Director to create to create Test Plan, Test cases and test scripts as well as steps for manual and automated implementation of test cases in Test Director.
- Bug reporting using Test Director
- Prioritized user requirements in order to save time.
- Analyzed the requirements for manual testing instructions.
- Used QTP to develop VB scripts to perform functionality and GUI testing.
- Used Active Screens in QTP to enhance the test scripts.
- Performed smoke testing and Security testing manually.

ENVIRONMENT

:PL/SQL, Windows 2000 Server, WinRunner, Quality Center, Rational Unified Process, Business Process Testing, Rational ClearQuest, Oracle, UNIX

A.G. Edwards Inc ***October 06 – February 07***

QA Tester

A.G. Edwards, Inc. is a nationally recognized leader in the financial services industry. It is a national investment firm with the industry's fourth-largest retail distribution network, encompassing more than 7,100 financial consultants. It has the on-line trading site in which the investors can access their portfolio on-line for different types of accounts the customers have established. Age Connect system features the access to financial institutions. The on-line interface, market viewer offer customizable display allowing clients to customize their inventory data display. It also allows clients to focus on their trading requirements.

RESPONSIBILITIES:

- Involved in gathering business requirements, studying the application and collecting the information from developers and writing the Test Plan.
- Responsible for the creation and execution of manual/automated test cases.
- Performed smoke test and basic functionality tests manually.
- Conducted End to End testing using Quick Test Professional.
- Manual Testing was done to perform functional testing on the User interface.

- Involved in Black box and end to end testing manually.
- Used Test Director for the complete testing effort, which also involved bug reporting, and defect tracking.
- Performed different types of testing, such as Integration, System, Functionality,

ENVIRONMENT:

Windows NT, UNIX, ATG Dynamo, Java, J2ee, XML, Oracle, MS Excel, PVCS, Test Director.

State Farm Insurance ***January 06 – October 06***

Quality Assurance Analyst

Worked as a Sr. Test Engineer for State Farm Insurance, one of the largest insurance companies in North America. Payroll automation system was an in-house product that was developed to automate the functions and activities of employee's services. This application was useful for maintaining employee information, calculating the number of hours worked by an employee, deducting taxes, track sick and vacation days and keep up to date with tax law changes. This software consists of four modules i.e. employee's pay information, sick and vacation days, tax information and allowances/deductions. I was involved in Functional testing of the project.

RESPONSIBILITIES:

- Worked closely with software engineers, internal and external customers to gather comprehensive testing criteria and plan requirements to ensure accuracy and timeliness of projects.
- Involved in developing Test Plans.
- Performed Manual testing to get a strong hold of application's primary function.
- Performed Data Validation.
- Plotting and implementing scenarios in LoadRunner
- Used QTP to develop VB scripts to perform functionality and GUI testing.
- Used Active Screens in QTP to enhance the test scripts.

.ENVIRONMENT:

UNIX, Load Runner, Test Director, DB2, QTP, SQL plus, JAVA, VB .NET, Windows 2000/NT.

Education Researcher

For this project an Educational Researcher will need to be hired. The following skill set will be essential:

- Coordinated the formulation of evaluations and research plans in collaboration with program staff in order to ensure effective dissemination of information within established standards;
- Developed rigorous qualitative and quantitative research designs and review for accuracy, completeness and content;
- Designed thoughtful, well constructed surveys and other data collection tools and review for accuracy, completeness and content;
- Issued RFRs for contracted research work and supervise vendor activities in order to provide information to superiors and to recommend appropriate action;
- Formulated data-sharing agreements with research partners in order to provide information to superiors and to recommend appropriate action;
- Worked with program staff to apply research findings to program improvement activities;
- Conducted qualitative and quantitative analyses of policy and planning issues and communicate results in reports, memos, and presentations;
- Experience in developing and implementing methodologically rigorous and sophisticated evaluation and research designs, including designs that can measure causal impacts;
- Experience in survey design and implementation;
- Ability to understand, interpret, and make professional judgments about complex statistical analysis and research methodology;
- Ability to produce sophisticated, thoughtful analyses of key policy issues for the agency;
- Ability to collect, present, and analyze data accurately and objectively;
- Ability to communicate results clearly in a format and style appropriate for their intended audience;
- Ability to use sound judgment in handling analytical and logistical challenges and resolving problems;
- Ability to work effectively with internal and external stakeholders and use a collaborative style to achieve project results; and
- Ability to be flexible in responding to changing priorities.

Preferred qualifications:

- Master's degree or Ph.D. in a social science field;
- At least three years of experience in research and evaluation design; and

familiarity with statistical software packages such as SPSS.

Report Developer

SUMMARY:

IT professional with 10+ years of experience in the Design, Development, and Implementation of systems with focus in Business Intelligence and web-based applications.

- Cognos Certification in Datamanager, ReportNet (Product User), BI Administrator and BI Author, with 7+ years experience in the Design, Development and Maintenance of Decision Support Systems, using the Cognos suite of BI tools – Report Net, Impromptu, PowerPlay, Impromptu Web Reports (IWR), Access Manager, Cognos Query, DecisionStream, Cognos Script and Upfront.
- Experience with Data warehousing, Data mart and Data modeling.
- 6+ years of expert level skills in Oracle, SQL Server, DB2, SQL, T-SQL, PL/SQL - Stored Procedures, Functions, and Triggers

Business Application Areas:

Education Dept
Health Care & Pharmaceutical
Financial, Sales and Distribution
Enterprise Resource Planning

EDUCATION

Master of Business Administration

Post Graduate Diploma in Computer Application
Bachelor Degree in Science

CERTIFICATIONS:

Cognos Trained Certified Data manager 8.3
Certified Cognos 7.0 Level 1 (BI Author)
Certified Cognos 7.0 Level 2 (BI Administrator)
Certified Cognos ReportNet

TECHNICAL SKILLS

DataManager8.3,Report Net 8.4/8.3/8.2, SDK, EP 7.0/7.1/7.2/7.3 Series, Cognos Impromptu, PowerPlay Transformer, PowerPlay Reports, Net Framework Manager, Cognos Connection, IWR, Upfront, Decision Stream, Cognos Script, Cognos Query, Visualizer, Informatica
Crystal Enterprise Reports Designer
Erwin7.0, Oracle 10g, 9i, 8i, (PL/SQL), DB2, SQL Server 2005/2000(T-SQL), Data Stage Ascential
Visual Basic 6.0, **Java, JSP, Servlet, ASP, VB Script, JavaScript, HTML 4.0, DHTML, XML, Web Logic, Web Sphere**, Security: Access Manager, Sun One, Tivoli, Microsoft AD
SAPR3, People Soft, Visual Source Safe (VSS), MS Office

PROFESSIONAL EXPERIENCE

BOSTON PUBLIC SCHOOLS (BPS), MA

Since Apr 08 (Cognos consultant)

The BPS school district is comprised of 145 schools with total of 5489 administrators and teachers responsible for the education of 57000 students. BPS Datawarehouse will automate the data cleansing and multiple source integration processes and provide user friendly reports. Currently, administrators, teachers and others collect and access an array of student related data including Attendance, report card grades, special education, testing and English education and general demographics.

- Installation and implementation of cognos products suits(8.3) and configured with LDAP sun 1 Directory server
- Developed and moved reports from Development to Production
- Designed , developed ETL/Framework model /package by using Datamanager and framework Model
- Created number of Job stream builds to execute and load data into the corresponding data marts
- Converted non hierarchical structure of data into structured and leveled information
- Designed number of Facts and Dimension builds to meet the reporting requirements
- Designed Conformed dimensions to reduce data redundancy
- Delivered numerous data marts and moved to the production were the corresponding cubes and the reports were generated daily
- Handled the Rejected data and restored it in accordance with the user specifications
- Performed scheduled maintenance of the Production for the everyday updates
- Created framework model for attendance and along with MCAS data
- Created Dashboard and Scorecard reports(attendance) for high level management group
- Worked with business users for user requirement and sign off the reports
- Created number of reports/cubes for various business needs.
- Cubes were created in transformer and viewed in analysis studio
- Setting up security model for various business groups/Packages.
- Created the flow charts for data movement using Erwin
- Used Stored procedure for complex reporting needs

Environment: ReportNet8.3 (Data Manager Report Studio, Analysis studio,Query Studio) Sql Server 2005 and Windows2003

BOARD OF HIGHER EDUCATION, MA

Jan 07 - Apr 08 (Cognos Consultant)

The BHE and DOE wants to share student record information. By integrating PK-12 and post secondary student information, DOE will be able to measure performance of high schools by the performance of their students in college. Same time, BHE will be able to assess the effectiveness of the colleges in helping students attain a post-secondary credential .This will help them to improve elementary, secondary and post secondary educational programs in the Commonwealth of Massachusetts

- Installation and implementation of cognos products and tools and configured with Microsoft Active Directory.
- Migration of reports, cubes and packages from Development Box to Production Box
- Setting up security for each user groups to access corresponding reports and cubes

- Maintenance of cognos server for loading and balancing (monitoring Dispatcher, log files, events and etc..
- Interacting with business functional analyst for report specification.
- Developed number of cubes for research and planning ,fiscal data and financial aid
- Created new framework model and implementing best practice standard for exiting framework model
- Created complex reports with multi pages.
- Generated number of reports for Research and planning by report studio and query studio
- Published cubes on Analysis Studio
- Created user level documentation

Environment: ReportNet8.2 (Report Studio, Analysis studio, Metrics Studio, Query Studio) Oracle 10g, Toad and Windows2003

PHASE FORWARD, MA

Sep'06- Dec: 06 Cognos Consultant, (Administration & Report Development)

Phase forward is the leading provider of integrated data management solutions for clinical trail and drug safety. It provides solution in Electronic Data Capture (EDC), Clinical Data Management (CDM) and Adverse Event Reporting (AER).

- Responsible for Handling CDM of Merck and Genzyme and AER of Merck.
- Wrote Business report document for Cognos Report net Reports.
- Interacting with business functional people and wrote a business specification.
- Installed and configured Cognos ReportNet Tool with Oracle Database.
- Maintenance and administering development and Production server
- Setting up User roles for each groups
- Created Framework model based on User Requirement with Star Schema group
- Maintenance and upgrading Framework model periodically.
- Created Dimensional Model for Analysis Studio
- Created Regular dimension and Measure dimension for Dimensional Model
- Migrating reports from 1.1 to ReportNet 8.0
- Used Deployment to migrate reports and model from staging server to production server
- Set the Security for each group and each group user
- Wrote number of reports using Report studio and Query Studio.
- Used Metrics Studio for finding metrics for each study in adverse event and clinical data management
- Wrote PL SQL for complex report.
- Testing the reports with UCASE and validating SQL in SQL Developer.

Environment: ReportNet8.1, (Report Studio, Analysis studio, Metrics Studio, Query Studio) ReportNet 1.1 MR3, Oracle9i, PL-SQL Developer and Windows2003

Sr. Business/Systems Analyst

OBJECTIVE: Be able to apply my increasing skills and expertise on a more challenging position and make a higher contribution to the ESE with better achievements.

EXPERIENCE:

Supervisor of Data Quality (Sr. Systems Analyst/Programmer), Data Collection Processing & Reporting
Massachusetts Department of Elementary and Secondary Education, Malden, Massachusetts, 01/2006-present

- Supervise the data quality staff to assure their work is completed accurately and in a timely manner.
- Develop and design systems and technical programs to analyze, review and identify data inaccuracies.
- Test systems and programs by preparing test data, reviewing input and output data for validity and accuracy.
- Identify causes of systems failure and make appropriate recommendations.
- Develop and maintain automated communications system for the Student Management System.
- Collaborate with IT programmers and database team to analyze, develop and maintain online automated data collection processes and provide them with information to meet data collection business needs.
- Develop programs, codes and queries to analyze effectiveness of current processes, databases and systems.
- Verify all collected data adheres to the agency business rules and user needs by implementing data validation systems and writing detailed programming code.
- Apply statistical methods to raw data, interpret results and make recommendations.

Management Analyst II, Data Collection Processing & Reporting
Massachusetts Department of Elementary and Secondary Education, Malden, Massachusetts, 01/2004-01/2006

- Design and develop systems and technical programs to analyze, review and identify data inaccuracies.
- Test systems and programs by preparing test data, review input and output data for validity, identify causes of system failure and make appropriate recommendations.
- Automate communications to districts and data collection staff to document responses and actions taken.
- Supervise the dissemination and documentation of edit report communications to districts and schools and maintain processes and systems to promote the accuracy, timeliness, and efficiency of DOE data collections.
- Direct interaction with IT. Programmers and database administrators to analyze, develop and maintain online automated data collection processes. Provide them with additional information to meet data collection business needs and coordinate information from multiple systems.
- Develop programs, codes and queries to generate various reports for data collection staff. Analyze effectiveness of current processes, databases and systems. Improve them, modify them or create new systems to accommodate user needs.

- Review final data files with a strong attention to details produced from data collections and check final reports for final publication.
- Implement data checking systems and write detailed programming codes using applicable computer language.
- Apply statistical methods to raw data, interpret results and make recommendations.

Associate Project control
Kvaerner Process, New Jersey, 02/2001- 11/2002
- Maintain progress and performance measurement system by collecting data and coordinating information from multiple systems and sources.
- Develop and maintain Access databases and excel spreadsheets to store data and perform analysis to generate multiple reports.
- Interpret and incorporate all project-approved changes in the earned value system database.
- Update, plan and forecast project schedules, analyze it and incorporate it to the system.
- Work closely with the project management team to finalize the monthly report.

Business web bank/ Wire transfer specialist- Electronic banking department
Cambridge Savings Bank, Cambridge, Massachusetts, 10/1997 - 01/2001
- Perform a variety of complex duties related to electronic banking.
- Interface with management team in identifying, reporting and resolving customer's requests.
- Handle web-banking activities and administrative work.
- Implement software (Encore, Bisys, Intracheck and Hybrid) for processing banking transactions.

Sales Representative
Souper Salad, Boston, Massachusetts, 06/1996-03/1997
- Perform quality customer service and provide answers to their requests.
- Balance daily transactions and record the sales figures.
- Train and supervise new staff members.
- Operate cash registers and resolve any related problems.

COMPUTER SKILLS:
Software Systems:
- Operating Systems: Windows 98, 2000, XP, DOS, OS/400, Unix and Windows NT.
- Languages: proficient in C, C++, Pascal, Assembly Language, SQL, PL SQL, Oracle, Foxpro, Visual Basic, HTML and SPSS
- Application Software: MS Office 2003, MS Office 2000, Oracle, SPSS, Remedy, Toad, C4DQ, SQL Analyzer and Enterprise Manager,

Hardware Systems: IBM PC and Compatibles, AS/400.

EDUCATION:
Database Programming, Spring 2005
Refresher course taken at Bunker Hill Community College: "Database Programming-Oracle".
This involved extensive programming and writing codes using SQL/ PL SQL and managing databases.

Bachelor of Sciences in Electrical Engineering, 09/1990- 09/1995
University of Sciences and Technology (U.S.T.H.B), Algiers, Algeria.
Thesis Title: " Development of Software Application on Fractal Analysis and application on Urban Morphology"
Courses include:

- Database Management Systems, Embedded Systems and Control Systems.
- Real-Time Programming, Signal and Image Processing and Graphic C routines.
- Electricity, Magnetism and Computer Networks.
- Micro, Macro- economics and Finance.

ADDITIONAL INFORMATION:

- Fluent in French.
- Strong work ethics, dependable, flexible, detail-oriented and willing to learn.

System Administrator

- For this project a System Administrator will need to be hired. The following skill set will be essential:
- Sound familiarity with Windows2000 and WindowsXP at the user level, including user and application installation.
- Linux System Administration skills (RedHat and Suse) Windows Server System Administration.
- Familiarity with Microsoft Office, printing, and Windows networking.
- Familiarity with Intel-compatible hardware.
- Advanced ability (building and configuring machines, hardware roubleshooting).
- Strong communication and people skills, both written and verbal.
- A proven record of reliability, the ability to perform under time constraints, and good judgment under pressure.
- The ability to lift 50 lbs and install computer and electronic equipment in a safe and careful manner.
- Expert in Windows server 2000/ 2003, NT4.0, Microsoft Active Directory, DNS, DHCP
- Fantastic ability to learn new material quickly.
- A solid understanding of networking fundamentals and security.
- Ability to maintain a reliable and methodical approach to support and documentation.

Trainer

For this project a Trainer will need to be hired. The following skill set will be essential:

- A proven track record of significant improvements in learning processes, productivity, quality, and customer satisfaction while reducing costs, lowering turnover, and maintaining a positive work environment.
- Dynamic leader, strategic thinker and decision-maker
- Design/Delivery of Training
- Subject Matter Expert: IT, Supply Chain, & Finance
- Adult Learning Principles
- Technical, Process, & Leadership Course Training
- Performance Consulting
- Needs Assessment & Training Metrix
- Bilingual in Swedish
- International & Domestic Training

Architect/Modeler

For this project an Architect/Modeler will need to be hired. The following skill set will be essential:

- Work as part of a team to support data and reporting needs following business users' requirements, performance and key business indicators
- Perform Cognos reports and cube development
- Provide maintenance, end user support for Cognos environment
- Take a role of Cognos expert, Cognos architect, focal point for all Cognos-related issues; support business projects, participate in requirement definition, solution development and implementation phases of data warehouse and reporting projects
- Develop Oracle PL / SQL queries and stored, design and develop reporting data marts, prepare and de-normalize data to support reports development
- Monitor and tune SQL statements and procedures for all reporting
- Train staff in the development and support of Cognos solutions
- Partner with senior management and data analysts in any deep analytic reporting and data mining activities
- 5+ years of hands-on experience with the Cognos toolset (Report Studio, Query Studio, Analysis Studio, Framework Manager, Powerplay, and Transformer) as an architect, developer, and administrator
- Cognos version 8.3 required
- Experience in the development and analysis of operational and strategic business reporting using Cognos BI tools - reports, charts, graphs and dashboards
- Experience administering and developing Cognos Framework Manager models; proficiency with data modeling.
- Experience administering and developing Cognos OLAP cubes; familiarity with Cognos Transformer

Tester

For this project Tester will need to be hired. The following skill set will be essential:

- 6 years of extensive experience as a QA Tester/ Analyst and including diversified experience in Manual and Automated testing of J2EE, Java, Oracle, .Net, C#, Point of sale, Inventory control, and Web and Client-server applications.
- Exposure to DSL, FTTP, Financial, Insurance, Telecomm, Auto Insurance, Home Insurance, Health Insurance, Healthcare (EPIC, HIPAA etc.), Credit Card, Banking and other Commercial applications.
- Strong knowledge of Software Development Life Cycle, Testing Methodologies and Techniques.
- Familiar in testing applications developed in Agile and Iterative Approaches.
- Developed Test Strategy, Test Plan, Test Cases (Functional and Non-Functional) Test Scenarios from System Requirement specifications according to the Business requirement.
- Responsible for GUI, Web Testing and Database Testing and validating the application against the database using SQL.
- Experience in Writing Stored Procedures and Triggers using SQL for Business applications to validate data.
- Expertise in using of VB script for the process of test automation
- Experienced in validating Crystal Reports.
- Experience working with large data sets.
- Proficient in System testing, Negative testing, Usability testing, Cross Browser testing, Performance, Stress, Load testing, Integration, Regression testing.
- Experienced in executing overall Testing Life cycle.
- Designing and executing test cases using Quality Center 9.0.
- Experienced in defining, logging and prioritizing defects identified during the Test execution.
- Strong ability to interpret results and transform data into usable and readable information.
- Managing and monitoring the defects through Quality Center 9.0.
- Experienced in automating applications using HP Mercury Interactive Tools (Win Runner, Quick Test Professional, Test Director, and Quality Center 9.0).
- Worked on analyzing and defining the automation approach and automation plan.
- Experienced in creating Project plans using Microsoft Project.
- Articulate with excellent communication skills. Proficient in QA Testing of the software. Proficient in writing Test Plans & Test Scenarios/Test Cases and documentation of test results

Program Support

EDUCATION:

Master of Arts Degree in Educational and Developmental Psychology, May 1997.
Bachelor of Arts Degree in Psychology, May 1995.

PROFESSIONAL EXPERIENCE:

EDP Systems Analyst III (Information Services and Technology/Data Collection) 9/00 – Present

- Provide technical assistance to the schools and school districts with the on-line data collection applications.
- Assist in the development and testing of on-line data collection applications with accuracy and attention to detail.
- Generate data collection reports and forms based on department policy and federal reporting requirements.
- Assist with the collection, reviewing and editing of data collection forms by communicating with district staff.
- Maintain and update status reports for the on-line data collection and paper-based forms.
- Respond to requests for information from districts, schools, colleagues, other departments within the agency, and the general public in a professional and timely manner.
- Responsible for responding to requests from the Data@doe.mass.edu e-mail account.

Field Technician for the Student Information Management System (SIMS) – 12/02 - present

- Department liaison for 84 school districts.
- Provide technical support to the school and district personnel on the state student ID assignment and student data transmission to the Department.
- Train the school districts on how to use the department's SIMS applications and Directory Administration.

Educational Specialist II (Data Collection and Processing Specialist) 4/98 – 9/00

- Generate the Occupational Education report and maintain the Occupational Education database.
- Review and edit the Occupational Education reports that were disseminated to the Vocational and Technical High Schools and Public Two Year Community Colleges.
- Train school officials, staff members and liaisons on the Occupational Education report.
- Correspond with the schools and school liaisons until ALL data is complete and accurate.
- Create required reports for the State and Federal Department of Education in a timely fashion.
- Assist with other database, reporting, and spreadsheet tasks.
- Provide assistance to local school staff and other departments within the agency.

- Respond to inquiries and problems regarding the Occupational Education report and general inquiries from parents, schools, and the public.

Evaluation Assistant ***11/97 – 4/98***

- Updated and maintained all data files.
- Checked data collection instruments received from sites for errors and inconsistencies.
- Resolved data errors/inconsistencies either by completing the returned forms and mailing them to the site supervisors or by calling the sites to resolve the issue.
- Produced monthly data status reports for supervisors and managers.
- Assisted the director with the design, planning, implementation and maintenance of the evaluation component of ***Child Welfare*** programs by report writing, graphic preparation, and preliminary data analysis and training.
- Assisted in data coding and data entry as needed.

Interviewer ***9/97 – 11/97***

- Conducted interviews with Head Start children (ages 3-5) and families.
- Contacted the schools and families to schedule the interviews.
- Administered the Peabody Picture Vocabulary Test – III, Early Literacy Assessment Profile, Early Literacy Profile and Book Concepts using the book "Good Night Moon".

Research Assistant, for the National Head Start/Early Childhood Transition Project 6/95 – 11-97

- Responsible for all aspects of data collection; data reduction, creating databases, organization, coding, transcription, entry, and analysis.
- Assisted with the administration of measures and other testing materials by 1) Training data collectors
- 2) Conducting subject interviews.
- Trained and supervised undergraduate and graduate student volunteers and/or interns with database entry and literature reviews.
- Other responsibilities included graphic design and general office and administrative duties for the department.

COMPUTER SKILLS:

Proficient with IBM and Macintosh.

Operating Systems: Microsoft Windows, MS-DOS; DBASE
Desktop Applications: Lotus Smart Suite (AmiPro, Lotus Notes)
Microsoft (Excel, Word, Power Point, Publisher, Outlook)
Database Tools: Lotus Approach, Microsoft Access, FoxPro 2.6, SPSS
Internet Tools: Netscape Navigator, Microsoft Internet Explorer

LANGUAGES:

Fluent in spoken Chinese (Cantonese and Toisanese).

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:
Title: **Appendix C** Pages: **4** Uploaded File: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\Appendix_C.pdf**

Appendix C - Current Status of State's Longitudinal Data System

Although the capabilities and data elements are written in abbreviated form in these charts, Massachusetts' responses in the 2nd and 3rd columns are responsive to the entire criteria as documented in the 2009 SLDS Request for Applications.

C1. Seven Capabilities

Capability	STATUS: Currently Operational or Operational Fall 2010	Requested Through this 2009 SLDS Application
1. Track progress and outcomes over time using individual student level data from preschool through postsecondary education and into the workforce.	• Completed for K-12 (State funding) but not yet across postsecondary education and workforce.	• Will link and integrate preschool, K-12 and higher education data. *{Outcomes 1.1,1.2, 1.3}* • Workforce tracking will be enabled but will require additional development to be available to all levels of the enterprise. *{Outcome 1.1}*
2. Interoperability within and across states to inform policy and practice.	• Completed within (State funding) but not yet across programs under DEEC, DESE, and DHE.	• Interoperability would be completed across all MA education agencies and programs *(Outcomes 1.1, 1.2, 1.3}* and interstate project would begin *{Outcomes 6.1, 6.2}.*
3. Teacher-student link	• COMPLETED: Criteria for this element are met. Teachers, students and the classes they are enrolled in, including student assessment data will be linked / by 10/2010 (State capital funding).	• Essential to Enhance the teacher-student link. Provide updated links among teachers, students and their classes through the EDW. *{Outcomes 1.1, 3.1, 4.2}*
4. Match teachers with their certification(s) and the programs & institutions that prepared them.	• Currently match teachers with their certifications (state funding). Under development, supported by State Funds. Supplemental Funds sought through this application for a 2009 SLDS Grant	• Early MEPID (educator ID) assignment will enable linking teachers to the programs & institutions where they were prepared for their role. *{Outcome 4.1}*
5. Student achievement data easily generated and reported to parents, teachers and school leaders for	• Student achievement data is currently provided to district and school leaders through the EDW, to	• More robust student achievement data will be available to teachers through direct access to the EDW.

continuous improvement and decision-making.	parents and teachers through individual student reports generated by the EDW, and in aggregate form on the DESE website (state, Title I, Title II-D funding).	*{Outcomes 1.1, 3.1}* • Early warning / opportunity reports will be available through the EDW. *{Outcomes 2.1, 2.2}*
6. Ensure the quality and integrity of data in the system.	• Current data verification systems includes complex business/validation rules that confirm each data element meets specification and is not duplicated across the state prior to acceptance; (State & Title I funding).	• A data quality curriculum will be developed and trainings implemented across the state. A data audit protocol will be developed and implemented in a targeted sample of early childhood, K-12 and higher education organizations annually. *{Outcomes 5.1, 5.2}* • Fully automated transfer of data within districts will eliminate errors from duplicate data entry. *{Outcome 3.1, 3.2}*
7. Meet reporting requirements of the Department, especially for SFSF and *EDFacts*.	• COMPLETED: Criteria for this element are met. (State funding).	

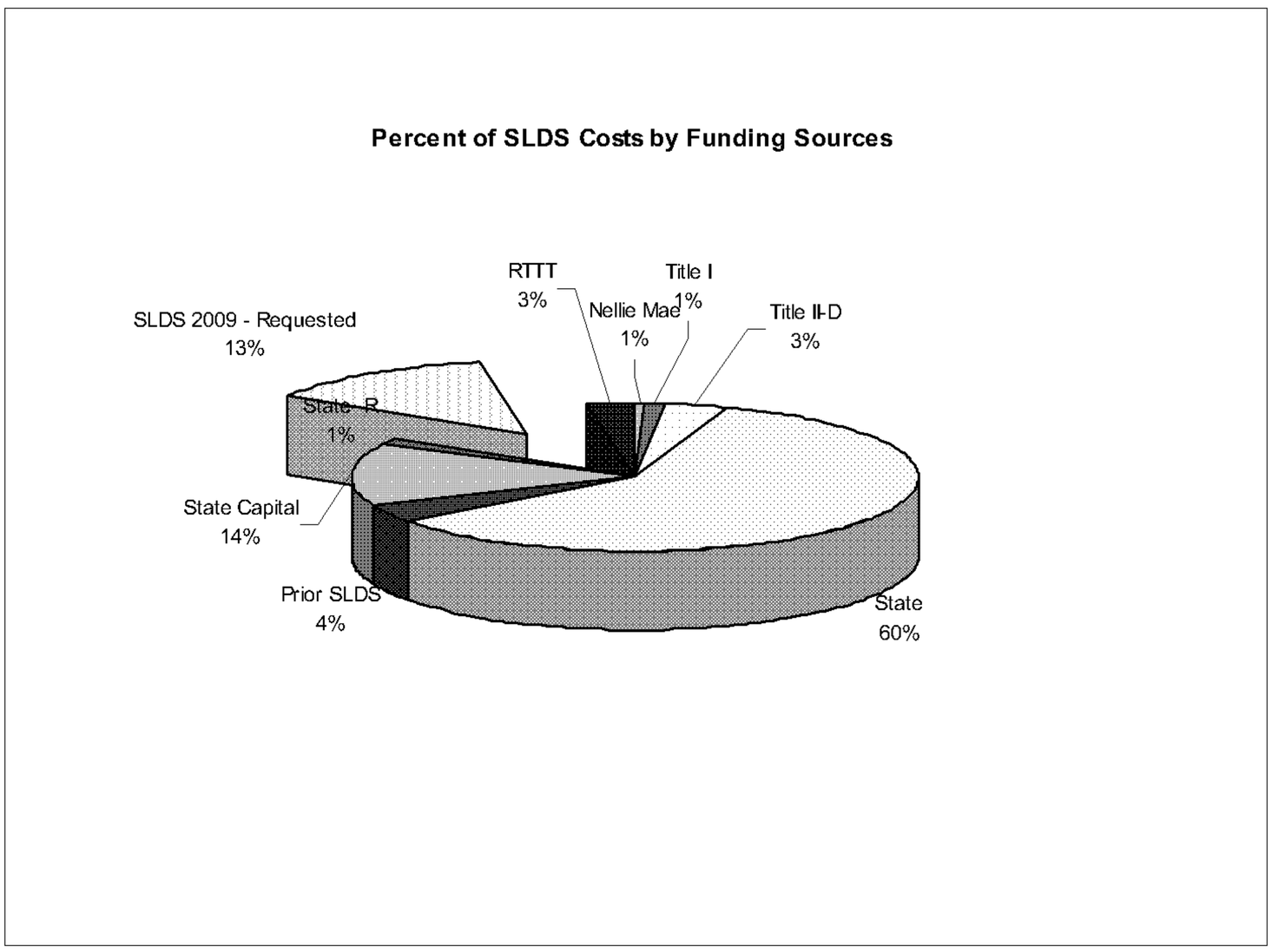
C2. 12 Required Elements

Essential Element	STATUS: Currently Operational or Operational Fall 2010	Requested Through this 2009 SLDS Application
1. A unique statewide student identifier that does not permit a student to be individually identified	• COMPLETED: Criteria for this element are met. (State funding).	
2. Student-level enrollment, demographic and program participation information	• COMPLETED: Criteria for this element are met. (State funding).	
3. Student-level information, re, when students exit, transfer in, transfer out, drop out, or complete P-16 education programs	• Completed and currently operational within but not across pK, K-12 and higher education programs (State funding).	• Link and integrate preschool, K-12 and higher education data. *{Outcome 1.1, 1.2}* • Early warning / opportunity reports will be available

Essential Element	STATUS: Currently Operational or Operational Fall 2010	Requested Through this 2009 SLDS Application
		through the EDW. *{Outcomes 2.1, 2.2}*
4. The capacity to communicate with higher education data systems	• Data matching has and can be conducted across K-12 and higher education (State and Nellie Mae funding).	• Develop and implement systems to regularly conduct, store and disseminate K-12 and higher education matched data. *{Outcomes 1.1, 1.2, 1.3}*
5. A state data audit system assessing data quality, validity, and reliability	• Current data verification systems includes complex business/validation rules that confirm each data element meets specification and is not duplicated across the state prior to acceptance (State & Title I funding).	• A data quality curriculum will be developed and trainings implemented across the state. A data audit protocol will be developed and implemented in a targeted sample of early childhood, K-12 and higher education organizations annually. *{Outcomes 5.1, 5.2}* • Fully automated transfer of data within districts will eliminate errors from duplicate data entry. *{Outcomes 3.1, 3.2}*
6. Individual student test records under section 1111(b) of ESEA 1965.	• COMPLETED: Criteria for this element are met for every student's overall test results and her/his response to every item (State & Title I funding).	
7. Information on students not tested, by grade and subject	• COMPLETED: Criteria for this element are met. (State funding).	
8. A teacher identifier system with the ability to match teachers to students	• COMPLETED: Criteria for this element are met for teacher/educator identifier (MEPID) Matching teachers to students pilot underway (70 districts); implemented statewide Oct. 2010(State funding).	• Essential to Enhance the teacher-student link. Provide updated links among teachers, students and their classes through the EDW. *{Outcomes 4.1, 3.1, 4.2}*
9. Student-level transcript	• Currently completing	• SASID added to H.S.

Essential Element	STATUS: Currently Operational or Operational Fall 2010	Requested Through this 2009 SLDS Application
information including courses completed and grades earned	development; operational by 10/2010 (State capital funding).	transcripts transmitted to higher education. *{Outcome 1.2, 1.3}*
10. Student-level college readiness test scores	• COMPLETED: Criteria for this element are met. (State funding).	
11. Data regarding students transition from secondary school to postsecondary education, including remedial course enrollments.	• Currently available in State to College database (State & Nellie Mae funding).	• SASIDs assigned to public higher education students and added to H.S. transcripts. *{Outcome 1.3}*
12. Other data/information necessary to address alignment and adequate preparation for postsecondary education	• Individual elements at both the DESE (assessment results, course taking patterns, marks, college readiness scores) and the DHE (postsecondary marks and course taking) are or will be in place.	• P-20 linked data warehouse will provide full range of data / information to evaluate adequacy / efficacy of preparation for postsecondary education. *{Outcome 1.1, 1.2, 1.3}*

C3. Graph of Funding Sources for MA Statewide Longitudinal Data Systems



Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: Pages: **0** Uploaded File: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\APPENDIX D Letters of Support.pdf**

Appendix D – Letters of Support

In the following pages are Letters of Support from Massachusetts State Officials, collaborating state agencies, and education officials from partnering states. Specifically they are the following:

1. Massachusetts Governor – Deval L. Patrick
2. United States Senator for MA – John F. Kerry
3. United States Congressman for MA – John F. Tierney
4. CT Commissioner of Education – Mark K McQuillan
5. Secretary of MA Executive Office of Health and Human Services – JudyAnn Bigby
6. Secretary of Executive Office of Labor and Workforce Development – Suzanne Bump
7. MA Commissioner of Department of Early Education and Care – Sherri Killins
8. MA Commissioner of Department of Higher Education – Richard M. Freeland

OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

December 2, 2009

Dr. Grover Whitehurst, Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Dr. Whitehurst:

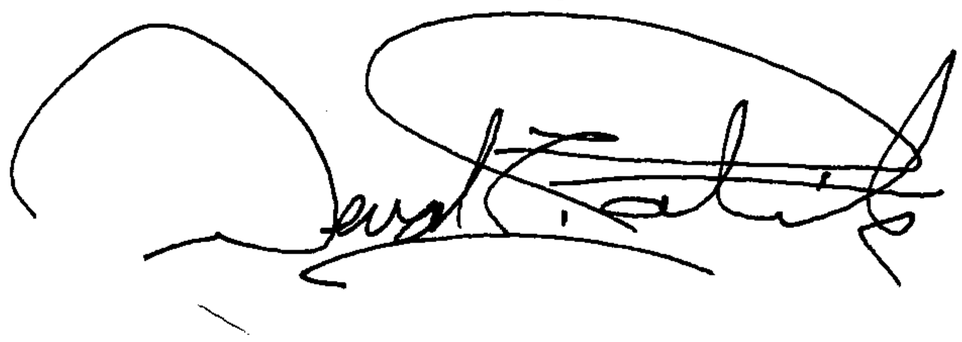
In the pursuit of improving the quality of life as a community, a state, and a nation, I am committed to the academic success of all Massachusetts students, therefore I support the application by the Massachusetts Department of Elementary and Secondary Education for a grant under the Statewide Longitudinal Data System Grants program. In October of 2008, I signed an executive order establishing the Child and Youth Readiness Cabinet - a state leadership team focused on streamlining state efforts to improve services for children, youth and families, along with putting into action our goals to build a strong foundation of health and nutrition, support safe and nurturing home environments, and providing access to high-quality teaching and learning.

The Readiness Cabinet is jointly chaired by Paul Reville, Secretary of Education and Dr. JudyAnn Bigby, Secretary of Health and Human Services and includes the state secretaries of Administration and Finance, Housing and Economic Development, Labor and Workforce Development, Public Safety and the Child Advocate. As a governing board, the Readiness Cabinet will provide for the consistent, efficient and effective coordination of efforts between government agencies whose services and programs collectively address the needs of the whole child and his or her family.

One of the goals of the Cabinet is to facilitate the launch of an Urban Drop-out Early Warning and Intervention Pilot Program to assist districts in identifying the characteristics of students at risk of dropping out as well as in providing interventions to ensure proper support is provided. Also, the Cabinet will work on the creation of a Readiness Passport, which will provide parents, guardians and agencies with a simple tool to document key elements of a child's educational experiences as well as to chronicle various services, interventions, supports, data and performance evaluations related to that child. These goals will be facilitated through the Massachusetts Department of Elementary and Secondary Education and can be made possible with funding from this grant.

I urge you to give this application your highest consideration.

Sincerely,



JOHN KERRY
MASSACHUSETTS

United States Senate
WASHINGTON, DC 20510–2102

COMMITTEES:
COMMERCE, SCIENCE, AND TRANSPORTATION
FINANCE
FOREIGN RELATIONS
SMALL BUSINESS

One Bowdoin Square
10th Floor
Boston, MA 02114

November 2, 2009

Dr. Grover Whitehurst
Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Dr. Whitehurst,

I write in support of Massachusetts Department of Elementary and Secondary Education's application for funding through the U.S. Department of Education's Statewide Longitudinal Data System Grant Program (CFDA # 84.372) to improve student achievement from pre-school through postsecondary education and facilitate their successful entry into the state's workforce.

The Massachusetts Department of Elementary and Secondary Education (ESE) is committed to collecting end to end data that is accurate, timely, and used for the continuous improvement of every level of educational enterprise. In 1998, while implementing the Student Information Management System (SIMS), ESE produced State Assigned Student Identifiers for K-12 students and collected MCAS scores and other vital data elements for aggregate reporting. The ESE, through its Educator Personnel Information Management System, has succeeded in expanding data collection due to increasing demands on making informed policy decisions and establishing best practices in the classroom. In 2009, Massachusetts secured federal funds for the "Student Connect" project to develop and implement a comprehensive Longitudinal Data System. The goal has been to make data transmission from Local Education Agencies (LEAs) to ESE and other state agencies more accurate and efficient.

If funded, this grant would allow ESE to continue expanding data available to educators while consolidating its sharing methods. By building on its current Students Connect project, the ESE can improve public reporting, close student achievement gaps, support education accountability systems and boost student achievement in the Commonwealth.

I support the Massachusetts Department of Elementary and Secondary Education's goal of improving data collection efficiency and boosting student achievement, and I respectfully request that you give their application your full and fair consideration.

Sincerely,

John F. Kerry
United States Senator

JFK/cmc

Congress
of the
United States
House of Representatives

JOHN F. TIERNEY
MASSACHUSETTS
SIXTH DISTRICT

November 5, 2009

Dr. Grover Whitehurst, Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Dr. Whitehurst:

I am writing to express my strong support for the application by the Massachusetts Department of Elementary and Secondary Education for a grant through the Statewide Longitudinal Data System Grants Program under the American Recovery and Reinvestment Act of 2009. Massachusetts is applying for this federal funding to improve student achievement from pre-school through postsecondary education and their successful entry into our state's workforce.

Massachusetts was one of the first states in the nation to establish a system to individually collect essential demographic and program information for its nearly one million students. The Commonwealth's Student Information Management System has helped districts and schools target additional support based upon the Massachusetts Comprehensive Assessment System as well informed key decisions and actions related to the state's accountability system for elementary and secondary schools.

In 2007, Massachusetts enhanced its commitment to collecting and analyzing meaningful data with the implementation of the Educator Personnel Information Management System. This new system better tracks demographic and work assignment data for school personnel and strengthens the Commonwealth's ability to anticipate the employment needs of districts.

In 2009, Massachusetts secured federal funds for the "Students Connect" project to develop and implement a comprehensive, powerful, Longitudinal Data System. This system will make data transmission from Local Education Agencies more accurate and efficient while also integrating student data from various State Agencies. FERPA legal interpretations will be evaluated thereby facilitating data sharing between state and non-state agencies, along with interstate data sharing to give a comprehensive picture of the students' educational programming and support services.

COMMITTEES

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SUBC ON HEALTH, EMPLOYMENT, LABOR AND PENSIONS

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PERMANENT SELECT COMMITTEE ON INTELLIGENCE
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DEMOCRATIC STEERING & POLICY COMMITTEE

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With the Student Connect project underway, Massachusetts is seeking to complete the work of enhancing data systems that facilitate the tracking of student progress and other critical steps as identified specifically in the application. I strongly support the Massachusetts Department of Elementary and Secondary Education's grant application. I look forward to the beneficial information that such a system will provide to state and local policymakers, educators, students, parents and the public. I urge you to give this application your highest consideration.

Sincerely,

John F. Tierney
Member of Congress

STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

December 1, 2009

Dr. Grover Whitehurst, Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Dr. Whitehurst:

I am writing to confirm the collaborative project Connecticut and Massachusetts are prepared to undertake to improve Regional Data Sharing through our respective Statewide Longitudinal Data System (LDS) Grants Program applications. While the ultimate goal is to partner with all New England and Mid-Atlantic states, it is especially important that Connecticut and Massachusetts lay this foundation due to the large numbers of students that travel between our states. With the proximity of large urban areas such as Hartford, Connecticut and Springfield, Massachusetts, student mobility represents a significant hurdle to our efforts to evaluate the efficacy and long-term impacts of P-20 instruction in our states.

Connecticut and Massachusetts will bring work already accomplished toward this data sharing effort. Connecticut has been working on possible electronic transfer capabilities, while Massachusetts is engaged in a legal review to resolve FERPA privacy issues related to data sharing. These current efforts will provide a foundation for establishing a system that seamlessly connects a student's progression from PK, to K-12, to higher education and into the workforce. With the additional support of a 2009 LDS grant, our states will finally be on their way to overcoming incomplete tracking of students as they move to other states and to determine whether our P-16 systems succeeded in preparing them for higher education and the workforce.

In answer to your call encouraging states to work together in the adopting or adapting of their statewide, longitudinal data systems to meet multiple state needs, our states are excited to be working collaboratively on this important project. Regional Data Sharing will pave the way to a deeper pool of data and expertise to guide policy development, continuous improvement and the identification of promising practices.

Sincerely,

Mark K. McQuillan
Commissioner of Education

Box 2219 • Hartford, Connecticut 06145

An Equal Opportunity Employer

The Commonwealth of Massachusetts
Executive Office of Health and Human Services
One Ashburton Place, Room 1109
Boston, Massachusetts 02108

DEVALL PATRICK
Governor

TIMOTHY P. MURRAY
Lieutenant Governor

JUDYANN BIGBY, M.D.
Secretary

Tel: (617) 573-1600
Fax: (617) 573-1890
www.mass.gov/eohhs

Dr. Grover Whitehurst, Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

December 1, 2009

Dear Dr. Whitehurst:

I am writing to express the Massachusetts Executive Office of Health and Human Services' (EOHHS) strong support for the application submitted by the Massachusetts Department of Elementary and Secondary Education for a grant through the Statewide Longitudinal Data System Grants Program under the American Recovery and Reinvestment Act of 2009. This federal funding will play a critical role in our collaborative efforts to improve student achievement, and a build a prepared 21st Century workforce.

On October 28, 2008 Governor Deval Patrick issued Executive Order #505, establishing a Child and Youth Readiness Cabinet. The secretaries of EOHHS and Executive Office of Education jointly chair the Cabinet. The Cabinet also includes the Secretaries of Administration and Finance, Housing and Economic Development, Labor and Workforce Development, Public Safety and Security, and the Child Advocate. The Council has identified data and information sharing as one of its top priorities. The longitudinal data system proposed in this grant application will promote new levels of accountability across state and local government to help Massachusetts students succeed.

There is increasing recognition that many of the children who drop out, or face challenges succeeding in school, intersect with agencies under health and human services. Children who witness or experience violence, or who come to school hungry, or who have unmet mental health needs, are not ready to learn. To address these issues at the executive level, Governor Patrick has directed our agencies to step out of "silos" and focus on the "whole child." While there are legal and technological constraints regarding information sharing, there is more we can do, within appropriate boundaries, to support a comprehensive picture of the students' educational programming and support services.

Funding this grant application will help us to promote success for all students, especially those most in need. I strongly urge your support of this proposal.

Sincerely,

JudyAnn Bigby, M.D
Secretary

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF LABOR AND WORKFORCE DEVELOPMENT

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LT. GOVERNOR

SUZANNE M. BUMP
SECRETARY

November 16, 2009

Secretary Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my strong support for the application submitted by the Massachusetts Department of Elementary and Secondary Education (DESE) for a grant through the Statewide Longitudinal Data System Grants Program under the American Recovery and Reinvestment Act of 2009. Massachusetts is applying for this federal funding to improve student achievement from pre-school through postsecondary education and their successful entry into our state's workforce.

Over the last few years, Massachusetts set in motion a series of data collection and analysis projects to use student data in ways that will improve educational outcomes. Through the leadership of the state education agencies, we now have a system to individually collect essential demographic and academic information for its nearly one million students. The Commonwealth's Student Information Management System has helped districts and schools target additional support based upon the Massachusetts Comprehensive Assessment System as well informed key decisions and actions related to the state's accountability system for elementary and secondary schools. In addition, Massachusetts enhanced its commitment to collecting and analyzing meaningful data by building a system to track demographic and work assignment data for school personnel. Most recently, DESE launched the "*Students Connect*" project with federal funding to develop and test the initial framework of a comprehensive longitudinal data system.

The attached State Longitudinal Data System (SLDS) grant application will allow Massachusetts to build off of the *Students Connect* project to rapidly expand our longitudinal data system. Grant resources will support the development of additional design elements for the SLDS and increase the quality of the student data submitted by districts. In addition, DESE will be able to expand the k-12 data warehouse to include P-20 data by sharing data from partner state agencies.

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www.mass.gov/dwd

PR/Award # R384A100044

Over the last five years, the workforce development, health and human service and education systems have been working together to increase cross-agency case management and referrals of in-school and out-of school students. We have piloted several initiatives to identify K-12 students with barriers to high school completion. In order to bring this work to scale, we need a robust P-20 data system to follow student progress from Pre-K to career and to target education, workforce and health and human service resources to young people with the most need.

The Executive Office of Labor and Workforce Development strongly supports the grant application submitted by the Executive Office of Education and the Department of Elementary and Secondary Education. This work is critical to our own mission and ability to partner with the education system. I urge you to give this application your highest consideration.

Sincerely,

Suzanne M. Bump

cc: Dr. Grover Whitehurst, Director, Institute of Educational Sciences, US Dept. of Education
Paul Reville, Secretary of Education, Commonwealth of Massachusetts
Mitchell Chester, Commissioner, Dept. of Elementary and Secondary Education

Department of
Early Education and Care
THE COMMONWEALTH OF MASSACHUSETTS

SHERRI KILLINS, COMMISSIONER

December 1, 2009

Dr. Grover Whitehurst, Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Dr. Whitehurst:

I hereby give my strong support of the application by the Massachusetts Department of Elementary and Secondary Education (DEEC) for the Statewide Longitudinal Data System Grants Program under the American Recovery and Reinvestment Act of 2009. This system complies with our strategic plan to improve the quality and effectiveness of programs, providers and the early childhood work force. It will allow us to monitor the effectiveness of early education curricula and approaches on positive outcomes for young children as they transition to school. Secondly, we will be able to use data to plan and deliver technical assistance for program improvements that enhance school readiness. Without this essential link to public school achievement, we are handicapped in our efforts to measure the effectiveness of our programs in promoting school readiness. We fully support the data collection processes that will be the starting point of improving student achievement from pre-school through postsecondary education and their successful entry into our state's workforce.

During 2009 the Department of Early Education and Care worked collaboratively with the Department of Elementary and Secondary Education to implement the process of collecting child data elements for those children in DEEC programs. This data was successfully used in the SASID assignments and will provide invaluable information needed in the integrated data system enabling the longitudinal analysis of services and investments in children and youth over time.

Having this comprehensive data enterprise will allow policy makers, educators and researchers the tools to better understand which programs and services are creating positive outcomes for children, youth and families, particularly those who are most at-risk. Therefore I once again urge you to give this application your highest consideration.

Sincerely,

Sherri Killins Ed. D
Commissioner

51 Sleeper Street, 4th Floor, Boston, MA 02210
Phone: 617-988-6600 • Fax: 617-988-2451 • commissioners.office@state.ma.us
www.eec.state.ma.us

Massachusetts Department of Higher Education

One Ashburton Place, Room 1401
Boston, MA 02108-1696

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WEB www.mass.edu

Richard M. Freeland, *Commissioner*
Charles F. Desmond, *Chairman*
Massachusetts Board of Higher Education

December 2, 2009

Dr. John Q. Easton, Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Dr. Easton:

I am writing this letter in support of the Massachusetts application for the Statewide Longitudinal Data System Grants Program under the American Recovery and Reinvestment Act of 2009. This application is being submitted by the Department of Elementary and Secondary Education (DESE), which has worked directly and collaboratively with the Department of Higher Education (DHE) and the Department of Early Education and Care (DEEC) to generate the grant proposal that you received. We feel confident that this collaborative spirit will carry forward into the actual implementation of a comprehensive information network. We are equally confident that administrators and practitioners at all levels of education will benefit from the opportunity that this grant program offers to generate analyses and assessments that will greatly enhance the performance of our institutions.

As Commissioner for the Massachusetts Department of Higher Education, I take very seriously the role that public higher education can play in the production of critical research and analyses to support policy-making at all levels of the educational spectrum. This role will be greatly expanded and improved by the creation of a state-wide system for student tracking. My staff is immediately ready and able to work in partnership with the other Massachusetts education departments to launch a powerful new approach to linking individual student data from "cradle to career." After consultation with our legal and research staffs, I am certain that such a linkage can be readily accomplished without any circumvention of Federal, State or Agency requirements. It is of paramount importance to me that our students' privacy remains respected and protected as required by law and our own Departmental policy. This issue will remain a top priority as the grant is implemented.

The Massachusetts Department of Higher Education collects a wide range of student-level data in the areas of enrollment, demographics, admissions, programs/majors, remediation, course performance, persistence, degree and certificate completion, financial aid and other student and academic data elements. The value of being able to link these data elements with earlier educational records is immeasurable. These is no question that such a linkage will help ensure that the Commonwealth of Massachusetts will have the necessary information and analysis to provide its residents with the best possible education.

Sincerely,

Richard M. Freeland
Commissioner

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Budget Justification** Pages: **0** Uploaded File: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\Budget Narrative.pdf**

7 Budget Narrative (Justification)

The table below summarizes the project cost by outcome and FTE and provides a justification for each. The total cost for this grant application is $14.6 M as detailed in the Budget Information – Non-construction Programs ED 524 section C. Please note that some FTE are shared by more than one outcome.

A. Budget Summary by Outcomes

Outcomes		Est Total cost
1. INTEGRATED P-20 DATA SYSTEM		
1.1	The Data Warehouse is expanded with differential functionality provided to user groups based upon their requirements and with the capacity to efficiently and effectively accommodate up to 100,000 users	**$7,851,374**
1.2	Training is provided to new users on how to access data analysis and delivery systems and run pertinent reports	**$56,435**
1.3	The same protocol for assigning unique student identifiers ("SASID") is used by DEEC, DESE (including all K-12 and adult basic education students) and DHE and data from all three education agencies is comprehensively linked.	**$1,077,871**
1.4	Adult basic education and National Student Clearinghouse (NSC) data is incorporated in the education data warehouse systems.	**$761,290**
2. EARLY INDICATOR WARNING & OPPORTUNITY SYSTEM		
2.1	A more robust and nuanced risk and opportunity identification methodology is implemented by DEEC and DESE that starts at birth and continues through high school that more precisely identifies students at risk of dropping out and students who are ready for more rigorous academic course work.	**$565,223**
2.2	Training for understanding and using the early indicator system accompanies its rollout by DESE and DEEC.	**$56,435**
3. SIF EXPANSION		
3.1	An additional 40 school districts will implement the Schools Interoperability Framework enabling, at a minimum,	**$1,257,815**

	automated uploads of student and educator data to DESE through the implementation of vertical agents.	
3.2	"Horizontal SIF agents," i.e., the ability to update data automatically across a district's different data systems, will be available for implementation in these same 40 districts.	**$203,575**
4. EARLY IDENTITICATION OF PROSPECTIVE EDUCATORS		
4.1	A Massachusetts Education Personnel Identifier (MEPID) is assigned to prospective K-12 educators when they enroll in educator preparation programs or register for the first time for a Massachusetts Test for Educator Licensure (MTEL).	**$251,353**
4.2	MEPIDs are assigned to early educators, i.e., those who work in a DEEC funded program and these data are integrated into the P-20 database.	**$125,820**
5. IMPROVED DATA QUALITY / DATA AUDIT SYSTEM		
5.1	A data quality curriculum will be piloted and implemented that is tailored to different state and school audiences that will increase data quality at all levels of the educational enterprise.	**$962,855**
5.2	Data audits will include student, educator and classroom data and will be conducted on 12 P-20 organizations annually.	**$811,814**
6. INTERSTATE DATA SHARING		
6.1	Develop System Requirements to be used for the design and development of an Interstate Data Sharing System.	$240,870
6.2	Implement a data exchange solution and begin matching K-20 student and educator data.	**$250,000**

B. Detail Outcome Budgets

PROJECT OVERSIGHT

Project Staffing	FTE/Year			Total FTE	Oversight/Subject Matter Experts/Implementation
PERSONNEL	**Year 1**	**Year 2**	**Year 3**		
Project Oversight					
Associate commissioner	0.10	0.10	0.10	0.30	Provide executive oversight for the project
Business Manager/Director	0.10	0.10	0.10	0.30	Provide business direction and strategy for the project
CIO, ESE	0.20	0.20	0.20	0.60	Provide technical oversight and support of the project
State Director of Adult Learning	0.10	0.10	0.10	0.30	
Administrator Office of Educator Licensure	0.10	0.10	0.10	0.30	
Manager, Data Collections	0.15	0.15	0.15	0.45	
Director of Planning, Research, and Evaluation	0.10	0.10	0.10	0.30	
Manager, Data Analysis and Reporting	0.15	0.15	0.15	0.45	
Director, Secondary School Services	0.10	0.10	0.10	0.30	
Director, IT	0.15	0.15	0.15	0.45	
Data Warehouse Project Manager	0.25	0.25	0.25	0.75	
Supervisor, Database Administration	0.25	0.25	0.25	0.75	
Auditor	0.15	0.15	0.15	0.45	
Sr. Systems Analyst/Programmer	0.25	0.25	0.25	0.75	
Supervisor, District Support	0.25	0.25	0.25	0.75	
Supervisor, Production Support	0.25	0.25	0.25	0.75	
CIO, EEC	0.10	0.10	0.10	0.30	Provide vision and requirements for EEC initiative
CIO, DHE	0.10	0.10	0.10	0.30	Provide vision and requirements for DHE initiative
Software Engineer, DHE	0.10	0.10	0.10	0.30	
Data Architect/Sr. Developer - DEEC	0.10	0.10	0.10	0.30	
Technical Project Manager/Architect	0.25	0.25	0.25	0.75	
TOTAL PERSONNEL COST	$325,000	$325,000	$325,000	$975,000	
TOTAL FRINGE COST	$92,350	$92,350	$92,350	$277,050	
TOTAL INDIRECT COST	$59,681	$59,681	$59,681	$179,043	
TOTAL STATE IN-KIND CONTRIBUTION	$477,031	$477,031	$477,031	$1,231,093	

OUTCOME 1: INTEGRATED P-20 DATA SYSTEM

1.1 P-20 DW Expansion SLDS Budget

	Project Staffing	FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL	Year 1	Year 2	Year 3		Direct	
Project Management							
1	Project Manager	1	1	1	3	$257,400	Manage the delivery of P-20 expansion
2	Program Manager			1	1	$95,550	Manage the overall delivery of all 2009 LDS Grant outcomes
	Project Management Subtotal:					**$352,950**	
Technical Implementation							
1	Sr. Business/Systems Analyst	1	0.5	0	1.5	$183,600	Document requirements & use cases that conform to privacy regulations, Analyze & QA data, Lead other BAs
2	Business/QA Analyst	1	1	1	3	$193,050	Document requirements & use cases that conform to privacy regulations, Analyze & QA data
3	Developer	0.5			0.5	$58,500	Write code to match data from different agencies and develop UI for resolving data issues
4	Developer	0.5			0.5	$58,500	Write code to match data from different agencies and develop UI for resolving data issues
5	Business Analyst		1	0.5	1.5	$135,000	Analyze DW data, find anomalies and fix data issues
6	Architect/Modeler	0.5	0.5		1	$180,000	ODS enhancement and DW enhancement – data modeler (for DEEC & DHE data)
7	Architect/Modeler	0.5	0.5		1	$450,000	DW enhancements and fix existing performance issues
8	Developer		1	1	2	$210,600	Develop new ETL to EDW from DEEC & DHE
9	Developer		1	1	2	$210,600	Develop reports & cubes for EDW
10	Developer		1		1	$126,000	Enhance EDW security model
11	Report Developer	0.5	1	1	2.5	$238,875	Build reports for various agencies
12	Report Developer	0.5	1	1	2.5	$238,875	Build reports for various agencies
13	Report Developer	0.5	1	1	2.5	$238,875	Build reports for various agencies

1.1 P-20 DW Expansion SLDS Budget

	Project Staffing		FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL		Year 1	Year 2	Year 3		Direct	
14	DBA		0.5	1	1	2.5	$195,000	Build DW tables and structure
15	System Admin		0.5	1	1	2.5	$170,625	Setup security, LPARs, CPU and RAM allocations
	Technical Implementation Subtotal:						**$2,888,100**	
	PERSONNEL Subtotal:						**$3,241,050**	
ID	HARDWARE	Rate	QTY/Year			Total	Total	Justification
			Year 1	Year 2	Year 3		Direct	
1	Developer PCs	3,000	0	0		0	$0	1 for each staff in requirements & documentation
2	Non-Developer PCs/Laptops	1,500	0			0	$0	
3	Cognos Application Servers	20,000		5		5	$100,000	
4	Backup System (enhancements)	50,000		1		1	$50,000	
5	HP Superdome (16 dual cores)	1,136,000		2		2	$2,272,000	
6	Processors	10,000			12	12	$120,000	Additional user capacity
	HARDWARE Subtotal:						**$2,542,000**	
ID	SOFTWARE	Rate	QTY/Year			Total	Total	Justification
			Year 1	Year 2	Year 3		Direct	
1	Oracle DB (EE with Partitioning option and Diag)	40,000		16	6	22	$880,000	
	SOFTWARE Subtotal:						**$880,000**	
ID	TRAVEL/SUPL/CONSTRUCTION/TRAIN		Amount$/Year			Total	Total	Justification
			Year 1	Year 2	Year 3		Direct	
	Travel		9,000	9,000	9,000	27,000	**$27,000**	
	Supplies		33,000	9,000		6,000	**$42,000**	
	TRAVEL/SUPL/CONSTRUCTION Subtotal:						**$69,000**	
			Amount$/Year				Total	
			Year 1	Year 2	Year 3			
	Fringe Costs:		**101,915**	**220,635**	**247,198**		**$569,747**	
	Direct Costs:						**$6,782,050**	
	Indirect Costs:		**90,879**	**257,012**	**201,686**		**$549,577**	
	Grand Total:						**$7,851,374**	

1.2 Training for P-20 Data Analysis and Delivery Systems							
ID	**CONTRACTED SERVICES**	**Amount$/Year**			**Total**	**Total**	**Justification**
		Year 1	**Year 2**	**Year 3**		**Direct**	
1	Training Vendor		20,000	30,000	50,000	50,000	Training for P-20 Data analysis and delivery systems
	TRAVEL/SUPL/CONSTRUCTION/TRAIN Subtotal:						
	Direct Costs:					**$50,000**	
	Indirect Costs:		**2,860**	**3,575**		**$6,435**	
	Total Costs:					**$56,435**	

1.3 Integrated SASID SLDS Budget

	Project Staffing	FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL	Year 1	Year 2	Year 3		Direct	
Project Management							
1	Technical Director	0.2	0.2	0.2	0.6	$0	Direct and manage technical implementation of project
	Project Management Subtotal:					**$0**	
Technical Implementation							
1	Sr. Business/Systems Analyst	0.5			0.5	$61,200	Lead documentation of requirements for integration of SASID assignment between DESE, DHE and DEEC
2	Business Analyst	0.5			0.5	$54,000	Documentation of requirements for integration of SASID assignment between DESE, DHE and DEEC
3	Architect/Modeler	0.5	1	1	2.5	$302,250	DHE
	Technical Implementation Subtotal:					**$417,450**	
	PERSONNEL Subtotal:					**$417,450**	
ID	CONTRACTED SERVICES	Amount$/Year			Total	Total	Justification
		Year 1	Year 2	Year 3		Direct	
1	SIF Vendor		250,000	250,000	500,000	$500,000	Implement SIF Agents at DEEC and DHE for SASID assignment
	CONTRACTED SERVICES Subtotal:					**$500,000**	
ID	TRAVEL/SUPL/CONSTRUCTION/TRAIN	Amount$/Year			Total	Total	Justification
		Year 1	Year 2	Year 3		Direct	
	Supplies	6,000			6,000	**$6,000**	
	TRAVEL/SUPL/CONSTRUCTION Subtotal:					**$6,000**	
	Fringe Costs:	**16,805**	**33,610**	**33,610**		**$84,026**	
	Direct Costs:					**$923,450**	
	Indirect Costs:	**19,055**	**25,670**	**25,670**		**$70,395**	
	Grand Total:					**$1,077,871**	

1.4 College, Workforce and SMARTT Budget

	Project Staffing	FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL	Year 1	Year 2	Year 3		Direct	
	Project Management:						
1	Technical Director	0.2	0.2	0.2	0.6	$0	Direct and manage technical implementation of project
	Project Management Subtotal:					**$0**	
	Technical Implementation:						
1	Business Analyst		1	1	2	$128,700	1.) Analyze data from National Student Clearinghouse, develop requirements for workforce data 2.) QA for NSC and adult ed data (SMART)
2	Architect/Modeler		1	0.5	1.5	$202,500	Develop ETL and Design Data Model for NSC and adult ed data
3	Reports Developer		1	0.5	1.5	$149,175	Develop and analyze reports for NSC and adult ed data
	Technical Implementation:					**$480,375**	
	PERSONNEL Total:					**$480,375**	

ID	SOFTWARE	Rate	QTY/Year			Total	Total	Justification
			Year 1	Year 2	Year 3		Direct	
1	National Student Clearinghouse data	40,000	1	1	1	3	$120,000	
	SOFTWARE Subtotal:						**$120,000**	

ID	TRAVEL/SUPL/CONSTRUCTION/TRAIN	Amount$/Year			Total	Total	Justification
		Year 1	Year 2	Year 3		Direct	
	Supplies		7,500		7,500	$7,500	
	TRAVEL/SUPL/CONSTRUCTION/TRAIN Subtotal:					**$7,500**	

	Fringe Costs:			**45,536**	**31,713**		**$77,249**	
	Direct Costs:						**$607,875**	
	Indirect Costs:		**5,720**	**40,303**	**30,143**		**$76,165**	
	Total Costs:						**$761,290**	

OUTCOME 2: EARLY INDICATOR WARNING & OPPORTUNITY SYSTEM

2.1 Early Indicator System Developed

	Project Staffing	FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL	Year 1	Year 2	Year 3		Direct	
Project Management							
1	Technical Director	0.2	0.2	0.2	0.6	$0	Direct and manage technical implementation of project
2	Project Manager	0	1	1	2	$171,600	Manage project implementation
	Project Management Subtotal:					**$171,600**	
Technical Implementation							
1	Education Researcher	0.5	0.5	0	1	$122,400	Evaluate existing Early Warning Indicator Index and define requirements for a comprehensive system
2	Education Researcher			0	0	$0	Evaluate existing Early Warning Indicator Index and define requirements for a comprehensive system
3	Business Analyst		0.5		0.5	$54,000	QA reports and dashboard from EI model (can be
4	Developer		1		1	$117,000	Design and develop reports and dashboard for Early Warning Indicator System
	Technical Implementation Subtotal:					**$293,400**	
	PERSONNEL Total:					**$465,000**	

ID	TRAVEL/SUPL/CONSTRUCTION	Amount$/Year			Total	Total	Justification
		Year 1	Year 2	Year 3		Direct	
1	***Supplies***		6,000		6,000	**$6,000**	
	TRAVEL/SUPL/CONSTRUCTION Subtotal:					**$6,000**	
	Fringe Costs		**23,852**	**23,852**		**$47,705**	
	Direct Costs:					**$471,000**	
	Indirect Costs:	**3,575**	**27,263**	**15,680**		**$46,518**	
	Grand Total:					**$565,223**	

2.2 Early Indicator System Rollout at ESE and EEC							
ID	**CONTRACTED SERVICES**	**Amount$/Year**			**Total**	**Total**	**Justification**
		Year 1	**Year 2**	**Year 3**		**Direct**	
1	EI Training Delivery		20,000	30,000	50,000	50,000	Develop materials for and deliver EI trainings.
	TRAVEL/SUPL/CONSTRUCTION/TRAIN Subtotal:						
	Direct Costs:					**$50,000**	
	Indirect Costs:		**2,860**	**3,575**		**$6,435**	
	Total Costs:					**$56,435**	

OUTCOME 3: SIF EXPANSION

3.1 Vertical SIF Integration

	Project Staffing	FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL	Year 1	Year 2	Year 3		Direct	
Project Management							
1	Technical Director	0.2	0.2	0.2	0.6	$0	Direct and manage technical implementation of project
2	Project Manager		1	1	2	$171,600	Manage the overall delivery of all project components
	Project Management Subtotal:					**$171,600**	
	PERSONNEL Total:					**$171,600**	
ID	CONTRACTED SERVICES	Amount$/Year			Total	Total	Justification
		Year 1	Year 2	Year 3		Direct	
1	SIF Vendor	200,000	200,000		400,000	$400,000	SIF Implementation to 40 districts (400K)
	CONTRACTED SERVICES Subtotal:					**$600,000**	
ID	OTHER	Amount$/Year			Total	Total	Justification
		Year 1	Year 2	Year 3		Direct	
	GRANTS						
1	District Grants		300,000	300,000	600,000	$600,000	Vendor Contract: 3.) SIF district Grants (600K)
	OTHER Subtotal:					**$600,000**	
	Fringe Costs:		**23,852**	**23,852**		**$47,705**	
	Direct Costs:					**$1,171,600**	
	Indirect Costs:	**3,575**	**19,255**	**15,680**		**$38,511**	
	Grand Total:					**$1,257,815**	

3.2 Horizontal SIF Integration							
ID	**CONTRACTED SERVICES**	**Amount$/Year**			**Total**	**Total**	**Justification**
		Year 1	**Year 2**	**Year 3**		**Direct**	
1	SIF Vendor			200,000	200,000	200,000	Horizontal SIF implementation to 40 districts (200K)
	TRAVEL/SUPL/CONSTRUCTION/TRAIN Subtotal:						
	Direct Costs:					**$200,000**	
	Indirect Costs:			**3,575**		**$3,575**	
	Total Costs:					**$205,375**	

OUTCOME 4: EARLY IDENTIFICATION OF PROSPECTIVE EDUCATORS

4.1 MEPID Assigned to Individuals in Educator Preparation Programs

	Project Staffing	FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL	Year 1	Year 2	Year 3		Direct	
Technical Implementation							
1	Ed Prep & Licensure	0.5	.5		1.5	$120,600	
2	Developer	0.5	.5		1.5	$81,000	Design system that allows for 26 new ELAR fields and produces associated reports
3	QA Tester		.5		1	$25,020	Verify integration and assignment of MEPID
	Technical Implementation Subtotal:					**$226,620**	
	PERSONNEL Total:					**$226,620**	
ID	TRAVEL/SUPL/CONSTRUCTION	Amount$/Year			Total	Total	Justification
		Year 1	Year 2	Year 3		Direct	
1	*Supplies*	1,500	4,500		6,000	**$6,000**	
	TRAVEL/SUPL/CONSTRUCTION Subtotal:					**$6,000**	
	Fringe Costs:					**$0**	
	Direct Costs:					**$232,620**	
	Indirect Costs:	**7,365**	**11,369**			**$18,733**	
	Grand Total:					**$251,353**	

4.2 MEPID Assignment to Educators in DEEC

	Project Staffing	FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL	Year 1	Year 2	Year 3		Direct	
Technical Implementation							
1	Ed Prep & Licensure		.5		.5	$60,300	
2	Developer		.5		.5	$40,500	Design system that allows for 26 new ELAR fields and produces associated reports
3	QA Tester		.5		.5	$25,020	Verify integration and assignment of MEPID
	Technical Implementation Subtotal:					**$125,820**	
	PERSONNEL Total:					**$125,820**	
	Fringe Costs:					**$0**	
	Direct Costs:					**$125,820**	
	Indirect Costs:	**included**	**above**				
	Grand Total:					**$125,820**	

OUTCOME 5.1: IMPROVE DATA QUALITY / DATA AUDIT SYSTEM

5.1 Data Quality Curriculum

	Project Staffing	FTE/Year			Total FTE	Costs	Justification
ID	PERSONNEL	Year 1	Year 2	Year 3		Direct	
	Technical Implementation						
1	Writer/Trainer	1	1	1	3	$179,999	Document requirements and Produce MA DQC, deliver Trainings for DESE, DEEC and DHE
2	Writer/Trainer	0.5	0.5	0.5	1.5	$94,500	Document requirements and Produce MA DQC, deliver Trainings for DESE, DEEC and DHE
3	Roll-out Staff	1	1	1	3	$163,800	Staff to support training efforts and roll-out to school districts
4	Roll-out Staff	1	1	1	3	$163,800	Staff to support training efforts and roll-out to school districts
8	Developer		0.5		0.5	$49,500	Develop on-line testing tools to support developed curriculum
9	Developer		0.5		0.5	$31,500	Support posting of curriculum tools to website
	Technical Implementation Subtotal:					**$683,099**	
	PERSONNEL Total:					**$683,099**	

ID	TRAVEL/SUPL/CONST/TRAIN	Amount$/Year			Total	Total	Justification
		Year 1	Year 2	Year 3		Direct	
	Travel	3,500	3,000	3,000	***9,500***	$9,500	
	Supplies	10,500	4,500		***15,000***	$15,000	
	TRAVEL/SUPL/CONST/TRAIN Subtotal:					**$24,500**	
	Fringe Costs:	**47,037**	**47,037**	**47,037**		**$141,111**	
	Direct Costs:					**$707,599**	
	Indirect Costs:	**36,499**	**42,720**	**34,926**		**$114,145**	
	Grand Total:					**$962,855**	

5.2 Data Quality Audits

ID	Project Staffing / PERSONNEL	FTE/Year Year 1	Year 2	Year 3	Total FTE	Costs Direct	Justification
	Technical Implementation						
5	Auditor	1	1	1	3	$222,300	Staff to develop audit protocol, implement audit, Staff for DEEC, DESE and DHE Audits
6	Auditor	1	1	1	3	$222,300	Staff to develop audit protocol, implement audit, Staff for DEEC, DESE and DHE Audits
7	Auditor	0.5	0.5	0.5	1.5	$111,150	Staff to develop audit protocol, implement audit, Staff for DEEC, DESE and DHE Audits
	Technical Implementation Subtotal:					**$555,750**	
	PERSONNEL Total:					**$555,750**	
	Fringe Costs:	**51,500**	**51,500**	**51,500**		**$154,500**	
	Direct Costs:					**$555,750**	
	Indirect Costs:	**33,855**	**33,855**	**33,855**		**$101,565**	
	Grand Total:					**$811,815**	

OUTCOME 6: INTERSTATE DATA SHARING SYSTEM

6.1 Interstate Data Sharing System Requirements							
	Project Staffing	**FTE/Year**			**Total FTE**	**Costs**	**Comments**
ID	**CONTRACTED SERVICES**	**Amount$/Year**			**Total**	**Total**	**Comments**
		Year 1	**Year 2**	**Year 3**		**Direct**	
1	Interstate Data Sharing Vendor	200,000	35,580			$235,580	Vendor to provide System Requirements, Design and Development of pilot
	CONTRACTED SERVICES Subtotal:					**$235,580**	
ID	**TRAVEL/SUPL/CONSTRUCTION/TRAIN**	**Amount$/Year**			**Total**	**Total**	**Comments**
		Year 1	**Year 2**	**Year 3**		**Direct**	
1	***Travel***	1,500			***1,500***	$1,500	Travel to states
	TRAVEL/SUPL/CONSTRUCTION/TRAIN Subtotal:					**$4,500**	
	Fringe Costs:					**$0**	
	Direct Costs:					**$237,080**	
	Indirect Costs:	3,790				**$3,790**	
	Grand Total:					**$240,870**	

6.2 Interstate Data Sharing Common Repository							
	Project Staffing	**FTE/Year**			**Total FTE**	**Costs**	**Comments**
ID	**CONTRACTED SERVICES**	**Amount$/Year**			**Total**	**Total**	**Comments**
		Year 1	**Year 2**	**Year 3**		**Direct**	
1	Interstate Data Sharing Vendor		164,420	75,000		$239,420	Vendor to provide System Requirements, Design and Development of pilot
	CONTRACTED SERVICES Subtotal:					**$239,420**	
ID	**TRAVEL/SUPL/CONSTRUCTION/TRAIN**	**Amount$/Year**			**Total**	**Total**	**Comments**
		Year 1	**Year 2**	**Year 3**		**Direct**	
1	***Travel***		1,500	1,500	***3,000***	$3,000	Travel to states
	TRAVEL/SUPL/CONSTRUCTION/TRAIN Subtotal:					**$4,500**	
	Fringe Costs:					**$0**	
	Direct Costs:					**$242,420**	
	Indirect Costs:		3,790	3,790		**$7,580**	
	Grand Total:					**$250,000**	

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **Section C Budget** Pages: **3** Uploaded File: **H:\DCPR\Longitudinal Data Grant\2009 LDS Grant\Final 2009 Files for Upload\Section C Budget.pdf**

ED 524 SECTION C

		YEAR 1		YEAR 2		YEAR 3		TOTAL
BUDGET ITEM	**DESCRIPTION**	**FTE**	**$**	**FTE**	**$**	**FTE**	**$**	**$**
PERSONNEL								
Cognos Architect/Modeler	Redesign data warehouse data model for added capacity and needs	.5	$60,450	1	$120,900	1	$120,900	$302,250
Business/Data Analyst	1.) Analyze data from National Student Clearinghouse, develop requirements for workforce data 2.) QA for NSC and adult ed data (SMARTT)			1	$64,350	1	$64,350	$128,700
Report Developer/Analyst	Develop and analyze reports for NSC and adult ed data			1	$99,450	.5	$49,725	$149,175
Writer/Trainer	Document requirements and Produce MA DQC, deliver Trainings for DESE and DEEC.	1	$60,000	1	$60,000	1	$60,000	$180,000
Roll-Out Staff	Staff to support training efforts and roll-out of MA DQC to different state and school audiences.	2	$109,200	2	$109,200	2	$109,200	$327,600
Auditors	Staff to develop audit protocol, implement audit, Staff for EEC, ESE and DHE Audits	2.5	$185,250	2.5	$185,250	2.5	$185,250	$555,750
Project Manager 1	Manage project implementation			1	$85,800	1	$85,800	$171,600
Project Manager 2	Manage the overall delivery of all project components			1	$85,800	1	$85,800	$171,600
Project Manager 3	Manage the delivery of P-20 expansion	1	$85,800	1	$85,800	1	$85,800	$257,400
Program Manager	Manage the overall delivery of all 09 LDS Grant outcomes					1	$95,550	$95,550
Business/QA Analyst	Document requirements & use cases that conform to privacy regulations, Analyze & QA data	1	$64,350	1	$64,350	1	$64,350	$193,050
ETL Developers	Develop new ETL to EDW from EEC & DHE			2	$210,600	2	$210,600	$421,200
Report Developers	Build reports for various agencies	1.5	$143,325	3	$286,650	3	$286,650	$716,625
Oracle DBA	build DW tables and structure	.5	$39,000	1	$78,000	1	$78,000	$195,000
Unix System Admin	Setup security, LPARs, CPU and RAM allocations	.5	$34,125	1	$68,250	1	$68,250	$170,625
PERSONNEL TOTAL		10.5	$781,500	19.5	$1,604,400	20	$1,650,225	$4,036,125
FRINGE BENEFITS	Calculated at 27.8% of salaries		$217,257		$446,023		$458,762	$1,122,042
TRAVEL								
IES Conferences	2 people/3 days airfare, hotel, food, ground transport		$5,350		$5,350		$5,350	$16,050
Other National Conferences	2 people/3 days airfare, hotel, food, ground transport		$3,650		$3,650		$3,650	$10,950
In-state travel	Data Quality training and audits		$3,500		$3,000		$3,000	$9,500
Out-of-state travel	Interstate Data Sharing – 2 people each state – ground transport, hotel, food		$1,500		$1,500		$1,500	$4,500
TRAVEL TOTAL			$14,000		$13,500		$13,500	$41,000
EQUIPMENT								
Cognos Application Servers	5 @ $20,000 ea. Added application processing capacity for added data warehouse users.				$100,000			$100,000

ED 524 SECTION C

		YEAR 1		YEAR 2		YEAR 3		TOTAL
BUDGET ITEM	**DESCRIPTION**	**FTE**	**$**	**FTE**	**$**	**FTE**	**$**	**$**
Backup System (enhancements)	Additional backup equipment to back up added data				$50,000			$50,000
HP Superdome (16 dual cores)	2 @ $1,136,000 ea. Two database servers to add capacity to data warehouse				$2,272,000			$2,272,000
Processors	To accommodate additional user capacity						$120,000	$120,000
Oracle DB (EE with Partitioning option and Diag)	22 @ $40,000 ea. Oracle licenses for added capacity				$640,000		$240,000	$880,000
National Student Clearinghouse data	Purchase National Student Clearinghouse data		$40,000		$40,000		$40,000	$120,000
TOTAL EQUIPMENT			$40,000		$3,102,000		$400,000	$3,542,000
SUPPLIES	Laptops and misc. supplies for employees and contractors		$51,000		$31,500			$82,500
CONTRACTUAL								
Sr. Business/Systems Analyst	Document requirements & use cases that conform to privacy regulations, Analyze & QA data, Lead other BAs	1	$122,400	.5	$61,200			$183,600
Pl/SQL developer	Write code to match data from different agencies and develop UI for resolving data issues	.5	$58,500					$58,500
Java developer	Write code to match data from different agencies and develop UI for resolving data issues	.5	$58,500					$58,500
Data Integration (clean up)	Analyze DW data, find anomalies and fix data issues			1	$90,000	.5	$45,000	$135,000
Data Modeler	ODS enhancement and DW enhancement – data modeler (for EEC & DHE data)	.5	$90,000	.5	$90,000			$180,000
Cognos Architect/Modeler	DW enhancements and fix existing performance issues	.5	$225,000	.5	$225,000			$450,000
Security Developer	Enhance EDW security model			1	$126,000			$126,000
Training Vendor	Training for P-20 Data Analysis and Delivery Systems				$20,000		$30,000	$50,000
Sr. Business/Systems Analyst	Lead documentation of requirements for integration of SASID assignment between ESE, DHE and EEC	.5	$61,200					$61,200
Business Analyst	Documentation of requirements for integration of SASID assignment between ESE, DHE and EEC	.5	$54,000					$54,000
SIF Vendor	Implement SIF Agents at EEC and DHE for SASID assignment				$250,000		$250,000	$500,000
Data Modeler/Developer	Develop ETL and Design Data Model for NSC and adult ed data			1	$135,000	.5	$67,500	$202,500
Writer/Trainer	Document requirements and Produce MA DQC, deliver Trainings for DESE and DEEC.	.5	$31,500	.5	$31,500	.5	$31,500	$94,500
.Net Developer	Develop on-line testing tools to support developed MA DQC.			.5	$49,500			$49,500

ED 524 SECTION C

		YEAR 1		YEAR 2		YEAR 3		TOTAL
BUDGET ITEM	**DESCRIPTION**	**FTE**	**$**	**FTE**	**$**	**FTE**	**$**	**$**
HTML Programmer	Support posting of MA DQC tools to website			.5	$31,500			$31,500
Education Researcher	Evaluate existing Early Warning Indicator Index and define requirements for a comprehensive system	.5	$61,200	.5	$61,200			$122,400
Business Analyst/QA	QA reports and dashboard from EI model (can be			.5	$54,000			$54,000
Developer	Design and develop reports and dashboard for Early Warning Indicator System			1	$117,000			$117,000
EI Training Delivery Contract	Develop materials for EWI trainings and deliver trainings				$20,000		$30,000	$50,000
SIF Vendor	Vendor Contract: 1.) SIF Implementation to 40 districts (400K) 2.) Horizontal SIF implementation to 40 districts (200k)		$200,000		$200,000		$200,000	$600,000
Ed Prep & Licensure	Requirement documentation and analysis	.5	$60,300	1.0	$120,600			$180,900
Sr. Developer	Design system that allows for 26 new ELAR fields and produces associated reports	.5	$40,500	1.0	$81,000			$81,000
QA/Tester	Verify integration and assignment of MEPID			1.0	$50,040			$25,020
Interstate Data Sharing Vendor	Vendor to provide System Requirements, Design and Development of pilot		$200,000		$200,000		$75,000	$475,000
TOTAL CONTRACTUAL		6.0	$1,263,100	11.0	$2,013,540	1.5	$729,000	$4,005,640
OTHER								
Grants	District grants to develop SIF system				$300,000		$300,000	$600,000
TOTAL DIRECT COSTS			$2,366,856		$7,510,963		$3,551,487	$13,543,498
INDIRECT COSTS	Restricted rate @ 14.3%		$204,312		$466,955		$372,156	$1,043,423
TOTAL COSTS			$2,571,169		$7,977,918		$3,923,643	$14,472,729