

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120011

Grants.gov Tracking#: GRANT11025968

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Grants.gov Lobbying Form	e8
4. Dept of Education Supplemental Information for SF-424	e9
5. ED Abstract Narrative Form	e10
<i>Attachment - 1 (1236-5. NH_SLDS Abstract 12-14-11)</i>	e11
6. Project Narrative Form	e12
<i>Attachment - 1 (1241-6. NH_Project narrative 12-14-11)</i>	e13
7. Other Narrative Form	e53
<i>Attachment - 1 (1237-Appendix A Optional Attachments 12_14_11 FINAL)</i>	e54
<i>Attachment - 2 (1238-Appendix B Letters of Support)</i>	e69
<i>Attachment - 3 (1239-Appendix C Resumes of Key Personnel)</i>	e95
<i>Attachment - 4 (1240-11 Appendix D Acronym List 12-14-11)</i>	e133
8. Budget Narrative Form	e134
<i>Attachment - 1 (1234-7b NH_BudgetNarrative12_14_11Final)</i>	e135
<i>Attachment - 2 (1235-7a Budget Spreadsheets 12_14_11)</i>	e150
9. Form ED_524_Budget_1_2-V1.2.pdf	e155

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="12/14/2011"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="102600618"/>	* c. Organizational DUNS: <input type="text" value="8085902770000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Department of Education"/>	Division Name: <input type="text" value="Program Support"/>
--	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

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

Add Attachment

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

New Hampshire's Statewide Longitudinal Data Systems Grant Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Irene Koffink	* TITLE Administrator III
* APPLICANT ORGANIZATION New Hampshire Department of Education	* DATE SUBMITTED 12/14/2011

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="New Hampshire Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Irene"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Koffink"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Administrator III"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Irene Koffink"/>	* DATE: <input style="width: 150px;" type="text" value="12/14/2011"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Dr. Judith D Fillion

Address:

* Street1: 101 Pleasant St
 Street2:
 * City: Concord
 County:
 * State: NH: New Hampshire
 * Zip Code: 033010000
 * Country: USA: UNITED STATES

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

603 271-3855 603 271-8709

Email Address:

judith.fillion@doe.nh.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Title: Using SLDS Data to Transform Education and Student Outcomes

Priority Area: To design, develop, and implement a statewide, longitudinal K-12 data system

Responsible Agency: New Hampshire Department of Education

Project Overview

The New Hampshire Department of Education (NHDOE) working in collaboration with a multitude of state and local partners is committed to achievement for *all* students with the intention of creating a climate of urgency & transparency. Educators and the public must have access to clear and understandable data systems that transform instructional practices through the use of assessment data and ensure the public's belief in K-12 education. This proposal seeks to create an infrastructure that will support educational transformation and innovation, engineering a system that supports persistent use of data to drive instruction, a zero drop-out rate, personalized learning through multiple pathways for student success, and a rigorous local and state assessment system focused on the use of data to increase student learning and narrowing the achievement gap for traditionally underserved subgroups. Two years ago, New Hampshire launched an Education Reform Agenda with four key foundations: a commitment to world class standards and 21st century assessment; a framework to ensure effective teachers and leaders; supports for schools, especially schools that have traditionally struggled; and an integrated data system to enable these initiatives.

This grant request will support the NHDOE Education Reform Agenda. Specifically, three overarching projects will enable the goals of the transformational Reform Agenda.

1. The Evaluation of Effective Educators

Building on extensive work that has been created by a Task Force on Effective Teaching and Leadership, data collection, analysis and management tools will be developed to create a state-wide data system to evaluate educators. The NHDOE recognizes that teacher and leader effectiveness has profound implications for all students, from the lowest to the highest performing students.

2. Informed Decision-Making

As a national leader, the NHDOE has been recognized for our implementation of a system that enables educators in schools across the state to analyze student performance through multiple measures in an effort to improve instruction. This initiative expands on our prior success to provide a broader set of decision-makers with rich sets of data, and analysis tools, to inform decisions that directly impact teaching and learning on a day-to-day basis. We will build upon our existing success to reach policy makers, citizens, researchers, targeted K-12 program officers and other stakeholders.

3. College and Career Readiness

The Governor of New Hampshire, working in close concert with the NHDOE, has been leading the nation in his efforts to reduce the high school drop-out rate to zero. Central to this initiative is the creation of multiple pathways to meet the needs of all students. To compliment this system-wide goal, NHDOE recognizes that K-12 public schools must ensure students are prepared for success in both college and career. To these extents, and through this grant, we will implement an early warning system. NHDOE worked with Johns Hopkins University to identify the key indicators in New Hampshire that predict high school difficulties. We will use this model to help schools identify students who should be targeted for support services and individualized pathways to success. Additionally, we will integrate college and career readiness data to help K-12 school improve postsecondary preparation.

New Hampshire has several factors that position us for success. We have a governance structure that includes the commissioner of education and top leadership who believe this grant work is integral to the broader NHDOE Education Reform Agenda. We have strong partnerships and a history of collaboration with stakeholders including LEAs, teacher unions, education associations and many other critical education stakeholders. We have an operational infrastructure of data systems and a project team with a successful track record and the right expertise to lead, design, develop and implement the work – we have a targeted plan. Building a deep K-12 SLDS that emphasizes the use of educational data will achieve the K-12 requirements of the SLDS RFA and deliver meaningful educational change to the students of New Hampshire. #

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Introduction

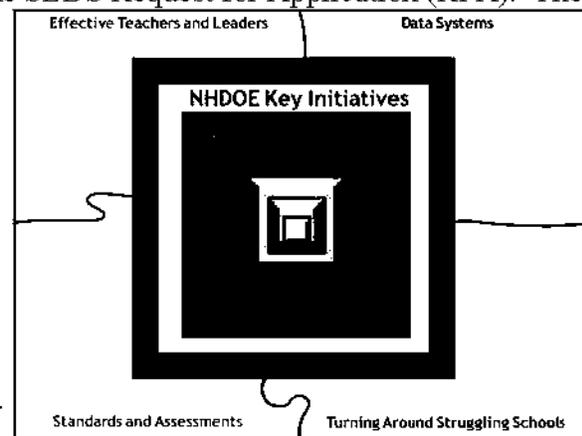
NHDOE's Strategic Direction

The New Hampshire Department of Education (NHDOE) strategic vision of education reform includes four basic pillars:

1. a commitment to world class standards and 21st century assessment systems to support dramatic improvements in student performance;
2. a framework to ensure effective teachers and leaders;
3. a solid support structure for differentially addressing the needs of NH schools and districts, especially schools that have traditionally struggled; and
4. an integrated data system to enable these initiatives along with data driven instruction.

These four pillars represent NHDOE's commitment to focus the state's education agenda on educational opportunity and excellence for *all* children by strengthening public confidence in the accuracy and quality of data, and its uses in improving instruction and learning. The data system proposed will help to reinforce the operational use of common core standards and learning progressions; create coherent and systematic evaluation of teacher and leader performance tied to student achievement; track and target measurable supports to schools that are the most academically needy, increasing the use of needs assessments to diagnose schools' challenges and plan improvement through the use of specific data requirements for all schools, including those in restructuring; develop an interrelated and responsive data system that supports initiatives for continual improvement of *all* schools and districts by creating student-centered learning systems.

The projects identified in this application will move NHDOE forward in the four reform areas while meeting the requirements as outlined in the SLDS Request for Application (RFA). The Work on this grant and other efforts at NHDOE are interconnected all working together to achieve the four educational reform areas. Additionally, a necessary component of all education initiatives in New Hampshire is collaboration with, and support of, all stakeholders who play an important role in the education reform. NHDOE and a multitude of state and local partners are committed to achievement for *all* students with the intention of creating a climate of urgency & transparency. Educators and the public must have access to



clear and understandable data systems that transform instructional practices through the use of assessment data and renew the public's belief in K-12 education. This proposal seeks to demonstrate an infrastructure that will support educational transformation and innovation, engineering a system that supports persistent use of data to drive instruction, zero drop-out rate, personalized learning through multiple pathways for student success, and a rigorous local and state assessment system focused on the use of data to increase student learning and narrow the achievement gap for traditionally underserved subgroups. This assurance exists in each of the four reform areas and will play a significant role as part of this grant request.

New Hampshire will use the grant funds to build upon our existing data system as a foundation to ensure a high quality, high use K-12 system. Rather than investing in a weak, broad system,

New Hampshire Department of Education: SLDS 2012 Application

we seek funding for a deep, highly successful K-12 system, incorporating post-secondary data for the primary purpose of understanding the need for K-12 instructional change. As directed through guidance from the NCES SLDS team, we have included the following projects, maintaining a dominant emphasis on K-12 and incorporating college and career standards as a framework for systematic assessment. **Our application focuses on RFA priority “1) to design, develop, and implement a statewide, longitudinal kindergarten to grade 12 data system”**

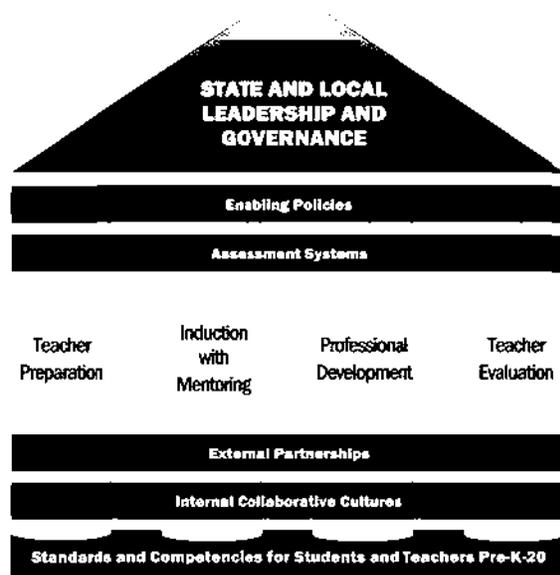
Needs and Uses to Be Addressed

The proposed work under this grant request falls into three main project areas described below – areas expanding our data systems to enable the state’s transformative education reform agenda.

1. The Evaluation of Effective Educators

Building upon our existing infrastructure – an infrastructure that collects multiple assessment measures for students – we propose to expand the data systems to allow administrators to access data required to implement an educator evaluation system – with various elements tied to student performance. As part of this project we will expand our state data collection and warehouse (e.g. to include student outcome data linked to educator evaluations – data including local and state assessments as part of a student growth model, local measurements of 21st century skills, trend data, competency based learning assessments, overall LEA performance, parent surveys, student voice evaluations, peer evaluations, and culture and climate surveys).

NHDOE recognizes that teacher and leader effectiveness has profound implications for all students, from the lowest to the highest performing students. While New Hampshire students generally score well on national assessment tests, the needs of all students must be met. Like most LEAs in the country, New Hampshire LEAs have rarely considered student achievement when evaluating educators. In fact, until the 2011 passage of SB196, New Hampshire had no legal requirement for evaluating teachers in any form. Our proposed system will create tools to access and use data, allowing teachers and leaders to consider student outcome measures for educators. The tools will provide teachers and leaders with information about areas needed for improvement and innovation so they can then match supports with those areas of need.



As part of this project, we will develop a tool to support teacher and leader monitoring of student achievement through on-going professional development and evaluation. Finally, we will provide infrastructure support and training through a multi-site professional learning community environment to ensure a consistent model of data use is embraced across the state. It is important to note, that although this project may seem ambitious, the foundation developed over the past several years and described below positions New Hampshire to achieve this success. The New Hampshire Task Force on Effective teaching blueprint (Figure to left). This framework is a comprehensive and systematic approach to improve instruction through data, beginning with higher

education preparation programs and teacher and leader success in our public schools; induction

New Hampshire Department of Education: SLDS 2012 Application

and mentoring programs; professional development; and educator evaluations tied to student and school improvement. The use of robust data systems will improve all levels of learning to create a collaborative culture of reform. (www.education.nh.gov/teaching/documents/phase1report.pdf)

2. Informed Decision-Making

During the past few years, New Hampshire has focused on the use of data by teachers to inform classroom instruction. As a national leader, this system has enabled educators in schools across the state to analyze student performance through multiple measures. This information is allowing teachers and leaders to adjust curriculum and instruction. To expand beyond the extensive system that school educators' use, we will collect additional data as well as develop and utilize tools that allow policy makers, citizens and other stakeholders, gain insights about the status of K-12 education in New Hampshire schools. In addition to existing data, stakeholders will also be provided access to information about educator effectiveness and college and career readiness. These tools will include a state dashboard and dynamic reports that allow users to delve into questions about the progress of New Hampshire K-12 education. Although this project will include the collection of additional data, primarily this project will develop reports and webpages that display data already maintained in the state warehouse.

3. College and Career Readiness

The Governor of New Hampshire, John H. Lynch, working in close concert with NHDOE, has been leading the nation in his efforts to reduce the high school drop-out rate to zero. Central to this initiative is the creation of multiple pathways to meet the needs of all students. To support this system-wide goal, a robust student-centered data system is essential at all levels within the state. Additionally, NHDOE recognizes that K-12 public schools must ensure students are prepared for success in both college and career. To these extents, and through this grant, we will implement an early warning system, previously designed specifically for New Hampshire. NHDOE worked with Johns Hopkins University to identify the key indicators in New Hampshire that predict high school difficulties. We will use this model to help schools identify students who should be targeted for support services and individualized pathways to graduation. Part of the developing infrastructure is to collect and track student progress on common core state standards and other content areas through NH's competency based system. A system constructed and implemented locally across NH at the high school level. State-wide data systems already support Career and Technical state-wide competencies. This work will be extended to core academic and 21st century skills for grades K-12. This will allow for data support for on-line and blended learning supporting classroom based instruction, regardless of the delivery mechanism. Additionally, we will collect and report on college success indicators used to inform high school curriculum and programming. K-12 school educators must understand which students are succeeding after they leave their school and which students are struggling. These educators must be given the information in a manner that allows them to analyze which K-12 programs are successful and which lead to areas of concern, such as remediation or ultimately failure in post-secondary. To this end, we will integrate with existing post-secondary data and provide reports and tools for our K-12 teachers and leaders.

Alignment Between Strategic Vision and Project Areas

The grant application will extend stakeholders' ability to leverage a high quality data system to improve the education system for students. The data must be used by stakeholders in a variety of different activities (e.g. assessing student strengths / weaknesses, increasing parent involvement,

New Hampshire Department of Education: SLDS 2012 Application

understanding teacher effectiveness, developing and implementing innovative work that supports multiple pathways to learning). This application requests funds to improve our governance and policy practices, to implement technical requirements that provide the foundation for data use, and to expand the use of data in areas aligning with the NH Education Comprehensive Strategic Plan for Educational Reform – developed over two years ago (see figure 2 below).

The three grant projects will provide the building blocks to help complete this reform. The interrelation between the four pillars of the reform agenda and our three main project areas will help ensure the grant efforts receive the governance and commitment necessary for success.

FIGURE 3: NEW HAMPSHIRE REFORM AGENDA



The model above depicts the four pillars of New Hampshire’s educational reform agenda. Each vertical band represents the pillars (Standards and Assessments, Data Systems, Great Teachers & Leaders, and Differentiated School Support). As you walk down a band you can see the progress from year to year that we have made and plan to make as a state in our efforts to accomplish this agenda. For example, in 2010 and 2011 the Commissioner of Education identified a task force on Effective Teaching and that task force is now wrapping up their efforts to define the evaluation outcome metrics for NH educators. These efforts connect directly with the adoption of new standards and the development of new assessments in the first pillar and differentiated support to schools and districts in the fourth pillar. The top of the model represents the foundation of the building block that must be in place to provide the data systems needed to

New Hampshire Department of Education: SLDS 2012 Application

support the reform. These building blocks form the foundation of the reform agenda as well as the foundation of this grant request. As such, this grant will receive the attention needed to ensure the resources are committed to achieve success. As we will describe in the following section, *Need for the Project*, these projects also fill the gap in data systems that are identified as ‘Requirements’ in the grant Request for Application.

The data systems projects that are seen on the top of the model above enable us to achieve the reform agenda. They will build upon and leverage our current SLDS. The *Evaluation of Effective Educators* project will provide the data infrastructure that will enable the evaluation required for Great Teachers and Leaders pillar. The *College and Career Readiness* project will help struggling schools address the needs of students who are not succeeding in today’s K-12 educational system. Additionally, the College and Career Readiness project will provide indicators for educator effectiveness. The *Informed Decision-making* project will provide tools central to the Data System pillar as well as the other three pillars. Finally, these tools will provide stakeholders throughout the state with the ability to target educational programs, develop state and local policies, and better understand the existing education environment.

In January of 2011, Governor Lynch moved the Commission of Higher Education to the NHDOE, directly reporting to the NHDOE Commissioner. This move is significant for several reasons:

- Provides a seamless system to programmatically affect student outcomes
- Provides for the connection of data systems in terms of longitudinal data.

NHDOE has a long history of collaborating with districts, state associations, institutions of higher education and non-profit organizations to build political will, to bring new practices into the State, and to extend NHDOE capacity to lead successful reform initiatives. Its size, collaborative nature, focus on support rather than compliance, and frequent interactions with the field through regular meetings, networks, and systems of support provide it with the advantage of quickly identifying promising practices and using the existing infrastructure to expand local efforts statewide. This state-wide culture will help ensure stakeholders throughout the state work collaboratively to ensure success for this grant.

Need for the Project

Our grant application builds on New Hampshire’s prior data system successes. Over the past five years New Hampshire has used federal and state funds to develop our SLDS. We have transformed our data systems from one of aggregate survey forms to a fully functional data warehouse encapsulating student level data from multiple source systems. The foundation we have built will enable NHDOE (through this grant) to expand the K-12 system and achieve the priorities outlined in this grant request.

Requirement 1: Governance and Policy Requirements

We have built a solid foundation of governance that provides the leadership and guidance to define policies, resolve conflicting goals and move our data system efforts forward. The governance has identified some critical needs for data systems that we would like to advance.

New Hampshire Department of Education: SLDS 2012 Application

There are also some small governance and institutional support gaps that are required to meet the specific needs. Finally, as part of this grant we will ensure these initiatives can be sustained.

Requirement	Needs
Needs and Uses	Three overarching needs addressed in this grant: Use of data to Enhance Educator Effectiveness; Use of data to inform the legislative process and inform other stakeholders; and Use of data to support personalized pathways to reduce dropouts and improve college readiness.
Governance	Achieve legislative policies for teacher evaluation as defined in SB196; achieve legislative policies for data collection and sharing as identified in SB503; achieve NHDOE's strategic vision for teacher & leader effectiveness, and support for struggling schools. Develop governance committees for Effective Educators; and for legislative collaboration.
Institutional Support	Create ongoing data systems collaboration with institutions around effective teaching.
Sustainability	Create expertise within NHDOE to maintain system and provide continuous enhancements; implement solutions that minimize licensing fees for technology services, and use NHDOE standard technologies; build significant on-line training resources that can provide ongoing sustainability (e.g. training videos and a social networking community).

Needs and Uses

NHDOE has focused on many of the usual data uses – for reporting, for accountability, for teacher credentialing and HQT, for EdFacts, etc. However, over the past several years, a unique emphasis has been our significant focus on having educators in every school use data to inform instruction. New Hampshire has been leading the national dialogue in terms of educators' use of data to inform instruction. Unique to most states in the country, this access includes multiple measures of student success, incorporates Response to Instruction (RTI) progress monitoring data, and allows schools to build their own local benchmark assessments. Educators throughout the state are using the statewide system to target instruction to individual students, to identify which RTI initiatives are working and which are not, to create local formative benchmark assessments, to connect parents with student performance, and to consider student strengths and weaknesses before the students begin their school year. These are just a few examples of the many ways educators in New Hampshire access our statewide system to inform instruction.

With the assistance of prior SLDS grant funding, New Hampshire was able to institutionalize this system -- allowing every educator in NH public schools to access data at the student level and inform instruction and provide new ways for educators to connect across schools and districts to support educator development and improvement. The system truly allows educators to follow the progress of every individual child, while simultaneously enabling analysis of instructional practices across student groups. Districts throughout the state have developed a culture within their school environment that expects data to be a factor in driving instructional change. It is easy to have a school look at a state assessment report, it is more difficult to have a school develop a culture that considers multiple data points as part of everyday instruction. This system, that is used to analyze assessment results and conduct local assessments, will be a critical component of our Evaluation of Effective Educators project. It provides the

New Hampshire Department of Education: SLDS 2012 Application

infrastructure that already enables the analysis of student growth. Even, back in 2009, early in this national dialogue, when considering teacher use of data to inform instruction, NH was recognized as the only New England state to have all the data system components available to every school (see Appendix A, Item 1, http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009072.pdf). More recently, the Data Quality Campaign recognized, “great things about the momentum that New Hampshire has around creating effective data systems to impact education” (DQC, 11/16/2011).

This grant will help fill three significant data use gaps that, as described in the next “governance” section, have been identified as part of our existing legislative and state agency strategic direction. As described above these uses include:

1. Using data to evaluate educator effectiveness. By expanding the collection of data and leveraging existing *student outcome data*, supervisors throughout the state will be able to analyze data as they consider multiple measures to determine the impact teachers are having on students and on the school climate. Using existing *educator HR data*, supervisors will be able to manage the evaluation process to ensure all educators are effectively evaluated.
2. Using data to inform decision and policy making. Our focus over the past few years has zeroed in on the LEA educator and to some degree the DOE users. With this grant, we will meet the data use needs for many other stakeholders. For example, legislators have been expressing the need for more data and more transparency of secure data. Parents have been asking for aggregate data to gain insights into school performance. We will fill these gaps.
3. Using data to track college and career readiness. New Hampshire has had remarkable success reducing our annual drop-out rate to less than one percent. However, there is further need for access to data to identify students early in the process and keep them in the system and to reduce the need for significant remedial coursework in post-secondary. As it specifically relates to helping K-12 educators understand how their programs translate into college readiness, this grant will fill a gap in needed data.

Governance

Planning for governance began with our 2007 SLDS application. Since then, we have established a governance process that includes groups and members from NHDOE, other state agencies, schools and districts across the state and stakeholders from various education groups. Core components of our governance structure guide our K-12 Data and Systems and support system expansion to include early education and post-secondary education.

K-12 Data and Systems Governance. The K-12 Data and Systems Governance is led by a cabinet that includes Virginia Barry, Ph.D, Commissioner, Paul Leather, Deputy Commissioner, Dr. Judith Fillion, Director of the Division of Program Support, and Joe Miller, Director of Program Instruction. This group meets weekly. An extended cabinet, comprised of the cabinet, program administrators, and senior staff within NHDOE, is responsible for exploring the basic tenets of NH’s Education Reform Agenda and examining the work flow and priorities within the four pillars of: standards and assessments, great teachers and leaders, low-performing schools and data systems. This group meets weekly.

Several subgroups regularly convene to advance the work on K-12 systems governance. The Data Systems Subgroup, meets bi-weekly and provides clear data system goals for the department and prioritization of major related projects. This subgroup is comprised of NHDOE

New Hampshire Department of Education: SLDS 2012 Application

division directors, NHDoIT IT manager, an NHDOE consultant, NHDOE business manager, the SLDS Project Manager, and the NHDoIT Data Base Administrator.

The Data Management Committee (DMC) is comprised of data stewards from each program area within NHDOE. The DMC reviews, discusses and provides guidance for collecting, managing and releasing data, providing for continuous improvements to data quality, accessibility and use. The role of the data steward is to understand data related to their program area, provide guidance and assistance in the appropriate use and interpretation of data, review and approve data releases, identify and recommend solutions for data issues, verify that data elements are recorded, keep the data dictionary current, update the data collection and reporting calendar and establish procedures to ensure that data is properly collected. The DMC meets monthly and subcommittees formed to research specific topics and issues meet more frequently.

An i4see (Initiative for School Empowerment & Excellence) Advisory Group meets quarterly to discuss ongoing data collection and data use requirements related to this initiative. This Advisory Group is comprised of NHDOE Commissioner, NHDOE Division Directors, and program managers, who provide direction and set goals for NHDOE.

The District Advisory team has, and will continue to provide advice and guidance as programs are designed and implemented. This team includes key district personnel – superintendents, curriculum & technology directors, principals, teachers and other educators. In addition to the above oversight and advisory committees, other key stakeholders are updated on a periodic basis and leveraged for outreach and buy-in. (e.g. superintendents’ association, principals’ association, teachers’ unions, legislators, district technology coordinators, district curriculum directors, etc.) The support of these stakeholders is the key to our success.

Early Childhood, K-12 and Post-Secondary. In 2008, the Governor of New Hampshire appointed a P-16 Working Group to develop a framework for data sharing beyond K-12. The constitution of this group underscored the importance of the continuum of education as key to the state’s economic development and the “cornerstone” of the future. The charge to the group was to communicate and collaborate across the elementary, secondary, and post-secondary educational sectors, with the purpose of improving students’ academic performance, raising their aspirations, and increasing educational success through assessment, articulation of standards, and data sharing. Members include the State Commissioner of Education, Chancellors of the University and Community College Systems, representatives of the Governor’s Office and State Legislature, and representatives of private colleges, business and workforce development. In June 2009, the group published its report, *A White Paper on P-16 (Preschool through College) Data Sharing Systems*, which examined potential benefits, costs, and options for a SLDS that can track individual students from preschool through college. The paper articulated the group’s goals related to high-school completion, post-secondary enrollment, post-secondary graduation, and employment of graduates within the State.

The P-16 Working Group will play a key role in resolving differences among partners. As a recent example, during our pilot project to expand the use of the SASID to higher education, there was discussion between the K-12 team and the Community College team about who would be responsible for resolving potential matches. The P-16 Council determined that the community college would be responsible for resolving these matches. This decision was critical to moving the project design forward.

New Hampshire Department of Education: SLDS 2012 Application

This past year, the Commissioner of Education has championed an effort to bring a renewed level of importance to data governance, and we have identified several priorities that will improve governance systems to benefit all three project areas.

- Develop an online formal training program for district coordinators to ensure understanding of data collections and the importance of accurate reporting
- Build upon existing NHDOE governance work groups
- Expand our data policy and procedures manual to include procedures for requesting access to data, requesting data for research, requesting reports
- Refine policies and procedures to remove roadblocks and obstacles to increase use of data such as the development of a standard MOU for the use of data for research purposes
- Define business rules, data definitions, how the data will be used and who will have access to the data for new project areas
- Create an overarching Multi Agency Data Governance Policy to lay the groundwork for collaboration and data use between agencies

As part of this grant, we will create an online policy and procedure guide along with an online training video that provide a definition of the governance structure. Additionally, we will fill two primary gaps in our governance. With the addition of the data use for effective teaching and leadership, we must ensure the governance structure is in place to provide guidance for this data use. In particular we will use the ad-hoc Task Force that was created by the Commissioner of Education as a starting point and create an on-going governance committee that includes representatives from the major stakeholder groups (e.g., teachers' unions, principals' and superintendents' associations, etc.). Additionally, although we have a legislative oversight committee that includes updates on our data systems, we lack collaboration with the legislature around a specific focus on data systems and data use. As part of this grant, we will create a governance committee that meets periodically throughout the year to engage key legislators. This governance committee will build knowledge to inform future data systems needs and also build increased support from the legislature to sustain and expand for future data system needs. Finally, as part of the first project in this grant (data systems for evaluation of teachers), we will engage the Teacher Effectiveness Task Force to define the teacher of record and student growth factors. Much of this work has been started with the collection of multiple teachers for each student (i.e. multiple classes for all students) and multiple assessments for each student. The Task Force will be engaged to review their recommendations in these two years and determine the data needs to meet these recommendations.

Institutional Support

Support for the SLDS began in 2005 with legislation that provided for the implementation of a unique pupil identifier, authority to collect student-level data and authority to implement a k-12 student level data warehouse. In 2009, legislation expanded the authority to include early education and post-secondary data. We have engaged institutions throughout the state in the existing SLDS efforts. For example, we collaborated with the NH School Administrators Association (LEA Superintendents) to train and educate LEA personnel on data systems. We also worked with NH post-secondary teacher training institutions to develop pre-certification training on the use of data to inform instruction.

New Hampshire Department of Education: SLDS 2012 Application

As evidenced in Appendix B: Evidence of Coordination and Support, we have statewide support for the growth of the SLDS. Within this grant request we will expand the support as needed for the Effective Teacher and Leader project.

Sustainability

NH has a track record of creating capacity within our organization to sustain efforts supported by grant funds. NHDOE chose to develop a non-proprietary data collection tool and data warehouse. We placed a high priority on in-house staff training. Knowledge transfer was a key component to the development of the data warehouse. Department staff worked with the vendor in all areas of development and is prepared to maintain and enhance the data warehouse. Our in-house staff and NHDoIT staff attended various training programs in all aspects of the SLDS development including data modeling, ETL, and the BI tools used by the system. Written documentation was also created for each phase of the development process.

We have also assisted several states by sharing our knowledge and tools as they consider leveraging our work in their efforts (e.g. Colorado and DC have visited NH to focus on our dimensional data model). We have done a demo for Idaho on our i4see data collection system and the PerformancePLUS solution. (See system descriptions below.) We have completed multiple presentations at SLDS conferences, MIS Conferences and DC Data Conferences.

NHDOE will need to continue training efforts as the data warehouse is expanded with the work proposed under the three project areas.

- Expand training on the use of BI tools to program area staff
- Add staffing to accommodate workload
- Develop documentation for the expanded data elements and new stakeholder access

Requirement 2: Technical Requirements

Beginning with our state legislation, SB333, in 2005 New Hampshire reengineered the way we collect data from our LEAs. Avoiding expensive proprietary systems, we have a custom system developed internally that has been extremely successful. We have shared these efforts with several states including state visits as part of the Personnel Exchange Network where states send personnel to learn from another state. We have a system that has been recognized for a high quality of data – e.g., tracking every student from one year to ensure each and every student is accounted for during the following year; having very few duplicate student identifiers (10-20 a year). We will build upon these successes and this learning to expand the scope of our data so that we can meet the data system needs discussed above. We will also improve the timeliness and quality of data submissions by automating the process and reducing the effort of LEAs.

Requirement	Needs
Federal Reporting	Enhance system to include additional teacher evaluation data; include growth data that can be used for Federal reporting based upon USED Waiver requirements. We will also fill special education reporting needs by reducing redundant efforts and improving data quality.
Privacy Protection & Data Accessibility	Ensure data privacy and protection of new data that will be added as part of this grant effort.

New Hampshire Department of Education: SLDS 2012 Application

Data Quality	Create reports, validation rules and tools to ensure quality of teacher and leader data; evaluate results of teacher and leader effectiveness to ensure processes are effective and valid; create an automated process to ‘grab’ data from LEAs to improve timeliness and quality of data.
Interoperability	Implement the common course codes; create a standard option for teacher and leader effectiveness that will ensure consistent measurements across state; implement a common format via web services to automate the transfer of data between LEA and SEA; Integrate source data systems.
Enterprise-Wide Architecture	Update the data dictionary within NH to include new elements collected via this grant; ensure all data collected, as part of this grant is included in the NHDOE data warehouse.

Federal Reporting

One significant accomplishment from our prior SLDS and state efforts, was the creation of our data warehouse components required to accommodate EdFacts reporting. Many reports are now created directly from the data warehouse and submitted to EdFacts. We are on target this year for on-time submissions of all EdFacts reports. We have governance and technology infrastructures that can support future changes to the EdFacts requirements.

As part of this grant, we will be able to expand our data systems to include teacher effectiveness data and student growth data that can be used to meet Federal requirements set out as part of the State Fiscal Stabilization Fund and more recently as part of the federal waiver requirements for school accountability. Additionally, by integrating our state special education system we will be able to better address many of the special education reporting requirements. We will be able to leverage existing data for these reports, improving data quality and reducing redundant efforts.

Privacy Protection and Data Accessibility

Our *Policy and Procedures Manual for i4see* and Related Data* defines the policies to ensure the confidentiality of student data collected, maintained, and accessed by the i4see data system, while providing access to those persons with a legitimate need to see the data. Access to student-level data within the department is restricted to staff responsible for maintaining student-level data systems and staff responsible for reporting. School and district-level access is provided to persons with a legitimate need for the data. These users must acknowledge the confidentiality and privacy restrictions on a monthly basis to access student-level data.

As we implement our three project areas, we will need to address the following privacy issues:

- Extend our current procedures for data confidentiality to new data handling as part of the College and Career Readiness and Effective Educators projects
- Create new procedures to maintain data confidentiality given the increased access to data among new stakeholder groups that will be part of the Informed Decision-Making project.

Data Quality

The Initiative for School Empowerment and Excellence (i4see) was developed about five years ago as the state’s primary system to collect student-level data. i4see eliminates many of the aggregate school and district reports and allows local schools to manage their data submissions. The assignment of a state assigned student identifier (SASID) was the first deliverable of this initiative. Through a multi-layered validation process, it helps ensure a very high degree of data

New Hampshire Department of Education: SLDS 2012 Application

integrity. Anomaly reports are generated to provide information back to the schools and districts identifying data that may need to be corrected. For example, every last student who attended school in one year must be accounted for at the beginning of the following year – every student. We have just a handful of duplicate student ids that are resolved each year. The i4see system has hundreds of rules to ensure data quality. Training for school and district i4see coordinators is ongoing throughout the year. School and district staff attend data submission training at the department, and training videos are posted on the NHDOE website. In addition, an i4see data dictionary describes the student-level data submissions that each district sends to NHDOE. LEAs can drill down to the specific data elements that make up the submission and select an element to better understand the data NHDOE is requesting.

Additionally, two years ago, as part of a state-funded initiative, NHDOE contracted with a vendor to develop a sophisticated system to manage educator information – the Educator Information System (EIS). The system manages both educator credentials as well as educator assignments. The system captures the student-teacher connection including all teacher assignments and student rosters. The system tracks certified teachers, administrators, and non-certified staff (nurses, psychologists, etc.). The system is used to ensure the right teachers are teaching in the right assignments. The system also captures the post-secondary preparation program (or alternative program) used to credential the teacher. This system will play a critical role in our Evaluation of Effective Educators project. As with our other core systems, the EIS is part of our sqlServer data model and was developed in .NET technologies so that our internal staff – again helping ensure sustainability – can maintain it.

i4see and EIS have been highly successful and we have had several other states inquire and visit to learn from our efforts as they consider their own development. Given the focus of our three project areas, this primary source for the data warehouse will need the following:

- Expand data collection to meet the goals of the College and Career Readiness and Effective Educators projects. Items will be collected for both these projects, as part of our i4see initiative. Additionally, we will leverage the EIS system to collect additional data used for Educator Effectiveness. As part of these collections, reports and processes will be put in place to ensure the data is accurate. However, beyond adding reports to the current process, we will also incorporate an automated process to engage teachers in reviewing their own student rosters and pupil data. This review is currently performed by school administrators.
- Enhance the system to improve the ability of LEAs to submit more timely data to meet the goals of all three project areas. After a thorough review of the SIF model as well as many other options it was determined that, given the limited number of SIS vendors in NH, the best approach in NH is to implement WebServices using our current collection and verification process. This allows us to build upon our previous successes, while providing significant value to schools and enabling real-time data retrieval as needed by NHDOE.
- Add flag for quality of assessment data to capture off-grade level assessments and those scores with invalidated sections to enhance data quality for Effective Educators project

Interoperability

To provide a base for interoperability, the data warehouse described above was built to align with NCES standards. The data model was built to include the national standards and offered as a resource to be used by other states. As part of our data collection efforts, we built a data

New Hampshire Department of Education: SLDS 2012 Application

dictionary that defines the standards and provides clear specifications that have enabled all of our SIS vendors to incorporate a common standard across the state.

In addition, NHDOE has a series of disparate systems containing student-level data on subpopulations (e.g. English Language Learners, Special Education, Adult Education) that are integrated with our large data warehouse through the SASID. These systems provide a vital role in helping ensure students receive a strong education with significant academic growth. These systems have been updated over the past three years to integrate with our i4see system and provide source data for our data warehouse.

To meet the goals of our three project areas, we identified the following interoperability needs:

- Implement the Common Education Data Standards (CEDS) for the definition of course codes. We will use the NCES handbooks to implement the common course codes for our school course submissions.
- Automate the process of transferring the data from the SIS to the SLDS (i4see system). We will define and implement standard web services to enable this exchange.
- Integrate the special education data into the data warehouse for our Effective Educators project. As part of this grant we will create a single source of common data between these two systems (e.g. student name, demographic, etc.). Additionally, the systems will be better integrated so that reports can use data across systems for federal reporting.
- Integrate career and technical education data into the data warehouse for the College and Career Readiness project.
- As part of the Effective Educators project, create a standard process that can be used across schools and districts to define a common practice for teacher and leader evaluation. It is critical this system is reliable so that measurements of teachers are not dependent upon the school of the teacher but rather consistent across the state.

Enterprise-wide Architecture

Through a previous SLDS grant, the Department was able to build a dimensional data warehouse to expand our department-wide data warehouse. This integrated warehouse now provides a comprehensive infrastructure that is able to fulfill many needs for the department and LEA stakeholders. Data currently accessible includes student demographic, academic and enrollment data, multiple assessment data (e.g. NECAP, NWEA), special education data, student and teacher course data, teacher credentialing and assignment data, post-secondary data, early childhood data, Career and Tech Ed data as well as other program specific data. We have implemented Microsoft BI Tools as the decision support software providing query tools, reporting tools, and on line analytical processing with a user-friendly interface.

The work of our existing model has been featured at several National Center for Education Statistics (NCES) conferences. Our data warehouse provides the base that can be expanded upon easily to include additional elements required to meet our data system needs. The warehouse will be the primary source of data used by educators for all of our three grant projects.

As additional data is collected through the efforts of this grant, we will ensure the data is included within the confines of the data warehouse. We will also ensure the data dictionary accurately reflects any changes.

Requirement 3: Data Use Requirement

New Hampshire Department of Education: SLDS 2012 Application

When NHDOE began efforts to reinvent our data collection back in 2005, we named our project the Initiative for School Empowerment and Excellence (i4see). We were very deliberate in choosing this name. It was (and still is) our belief that data collection is not about federal or state reports. As the name of the initiative implies, data collection is about finding ways to help *schools improve – become empowered and become ‘more’ excellent*. Our efforts focused on data use, with data collection just a required means to the ultimate goal of use. As described above, this philosophy was a key reason we focused on the PerformancePLUS system to help educators--teachers, guidance counselors, special education teams, etc.--use data to inform instruction and to empower these educators to improve the outcomes of student through the use of data.

As part of this grant, we look forward to transitioning with a solid data warehouse to the three new areas of data use – evaluation of educators to improve teacher and leader effectiveness; the use of data by policy makers and citizens to make better education policy and to help citizens ensure a congruence between their education goals and local school outcomes; and finally to help educators in schools improve student outcomes for those at risk of dropping out and for those who wish to attend post-secondary school. There are several data use requirements that must be filled to achieve these projects.

Requirement	Need
Secure Access to Useful Data for Key Stakeholder Groups	Provide data to K12 supervisors in order to evaluate teachers and leaders; provide data to K12 educators to help ensure at risk students stay in school and to strengthen programming that helps educate students so they are successful in college; provide information that can be used by legislators to inform policy decisions; provide information that can be used by parents when considering K12 schools; provide information that can be used by researchers and other stakeholders when considering the strengths and weaknesses of the K12 public school system.
Data Use Deliverables	Create dynamic reports that include drop-downs so users can view results based upon drop-down selections; create interactive webpages that allow user to select parameters (e.g. SAT score range, completion of specific K-12 math courses, race, gender, etc.) and view selected outcome variables (e.g. K12 completion rates, K12 assessment performance, teacher effectiveness, college going rates, etc.); create at-risk and college readiness reports for K12 educators.
Training on Use of Data Tools & Products	Develop significant on-line videos to enable self-paced training; develop train-the-trainer education for teacher effectiveness data use and college readiness; conduct regional training for all the grant outcomes for applicable stakeholders.
Professional Development on Data Use	Work with post-secondary K-12 training programs to incorporate training into their programs; offer professional development credit when educators attend training for these tools can receive – credit they can use for licensure renewal.
Evaluation of	Evaluate validity and effectiveness of teacher and leader evaluation

New Hampshire Department of Education: SLDS 2012 Application

Data Products, Training, & PD.	tools; evaluate distribution of effective teachers across subgroups of students (e.g. low-performing, low SES, race/ethnicity, etc.).
Partnerships with Research Community	Work with REL-NEI to evaluate the efforts as described in item above; work with NH Research colleges and the NH Public Policy Institute to leverage the data collected as a result of this grant and to use that data in research efforts.
Sustainability Plan	Create the capacity with the NHDOE and partnering organizations (e.g. LEAs, teacher unions, principal association, legislative education committee, etc.) to use these systems and to educate new users as new employees arrive; build the capacity within the existing NHDOE and NHOIT groups to maintain the data systems and supporting tools.

Secure Access to Useful Data for Key Stakeholder Groups

As described above, i4see reduced the burden on districts, improved the quality of data and enabled important analysis such as gains based analysis of assessments and the ability to help reduce the drop-out rate. The system enables schools to follow every child and to analyze groups of students over time. Administrators and teachers have easy access to valuable data, helping improve the education for every child.

NHDOE uses a Single Sign On (SSO) system to provide access to all LEAs to the secure data systems (e.g. i4see, EIS, ELL, etc.). The SSO system allows local districts to grant and manage access for their own employees. It provides education personnel with one point of entry and login to all approved systems. As part of a pilot effort, the SSO system is also being integrated with a local student information system (SIS), so that an LEA user can launch directly from their local SIS to a secure state system.

NHDOE has also developed the School and District Profile website that provides easy access to high level overviews of schools and districts. These reports use summaries of student state assessment results, school enrollment and attendance information as well as budgeting information. The profile allows side-by-side comparisons of schools and districts and provides the base infrastructure for the Informed Decision-Making project.

By expanding on the existing systems to develop the three projects identified in this grant, we will address the needs of many key stakeholder groups – filling a void for LEA supervisors who must evaluate the effectiveness of teachers and leaders; LEA educators as they work on their professional development, LEA educators as they target instruction and support to at-risk students; LEA educators as they consider the impact on their program to ensure college success; legislators as they consider policies; citizens who want to better understand the impact of individual schools; researchers who can access education data; as well as other stakeholders who will have access to the new systems.

NHDOE will expand our existing SSO system and other privacy and security policies and practices to ensure the new data meets federal and state requirements.

Data Use Tools and Products

New Hampshire has been leading the national dialogue in terms of educators' use of data to inform instruction. NHDOE has invested significant efforts to create data use tools and products for teachers and administrators. Unique to most states in the country, this access includes

New Hampshire Department of Education: SLDS 2012 Application

multiple measures of student success, incorporates Response to Instruction (RTI) progress monitoring data, and allows schools to build their own local benchmark assessments. Educators throughout the state are using PerformancePLUS to target instruction to individual students, to identify which RTI initiatives are working and which are not, to create assessments to inform instruction, to connect parents with student performance, and to consider student strengths and weaknesses before the students begin their school year. These are just a few examples of the many ways educators in NH are able to access our statewide system to inform instruction.

With the assistance of prior SLDS grant funding, we were able to institutionalize this system -- allowing every educator in NH public schools to access data at the student level and inform instruction. The system truly allows educators to follow the progress of every individual child, while simultaneously enabling analysis of instructional practices across student groups. Districts throughout the state have developed a culture within their school environment that expects data to be a factor in driving instructional change. It is easy to have a school look at a state assessment report, it is more difficult to have a school develop a culture that considers multiple data points as part of everyday instruction. This system, that is used to analyze assessment results and conduct local assessments, will be a critical component of our Effective Educators project. It provides the infrastructure that already enables the analysis of student growth.

The PerformancePLUS suite of products is currently available to every public school in NH and provides for the enhancement of the academic, physical, social and personal growth of each child by providing customized, high quality information to educators, parents, students and NHDOE. Schools primarily use two modules from the PerformancePLUS suite:

1. PerformanceTRACKER is the assessment data management solution for tracking and monitoring student achievement. PerformanceTRACKER helps teachers and administrators improve student learning by providing access to all assessment data from one source, aggregate and disaggregate assessment data in a variety of ways, then analyze it using interactive charts and graphs. NECAP, NWEA, DIBELS, Aimsweb results are available through PerformanceTRACKER. Educators can view individual student results as well as aggregate data. In addition to the assessment data (both state and local data), educators can create interventions, monitor the progress on interventions and view the relationship between interventions and student assessment outcomes.
2. AssessmentBUILDER allows districts to easily create, score, and analyze local benchmark assessments. After the assessments are completed, scanned results are available and can be interactively viewed via detailed item analysis reports. With AssessmentBUILDER, local benchmark assessments become monitoring and predictive tools for guiding instruction. NH schools have been using AssessmentBUILDER since 2008 to create multiple assessments to better understand the growth and needs of their students. Districts like Manchester, Portsmouth, Concord, Derry and others have created multiple benchmark assessments that they give students periodically during the year. Additionally, all Career and Technical Education Centers use AssessmentBUILDER to track competencies for course completion.

New Hampshire has used the model developed in Colorado to identify a growth index for our students. The model was implemented for our state assessment, but could easily be extended to other national or local assessments. The model allows us to compare student growth for one group of children to other similar groups. This implementation can be used as a source for our Effective Educators project. Based in Dover, NH, the organization that created this original

New Hampshire Department of Education: SLDS 2012 Application

model has worked closely with NHDOE for many years. This close connection offers us a strong potential for future collaboration.

Building from this suite of tools and focusing on the three priority projects described above, we will need to create a variety of tools to enable new stakeholder groups to access and use data: dynamic reports that include drop-downs so users can view results based upon selections; interactive webpages that allow users to select parameters (e.g. SAT score range, completion of specific K-12 math courses, race, gender, etc.) and view selected outcome variables (e.g. K12 completion rates, K12 assessment performance, teacher effectiveness, college going rates, etc.); We will also need to create new reports that align with our priority areas such as at-risk and college readiness reports for K-12 educators; reports to understand student outcomes for individual teachers and groups of teachers; and reports and webpages to guide administrators through the evaluation of their staff.

Training on Use of Tools and Products

As we developed the data warehouse and tools for data use, we created documentation, face-to-face training, and online training modules to walk users through the use. For example, we provide videos for school staff who must submit data via our i4see workbench. A video highlighting the components of the website and the process to upload a file, validate the data, etc. can be viewed by the school employee anytime.

Our three project areas will expand the groups having access to the existing system and create new tools and reports as well. Therefore we will need to add training modules designed to meet the needs of new stakeholder groups and modules designed to introduce users to our next generation of tools. Additionally, we will need to offer regional train-the-trainer courses, central training at NHDOE, and webinars depending on the needs for each system.

Professional Development on Data Use

As described above, over the past three years NHDOE had a focused effort to provide professional development to LEAs in an attempt to build a culture of data driven instruction. More than isolated training, this effort included a multi-day training program that was embedded in the professional development of a school district. Appendix A, Item 2, offers a syllabus of this training and associated training materials. We also worked with post-secondary teacher training programs to incorporate training into their course work. While training on the use of tools is essential, providing an understanding of how to interpret data, differing levels of evidence, and common misconceptions about data is a necessary second step toward informed decision-making. As the state moves into the difficult work of educator evaluation and expands access to data beyond the LEA, our professional development efforts will need to emphasize the accurate use of data for pre-service and in-service teachers and administrators, legislators, state agency personnel, and engaged citizens.

Evaluation of Data Tools, Training, and Professional Development

Throughout our effort to implement the PerformancePLUS tool and build a culture of data informed instruction, we conducted many evaluations to determine success and modify our approach as needed. These evaluations primarily included online surveys, written surveys, interviews, training evaluations and focus groups. The evaluations provided important feedback that was used to reshape existing tools and training and guide the development of new ones. For example, feedback surveys identified the need to focus on data analysis and the creation of

New Hampshire Department of Education: SLDS 2012 Application

assessments for schools as opposed to the mapping of curriculum. Interviews and surveys also helped identify the need to develop a targeted training that engaged the building administrators.

With the introduction of new tools, training and professional development, we will continue to solicit user feedback through focus groups during piloting and online surveys after rollout.

Partnerships with Research Community

New Hampshire has a fantastic wealth of researchers and research organizations throughout our state. NHDOE has convened a consortium of researchers to better understand what data is accessible in the data warehouse and to brainstorm and collaborate on possible research projects. To collaborate with these researchers as well as researchers throughout the country, we have compiled information to assist in sharing data, maintain a website for specifically designed for researchers, and periodically convene a forum for researchers to share information about the data warehouse and develop relationships to move research projects forward.

As we move forward on our three project areas, we will need to focus efforts to work with external researchers to examine changes in teaching and learning and the relationship between these changes and state initiatives. For example, NHDOE has committed to work with EDC and its partners as part of a research alliance on educator effectiveness under their bid for the REL Northeast and Islands (REL-NEI). If awarded, we will work with REL-NEI researchers on an evaluation of the NHDOE educator evaluation system. This evaluation will include a formative and summative evaluation of the system and its tools in relation to teacher and student outcomes.

Sustainability Plan

NHDOE has worked to position our data system efforts for long-term sustainability. From a technology perspective we have built systems with a common technology platform -- .NET and sqlServer. We have also minimized proprietary based systems that require extended licensing costs. NHDOE has been very successful at using internal resources with lower costs to develop very effective systems and of course resulting in the best knowledge of the system for maintenance purposes. As previously mentioned, our works on systems like the i4see data collection system have been utilized by other states. We have also had very successful vendor relationships such as the implementation of our Educator Information System (EIS), when we recognize the value that external experience can bring. But in all of these cases from a technical perspective we have a high degree of knowledge transfer and involvement from the technology team. The staff then plays the central role in ongoing maintenance and support.

NHDOE has focused on ways to sustain the end user support and use of the data tools. For example, we have developed online videos that can be used by stakeholders as they have time. We have seen that uses of our systems are often after the workday – many educators use these systems at night when they are not responsible for students. Additionally, we have developed tip-documents, Powerpoint documents, sample reports/deliverables and other support guides to assist users as part of their self-paced learning. NHDOE also has dedicated staff that provide support and ongoing training to continue to support use.

NHDOE has also worked with other entities to build ongoing capacity. We have used a train-the-trainer model and given the capabilities to LEAs so that they can build capacity within their districts. We have worked with self-supported regional training centers that provide training and

New Hampshire Department of Education: SLDS 2012 Application

support to schools (through fees and grants). Finally, we have worked with post-secondary universities so that they incorporate training into their educator preparation programs.

Moving forward with these projects, we will need to leverage the existing sustainability techniques to include the new uses and content. We will need to build technical expertise on the development of the new tools and reports using internal staff either independently or working closely with the vendors from the beginning of the project. For end-user/stakeholder awareness and knowledge, we will need to create online training videos. Additionally, we will need to continue to work with post-secondary institutions to ensure pre-service training aligns with our latest work. We will need to continue to work with associations and LEAs to implement a train-the-trainer model. Finally, through the creation of the legislative governance structure, we will need to build stronger support for long-term state funding.

As the RFA specifies and as discussed with the US DOE SLDS staff, New Hampshire has identified many gaps in our current systems that meet the requirements of the RFA. These gaps also align with the strategic direction of NHDOE and the LEAs in New Hampshire. In addition to the gaps identified above, Appendix A, Item 6, provides additional description of how our projects will meet the requirements of the grant.

Project Deliverables

As described above, we have structured the work for this grant, within three primary projects (data systems advancing: Effective Educators, Informed Decision-Making, and College & Career Readiness). With the belief that data use is the ultimate goal of an SLDS, we defined the projects around these specific areas of data use. However, within each of these projects are deliverables that encompass all of the grant requirement areas (governance & policy, technical and data use).

Project Outcome 1: The Evaluation of Effective Educators

Through this grant we will develop the data system deliverables required to build an infrastructure for teacher and leader evaluations.

The New Hampshire Commissioner of Education has led a Task Force on Effective Teaching along-side a parallel Task Force on Effective Leadership. Established in 2010 to build a system to support effective teaching in New Hampshire, the Task Force has been comprised of sixty representatives from a wide range of stakeholder groups. After releasing a phase I report (see Appendix A, Item 3) defining the requirements for a system of effective teaching, the task force is in the process of completing a second and final phase of work to define the measurements used by school districts in New Hampshire to evaluate educators.

The task force committed to a research-based process, focused on a deep understanding of the seriousness of the impact an effective evaluation process has on teachers and student achievement. The task force stayed focused on continued student achievement as the critical element of an effective system. The task force recommendations (see Appendix A, Item 3), are clear, concise and provide our state with a comprehensive framework for pre-service teacher mentoring, embedded professional development and the evaluation of teachers.

Phase II of the task force, which will be complete the second quarter of 2012, has begun to define an evaluation framework that will be used to guide schools and districts implementing a teacher effectiveness system. As said by the Commissioner of Education, "I believe the State of

New Hampshire Department of Education: SLDS 2012 Application

New Hampshire will be a leader in developing a comprehensive teacher evaluation system that supports our educators and helps to demonstrate continued student growth.”

Beginning with a partnership between the Governor and Commissioner and extending to stakeholders throughout the state, the task force work represents a consensus-building model – a model that creates a transparent system and establishes a relationship between student achievement and teacher effectiveness. The evaluation system will incorporate changes underway in the state accountability system that include student performance assessments that capture mastery of competencies and support for student-centered learning approaches.

The Commissioner of Education was able to work with the state legislature to also codify the Task Force’s work through law. With the passage of Senate Bill 196, school boards are now required to have a teacher performance evaluation policy (full text of the bill can be found at <http://www.gencourt.state.nh.us/legislation/2011/SB0196.html>).

New Hampshire has a highly successful system to help educators use data to inform instruction, and we will expand and solidify this system so that it can be used to implement the framework identified by the Task Force on Effective Teaching. The data requirements to evaluate educators can be built on the existing framework, but it must be expanded to capture items such as teacher of record, additional student outcome measures, number of observations, dates of observations, observation rubrics used, observation scores, etc. The following description identifies the specific data system deliverables that meet the RFA and fulfill project one – Effective Educators.

Project Outcome 1: The Evaluation of Effective Educators

- a. Deliverable 1.1: Develop inventory of evaluation system data elements and integrate into SLDS -- Although the current SLDS and related data collection systems gather much of the information required to implement the evaluation system recommended by the task force, there are additional data elements that must be defined and collected.

For each of the pieces of data below, the existing systems (i4see and PerformancePLUS) will be modified to include the required data. These deliverables require technical modifications as well as critical training and support to build sustainable expertise within the LEAs.

Over the past six years, NHDOE built and implemented our own data collection tool – a tool that has been very successful. The web application is a .NET and sqlServer application. Within the LEAs we have a primary ‘i4see coordinator’ who works with NHDOE to understand the submissions and any changes to these submissions. We also work closely with the SIS vendors to implement required changes. With grant funding we will be able to hire the required staff to work alongside NHDOE staff and implement the modifications while training the i4see coordinators and transferring knowledge to NHDOE staff. The structure for some of this additional data already exists – for example the i4see Course Submission already includes a place-holder for the Common Course Code. For these components, the focus will be on training and integration with existing SIS solutions, along with simple validation rules added to the i4see rules engine. Items like teacher of record will require an emphasis on data governance to consider the appropriate definition and implementation. Survey, evaluation and ratings data will require an expansion of the existing PerformancePLUS system. The system already allows for this type of information to be included, but the structure of the instruments and data elements must be defined and created. The systems will be expanded to include the following data.

- Educator Data (years of experience, race/ethnicity, preparation program)

New Hampshire Department of Education: SLDS 2012 Application

• Common Course Code
• Teacher of Record
• Extended Learning Opportunity and Alternative Program Data
• Student Assessment Growth Data (state and local)
• Competency Based Assessment Data
• Parent Survey Data, Student Survey Data
• Peer Evaluation Data, Observational Evaluation Data
• Overall Ratings (evaluation) Data

b. Deliverable 1.2: Create data validation and web-services processes to enable increased data collection and accuracy -- An educator evaluation system requires frequent course data with a high degree of accuracy and validity. To shift from an optional course data collection to a mandated, high stakes system, additional support is required for districts.

- Create data validation process that includes individual educator review of student rosters. Rosters must be reviewed by the teacher of record and other administrators to ensure data accuracy, and enable correction as required. Although the current system has a series of validation rules, it must be expanded to include review by the teacher of record.
- Implement web-services process that will be created to ‘pull’ data and eliminate manual interaction. Currently schools and district users submit student data through a manual process of extracting the data from their Student Information System (SIS) and uploading that data after logging into the NHDOE i4see system. To ease this process and allow for more frequent collections, we will build web services that allow the NHDOE to extract the data directly from the SIS. After a significant review of the available options including SIF and after discussions with the small number of SIS vendors in NH, we have determined that web services will be the most cost effective, sustainable and beneficial solution.

c. Deliverable 1.3: Develop web tools to allow supervisors to view evaluation data.

- Building upon our PerformancePLUS tool that allows educators to review assessment results including growth, we will provide the tools that allow teachers and leaders to view student outcomes by class, school and other locally defined groups – in a format that can be used for teacher and leader evaluations. These tools will be enhanced to include, not only the traditional student assessment results, but also parent survey information, student survey information, as well as peer review and supervisor rankings. The system will also be expanded to allow local schools to define their own growth assessments to be used in the evaluation process. These enhancements will provide the reports that can be used to meet the framework defined by the Commissioner’s Task Force.

It should be noted, that although this is a significant component of work, our prior DOE SLDS efforts have laid the foundation for this deliverable. The PerformancePLUS system already offers related capabilities. Through this grant, this tool can be expanded to meet the needs of measuring student outcomes for teacher evaluations. Additionally, using a tool that LEAs have already been trained to use, will add a significant jump-start.

d. Deliverable 1.4: Create a system to administer the evaluation process. To aid each LEA with the use of data to evaluate educators, this deliverable will build upon our existing Education Information System (EIS) to allow supervisors to track the evaluation process (due dates,

New Hampshire Department of Education: SLDS 2012 Application

current status, completion status of input documents, etc.).

- With the new state legislation that requests LEAs to create an evaluation process, this deliverable will develop a tool that can be used state-wide to monitor the evaluation process for educators. This tool will expand upon the NHDOE Educator Information System, to allow supervisors to oversee the evaluation process for educators. For example, a superintendent can oversee the evaluations of principals – a principal, HR coordinators, or team lead can oversee the evaluation process for teachers. This tool will track the status, timeline and progress of evaluations, as well as the completion of input components (e.g. parent survey).

It should be noted that this deliverable will build upon the successful NH Educator Information System (EIS). This .NET and sqlServer application is maintained by the NHOIT and can be expanded upon for this effort. All schools in the state already use this tool and all educators in the state already use this tool to manage their own credentials.

As identified by the Commissioner’s Task Force, there are many components of a system that will help produce the best teacher workforce. Although much of this work is not related to a longitudinal data system, the effort cannot be achieved without the required data infrastructure. This grant application will complement state work already in place and the work being executed.

Project Outcome 2: Informed Decision-Making

Through state work over the past six years and a previous SLDS grant, NHDOE has a data warehouse and tools that provide significant information and benefit to a variety of stakeholders. As previously described, our central focus has been getting data into the hands of LEA educators to inform instruction. This project will expand the use of data to legislators & policy makers, general citizens, as well as provide additional data to staff at NHDOE.

For the Data Quality Campaign Northeast Regional Meeting in Boston, MA, July of this year, we organized a team including leadership from NHDOE, the State Legislature, the State Board and higher education. This team enjoyed a great conference entitled, *From Dartboards to Dashboards: Effective Leaders Use Data to Transform Education*. The conference created significant excitement among state leaders to increase access to critical data for policy makers. As a result of this conference, we have held a series of presentations to engage the full Board of Education, the Senate Education Committee and state-wide policy associations. This project will create the reports and web tools to meet the needs as defined by these stakeholders. The partnership being developed between the policy bodies will promote significant collaboration.

Additional, with the increase in scope of data being collected, we want to empower local citizens to have access to critical information. This information will provide parents and community members with data to make critical decisions for children and communities. To increase stakeholders’ ability to make informed decisions, we will create the following deliverables.

Project Outcome 2: Informed Decision-Making

- a. Deliverable 2.1: Create a portal for Legislators, NH DOE, and general citizens. To address the needs identified by working with a variety of stakeholders, we will develop a web tool and associated reports to allow stakeholders with limited technology expertise to consider a variety of input factors and produce summaries of outcome factors. For example, a

New Hampshire Department of Education: SLDS 2012 Application

stakeholder may want to consider all schools with high poverty and consider for all educators with a masters degree or higher, what is the average student growth as opposed to educators with only a bachelor's degree.

- Create an enhanced set of standardized reports using our BI Tool. Specifically we will develop three sets of reports:
 1. Dynamic reports enabling legislators and policy makers to answer questions about student outcomes. We will expand our current data and reports website to allow any user to select from a series of input parameters and produce student counts and aggregate student assessment results.
 2. Reports to meet a specific need to ensure students in the juvenile justice system and foster system. These reports will allow the appropriate individuals access to student level information to help ensure schools are meeting their responsibility to educate these students and to provide additional student information to the teachers so they can better target education to the student's needs.
 3. General public access to teacher employment information – assignments, credentials and class size. By providing access to public teacher employment information, citizens can better understand who is teaching in their schools. This use of data will help ensure the quality of data being reported and provide an incentive to the schools to help improve the effectiveness of NH teachers and leaders.

b. Deliverable 2.2: Integrate Special Education database with the SLDS. One gap in our current SLDS is the ability to integrate special education data with our general student level SLDS. This deliverable will create the automation and ability to better integrate this data.

- Modify the special education system to use the SLDS data as the official source for common student data – e.g. name, date of birth, gender, race, etc.
- Create automated extracts to pull the specific special education data required for federal and state reporting. These extracts will allow all the required data to be maintained in the SLDS. This process will also enable LEAs to have more flexibility with their own special education system, as long as, the required extracts are maintained.

c. Deliverable 2.3: Integrate DHHS data with the K-12 SLDS. K-12 education data will be integrated with the Department of Health and Human Services (DHHS) data to improve the K-12 education results for sub-population of students. The SLDS will be expanded to include foster child data and juvenile justice data. Currently this data is not received by NHDOE and is not part of our SLDS. Many of these students pass between the juvenile justice system and the K-12 system. The information must be capture to help ensure their education is not interrupted.

- An automated extract will be created to pull foster data from the DHHS foster system. This process will include the identification or creation of the foster child's student identifier. The data will then be stored in the SLDS.
- An automated extract will be created to pull juvenile justice data from the DHHS juvenile justice system. This process will include the identification or creation of the juvenile's student identifier. The data will then be stored in the SLDS.

d. Deliverable 2.4: Develop a return-on-investment indicator. Currently the cost per student for public education is not included in the SDLS. Although this deliverable will not create an exhaustive system to track, measure and evaluate the correlation between costs and

New Hampshire Department of Education: SLDS 2012 Application

curriculum, it will build the foundation for this analysis with some basic data.
<ul style="list-style-type: none">• Financial data will be integrated into the SLDS. Although the state does collect school and district financial data, it is not integrated with the SLDS. This data will be integrated so that educators can look at the costs alongside student outcomes. The data that is collected is school level costs broken down in a set of standard categories (instructional staff, school administration, student transportation, operational maintenance, etc.).• The SLDS data warehouse will be expanded to include this information. The data dictionary will be updated. The reporting tools will leverage this information.
e. Deliverable 2.5: Create a NH Dashboard. Expanding upon the current district profiles (http://my.doe.nh.gov/profiles/), we will create a dashboard to display vital state, district and school indicators.
<ul style="list-style-type: none">• The Governor’s P-16 working Group has completed a draft of dashboard indicators to track the dropout and college and career readiness goals of the state. The dashboard is a report on NH public high school and post-secondary student enrollment and completion. We will develop this dashboard using our current BI tools. From this dashboard, users will be able to view aggregate demographic and program information. See Appendix A, Item 4, to view the dashboard design created by the P-16 working group.
f. Deliverable 2.6: Develop and deliver P+ training for new stakeholder groups. To expand the use of the PerformancePLUS tools within NHDOE, we will conduct training to create internal knowledge as NHDOE staff work with LEAs.
<ul style="list-style-type: none">• Provide training and technical assistance to internal and external staff in the use of P+ (also training for i4see data collection). Conduct three training sessions and a monthly Q&A meeting.
g. Deliverable 2.7: Create a social network for data use. School and district personnel across the state are using the PerformancePLUS tool to improve instruction for students. Over the past five years of implementing this tool, we have made great strides in developing and improving the instruction and support. Along with existing inventory of training and support tools, we want to build a social network to increase collaboration and communication across schools/districts, while fostering training.
<ul style="list-style-type: none">• Over the past several years, as previously described, the Department has been training educators around the state to use data to inform instruction. For these users as well as users for this project we will implement a social network to provide online training and collaboration. Leveraging the tool, EduPlanet (see Appendix A, Item 5), we will implement this deliverable. The EduPlanet solution has been piloted by one district in the state and provides an existing foundation that will allow collaboration. Social Networks will be established for multiple groups (teachers, school leaders, policy makers and citizens). The tool will be implemented around six instructional (or social network) areas: 1. Use of data to inform instruction; 2. Teacher effectiveness; 3. Leader effectiveness; 4. Drop out prevention; and 5. College readiness; and 6. Data analysis (a public network open to all citizens). Users will be able to engage in on-line learning; interact with an expert in the given topic; collaborate with other colleagues around the state who are also interested in the given topic; post questions; participate in frequently asked questions; and interact in other ways on-line to collaborate on the given topics.

New Hampshire Department of Education: SLDS 2012 Application

NH has been recognized for its considerable success in developing an analysis tool that teachers, specialists, principals and other educators are using to inform instruction. This initiative expands on prior success to provide a broader set of decision-makers with a rich set of data and analysis tools to inform decisions that directly impact teaching and learning on a day-to-day basis.

Project Outcome 3: College and Career Readiness (data systems)

Dropout prevention and recovery is critical in New Hampshire to ensure a prepared citizenry, ready for entry into post-secondary education, advanced training, military, and/or workforce. The State of NH had a four-year cumulative dropout rate of 15.1 dropouts in 2001-2002 with an annual dropout percentage of 4.0% and 2,553 youth reported dropping out. Through the efforts of Governor Lynch, the State Board of Education, and all partners, including the State Dropout Prevention and Recovery Oversight Council, the State Workforce's Youth Council focus on dropout prevention and recovery for its WIA dollars, community partners, and New Hampshire school districts, NH's dropout rate in 2009-2010 data reflects a cumulative dropout rate of 3.82%, an annual dropout percentage of less than 1% and 628 dropouts. Although significant gains have occurred, this is not sufficient in the 21st century. Governor Lynch has set a goal of "zero dropouts by 2012". This goal was supported by Senate Bill 18, effective July 2009, increasing the compulsory age of education from 16 to age 18.

The challenges to addressing the dropout issues remain large, including:

- It is critical that we become aware of those students who are at risk of dropping out throughout their educational pathway, and provide them with timely and appropriate interventions. Many elementary educators can, by the third grade, accurately forecast students who will be at risk of dropping out later in their school careers. However, the programs and resources to respond to these early predictors are rarely available in the district. Furthermore, successful transition from elementary school to middle school or middle school to secondary education are critical, yet interventions are weak or do not exist in many districts. This can be a particular problem in a state like New Hampshire, with, in many cases, regional High Schools drawing from several towns and school districts.
- With the implementation of SB18, which requires that a student remain in school until age 18, school districts are grappling with the development, implementation and monitoring of personalized Alternative Learning Plans. These personalized Plans, leading to educational attainment, are an option for students, subject to approval of the local Superintendent or his/her designee. Other options include policies that support creative scheduling that weaves day and evening school programming, credit recovery, virtual learning, course competencies, and computerized instruction for both remedial and credit attainment.
- Many students have fallen behind in high school in earning credits to graduate. Our research through several surveys in New Hampshire has revealed reasons for this, including: homelessness, family relocations, English as a Second Language, truancy, foster care, and juvenile justice, among others. Early identification and appropriate interventions are needed to provide students with the supports needed to complete high school and to be prepared for post-secondary education or the world of work.

Currently, New Hampshire does not have a state data system that can predict those students at risk of dropping out nor provide the support to our districts regarding this data. Early warning systems and targeted interventions, as well as supports for systemic interventions, are built on the

New Hampshire Department of Education: SLDS 2012 Application

foundation of accurate and timely data. An early warning system that uses multiple measures based on readily accessible data can predict, during students first year in high school, whether the students are on the right path toward eventual graduation.

Utilizing funds from this grant, NHDOE will enhance the SLDS to provide the foundation for the development of a statewide early warning system. The statewide early warning system will provide administrators and educators with a system of reporting that will identify students at risk, highlight the indicators for that student and match that student with an Alternative Education Program to engage students in learning.

We will collect student attendance and competency and course performance data. On-track indicators such as number of credits earned, competencies earned, and course grades will be used. We will also track the Alternative Education Programs currently employed within NH school districts to understand the programs that are most successful and match students to the appropriate program. We will collect data about the program and we will link programs to the students enrolled. We will report on student success in the programs, share best practices and lessons learned with LEAs. We will provide professional development for district and school staff to analyze their own data, identify early warning signs, and use the data to improve programs that lead to student success. We have already identified several pilot high schools that will participate in the early data collections, testing and implementation of the EWS.

NHDOE supports and encourages local school districts to adopt policies that encourage 'extended learning'. Extended learning means: the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology. Extended Learning Opportunities (ELOs) in NH allow students to be involved in the process of creating rigorous, relevant and personalized learning experiences – Real World for all students. Students have the option to earn credit towards graduation outside of the classroom – credits earned based on demonstration of course competencies. ELOs in NH include apprenticeships, community service, independent study, online courses, internships, performing groups and private instruction. As common core learning progressions have emerged, NH is in the process of developing a K-12 competency system that will support the documentation of student learning vertically through the system. Data collection of student performance will be piloted, lessons learned analyzed, and a state-wide system will be developed over the next three years. This will provide the basis for state support for Multiple Pathways to Graduation. Students are involved in creating their own pathways through school, based upon their talents, interests, and aspirations. Multiple Pathways to Graduation also allows students who are at risk of dropping out of school to participate in credit/competency recovery programs, to attend school during the day, after school, or in the evening, or to take online courses, all with the goal of graduating from high school. Multiple Pathways to Graduation allow students to become more engaged, take greater ownership of learning, cultivate habits of mind, increase inquiry and solution-building and decrease desire to drop out.

Along with keeping students in school, we must also ensure that all students are college and/or career ready. Collecting the additional high school data for the early warning system will also provide valuable data required for analyzing college readiness. We will link the high school readiness data with the college success indicators.

New Hampshire Department of Education: SLDS 2012 Application

NH is a member of the New England Secondary Schools Consortium (NESSC) which is comprised of five New England states, NH, ME, VT, CT and RI. The consortium meets regularly to discuss high school redesign, troubleshoot issues and learn what is working in each individual state. The NESSC and the NH P-16 Working Group have aligned in their goal to ensure that every public high school student graduates from high school prepared for worldwide success in the colleges, careers and communities of the 21st century. The definition of college readiness for the NESSC is “completion of 24 college credit hours of coursework and a GPA of 2.5 or enrollment in a third semester of college”. The NESSC also identified college readiness indicators which include SAT/ACT participation rates and scores, completion of Algebra II, Course completion, College course taking in High school, State assessment results, High school GPA and High school attendance and completion of 4 years of math. Legislation passed in 2009 requires NH public post-secondary institutions to submit entry and exit data, and course completion data to NHDOE.

New Hampshire is also a member of the Smarter Balanced consortium whose work on assessment systems aligns with the state’s push to create a state accountability system that includes student mastery of competencies and performance assessments that move beyond state standardized tests. Through its independent work and as part of the consortium, the state aims to promote and measure student attainment of 21st century skills and to emphasize the acquisition of higher-order skills along with rich content knowledge.

We will collect the data elements identified by the NESSC and provide feedback reports to the high schools on the readiness of their graduating students. With this rich dataset LEAs will be able to keep more students in school and have a student body that is prepared for college.

To meet the above goals, we will create the following deliverables.

Project Outcome 3: Career and College Readiness

a. Deliverable 3.1: Integrate data for an Early Warning System.

The current SLDS system and related data collection systems currently gather much of the information required for a statewide early warning system however, there are additional key elements that must be collected. NHDOE has worked with the Johns Hopkins University to identify the key data elements and tracking mechanisms for identifying students at risk for dropping out.

Along with collecting key data elements we must also capture data on current alternative programs available to students at risk of dropping out. This data will assist schools in determining the success of intervention strategies. The current i4see data collection system will be enhanced to collect the elements listed below.

- Attendance:
 - Attendance data will be collected with the Beginning of Year submission: Beginning October 2012, schools will be required to report attendance data with their beginning of year enrollment. This enrollment submission, due October 15th will provide student level attendance data for the first 30 days of school.
 - Additional attendance data submissions will be developed to collect attendance data at the first quarter and at the end of the first semester.
- High school GPA: HS GPA will be added to the end of year data collection
- High school competencies and credits earned: number and type of HS competencies

New Hampshire Department of Education: SLDS 2012 Application

credits earned will be added to the end of year collection

- Alternative Education program data, Extended Learning Opportunity data, Multiple Pathways data. Data collected will include the program type, credits earned and competencies completed.

b. Deliverable 3.2: Develop early warning indicators and reports.

With the collection of attendance, course completion and grades, GPA and credits earned we will be able to calculate and monitor indicators identifying students at risk. Indicators include absenteeism rate, course failures, GPA, credits earned. Reporting will be required to assist the school districts in identifying students in need of intervention.

With Alternative Education program data, Extended Learning Opportunity data, Multiple Pathways data we can provide reports that will assist schools in determining the success of various intervention strategies. To fully maximize the use of the Early Warning System training the LEA staff will be required.

- Calculate early warning indicators: We will calculate the absentee rate and track the course failures, GPA and credits earned as indicators for risk to dropping out. Each indicator will be weighted. Students will be identified as high, middle, or low risk of dropping out based on these indicators.
- Generate Reports:
 - Early Warning System reports will be generated and automatically sent to the High Schools identifying students at high risk of dropping out. The reports will provide an assessment of the indicators and will assist the schools in determining the appropriate intervention.
 - Reports on alternative programs will be provided at quarterly intervals with a final, comprehensive report provided at the end of the school year. Data will be analyzed to provide districts with reports identifying students at risks, intervention strategies implemented for each student and the success of the intervention based on student success and students staying in school.
- Best practices will be shared with school districts throughout the state.
- Training will be provided to school district staff on the use of the Early Warning System. We will conduct three training session on site and one additional training via WebEx. The WebEx training will be saved and posted to the NHDOE Website along with our other training materials.

c. Deliverable 3.3: Integrate data for College and Career Readiness.

We will add to our data collection specific college readiness data elements as defined by the NESSC and the NH P-16 Working Group. Additional K-12 data elements will be collected as defined in Deliverable 3.1, but are repeated here as they are pertinent to this deliverable as well.

There are three data elements that we must collect from the post-secondary institutions. These data elements will provide the ability for the SEA to join these data elements with our K-12 data and provide feedback reports on the success of K-12 students back to the LEAs.

NHDOE successfully implemented a unique statewide student identifier system in 2005. We currently have extensive routines in place for NH school districts to request a unique student ID. We will expand this process to include post-secondary. This will provide NHDOE with the ability to match the college readiness data with the K-12 data. With this link we will be

New Hampshire Department of Education: SLDS 2012 Application

able to provide feedback reports to the K-12 school districts. NHDOE (K-12) staff will perform the work and the data loaded into the K-12 data system. These data elements will be collected via the i4see system.

With this rich data set we will be able to identify schools and districts in need of improvement.

- K-12 Data Elements
 1. State Assessment Results
 2. High School GPA
 3. High School Attendance
 4. SAT/PSAT/ACT and Accuplacer test and remediation results while the student is in high school
 5. Course Completion and Grades in Dual Enrollment/Early College, Advanced Placement, and International Baccalaureate
- Post-secondary data elements
 1. Number of college credit hours, college GPA and third semester enrollment.
- Post-secondary will create an extract to send to the DOE with the following fields:
 - SASID (if NH student), LN, FN, MI, DOB, TOB, NH HighSchool,
- NH DOE will create a new match routine for Post-secondary SASID assignment similar to the routines currently in place for NH school districts.
- Post-secondary will be responsible for reconciling unmatched records.
- NHDOE will modify the interface to upload and download SASIDs from IHE's.

d. Deliverable 3.4: Develop College Readiness Indicators and Reports

With the inclusion of the data elements into our data system we will be able to begin to measure the college readiness of our graduating high school students. We will identify readiness characteristics that lead to success. Several indicators will need to be defined.

With college readiness indicators defined and in place we will be able to analyze the data, provide feedback reports to the K-12 school districts and identify schools in need of improvement

- Readiness indicators:
 1. State Assessment Results
 2. High School GPA
 3. High School Attendance Rate
 4. SAT/PSAT/ACT and Accuplacer test and remediation results while the student is in high school
 5. Completion of Algebra II and Completion of 4 years of math – this will be accomplished by collecting all course taking and letter grades for high school students. We are currently in the pilot year of collecting course information.
 6. Course Completion and Grades in Dual Enrollment/Early College, Advanced Placement, and International Baccalaureate
 7. Number of college credit hours
 8. College GPA
 9. Third semester enrollment.
- NHDOE will provide feedback reports to districts to assist in identifying roads to success for students.

(c) Timeline for Project Deliverables (see Appendix A, Item 7: More Detailed Project Timeline)

Task Name	Start	Finish	Resource Names
Project Planning and Management	7/2/12	6/30/15	NHDOE Team,Project Oversight Committees,Stakeholder groups
Project Oversight - Ex Cabinet, i4see Advisory, P-16 , etc. Sign-off on Project Goals, Identify Success factors	7/2/12	6/30/15	NHDOE Team,Project Oversight Committees,Stakeholder groups
Project Management - Dev Project plan, sign-offs, status reports, etc.	7/9/12	6/30/15	NHDOE Team
Outcome 1: Effective Educators	7/23/12	6/30/15	NHDOE Team,Educator Reps,Task Force,Pilot schools
1.1 Develop inventory of evaluation system data elements and integrate into SLDS	7/23/12	12/1/14	NHDOE Team,Vendor,Pilot schools
Governance - Project team, Task Force, DefineTeacher of Record, Growth Factor	7/23/12	6/30/14	NHDOE Team,Task Force
Develop Design - changes to i4see, EIS, Frameworks for P+, ETL, Infrastructure	11/1/12	3/15/13	NHDOE Team,NH DOIT,Vendor
Development, Test and Implementation - i4see, EIS, DW, P+ Training	3/18/13	8/4/14	NHDOE Team,NH DOIT,Vendor
Develop and Implement training program to collect i4see and EIS data - On-line videos, documentation, conduct training	12/2/13	12/1/14	NHDOE Team
Develop and Implement training program for LEA's to collect evaluation data (PerformancePLUS)	12/2/13	5/30/14	NHDOE Team
Provide Training for Research Groups	9/1/14	12/1/14	NHDOE Team
1.2 Create data validation and web-services process to enable increased data collection and accuracy	8/1/12	12/27/13	NHDOE Team,Vendor
1.2.a Roster Verification - Design, Develop, Pilot Test, Training, Statewide Implementation	8/1/12	12/27/13	NHDOE Team,Vendor,Task Force
1.2.b Web Services Process - Design, Develop, Pilot Test, Training	8/16/12	3/1/13	NHDOE Team,Vendor
Training - Create documentation, on-line videos, in-house training, LEA training	11/1/12	3/1/13	NHDOE Team
1.3 Develop web tools to allow supervisors to view evaluation data	9/3/12	6/1/15	NHDOE Team,Vendor,Task Force

New Hampshire Department of Education: SLDS 2012 Application

PerformancePlus Updates and .NET Development - Design, Develop, Test, Implement	9/17/12	6/1/15	NHDOE Team, Vendor, Task Force
Define Privacy and Security Requirements	9/3/12	5/1/13	NHDOE Team, Vendor, Task Force
Create and Implement Training	6/3/13	6/1/15	NHDOE Team, Vendor, Task Force
1.4 Create system to monitor and track the evaluation of teachers and leaders	9/3/12	7/1/15	NHDOE Team, Vendor, Task Force, Pilot schools
Design and Develop Monitoring Requirements, Pilot test, Statewide Implementation	9/3/12	6/1/15	NHDOE Team, Vendor, Task Force, Pilot schools
Create and Implement Training - On-line training, Pilot training, develop materials, Webinars	6/3/13	6/1/15	NHDOE Team, Pilot schools
Create Program Evaluation Plan - Design with REL, Collect Data, Evaluate, Implement Findings	3/3/14	7/1/15	NHDOE, REL
1.5 Close-Out Outcome 1 - Review project goals and actual outcomes, survey stakeholders, modify deliverables	1/1/15	6/30/15	
Outcome 2: Informed Decision Making	7/2/12	6/30/15	
2.1 Create a portal for Legislators, NHDOE, and general citizens	7/9/12	9/13/13	NHDOE Team, Stakeholder groups, DHHS
Create Enhanced set of Reports and Web Access - define report requirements with Stakeholders	7/9/12	3/22/13	NHDOE Team, Stakeholder groups, DHHS
Define Privacy and Security Requirements	7/30/12	9/26/12	NHDOE Team, Stakeholder groups, DHHS
Test Reports and Web Access - Create test scripts, pilot test	3/25/13	6/21/13	NHDOE Team, DHHS
Create Training Materials - on-line training videos, brochures, hold training sessions	6/24/13	9/13/13	NHDOE Team
2.2 Integrate Special Education Information System with the SLDS	6/3/13	1/30/14	NHDOE Team, Vendor, Pilot schools
Identify data elements to be integrated (from Data Warehouse to SpecEd) - Interface design, development, test and implementation	6/3/13	9/27/13	NHDOE Team, Vendor, Pilot schools
Identify data elements to be integrated (from SpecEd to Data Warehouse) - Interface design, development, test and implementation	6/3/13	12/11/13	NHDOE Team, Vendor, Pilot schools
Test Reports and Web Access	12/12/13	1/30/14	NHDOE Team, Vendor, Pilot schools
2.3 Integrate DHHS data with the SLDS K-12 SLDS	1/2/14	1/30/15	NHDOE Team, DHHS

New Hampshire Department of Education: SLDS 2012 Application

Identify Juvenile Justice and Foster System data elements to be integrated	1/2/14	3/28/14	NHDOE Team,DHHS
Identify Foster System data elements to be integrated	3/31/14	6/24/14	NHDOE Team,DHHS
Update existing DW Design to include new data elements - Mapping, ETL, Test, Load	6/25/14	9/30/14	NHDOE Team
Training - training for foster and juvenile, LEA's, create videos, training materials, conduct training	9/9/14	1/30/15	NHDOE Team
2.4 Develop a return-on-investment indicator	11/17/14	6/4/15	NHDOE Team
Design and Develop Indicators	11/17/14	1/30/15	NHDOE Team
Identify existing cost data to integrate into warehouse (instructional staff costs, admin costs, transportation, etc.)	11/17/14	1/30/15	NHDOE Team
Data Warehouse Load - Mapping, ETL, Load, Test, Implement	11/17/14	1/30/15	NHDOE Team
Training - Design training specific to understanding cost data, create on-line videos and training materials, Webinar	1/5/15	6/4/15	NHDOE Team
2.5 Create a NH Dashboard	7/9/12	3/1/13	Stakeholder groups,NHDOE Team
Design & Develop Dashboard Extensions - Design requirements, Enhance District Profile, develop .NET and Reporting	7/9/12	1/4/13	NHDOE Team,Stakeholder groups
Testing - Create test scripts, test, pilot test with user groups	1/7/13	2/15/13	NHDOE Team,Stakeholder groups
Implementation	2/18/13	3/1/13	NHDOE Team
Training - Develop on-line videos, create and promote awareness materials	2/4/13	3/1/13	NHDOE Team
2.6 Develop and deliver P+ training for new stakeholders groups	7/2/12	8/24/12	NHDOE Team
Create Documentation, on-line videos, conduct in-house training, training plan	7/2/12	8/24/12	NHDOE Team
2.7 Create a social network for data use	12/3/12	9/6/13	NHDOE,Pilot districts, Vendor
Design Social Networking Requirement 1 - Requirements mtg with Eduplanet and District, Design	12/3/12	2/8/13	NHDOE,Pilot districts, Vendor
Implement Social Network 1 - Pilot District training and Launch, Evaluation	2/11/13	4/19/13	NHDOE,Pilot districts, Vendor
Design Remaining Social Network Requirements	4/22/13	6/28/13	NHDOE,Pilot districts, Vendor
Implement Remaining Social Networks	7/1/13	9/6/13	NHDOE,Pilot districts, Vendor

2.8 Close-Out Outcome 2 - Review project goals and actual outcomes, survey stakeholders, modify deliverables	3/2/15	6/30/15	NHDOE Team
Outcome 3: Career and College Readiness	7/9/12	6/30/15	NHDOE Team,Pilot schools,CAGS
Governance	7/9/12	6/30/15	NHDOE Team. P-16 Working Group
3.1 Integrate data for an Early Warning System	7/27/12	3/15/13	NHDOE,Pilot schools
Assemble Project team - NHDOE and District staff	7/27/12	7/27/12	NHDOE Team
Design - Requirements, design, Technical Requirements, Documentation, Signoff	7/30/12	10/30/12	NHDOE,Pilot schools
Development, Test and Implementation	10/30/12	3/15/13	NHDOE Team
Modify i4see data collection system	11/5/12	12/13/12	NHDOE Team
Pilot testing for data collection	12/20/12	2/1/13	NHDOE Team,Pilot schools
Data Warehouse Load - Update design, Mapping, ETL, Testing	10/30/12	3/15/13	NHDOE Team
Training	1/7/13	1/7/13	NHDOE Team
3.2 Develop early warning indicators and reports	3/18/13	7/16/13	NHDOE Team,Pilot schools
Design, Develop, Pilot Test, Rollout	3/18/13	7/16/13	NHDOE Team,Pilot schools
Training	4/29/13	7/5/13	NHDOE Team
			NHDOE Team. P-16 Working Group,CCSNH,USNH
3.3 Integrate data for College and Career Readiness	7/9/13	12/11/14	Group,CCSNH,USNH
Assemble Project team - DOE, K-12 District staff, Post-secondary CAGS Group	7/9/13	7/12/13	NHDOE Team,USNH,CCSNH
Approve Detailed Project Plan	7/16/13	7/29/13	NHDOE Team,USNH,CCSNH
Design - Requirements, design and approvals, Technical Requirements	7/17/13	12/20/13	USNH,NHDOE Team,CCSNH
Development, Test and Implementation	12/20/13	8/14/14	USNH,NHDOE Team,CCSNH
Data Warehouse Load - Update Design, Mapping, ETL, Test	8/15/14	12/11/14	NHDOE
			NHDOE Team,USNH,Pilot districts,CCSNH
3.4 Develop college readiness indicators and reports	1/2/15	5/8/15	NHDOE Team,USNH,Pilot districts,CCSNH
Meet with stakeholders to finalize indicators and reports- Design and create feedback reports, share best Practices	1/2/15	2/18/15	NHDOE Team,USNH,Pilot districts,CCSNH
Training	2/18/15	5/27/15	NHDOE Team,USNH,Pilot districts,CCSNH
3.3 Close-Out Outcome 3 - Review project goals and actual outcomes, survey stakeholders, modify deliverables	3/2/15	6/30/15	NHDOE Team,USNH,Pilot districts,CCSNH

(d) Project Management and Governance Plan

NH is positioned for success with this grant, in part, because we have a state committed to the use of data to inform instruction and educators within LEAs who are co-collaborators with the state as they are incorporating data into everyday instruction. This commitment has been championed from the top levels within the state. Dr. Virginia Barry, Commissioner of NHDOE, has been building a commitment both internally and externally to support the development of improved data systems and data use. Dr. Barry will be the SLDS Project Sponsor. She will take a lead role to ensure the resources and collaboration exists to promote success. Additionally, the P16 Council will continue its role in identifying the appropriate data information that should be used to monitor, guide and define education success in NH.

**Governor's
P16 Council**

Overall NHDOE Project Leadership

- **Commissioner (SLDS project sponsor)**
- **Director, Division of Program Support (SLDS project director)**
- **Manager, Bureau of Data Management (SLDS project manager)**
- **Cabinet and Extended Cabinet (SDLD advisors and integrators)**

**Outcome 1
co-leads
(Effective
Educators
Project)**

**Outcome 2
co-leads
(Informed
Decision
Making)**

**Outcome 3
co-leads
(College &
Career
Readiness)**

SLDS Oversight Committee

i4see Advisory Council

- **EEP Task Force**
- **Associations (Principals, Superintendents, Teacher Unions)**
- **Effective Educator Pilot LEAs**

- **Legislative Task Force**
- **IDM Pilot User Group**
- **Dept. of Health and Human Services**

- **CCR Pilot User Group**
- **Associations (Superintendents, Principals, Career & Technical Ed.)**
- **Division of Higher Ed**

While the governance of this project will benefit from the Commissioner's commitment, the project will not be successful without leadership from the educator community at the LEA level. NHDOE has built a foundation of LEA support and trust over the past several years that will facilitate the work of this grant. NHDOE launched our PerformancePLUS efforts about four years ago to help educators learn to look at data to inform instruction. Rather than starting with the use of data as an evaluation tool, we began with the use of data solely as a resource for educators. Positioning the support in this fashion allowed educators in schools across the state embrace data to aid in helping students. It also positioned NHDOE as a non-threatening resource committed to supporting educators in the classroom. NHDOE also championed initiatives such as dropout prevention and real-world

learning that provide support and resources to LEAs. As the Commissioner launched the Task Force on Effective Teaching, she created a collaborative structure that allowed LEA personnel (principals, teachers, superintendents) as well as legislators and leaders from the associations (unions, principals association, superintendents associations, parents associations, etc) to lead this work. Combining previous NHDOE work to help schools build a culture of data use along with the collaborative effort to consider data use for the purpose of evaluation has created an environment poised for success.

The governance of the three project areas in this grant will build upon and leverage the existing governance that has been created over the past several years. As Project Sponsor, the Commissioner will oversee the overall progress, help ensure required resources are available,

New Hampshire Department of Education: SLDS 2012 Application

and intervene where needed to create consensus. Under the Commissioner's sponsorship, this project sits within the organizational structure of NHDOE. Daily oversight will fall with the Division of Program Support and Bureau of Data Management. The Director of the Division of Program Support, Judith Fillion, will act as the *SLDS Project Director* and will have executive approval of project initiatives. The *Project Director* will ensure the project meets the strategic objectives and act as liaison with the Commissioner, Directors, and the NH State Board of Education. The *SLDS Project Manager*, Irene Koffink, will be a full-time dedicated project resource to oversee the daily operations and success of the project. The *SLDS Project Manager* will be responsible for the project timeline, oversee all project activities, requirements, issues and status, and keep the Project Director informed. The *Project Manager* will meet weekly with the Commissioner's Cabinet consisting of the Commissioner, Deputy Commissioner, three Division Directors and the head of the Business Management Office. The cabinet will be engaged when needed to assist with resource requirements or issue resolution and to provide the needed governance to make decisions. Finally, the key managers and staff representing all programs throughout NHDOE meet every two weeks as part of the *Extended Cabinet*. This group is responsible for exploring the basic tenets of NH's Education Reform Agenda and examining the work flow and priorities within the four reform pillars: standards and assessments, great teachers and leaders, low-performing schools and data systems. The *Extended Cabinet* will be able to ensure all NHDOE program staff is aware of the ongoing grant project activities. As issues and developments arise that impact other programs, this group will provide the dialogue to recommend resolutions and bring back the needed project knowledge to their specific program areas. The SLDS project will be a standing agenda item for the *Extended Cabinet* meetings.

Operational Governance and Oversight

Each of the three project outcomes will have a team of two *co-leads* who will have direct responsibility and accountability for the specific outcome. The co-leads will be one technology expert and one business lead. The outcome co-leads will have intimate knowledge of the business function as well as experience with data systems and will work together to oversee and deliver the given outcome. Co-leads will work alongside their team to design, develop and implement the outcome. They will work with the SLDS Project Manager on a daily basis to oversee the timeline and manage the project. The co-leads will dedicate approximately 70% of their time to this project (note: much of this role will be in-kind funding).

To bring together the project oversight, an *SLDS Oversight Committee* will be responsible for ongoing project review, budget approvals, issues resolution and monitoring of project timelines. The structure and membership of the *Oversight Committee* established under a previous grant will continue. Committee members include the following representatives: Judith Fillion-Project Director; Irene Koffink-SLDS Project Manager; Chris Hensel-NHDOIT, IT Manager; Karen Soule- co-lead Outcome 1 (business group); Mike Schwartz- co-lead Outcome 1 (technical expert); Virginia Clifford- co-lead Outcome 2 (business group); Ryan Stevens- co-lead Outcome 2 (technical expert); Susan Randall- co-lead Outcome 3 (business group); Joe Pipinias- co-lead Outcome 3 (technical expert).

The SLDS Oversight Committee will meet weekly. An agenda and follow-up minutes will be created for all meetings and project plans and timelines reviewed. Budget expenditures will be reviewed quarterly. The SLDS Oversight Committee will bring issues surrounding staff resources and data to the *Extended Cabinet* and *Cabinet* as needed.

New Hampshire Department of Education: SLDS 2012 Application

In addition to NHDOE oversight and governance, it is critical that the projects include a structured and defined approach to collaborate with external stakeholders. To provide a contiguous connection to the LEAs and other stakeholders, the projects will receive ongoing input from the i4see Task Force. This group includes LEA representatives such as superintendents, principals, technology directors, and educators. For the purpose of this grant, we will expand the membership to include a representative from the teachers union, legislature, and postsecondary council. This group will meet periodically – typically quarterly, but more or less as needed. This group will have the knowledge of all three projects and their interaction. In addition, each of the three projects will have external groups described below that provide the content expertise and help identify required external resources as needed. See Appendix B – Evidence of Coordination and Support for letters of support from these organizations.

Outcome 1: Effective Educators

Group	Description / Expertise
Effective Educators Project (EEP) Task Force	The EEP Task Force will be an extension of the Effective Teachers Task Force that was created to define the requirements for an Effective Educator system and specifically an evaluation system. Since this group had a finite agenda, members will be selected to continue on as part of this task force to provide oversight and guidance.
Association Group	Member associations that participated in the task force definition will continue to be engaged in the grant project efforts. The following associations will receive regular updates, be leveraged for training and communication purposes and be approached with input and needed: NH School Administrators Association, NH Association of School Principals, NH-NEA teachers union, xxx.
Effective Educators (EE) Pilot Group	As part of the Effective Teachers & Leaders Task Force, a group of LEAs were identified who agreed to be part of a system pilot. Representatives from this group will meet regularly (bi-monthly) with the project leadership to review status and to participate in the pilot of these systems.

Outcome 2: Informed Decision Making

Group	Description / Expertise
Legislative Task Force	A group of legislators will be formed to engage with this project. The group will represent legislator needs for data and information. In addition to providing guidance to this project and intended consequence of this effort is the strengthening of legislative support for future SLDS efforts.
Informed Decision-Making (IDM) Pilot Group	IDM Pilot Group will consist of representatives from multiple stakeholders (legislature, parents, DHHS, LEAs and researchers). Representatives from this group will meet regularly (bi-monthly) with the project leadership to review status and to participate in the pilot of these systems.
Department of Health and Human Services (DHHS)	In addition to representation in the IDM Pilot Group, the DHHS will be engaged to help with the juvenile justice and foster children components of this project.

Outcome 3: College and Career Readiness

Group	Description / Expertise
--------------	--------------------------------

New Hampshire Department of Education: SLDS 2012 Application

College and Career (CCR) Pilot User Group	The CCR Pilot Group will include representatives from LEAs, NESSC and postsecondary. This group will be chaired by the Deputy Commissioner of NHDOE. The Deputy Commissioner has extensive experience with CCR work and will help ensure this work is aligned with the NHDOE efforts. Representatives from this group will meet bi-monthly with the project leadership to review status and to participate in the pilot of these systems.
Association Group	As with Outcome 1 the Superintendents, Principals and also Career and Technical Education associations will be involved to provide input to this outcome design and development. These groups will also promote this work and include the work in association training events.
Division of Higher Education	Representatives from this division will provide ongoing guidance to this project. This division reports directly to the Commissioner of NHDOE and over the past few years has worked on the K-20 integration. This group has several existing initiatives that can benefit from the development of this project.

Finally, an existing NHDOE Data Governance Policy will supplement the above organization structures to direct data decisions across the department and work with other stakeholders when the issues cross agencies as ownership of key data elements must be clear.

Project Planning - Project plans will be created for each outcome of this project. Project plans will include deliverables, subtasks, resources associated with each task and start and end dates. Project plans will be approved by key stakeholder groups.

(e) Staffing

NHDOE has assembled a project team with a wealth of knowledge in education, IT experience and project management, prepared to work on the successful completion of all three outcomes and the continued success of the SLDS. All key staff has at least ten years of experience in their respective fields. Key project staff has worked closely with the vendors in phase one of the SLDS project to ensure knowledge transfer and future sustainability of the SLDS.

Provided below is a summary of the project management team, project staff for each of the three outcomes and additional supporting and consulting staff. Detailed resumes are included for all named staff in *Appendix C – Resumes of Key Personnel*. Qualifications of individuals to be hired are also included in the *Appendix C – Resumes of Key Personnel*.

Project Management Team

Dr. Virginia Barry, Project Sponsor and Commissioner, NHDOE. Dr. Barry oversees all operations of NHDOE and is responsible for K-12 education in NH. Dr. Barry will be briefed on project issues weekly by the Project Director. Her extensive background in education as a teacher, principal, college professor, and Provost and Vice President for Academic Affairs, and now as Commissioner, coupled with a keen interest in educational research, provides the right balance of practical skills and state level leadership. Time: 10%, In-kind: 10%.

Dr. Judith Fillion, Project Director and Director, Division of Program Support overseeing the Bureaus of Data Management, School Approval and Facilities, Credentialing, and Nutrition Programs and Services NHDOE. Dr. Fillion will ensure the project meets the strategic objectives, will make strategic decisions based on stakeholder input and senior management

New Hampshire Department of Education: SLDS 2012 Application

decisions, and act as liaison with the Commissioner, Directors, and the NH State Board of Education. Time: 10%, In-kind: 10%. (The 10% of Dr. Fillion's time on this project represents her direct management role. In her capacity as Director of Program Support she will naturally focus on the projects included in this grant request above and beyond the 10%).

Irene Koffink, Project Manager, NHDOE. Ms. Koffink has over 25 years of experience in Information Technology including over 10 years of project management. Ms. Koffink is the project manager for the current SLDS grant awarded in 2007. She will facilitate communication between NHDOE and other state agencies and stakeholders; evaluate the program operations for effectiveness and proper allocation of agency staff, state and federal funds; manage internal staff working on the SLDS project; engage and manage NHDOE vendors; and serve as the NHDOE Data Governance Director. Time: 100%, Grant Funded: 100%

Project Personnel by Outcome

Outcome 1: Effective Teachers

Michael Schwartz, Technology Co-Lead and Consultant to NHDOE. Mr. Schwartz has extensive IT experience, has led the i4see initiative at NHDOE and leads the implementation of data driven decision systems to help district and school educators use data to inform instruction. He will have direct involvement with the design, development and implementation of the deliverables identified in Outcome 1 with a central focus on the technology. Mr. Schwartz will work with the SLDS Project Manager on a daily basis to oversee the timeline and manage the project. Time: 70%, Grant Funded: 70%

Karen Soule, Business Co-Lead Administrator of Credentialing, NHDOE. Ms. Soule has an extensive background in education, serving as a teacher, principal and most recently superintendent of schools. She currently administers NHDOE Bureau of Credentialing having direct involvement with the design, development and implementation, of business rules and regulations. She has taken a leadership role as a member of the Planning team for the New Hampshire Task Force on Effective Teaching. She will work with the SLDS Project Manager on a daily basis to oversee the timeline and manage the project. Time: 70%, In-Kind: 70%

Sudha Sharma, Database Administrator, NHDOIT. Ms. Sharma has worked with internal and external systems developers and technical personnel to design and build the data warehouse and decision support system. She has been involved in all aspects of the project, including data model design, data mapping, and ETL development. Ms. Sharma has over fifteen years of experience as an IT professional. She will be responsible for data warehouse expansion and management including: data model design, data mapping, ETL, BI Tools to develop reports and ensure adherence to state and NHDOE security and directory services. Ms. Sharma will be working 25% on Outcome 1 and 25% on Outcome 2. Time: 50%, Grant Funded: 50%

Systems Development Specialist, To Be Hired. This position will provide programming support throughout the project in particular in developing interface requirements for student data transfers from LEA to SEA. The successful candidate will have at minimum six years of experience as a computer programmer or systems analyst. Time: 100%, Grant Funded: 100%

Program Specialist, To Be Hired. The program specialist will be a content expert that will participate in gathering data requirements, developing business rules, planning and testing. Time: 50%, Grant Funded: 50%

New Hampshire Department of Education: SLDS 2012 Application

Contracted Services. We will contract with software consultants for enhancements to the Educator Information System and PerformancePLUS system. Enhancements include parent, teacher, student survey data, educator evaluation ratings data, and reporting. These consultants will also develop project design timelines and benchmarks, perform data modeling and software installation and provide knowledge transfer and training.

We will contract with training consultants to develop training programs for data collection and use. These consultants will also provide training at regional centers, districts and conferences. We will also contract with researchers on an evaluation of the NHDOE educator evaluation system. This evaluation will include a formative and summative evaluation of the system and its tools in relation to teacher and student outcomes.

Time: 100%, Grant Funded: 100%

Outcome 2: Informed Decision Making

Ryan Stevens, Technology Co-Lead and Systems Development Specialist, NHDOIT. Mr. Stevens will have direct involvement with the technical design, development and implementation of this project. He will work with the SLDS Project Manager on a daily basis to oversee the timeline and manage the project. Mr. Stevens has more than 12 years programming and application development experience including database, PC applications, web applications, embedded mobile applications, Rich Internet applications and mash-ups utilizing multiple database disciplines and multiple language disciplines through structured development methodologies. Time: 70%, In-Kind: 70%

Virginia Clifford, Business co-Lead and Education Consultant, NHDOE. Ms. Clifford has over 25 years of experience in education. She currently manages and coordinates the PerformancePLUS professional development project (data analysis, curriculum mapping and assessment builder tools) and supervises the approval of school districts' Professional Development Master Plans. She will have direct involvement with the design, development, and implementation of the new evaluation system. She will oversee the development of business rules and definitions for the system and work with the SLDS Project Manager on a daily basis to oversee the timeline and manage the project. Time: 70%, In-Kind: 70%

Sudha Sharma, Data Base Administrator. See Outcome 1. Time: 50%, Grant Funded: 50%

Data Base Administrator. To Be Hired. This position will be responsible for the design, modification, development, and implementation of reports and business intelligence dashboards, development of detailed business intelligence specifications based on business requirements and development and maintenance of reporting documentation. The successful candidate will have a minimum six years of experience as a data base administrator. Time: 50%, Grant Funded: 50%

Systems Development Specialist. To Be Hired. This position will provide programming support throughout the project in particular in developing the interface requirements for student data transfers from LEA to SEA. The successful candidate will have at minimum six years of experience as a computer programmer or systems analyst. Time: 100%, Grant Funded: 100%

Contracted Services. We will contract with software consultants or contractors to assist with the development of the NH Dashboard and the design of the Social Networking System. We will contract with training consultants to develop training programs specific to the use of data. Training consultants will also provide training at regional centers, districts and conferences. Time: 100%, Grant Funded: 100%

New Hampshire Department of Education: SLDS 2012 Application

Outcome 3: College and Career Readiness (data systems)

Joe Pipinias, Technology co-Lead and Business Analyst, NHDOE. Mr. Pipinias has extensive background in system design and implementation, project management, structured analysis and design, data modeling, and database design. Mr. Pipinias has worked with internal and external systems developers and technical personnel to design and build the data warehouse and decision support system. Mr. Pipinias will have direct involvement with the design, develop and implementation of Outcome 3. He will work with the SLDS Project Manager on a daily basis to oversee the timeline and manage the project. Time: 70%, Grant Funded: 50%

Susan Randall, Business Co-Lead and Alternative Education, High School Redesign Education Specialist, NHDOE. Ms. Randall will have direct involvement with the design, development, and implementation of the new evaluation system. She will oversee the development of business rules and definitions for the system and work with the SLDS Project Manager on a daily basis to oversee the timeline and manage the project. Time: 70%, In-Kind: 70%

Data Base Administrator, hired for Outcome 2 will also have responsibility of design and update to database tables for the Early Warning System. This includes the collection of additional data and the reporting out to schools and districts. The DBA will also be responsible for the data management of the SASID exchange with higher education. Time: 50%, Grant Funded: 50%

Systems Development Specialist, To Be Hired. This position will provide programming support to develop the interface requirements for student data transfers from LEA to SEA. The successful candidate will have a minimum of six years of experience as a systems analyst with experience in .Net and Microsoft SQL Server. Time: 100%, Grant Funded: 100%

Program Specialist, To Be Hired. The program specialist will be a content expert that will participate in gathering data requirements, developing business rules, planning and testing. Time: 100%, Grant Funded: 100%

Contracted Services. We will contract with training consultants to develop training programs specific to the use of the early warning data. Training consultants will provide training at regional centers, districts and conferences. Time: 100%, Grant Funded: 100%

Other Project Team Members

The following existing positions will each commit 5-10% time to the grant project, providing input on technology, design, applications testing, and training coordination.

Chris Hensel, IT Manager, NHDOIT. Mr. Hensel has more than 25 years of experience in IT, with 11 years in IT project management. Mr. Hensel will coordinate with the NHDOIT for technical support and provide technical expertise to the project. Time: 10%, In-Kind: 10%

Adam Heard, Database Administrator, NHDOIT, will provide ongoing database support and technical assistance for the SLDS. Time: 10%, In-Kind: 10%

Gretchen Tetreault, Program Specialist, NHDOE. Ms. Tetreault has 10 years of experience as a business analyst. She is currently responsible for EdFacts reporting and will assist with report design and training on the data system analysis and reporting tools. Time: 10%, In-Kind: 10%

Program Staff, NHDOE. Approximately 20 other existing NHDOE positions will each provide up to 5% time to the project, providing data for the warehouse and input on design of custom interfaces for the business intelligence software. These are program area specialists with specific knowledge of the program area business and data. Time: 5%, In-Kind: 5%

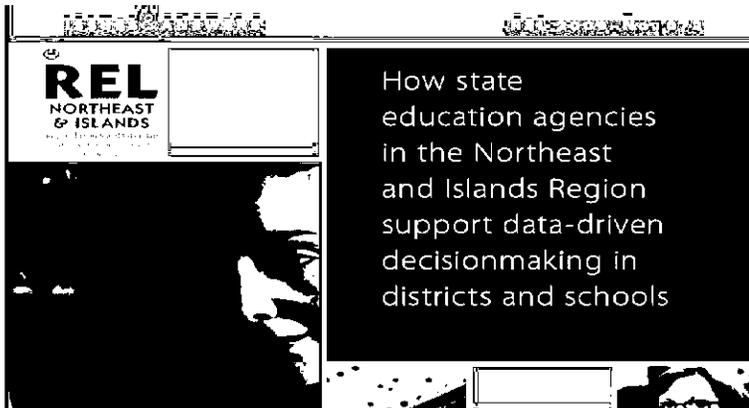
Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

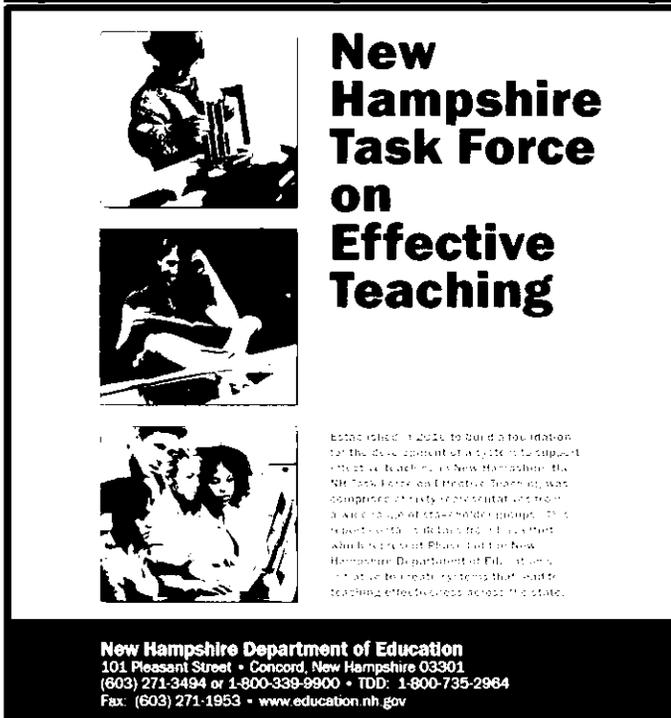
Appendix A - Optional Attachments

Item 1: REL Report, 2009. When considering teacher use of data to inform instruction, NH was recognized as the only New England state to have all the data system components available to every school http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009072.pdf



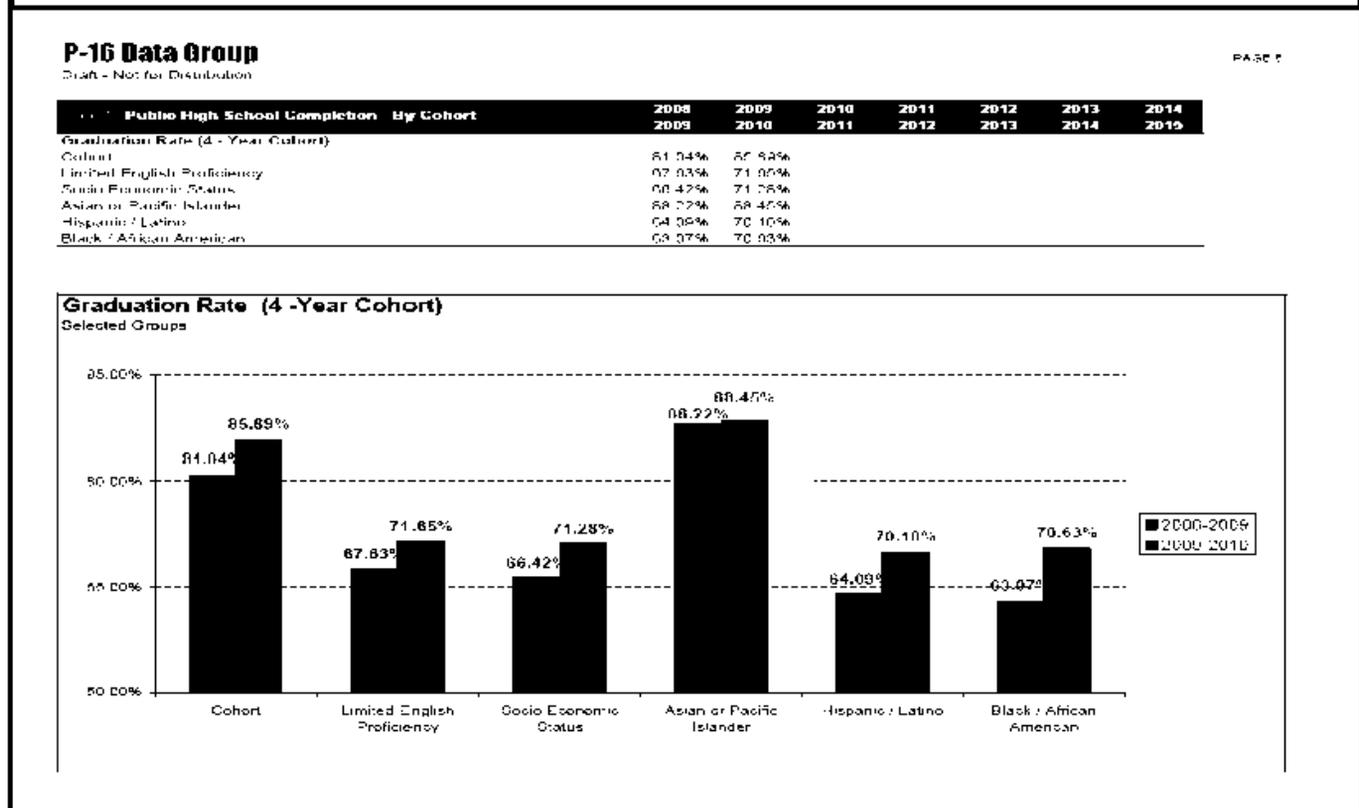
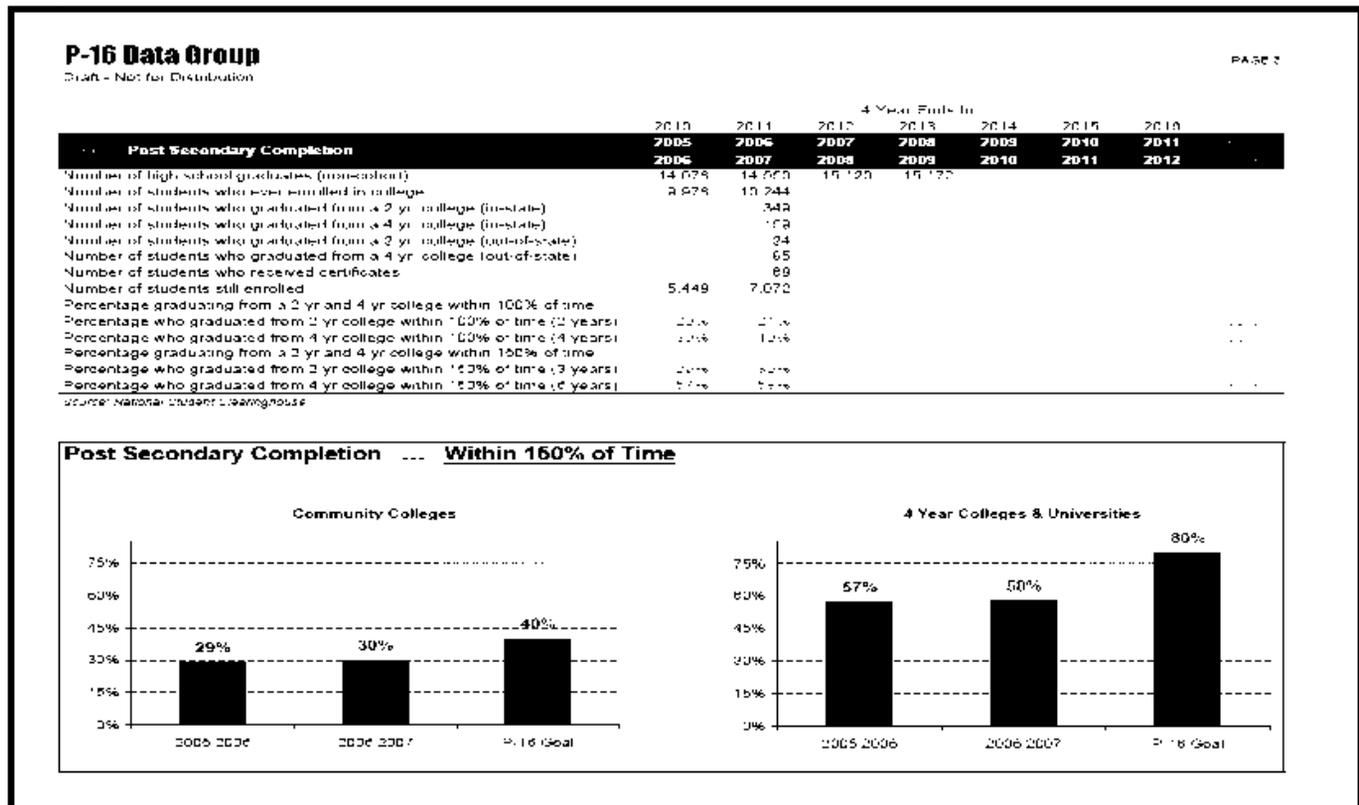
Item 2: Training Syllabus: Creating a Culture of Data Informed Instruction
http://www.education.nh.gov/data/ppplus_proform_track.htm

Item 3: New Hampshire Task Force on Effective Teaching Phase I Report October 2011:
<http://www.education.nh.gov/teaching/documents/phaseIreport.pdf>



Item 4: Dashboard design created by the P-16 Working Group.

Sample Dashboards:



Item 5: EduPlanet. EduPlanet blends 21st century social networking technologies with on-line content to create an environment that transforms traditional Professional Development.

<http://www.eduplanet21.com/>



Item 6: Further description of how the project outcomes meet the grant requirements

The following Tables detail how the proposed project meets the requirements of the grant.

Project Outcome 1: Effective Educators

SLDS Requirements for Deliverable 1.1: Develop inventory of evaluation system data elements and integrate into SLDS

Governance	<ul style="list-style-type: none"> • In both 2010 and 2011 the State Legislator created legislative policies that create a mandate for the NHDOE to collect student roster data and an LEA mandate to create an evaluation system. The data collected as part of this deliverable will help achieve the legislative policies • The data defined above will be collected to meet this need and use. • A growth factor will be defined that can be used across multiple local assessments. The existing task force will define this factor. As part of the governance, an ongoing governance body representing the LEAs, unions and other stakeholders involved with teacher and leader effectiveness will be included in the overall NHDOE governance bodies. • State legislation exists that directs the NHDOE to update a legislative oversight committee on the progress of our data systems. To help ensure institutional support, as part of this grant a set of update sessions to review this project with the legislature will be conducted (note: this item applies to all the deliverables within this project). • This initiative has the full support of the Commissioner. To sustain the project, the required support will become part of the NH Office of Information Technology (NHOIT) annual maintenance plan. Additionally, the collection of this data will become part of the overall data collection support that is provided to LEAs, by the Bureau of Data Management within the NHDOE.
-------------------	---

Technical	<ul style="list-style-type: none"> • If the NHDOE applies for, and is granted, a waiver for accountability, then this project will collect data required by the waiver to meet federal reporting requirements. • With the increased sensitivity to educator evaluation data, the security and privacy requirements must be reviewed and needed changes must be implemented. • Extensive training must be developed to ensure accurate and high quality data. Validation rules will be added to our existing infrastructure. Sign-off reports will be created. The NHDOE began earlier in 2011 to create on-line videos that can be viewed as needed by new users of the system. These have received high praise. We will build upon the knowledge developed to create these existing videos and develop new videos that provide awareness and training to users who will have to submit this data. • Implementing the common course codes from the Common Education Data Standards, we will create the opportunity for interoperability to compare across LEAs and also position NH for sharing across states when the opportunity should arise. • The data added to the SLDS will be part of the enterprise-wide architecture, so that it can be integrated with existing student level and school level data.
Data Use	<ul style="list-style-type: none"> • These deliverables focus on data collection, but the following deliverables will emphasize data use. • The process to access and review submitted data already exists. We will create the required reports and limit access through the current i4see review process. • As described on-line training will be developed. Additionally, the i4see data team has offered trainings periodically throughout the year (to every LEA). We will develop a training module to educator LEAs how to submit the required data and verify the quality of the data. Every LEA will be expected to attend the training. We will use our existing evaluation processes to review the quality of our training and data collection efforts. • During a prior SLDS grant we developed a partnership with the research community. This effort will be expanded to include the teacher and leadership data. We will continue to encourage the research community to use our K12 data in an effort to evaluate and improve the K12 education system. • The existing staff at the NHDOE who support these data systems will be trained on the new components and be able to incorporate the sustainability of the system into their daily maintenance efforts. These staff are currently part of the Bureau of Data Management and the Office of Information Technology.

SLDS Requirements for Deliverable 1.2: Create data validation and web-services processes to enable increased data collection and accuracy

Governance	<ul style="list-style-type: none"> • Working with a pilot group of districts this past year, we confirmed the institutional support and need to create the tools to meet the demands of increased data submissions.
Technical	<ul style="list-style-type: none"> • With the increased frequency by which the data must be submitted, this deliverable will reduce the effort to submit data and allow increased focus on the quality of the data. A series of reports will be implemented to help ensure quality. Central SEA as well as LEA staff will leverage these reports and follow-up to ensure quality. • This enterprise-wide architecture will be expanded to strengthen the connection between the local SISs and the state SLDS.
Data Use	<ul style="list-style-type: none"> • We will provide training and professional development to build the skills within LEA personnel so that local staff can configure their systems to integrate with the SLDS collection web-services. Training will be developed and delivered as well as be available on-line. • To sustain this work, the maintenance of this function will become a part of the NHOIT support responsibilities.

SLDS Requirements for Deliverable 1.3: Develop web tools to allow supervisors to view evaluation data.

Governance	<ul style="list-style-type: none"> The NHDOE has made teacher and leader effectiveness a strategic priority. The state legislators have made it a legislative policy. This grant will enable the technical infrastructure required as a foundation to meet this need and use. Institutional support will exist through a new advisory committee that becomes part of the NHDOE governance structure. This advisory committee will consist of many of the same players who are involved with the Commissioners Task Force. These members will represent the LEA, unions, NHDOE and other stakeholders.
Technical	<ul style="list-style-type: none"> Privacy protection must be clearly defined with the creation of tools that give individuals access to teacher evaluation data. Current focus has been on protection of student data. This deliverable will create a new layer of concern to ensure the privacy of educator performance. A policy paper will be developed; system logs will track access; system restrictions will restrict access. With the high stakes of this data, the quality of the data must be ensured. This deliverable will include the creation of internal reports and tools to ensure the data is being calculated and reported correctly. Additionally, stakeholders will be given the opportunity to review the data to ensure accuracy.
Data Use	<ul style="list-style-type: none"> The heart of this deliverable is the data use that will be provided to improve K12 education. By providing LEAs with evaluation data they will be able to target professional development and better understand how individual educators and groups of educators are impacting student performance. Multiple measures will allow a more complete analysis of educator impact. This deliverable will create data use deliverables that enable supervisors to evaluate educator effectiveness. Deliverables will show student assessment measurements; parent and student survey data; peer survey data; as well as supervisor evaluation and ranking data. The reports will allow supervisors to consider educator growth and comparisons across larger groups (e.g. LEA, SEA). Professional development, on-line training tools and a significant focus on both awareness and training will be part of this deliverable. NHDOE staff will become training experts and combined with on-line training, will be able to provide on-going support to ensure this project is sustainable. The NH Division of Program Support will provide the ongoing oversight of this project. The director of this division is also the primary contract director for this grant.

SLDS Requirements for Deliverable 1.4: Create system to monitor and track the evaluation of teachers and leaders.

Governance	<ul style="list-style-type: none"> As described above, this deliverable will meet the legislative policy that requires LEAs to have an educator evaluation policy. Also as previously mentioned, the legislator has required LEAs to create an evaluation process. This deliverable will allow LEAs to meet that mandate.
Technical	<ul style="list-style-type: none"> As with the performance data described in 1.3, the privacy and protection of this data must be ensured. The evaluator and evaluate both must be engaged to review the accuracy (quality) of the evaluation process and timeline. This deliverable will create consistency throughout the state of New Hampshire.
Data Use	<ul style="list-style-type: none"> This deliverable will allow the stakeholders to manage the process to ensure evaluations are performed. This data use provides the overall structure to ensure supervisors are incorporating a complete evaluation that includes student outcomes. This deliverable will create reports and web pages to allow the required stakeholders to manage the evaluation process and use the data maintained in the SLDS. For example, data used to track teacher assignments will be leveraged to allow leaders to track the evaluation of these teachers. Extensive professional development, training videos and train-the-trainer sessions will be conducted/created to provide the necessary skills for educators to use these deliverables. A partnership with REL-NEI (see Appendix A.4) will provide for research to evaluate the quality, effectiveness and efficacy of this system. The evaluation will verify that the system is working as designed. The evaluation will determine the effectiveness of making professional development improvements and staffing changes. Finally, the evaluation will consider the distribution of effective teachers across the state and for specific subgroups of students (e.g. ELL, Special Education).

Project Outcome 2: Informed Decision-Making

SLDS Requirements for Deliverable 2.1: Create a portal for Legislators, NH DOE, and general citizens.

Governance	<ul style="list-style-type: none"> To increase the use of data maintained in the SLDS this deliverable will engage legislators, policy makers, educators and general citizens and guide education decisions. By engaging legislator we will build institutional support that will help ensure the sustainability of our data systems. This engagement has begun over the past five years, it has manifested in new supportive policies, but it must be enhanced to ensure extended financial support.
Technical	<ul style="list-style-type: none"> With increased access to data, this deliverable will also consider FERPA and related privacy requirements to ensure the data is displayed in an appropriate fashion. Including dynamic reports will require that cell-size suppression be appropriately automated.
Data Use	<ul style="list-style-type: none"> Providing data to a variety of stakeholders will increase secure data use among a population of users not fully engaging with the SLDS (i.e. legislators, citizens, policy makers and researchers). The reporting deliverables and web tools will provide easy access to the information – easy access is vital to have non-technical users access the data.

SLDS Requirements for Deliverable 2.2: Integrate Special Education database with the SLDS.

Governance	<ul style="list-style-type: none"> LEAs throughout the state have raised concerns about the lack of integration and need to improve data quality. Integrating the Special Education system with the i4see and general collection will reduce costs for the state, remove our reliance on a single special education system and allow us to leverage a nonproprietary solution. The NHDOE will be better able to sustain the internal systems. The LEAs will be able to take more ownership upon themselves.
Technical	<ul style="list-style-type: none"> Integration will better enable us to meet the federal reporting requirements with more accurate data. For example, we will be able to have more complete information about the progress of special education students who complete high school with a certificate of attendance (a required Federal indicator). Integrating the systems and leveraging the validation rules engine of i4see will improve data quality. Integrating the systems will allow us to include the special education data in the data warehouse. To date, this has been problematic.
Data Use	<ul style="list-style-type: none"> This deliverable will eliminate the need for duplicate entry and provide a new mechanism that schools can use to submit special education data. To implement this deliverable users will receive training and support guide to understand the new processes.

SLDS Requirements for Deliverable 2.3: Integrate DHHS data with the K-12 SLDS

Governance	<ul style="list-style-type: none"> The Title program leads within NHDOE have identified a priority need to better integrate the needs of the foster community and juvenile justice students. In developing this deliverable we will increase the collaboration between the NH DHHS and NHDOE – improving institutional support.
Technical	<ul style="list-style-type: none"> With the addition of new data, we will ensure the privacy and security of the data meets federal and state requirement. The new data will expand our enterprise-wide architecture by linking information across agencies.

Data Use	<ul style="list-style-type: none"> By integrating the data for these subpopulations we will enable educators to use the data to ensure the students receive an appropriate education – and aid in the instruction of these students. The new stakeholders will be incorporated into the training of the i4see and PerformancePLUS system training offerings. Expanding on the existing structure will ensure sustainability.
----------	--

SLDS Requirements for Deliverable 2.4: Develop a return-on-investment indicator.

Gov	<ul style="list-style-type: none"> Legislators, NHDOE staff and other stakeholders have been asking for information connecting student outcomes and cost data. With limited funds there is a increased need to ensure program are cost effective.
Tech	<ul style="list-style-type: none"> As this data is aggregate financial data, privacy is not an issue.
Data Use	<ul style="list-style-type: none"> By using our existing PerformancePLUS system, districts will be able to use the existing reporting tools to analyze the cost data in relation to student outcomes. The new data will be incorporated into the existing PerformancePLUS training offerings. Expanding on the existing training will ensure sustainability.

SLDS Requirements for Deliverable 2.5: Create a NH Dashboard

Governance	<ul style="list-style-type: none"> Over the past two year, the Governor’s P-16 working group has created collaboration between the P-12 and post-secondary institutions. This collaboration has resulted in a clear set of student outcome metrics to guide P-12 success. This deliverable will meet the needs of these stakeholders while furthering institutional support and demonstrating a recognition of the P-16 governance.
Tech	<ul style="list-style-type: none"> As this data is aggregate, beyond ensure cell-size requirements, privacy is not an issue. Creating these additional public reports, will heighten the LEAs focus on data quality.
Data Use	<ul style="list-style-type: none"> Building upon the current District Profile infrastructure, we will be able to add new reports that provide a dashboard view of the P-16 outcome metrics. The outcome metrics should help the research community identify potential areas to launch research. Although no training is required for this deliverable, a clear definition of the contents of the reports will be created to help ensure the data is accurately interpreted.

SLDS Requirements for Deliverable 2.6: Develop and deliver P+ training for new stakeholder groups.

Governance	<ul style="list-style-type: none"> With the success in schools to use the PerformancePLUS system to inform instruction, the NHDOE Title staff has had increased need to leverage the system and work with schools they support – to sue the system. This deliverable will provide the training to fill this gap. The leadership with in the NHDOE has demonstrated their institutional support to the LEAs as they have begun to provide this support and requested this deliverable.
Tech	<ul style="list-style-type: none"> The increased use of P+ by the Title programs will help meet the federal goals for these Title programs. To provide meaningful access to NHDOE staff supporting schools we will need to ensure the privacy of data is maintained while providing the needed access so that staff can provide the valuable support.
Use	<ul style="list-style-type: none"> Secure Access to P+ for this new group of stakeholders will expand the access and use of this data. This deliverable will include training – training that incorporates support guides and videos that allow sustainable use of the system by new staff.

SLDS Requirements for Deliverable 2.7: Create a social network for data use.

Governance	<ul style="list-style-type: none"> In rolling out the PerformancePLUS tool and encouraging LEAs to use data to inform instruction, the institutional relationship between the NHDOE and LEAs has been very strong. Creating a social network of support will further strengthen the relationship as the NHDOE demonstrates an understanding of the LEA needs. A Social Network driven by the LEA staff will be sustainable as the user base drives the involvement and work.
------------	--

Tech	<ul style="list-style-type: none"> The Social Network will help increase interoperability as LEAs across the state will collaborate using the same system and be able to share common assessments and common findings.
Data Use	<ul style="list-style-type: none"> By creating a mechanism to collaborate on six very critical data use areas we will create a deliverable that is driven by the LEA use and helps to sustain the use of data in these critical areas. As we have done in the prior implementations of PerformancePLUS we will conduct surveys and focus groups to ensure the effectiveness of these social networks. We will pilot the first social network and evaluate the results before moving on with the remaining social networks.

Project Outcome 3: College and Career Readiness (data systems)

SLDS Requirements for Deliverable 3.1: Integrate data for an Early Warning System.

Governan	<ul style="list-style-type: none"> The Governor of NH and the P-16 Working group have identified dropout prevention and recovery as critical to NH. 2009 Legislation, increased the compulsory age of education from 16 to age 18. Several school districts have agreed to be part of a pilot group for the development of the early warning system. These LEAs will be involved in the data requirements meetings, design & testing of the system.
Technical	<ul style="list-style-type: none"> The NHDOE will adhere to FERPA guidelines regarding the confidentiality of data. As with any new data collection, NHDOE will update its data validation rules in i4see. Anomaly reports will be created and Districts will have an opportunity to verify and update the data if necessary. The NHDOE will map all new data collections with CEDS when available and applicable providing the opportunity to compare across LEA's and also to position NH for sharing data across states. The data collection will follow the current NHDOE i4see and data warehouse systems architecture.
Data Use	<ul style="list-style-type: none"> Collecting additional data elements will assist schools and districts in identifying students at risk for dropping out. The data will also be analyzed to provide information on which intervention programs are most successful at keeping students in school. This analysis of the data will be shared with all school districts in the state as we share best practices. The additional data collected will also put the NHDOE in a good position to create transcript documents in the future.

SLDS Requirements for Deliverable 3.2: Develop early warning indicators and reports.

Gov	<ul style="list-style-type: none"> Pilot schools and District Coordinators will participate in the design and development of the indicators and reporting that will be available to school districts. Current NHDOE staff will participate in all aspects of the development of the early warning system so that the department will be able to maintain and sustain the system moving forward
Technical	<ul style="list-style-type: none"> FERPA requirements will be adhered to for all public facing reports. Documents will outline the purpose of the reports generated, the data to be presented and which users will have access to the data. As the indicators are generated the NHDOE and the pilot schools will perform extensive tests to ensure the accuracy of the data and the accuracy of how the data is being reported. Training sessions will be provided at the NHDOE and via WebEx to ensure that the information provided in the reports is understood by school and district staff. The NHDOE will utilize current BI tools already in place to generate reports and perform analysis. These tools are Microsoft SQL Server Reporting Services and SQL Server Analysis Services.
Data Use	<ul style="list-style-type: none"> Secure access to Early Warning Reports will be available in a method protecting data privacy. The reports generated will provide valuable data to the schools and districts. Educators will have timely and accurate information to provide intervention to students at risk from dropping out. Also, valuable information on the success of intervention programs will be provided. Training will be provided to school and district staff to understand the early warning indicators. The pilot school districts will have an opportunity to evaluate the success of the system prior to being rolled out statewide. The indicators and reports will be modified as needed. The NHDOE worked with Johns Hopkins University to identify key early warning indicators. The department will continue its efforts to work with researchers to evaluate the effectiveness of programs. As with all data systems within the NHDOE, NHDOE staff will participate in the development of the early warning system and reports. This will ensure in house knowledge and provide for sustainability.

SLDS Requirements for Deliverable 3.3: Integrate data for College and Career Readiness.

Governance	<ul style="list-style-type: none"> • With this additional data set we will be able to provide information back to the K-12 schools and districts on the success of their students when they leave K-12. This data will be especially useful for the schools in need of improvement. • The NH Legislature supports the sharing of post-secondary data with K-12. 2010 legislation was passed that requires NH public post-secondary institutions to submit pupil course information to the NHDOE. • The work will primarily involve the NHDOE (K-12) and will be governed by the Extended Cabinet. The Governor’s P-16 Working Group has already been involved in the discussion and has already played a role in assigning the responsibility of resolving conflicts to Post-secondary. This limits the work for the NHDOE (K-12). • You will see letters of support from the Univ. System of NH and the Community College System of NH. • NHDOE staff will responsible for the data collection and will maintain the collection once implemented.
Technical	<ul style="list-style-type: none"> • The post-secondary data collected will enhance reporting requirements of the NHDOE (K-12) to EdFacts. Currently post-secondary enrollment is reported using National Student Clearinghouse Data which is limited. • Student confidentiality guidelines (FERPA) will be adhered to. • The NHDOE has a multi-layered validation process that ensures a very high degree of data integrity. Anomaly reports, similar to those currently in use for schools and districts, will be generated to provide information back to the post-secondary institution identifying data that may need to be corrected. • Common Education Data Standards will be used where available and applicable. • The data collection will follow the current NHDOE i4see and data warehouse systems architecture.
Use	<ul style="list-style-type: none"> • This deliverable focuses on data collection, but the following deliverable will emphasize data use.

SLDS Requirements for Deliverable 3.4: Develop College Readiness Indicators and Reports

Governance	<ul style="list-style-type: none"> • The NHDOE Extended Cabinet will play a vital role in identifying the readiness characteristics. • Superintendents across the state will also participate. You will see a letter of support from the NH School Administrators Association. • NHDOE staff will be involved in all aspects of this deliverable and will be responsible for sustaining the NHDOE component.
Technical	<ul style="list-style-type: none"> • FERPA guidelines will be adhered to with regard to reporting. • NHDOE takes pride in providing quality data and reports. Extensive testing will be performed. Training will be provided to the school and district staff to ensure that feedback reports are interpreted correctly. Training will be in the form of WebEx and will be recorded and posted to the NHDOE website. • The NHDOE will utilize current BI tools already in place to generate reports and perform analysis. These tools are Microsoft SQL Server Reporting Services and SQL Server Analysis Services.
Data Use	<ul style="list-style-type: none"> • Providing college readiness information will assist state leaders and policy-makers in determining requirements to improve students’ readiness in essential academic subjects. • The information provided a will assist schools and districts in defining curriculum and standards requirements to adequately prepare students for college and career success. • We will have the data to report the progress of high school students that take college courses for credit through dual enrollment. Advanced Placement or International Baccalaureate. Including this reporting will encourage schools to prepare more students for success. • The data will begin to tell the story of the academic requirements that lead to college and career success.

Item 7: More Detailed Project Timeline

Task Name	Start	Finish	Resource Names
Project Planning and Management	Mon 7/2/12	Tue 6/30/15	NHDOE Team,Project Oversight Committe
Project Oversight - Ex Cabinet, i4see Advisory, P-16 , etc. Sign-off on Project Goals, Identif	Mon 7/2/12	Tue 6/30/15	NHDOE Team,Project Oversight Committe
Project Management - Dev Project plan, sign-offs, status reports, etc.	Mon 7/9/12	Tue 6/30/15	NHDOE Team
Outcome 1: Effective Educators	Mon 7/23/12	Wed 7/1/15	NHDOE Team,Educator Reps,Task Force,
1.1 Develop inventory of evaluation system data elements and integrate into SLDS	Mon 7/23/12	Mon 12/1/14	NHDOE Team,Vendor,Pilot schools
Governance - Project team, Task Force, DefineTeacher of Record, Growth Factor	Mon 7/23/12	Mon 6/30/14	NHDOE Team,Task Force
Assemble Project team - NHDOE and Educator representatives	Mon 7/23/12	Fri 8/31/12	NHDOE Team,Educator Reps,Task Force
Task Force on Effective Teaching meetings (monthly)	Wed 8/1/12	Mon 6/30/14	NHDOE Team,Task Force
Define Teacher(s) of Record	Wed 8/1/12	Mon 10/1/12	NHDOE Team,Task Force
Define Growth Factor	Wed 8/1/12	Mon 10/1/12	NHDOE Team,Task Force
Develop Design - changes to i4see, EIS, Frameworks for P+, ETL, Infrastructure	Thu 11/1/12	Fri 3/15/13	NHDOE Team,NH DOIT,Vendor
Changes to i4see (common course code; ELO/Alt Program data)	Thu 11/1/12	Tue 1/1/13	NH DOIT,NHDOE Team
Changes to EIS (years of experience, race/ethnicity, preparation program)	Wed 11/21/12	Tue 1/1/13	NH DOIT,NHDOE Team,Vendor
Frameworks to add to PerformancePLUS (Student Survey, Parent Survey, Peer Survey,	Tue 1/8/13	Fri 3/1/13	NH DOIT,NHDOE Team,Vendor
Design PerformancePlus report requirements	Mon 2/4/13	Thu 3/7/13	NH DOIT,NHDOE Team,Vendor
Design ETL	Fri 12/28/12	Wed 1/9/13	NHDOE Team,Vendor
Define Technology Infrastructure Requirements	Tue 1/1/13	Tue 1/22/13	NHDOE Team,NH DOIT,Vendor
Design signoff	Fri 3/1/13	Fri 3/15/13	NHDOE Team
Development, Test and Implementation - i4see, EIS, DW, P+	Mon 3/18/13	Mon 8/4/14	NHDOE Team,NH DOIT,Vendor
Modify i4see data collection system and EIS	Mon 3/18/13	Mon 3/3/14	NHDOE Team,NH DOIT,Vendor
Modify i4see data collections to include data elements	Mon 3/18/13	Fri 5/17/13	NHDOE Team
Add rules and reports to ensure quality of data	Mon 3/18/13	Fri 5/17/13	NHDOE Team
Test i4see submissions with pilot schools	Tue 10/1/13	Thu 10/17/13	NHDOE Team,Pilot schools
Statewide Implementation of Data Collection	Thu 8/1/13	Fri 8/9/13	NHDOE Team
Modify EIS system	Mon 3/18/13	Mon 9/30/13	NHDOE Team, Vendor
Test EIS system with pilot schools	Tue 10/1/13	Wed 1/15/14	NHDOE Team, Vendor,Pilot schools
Statewide implementation of EIS system	Mon 2/3/14	Mon 3/3/14	NHDOE Team, Vendor
Data Warehouse Load	Tue 3/4/14	Mon 8/4/14	NHDOE Team,NH DOIT,Vendor
Update existing DW Design to include new data elements	Tue 3/4/14	Tue 3/25/14	NHDOE Team
Create Mappings for new data elements	Wed 3/26/14	Wed 4/9/14	NHDOE Team
Develop ETL	Fri 6/13/14	Fri 6/13/14	NHDOE Team
Load to DW	Mon 6/30/14	Mon 6/30/14	NHDOE Team
Validation Testing	Mon 8/4/14	Mon 8/4/14	NHDOE Team
PerformancePlus Updates	Mon 3/18/13	Mon 3/3/14	NHDOE Team,Vendor,Pilot schools
Work with xyz to Implement data structure for Parent Survey	Mon 3/18/13	Fri 6/14/13	NHDOE Team, Vendor
Work with abc to Implement data structure for Student Survey	Mon 3/18/13	Fri 6/14/13	NHDOE Team, Vendor

Task Name	Start	Finish	Resource Names
Work with Imn to Implement data structure for Peer Survey	Mon 3/18/13	Fri 6/14/13	NHDOE Team, Vendor
Work with Task Force to Implement data structures for educator evaluation ratings	Mon 3/25/13	Thu 7/25/13	NHDOE Team, Task Force
Work with Task Force to implement growth measures	Mon 3/25/13	Thu 7/25/13	NHDOE Team, Task Force
Create reports to ensure data quality review by end users	Wed 5/1/13	Fri 8/30/13	NHDOE Team, Vendor
Test PerformancePlus updates with Pilot Schools	Tue 10/1/13	Wed 1/15/14	NHDOE Team, Vendor, Pilot schools
Statewide Implementation of PerformancePlus Updates	Mon 2/3/14	Mon 3/3/14	NHDOE Team, Vendor, Pilot schools
Training	Mon 12/2/13	Mon 12/1/14	NHDOE Team
Develop and Implement training program to collect i4see and EIS data - On-line vic	Mon 12/2/13	Thu 5/1/14	NHDOE Team
Develop video and training for common course mapping	Mon 12/2/13	Mon 3/3/14	NHDOE Team
Develop training for EIS changes	Mon 12/2/13	Mon 3/3/14	NHDOE Team
Create Documentation	Mon 12/2/13	Mon 3/3/14	NHDOE Team
Create videos	Mon 12/2/13	Mon 3/3/14	NHDOE Team
Train in house staff	Mon 3/3/14	Mon 3/31/14	NHDOE Team
Training for i4see coordinators	Tue 4/1/14	Thu 5/1/14	NHDOE Team
Develop and Implement training program for LEA's to collect evaluation data (Per	Mon 12/2/13	Fri 5/30/14	NHDOE Team
Develop Video Training	Mon 12/2/13	Mon 3/3/14	NHDOE Team
Identify LEA representatives to be Trainers (Train the Trainer model)	Mon 12/2/13	Mon 3/3/14	NHDOE Team
Conduct Regional Trainings	Tue 4/1/14	Fri 5/30/14	NHDOE Team
Training LEA staff on use of the system	Tue 4/1/14	Fri 5/30/14	NHDOE Team
Provide Training for Research Groups	Mon 9/1/14	Mon 12/1/14	NHDOE Team
1.2 Create data validation and web-services process to enable increased data collection an	Wed 8/1/12	Fri 12/27/13	NHDOE Team, Vendor
1.2.a Roster Verification - Design, Develop, Pilot Test, Training	Wed 8/1/12	Fri 12/27/13	NHDOE Team, Vendor, Task Force
Design student roster verification process	Wed 8/1/12	Mon 10/1/12	NHDOE Team
Develop roster verification process	Mon 10/1/12	Thu 11/1/12	NHDOE Team
Pilot testing with school districts	Thu 11/1/12	Fri 12/14/12	NHDOE Team
Statewide Implementation	Tue 1/1/13	Fri 5/31/13	NHDOE Team
Training	Mon 1/7/13	Fri 12/27/13	NHDOE Team
Create Documentation	Mon 12/2/13	Fri 12/27/13	NHDOE Team
Create videos	Mon 12/2/13	Fri 12/27/13	NHDOE Team
Ongoing in house support staff training	Mon 12/2/13	Fri 12/6/13	NHDOE Team
Training for Teachers	Mon 1/7/13	Fri 5/31/13	NHDOE Team
1.2.b Web Services Process - Design, Develop, Pilot Test, Training	Thu 8/16/12	Fri 3/1/13	NHDOE Team, Vendor
Design automatic upload and automatic response to districts	Thu 8/16/12	Fri 8/31/12	NHDOE Team, Vendor
Develop automatic upload and automatic response to districts	Mon 9/3/12	Mon 9/24/12	NHDOE Team, Vendor
Pilot Test with School Districts	Wed 10/31/12	Thu 11/15/12	NHDOE Team, Vendor
Statewide Implementation	Fri 2/1/13	Fri 3/1/13	NHDOE Team, Vendor

Task Name	Start	Finish	Resource Names
Training - Create documentation, on-line videos, in-house training, LEA training	Thu 11/1/12	Fri 3/1/13	NHDOE Team
1.3 Develop web tools to allow supervisors to view evaluation data	Mon 9/3/12	Mon 6/1/15	NHDOE Team, Vendor, Task Force
PerformancePlus Updates and .NET Development - Design, Develop, Test, Implement	Mon 9/17/12	Mon 6/1/15	NHDOE Team, Vendor, Task Force
Work with Commissioner's Task Force to review requirements	Fri 9/21/12	Thu 11/1/12	NHDOE Team, Vendor, Task Force
Design system updates for PerformancePLUS	Thu 10/11/12	Mon 12/3/12	NHDOE Team, Vendor, Task Force
Design .NET Requirements	Mon 9/17/12	Wed 11/7/12	NHDOE Team, Vendor, Task Force
Development (PerformancePLUS upgrades; .NET development)	Thu 1/31/13	Fri 5/31/13	NHDOE Team, Vendor, Task Force
Testing	Tue 6/11/13	Mon 7/1/13	NHDOE Team, Vendor, Task Force
Pilot Test with SIG (School Improvement Grant) School Districts	Wed 9/11/13	Fri 11/29/13	NHDOE Team, Vendor, Task Force
State-wide Implementation	Tue 7/1/14	Mon 6/1/15	NHDOE Team, Vendor, Task Force
Define Privacy and Security Requirements	Mon 9/3/12	Wed 5/1/13	NHDOE Team, Vendor, Task Force
Work with Task Force to define requirements	Mon 9/3/12	Thu 11/1/12	NHDOE Team, Vendor, Task Force
Document Policies and Procedures	Fri 3/1/13	Fri 3/15/13	NHDOE Team, Vendor, Task Force
Implement PerformancePLUS requirements	Fri 3/15/13	Wed 5/1/13	NHDOE Team, Vendor, Task Force
Implement .NET requirements	Fri 3/15/13	Wed 5/1/13	NHDOE Team, Vendor, Task Force
Create and Implement Training	Mon 6/3/13	Mon 6/1/15	NHDOE Team, Vendor, Task Force
1.4 Create system to monitor and track the evaluation of teachers and leaders	Mon 9/3/12	Wed 7/1/15	NHDOE Team, Vendor, Task Force, Pilot scl
Design and Develop Monitoring Requirements, Pilot test, Statewide Implementation	Mon 9/3/12	Mon 6/1/15	NHDOE Team, Vendor, Task Force, Pilot scl
Work with Commissioner's Task Force to Define System requirements	Mon 9/3/12	Thu 11/1/12	NHDOE Team, Vendor, Task Force, Pilot scho
System Design (modifications to existing EIS system)	Mon 11/5/12	Tue 1/15/13	NHDOE Team, Vendor, Task Force, Pilot scho
Development	Tue 1/15/13	Fri 6/28/13	NHDOE Team, Vendor
Testing	Mon 7/1/13	Fri 8/30/13	NHDOE Team, Vendor
Pilot Test with SIG School Districts	Tue 10/1/13	Fri 11/29/13	NHDOE Team, Vendor, Pilot schools
State-wide Implementation	Wed 1/15/14	Mon 6/1/15	NHDOE Team, Vendor
Create and Implement Training - On-line training, Pilot training, develop materials, Web	Mon 6/3/13	Mon 6/1/15	NHDOE Team, Pilot schools
Create Program Evaluation Plan - Design with REL, Collect Data, Evaluate, Implement I	Mon 3/3/14	Wed 7/1/15	NHDOE, REL
Design Plan with REL	Mon 3/3/14	Tue 4/15/14	NHDOE, REL
Collect Required Data to Evaluate program	Mon 3/2/15	Fri 5/1/15	NHDOE, REL
Evaluate Program (REL)	Fri 5/1/15	Tue 6/30/15	NHDOE, REL
Implement Findings (modify systems as required, communicate findings)	Wed 7/1/15	Wed 7/1/15	NHDOE, REL
1.5 Close-Out Outcome 1 - Review project goals and actual outcomes, survey stakeholders,	Thu 1/1/15	Tue 6/30/15	
Outcome 2: Informed Decision Making	Mon 7/2/12	Tue 6/30/15	
2.1 Create a portal for Legislators, NHDOE, and general citizens	Mon 7/9/12	Fri 9/13/13	NHDOE Team, Stakeholder groups, DHHS
Create Enhanced set of Reports and Web Access - define report requirements with Stal	Mon 7/9/12	Fri 3/22/13	NHDOE Team, Stakeholder groups, DHHS
Meet with Stakeholders - finalize report requirements	Mon 7/9/12	Thu 7/26/12	NHDOE Team, Stakeholder groups
Develop Dynamic reports using BI Tools	Fri 7/27/12	Thu 10/18/12	NHDOE Team

Task Name	Start	Finish	Resource Names
Develop reports specific to students in Foster care or the Juvenile Justice System	Fri 10/19/12	Fri 11/16/12	NHDOE Team, DHHS
Develop public access reports specific to Educator Information	Mon 11/19/12	Fri 2/8/13	NHDOE Team
Develop .NET web Access as defined in requirements	Mon 2/11/13	Fri 3/22/13	NHDOE Team
Define Privacy and Security Requirements	Mon 7/30/12	Wed 9/26/12	NHDOE Team, Stakeholder groups, DHHS
Test Reports and Web Access - Create test scripts, pilot test	Mon 3/25/13	Fri 6/21/13	NHDOE Team, DHHS
Create Training Materials - on-line training videos, brochures, hold training sessions	Mon 6/24/13	Fri 9/13/13	NHDOE Team
2.2 Integrate Special Education Information System with the SLDS	Mon 6/3/13	Thu 1/30/14	NHDOE Team, Vendor, Pilot schools
Identify data elements to be integrated (from Data Warehouse to SpecEd) - Interface de	Mon 6/3/13	Fri 9/27/13	NHDOE Team, Vendor, Pilot schools
Design and develop interface	Mon 6/3/13	Fri 8/16/13	NHDOE Team
Test and Implement interface	Mon 8/19/13	Fri 9/27/13	NHDOE Team
Identify data elements to be integrated (from SpecEd to Data Warehouse) - Interface de	Mon 6/3/13	Wed 12/11/13	NHDOE Team, Vendor, Pilot schools
Design and develop interface	Mon 6/3/13	Fri 8/16/13	NHDOE Team
Test and Implement interface	Mon 8/19/13	Fri 9/27/13	NHDOE Team
Update existing DW Design to include new data elements - Mapping, ETL, Load an	Fri 9/27/13	Wed 12/11/13	NHDOE Team
Test Reports and Web Access	Thu 12/12/13	Thu 1/30/14	NHDOE Team, Vendor, Pilot schools
2.3 Integrate DHHS data with the SLDS K-12 SLDS	Thu 1/2/14	Fri 1/30/15	NHDOE Team, DHHS
Identify Juvenile Justice and Foster System data elements to be integrated	Thu 1/2/14	Fri 3/28/14	NHDOE Team, DHHS
Design and develop interface (replicate existing Food Stamp interface)	Thu 1/2/14	Fri 2/28/14	NHDOE Team, DHHS
Test and Implement interface	Mon 3/3/14	Fri 3/28/14	NHDOE Team, DHHS
Identify Foster System data elements to be integrated	Mon 3/31/14	Tue 6/24/14	NHDOE Team, DHHS
Design and develop interface (replicate existing Food Stamp interface)	Mon 3/31/14	Tue 5/27/14	NHDOE Team, DHHS
Test and Implement interface	Wed 5/28/14	Tue 6/24/14	NHDOE Team, DHHS
Update existing DW Design to include new data elements - Mapping, ETL, Test, Load,	Wed 6/25/14	Tue 9/30/14	NHDOE Team
Training - training for foster and juvenile, LEA's, create videos, training materials, con	Tue 9/9/14	Fri 1/30/15	NHDOE Team
2.4 Develop a return-on-investment indicator	Mon 11/17/14	Thu 6/4/15	NHDOE Team
Design and Develop Indicators	Mon 11/17/14	Fri 1/30/15	NHDOE Team
Identify existing cost data to integrate into warehouse (instructional staff costs, ad	Mon 11/17/14	Fri 1/30/15	NHDOE Team
Data Warehouse Load - Mapping, ETL, Load, Test, Implement	Mon 11/17/14	Fri 1/30/15	NHDOE Team
Training - Design training specific to understanding cost data, create on-line videos an	Mon 1/5/15	Thu 6/4/15	NHDOE Team
2.5 Create a NH Dashboard	Mon 7/9/12	Fri 3/1/13	Stakeholder groups, NHDOE Team
Design & Develop Dashboard Extensions - Design requirements, Enhance District Prof	Mon 7/9/12	Fri 1/4/13	NHDOE Team, Stakeholder groups
Review Design Needs collected by Deputy Commissioner	Mon 7/9/12	Fri 8/17/12	NHDOE Team, Stakeholder groups
Create Design Enhancement for Existing District Profiles	Mon 8/20/12	Fri 9/28/12	NHDOE Team
Create required sql Summary Tables and associated Stored Procedures	Mon 10/1/12	Fri 11/16/12	NHDOE Team
Develop .NET and Reporting Services components	Mon 11/19/12	Fri 1/4/13	NHDOE Team
Testing - Create test scripts, test, pilot test with user groups	Mon 1/7/13	Fri 2/15/13	NHDOE Team, Stakeholder groups

Task Name	Start	Finish	Resource Names
Implementation	Mon 2/18/13	Fri 3/1/13	NHDOE Team
Training - Develop on-line videos, create and promote awareness materials	Mon 2/4/13	Fri 3/1/13	NHDOE Team
2.6 Develop and deliver P+ training for new stakeholders groups	Mon 7/2/12	Fri 8/24/12	NHDOE Team
Create Documentation, on-line videos, conduct in-house training, training plan	Mon 7/2/12	Fri 8/24/12	NHDOE Team
Create on-line videos	Mon 7/2/12	Fri 7/27/12	NHDOE Team
Conduct in-house training with Title staff	Mon 7/30/12	Fri 8/10/12	NHDOE Team
Create Training Plan for future Title staff	Mon 8/13/12	Fri 8/24/12	NHDOE Team
2.7 Create a social network for data use	Mon 12/3/12	Fri 9/6/13	NHDOE,Pilot districts,Vendor
Design Social Networking Requirement 1 - Requirements mtg with Eduplanet and Distr	Mon 12/3/12	Fri 2/8/13	NHDOE,Pilot districts,Vendor
Meet with EduPlanet staff to review requirements	Mon 12/3/12	Fri 12/14/12	NHDOE Team, Vendor
Meet with pilot districts to review requirements	Mon 12/17/12	Fri 12/28/12	NHDOE Team, Pilot districts, Vendor
Develop Design for first social network and review with pilot districts	Mon 12/31/12	Fri 2/8/13	NHDOE Team, Pilot districts, Vendor
Implement Social Network 1 - Pilot District training and Launch, Evaluation	Mon 2/11/13	Fri 4/19/13	NHDOE,Pilot districts,Vendor
EduPlanet to implement first social network	Mon 2/11/13	Fri 2/22/13	NHDOE Team, Pilot districts, Vendor
Convene pilot districts for training and launch	Mon 2/25/13	Fri 3/8/13	NHDOE Team, Pilot districts, Vendor
Conduct survey to evaluate Social Network 1	Mon 3/11/13	Fri 3/22/13	NHDOE Team, Pilot districts, Vendor
Modify as needed and launch statewide	Mon 3/25/13	Fri 4/19/13	NHDOE Team, Vendor
Design Remaining Social Network Requirements	Mon 4/22/13	Fri 6/28/13	NHDOE,Pilot districts,Vendor
Implement Remaining Social Networks	Mon 7/1/13	Fri 9/6/13	NHDOE,Pilot districts,Vendor
2.8 Close-Out Outcome 2 - Review project goals and actual outcomes, survey stakeholders	Mon 3/2/15	Tue 6/30/15	NHDOE Team
Outcome 3: Career and College Readiness	Mon 7/9/12	Tue 6/30/15	NHDOE Team,Pilot schools,CAGS
Governance	Mon 7/9/12	Tue 6/30/15	NHDOE Team. P-16 Working Group
3.1 Integrate data for an Early Warning System	Fri 7/27/12	Fri 3/15/13	NHDOE,Pilot schools
Assemble Project team - NHDOE and District staff	Fri 7/27/12	Fri 7/27/12	NHDOE Team
Design - Requirements, design, Technical Requirements, Documentation, Signoff	Mon 7/30/12	Tue 10/30/12	NHDOE,Pilot schools
Development, Test and Implementation	Tue 10/30/12	Fri 3/15/13	NHDOE Team
Modify i4see data collection system	Mon 11/5/12	Thu 12/13/12	NHDOE Team
Pilot testing for data collection	Thu 12/20/12	Fri 2/1/13	NHDOE Team,Pilot schools
Data Warehouse Load - Update design, Mapping, ETL, Testing	Tue 10/30/12	Fri 3/15/13	NHDOE Team
Training	Mon 1/7/13	Mon 1/7/13	NHDOE Team
3.2 Develop early warning indicators and reports	Mon 3/18/13	Tue 7/16/13	NHDOE Team,Pilot schools
Design, Develop, Pilot Test, Rollout	Mon 3/18/13	Tue 7/16/13	NHDOE Team,Pilot schools
Meet with stakeholders to finalize indicators and reports	Mon 3/18/13	Fri 3/29/13	NHDOE Team, Pilot schools
Develop dynamic reports using the BI tool	Mon 4/1/13	Fri 4/26/13	NHDOE Team, Pilot schools
Define roll-out procedure for automatic reporting to schools	Mon 4/29/13	Tue 5/7/13	NHDOE Team, Pilot schools
Pilot test with schools	Wed 5/8/13	Tue 5/21/13	NHDOE Team, Pilot schools

Task Name	Start	Finish	Resource Names
Implementation statewide	Wed 5/22/13	Tue 6/4/13	NHDOE Team, Pilot schools
Share Best Practices with School districts	Wed 6/5/13	Tue 7/16/13	NHDOE Team, Pilot schools
Training	Mon 4/29/13	Fri 7/5/13	NHDOE Team
3.3 Integrate data for College and Career Readiness	Tue 7/9/13	Thu 12/11/14	NHDOE Team, P-16 Working Group, CCSN
Assemble Project team - DOE, K-12 District staff, Post-secondary CAGS Group	Tue 7/9/13	Fri 7/12/13	NHDOE Team, USNH, CCSNH
Approve Detailed Project Plan	Tue 7/16/13	Mon 7/29/13	NHDOE Team, USNH, CCSNH
Design - Requirements, design and approvals, Technical Requirements	Wed 7/17/13	Fri 12/20/13	USNH, NHDOE Team, CCSNH
Statewide data requirements meeting	Wed 7/17/13	Mon 7/22/13	NHDOE Team, CCSNH, USNH
Develop Design for SASID interface with Post-secondary	Thu 8/22/13	Fri 9/6/13	USNH, NHDOE Team, CCSNH
Approve Design for SASID interface with Post-secondary	Tue 9/10/13	Mon 9/23/13	USNH, NHDOE Team, CCSNH
Develop Design for data submission from Post-secondary	Tue 10/1/13	Fri 10/11/13	USNH, NHDOE Team, CCSNH
Approve Design for data submission interface with Post-secondary	Fri 11/15/13	Thu 11/28/13	USNH, NHDOE Team, CCSNH
Define Technical Requirements	Mon 12/9/13	Fri 12/20/13	USNH, NHDOE Team, CCSNH
Development, Test and Implementation	Fri 12/20/13	Thu 8/14/14	USNH, NHDOE Team, CCSNH
Develop SASID interface with Post-secondary	Fri 12/20/13	Wed 1/8/14	USNH, NHDOE Team, CCSNH
Develop data submission process from Post-secondary	Wed 1/8/14	Wed 2/5/14	USNH, NHDOE Team, CCSNH
Pilot test with Community College	Wed 2/5/14	Mon 3/3/14	NHDOE Team, CCSNH
Implementation to all Community Colleges	Mon 3/3/14	Mon 4/14/14	NHDOE Team, CCSNH
Pilot with the University of NH	Mon 4/14/14	Thu 5/8/14	NHDOE Team, USNH
Implementation to all USNH colleges	Thu 5/8/14	Thu 5/29/14	NHDOE Team, USNH
Develop documentation for CCSNH and USNH for interface	Fri 8/1/14	Thu 8/14/14	NHDOE
Data Warehouse Load - Update Design, Mapping, ETL, Test	Fri 8/15/14	Thu 12/11/14	NHDOE
3.4 Develop college readiness indicators and reports	Fri 1/2/15	Wed 5/27/15	NHDOE Team, USNH, Pilot districts, CCSNH
Meet with stakeholders to finalize indicators and reports- Design and create feedback	Fri 1/2/15	Wed 2/18/15	NHDOE Team, USNH, Pilot districts, CCSNH
Develop feedback reports to be used by k-12 schools	Fri 1/2/15	Wed 1/21/15	NHDOE Team, USNH, CCSNH
Share Best Practices with School districts	Wed 1/21/15	Wed 2/18/15	NHDOE Team, USNH, CCSNH
Training	Wed 2/18/15	Wed 5/27/15	NHDOE Team, USNH, Pilot districts, CCSNH
3.3 Close-Out Outcome 3 - Review project goals and actual outcomes, survey stakeholders,	Mon 3/2/15	Tue 6/30/15	NHDOE Team, USNH, Pilot districts, CCSNH

Appendix B – Evidence of Coordination and Support

The following letters of support will help convey the support that exists within New Hampshire for this grant – support that is vital to our success. New Hampshire is a small state and beginning with the Governor and Commissioner we have a very strong network of collaboration that will be a great asset to the projects described in this grant.

We hope you will find the following letters show the required support:

Overall Support:

Supporter	Organization	Outcome 1 – Effective Educators	Outcome 2 – Informed Decision	Outcome 3 – Career and College Ready	Importance
Governor John H. Lynch	State of NH Governor	✓	✓	✓	The Governor has been a national leader in his work to reduce the drop-out rate. He is dedicated to ensure students stay in school and are ready for college and careers. He formed a Governor’s P20 Council and as part of this wants to ensure the K12 schools are preparing their students for college. He leads by example in his efforts to build collaboration across state agencies – including the work that will be required to integrate foster care and juvenile justice into the K12 system.
Senator Nancy Stiles	NH Senate Education Committee	✓	✓		Senator Stiles leads the work on her committee to create a policy requiring teacher evaluations. She is a strong supporter of the NHDOE and will work closely with us to bridge the work between the legislature and the NHDOE.

20+ Signatures	NH Task Force on Effective Teaching	✓	<p>The Task Force represents the major entities who are critical stakeholders required to implement an evaluation system. Representatives of the following agencies signed this letter and will be vital supporters of Outcome 1: Effective Educators: NHDOE; state legislature, teacher's union, principals, school boards, postsecondary and research community, teachers, superintendents, professional development association, and others. As described in the grant proposal, members of this group will form a task force that will be a key governance component of the project implementation.</p>	
Peggy McAllister, Executive Director	NHASP	✓	<p>✓ The principals association will be a great support as we look to train schools. The association will also be able to provide members to assist with the design and pilot efforts.</p>	
Dr. Mark V. Joyce, Executive Director	NHSAA	✓	✓	<p>✓ The superintendents association is very strong in NH and holds monthly meetings where all the superintendents in the state are represented. This venue will be critical for the implementation team to have ongoing dialog. The NHSAA also holds multiple trainings throughout the year that are very well attended by all levels of school administration. The NHSAA has welcomed the NHDOE during prior SLDS efforts to be an active participant in presenting at these trainings. This will be an important vehicle for this grant.</p>

William Carozza, President	NHASCD	✓	✓	✓	The New Hampshire Association for Supervision and Curriculum Development is a leading provider of training and professional development that is respected across the state and nationally. Their work is well known and they will be a great partner as we roll out the training of our projects.
Dr. P. Alan Pardy, Executive Director	NHASEA		✓		The New Hampshire Association of Special Education Administrators will work closely with NHDOE to integrate the special education system with the i4see and the data warehouse systems.
Nick Toumpas, Commissioner	DHHS		✓		The Department of Health and Human Services is responsible for the Foster Care and Juvenile Justice divisions. The support and collaboration with this department will be vital to Outcome 2: Informed Decision Making.
S. William Rogers, Commissioner	DOIT	✓	✓	✓	As described in the grant proposal, New Hampshire has been very successful with our internal IT development. We have won awards and have shared our technology with other states who are developing similar systems. The support of the NHDOIT group will ensure the resources are available to provide the technical expertise and to oversee third party work when needed.

Edward R. MacKay, Chancellor	USNH	<ul style="list-style-type: none"> ✓ The postsecondary systems launched an effort two years ago to develop an integrated system across their two and four year colleges and universities. This work has created the foundation that will enable information to be sent to the NHDOE K12 system. This information will enable K12 educators to ensure their instruction is adequately preparing students for success in postsecondary. The relationship between K12 and postsecondary began with the Governor’s P20 council and will serve this project well.
Charles Annal, Ph.D., Vice-Chancellor	CCSNH	<ul style="list-style-type: none"> ✓ The community college system will provide the same collaboration as described above for the USNH. In fact, this group has already worked with the NHDOE to complete a proof of concept effort.
Maureen J. Ward, Ed.D. Superintendent	Franklin	<ul style="list-style-type: none"> ✓ Franklin, Hillsboro-Deering, and Pittsfield school districts are particularly interested in an
Gary P. Murphey Ph.D., Interim Superintendent	Hillsboro-Deering	<ul style="list-style-type: none"> ✓ Early Warning System and ensuring that students are prepared for college and career.
John J. Freeman, Ph.D. Superintendent	Pittsfield	<ul style="list-style-type: none"> ✓ They have agreed to participate as a pilot district. They will provide input throughout the projects identified in Outcome 3: College and Career Ready.

Duke Albanese Senior Policy Advisor	NESSC	✓	✓	✓	The New England Secondary School Consortium has brought together five states in New England to develop consistent data metrics and to facilitate collaboration. The metrics will be used as part of the second and third outcomes. The venue that NESSC offers to collaborate across states will not only provide expertise that NH can gain by asking other states for input, but will also enable other states to learn from NH's work as part of this grant.
Senator Kelly Ayotte	US Senate	✓	✓	✓	Senator Ayotte's support can be accessed if needed and also demonstrates the level of support and collaboration in NH.
Senator Jeanne Shaheen	US Senate	✓	✓	✓	The Senator was also a governor of NH and has been a long-time supporter of NH K12 education. Her support and contact that can be accessed, if needed, demonstrate the broad commitment in NH and the degree to which we all collaborate in NH.
Congressman Charles F. Bass	US House	✓	✓	✓	Congressman Bass also has long political ties in NH including the state legislature. His connections, like the Senator's connections, can be accessed if needed and also demonstrates the level of support and collaboration in NH.



JOHN H. LYNCH
Governor

State of New Hampshire

OFFICE OF THE GOVERNOR

107 North Main Street, State House - Rm 208
Concord, New Hampshire 03301
Telephone (603) 271-2121
www.nh.gov/governor
governorlynch@nh.gov

December 6, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

I am writing to endorse the Department's application for the FY2012 Statewide Longitudinal Database System grant. This grant will provide us the opportunity to build critical data infrastructure and create the tools necessary to effectively use the data to inform decision-making and further collaboration between the legislature, state agencies and local districts.

As governor, one of my key priorities has been to reduce the high school dropout rate. This grant application includes an initiative that will identify and monitor at-risk students and also provide K-12 schools with data and information to understand what programs are effective at ensuring students are ready for college and careers.

This grant application includes efforts to enhance connections between our Education and Health and Human Services agencies so that we can address the needs of our youth who are served by, not only the education system, but also the juvenile justice and foster care systems.

The power of this information will impact how we make decisions about educational reform and determine future priorities. I look forward to assisting you with this further enhancement of our statewide longitudinal student data warehousing system.

Sincerely,

John H. Lynch
Governor



THE SENATE OF THE STATE OF NEW HAMPSHIRE

107 North Main Street, Room 302, Concord, N. H. 03301-4951

December 6, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

As the Chair of the NH Senate Education Committee, please accept my strong support of the application for a Statewide Longitudinal Data System grant. My committee has a close working relationship with the NH Department of Education. As we have limited funds in the state, we need to make best use of every dollar. This education data is critical to ensure effective use of the funds. Our Legislature has a constant need for education information to develop our policies and this grant will help fill an important gap by providing richer and more easily accessible data about our education system in New Hampshire.

Additionally, last year my committee introduced SB 196 which then became law. Included in this law is the requirement for school boards to create a teacher evaluation process. Also included is the requirement that seniority cannot be the only criteria for maintaining our teaching staff. We must ensure that the best teachers are teaching our students, and this system will help move this important work forward. The grant will provide the data systems that will help ensure a consistent process is available throughout the state as legislators make their decisions relative to education excellence based on the availability of hard data.

If I can answer any questions, please do not hesitate to contact my office.

Sincerely,

Nancy Stiles

Senator Nancy Stiles,
Chair of NH Senate Education Committee

New Hampshire
Task Force on

TE

EFFECTIVE
CHING

December 13, 2011

Dr. Tate Gould (contact for 2012 SLDS grant RFA)
Institute of Education Sciences National Center for Education Statistics
1990 K Street, NW
Rm. 9023
Washington DC 20006-5651

Dear Dr. Gould:

As members of the New Hampshire Task Force on Effective Teaching, we would like to offer our joint support for NH's FY2012 Statewide Longitudinal Database System grant application. Last year and this year, the Task Force has been working collaboratively to define a state of art model for Teacher Effectiveness in New Hampshire. The Task Force has embodied collaboration with our diverse set of leaders who represent the full education system in New Hampshire. As you will see below, we represent principals, teachers, unions, policy makers, parents, legislators, the SEA, school board members, as well as many other critical groups.

The Task Force is finalizing an operational plan that will guide the data systems to implement an educator evaluation system. The Task Force began with a research-based approach and defined the rating areas for educator evaluations as well as the multiple measures schools can use to evaluate student outcomes. We feel it is important to utilize multiple measures beyond student assessment results (e.g. student climate survey, parent survey, peer input, etc.). The Task Force report details these other measures.

Within the state there is a great deal of student mobility. Individual district systems are very costly, not only in terms of fiscal management, but also in the efficient and effective delivery of education.

New Hampshire is a small state and under the leadership of the Commissioner we have built a strong network of collaborating educators. This collaboration ensures the tools being created as part of this SLDS application are embraced by the educators we represent. Please know we represent our organizations and look forward to supporting these grant efforts. If our Task Force can provide additional information, please let us know.

Sincerely,

Task Force Members

Signature

Title

(b)(6)

Member, State of NH BOE

Assistant Superintendent, SAU 30

Assistant Superintendent, SAU 48

Superintendent SAU 67

Senior Acct. Rep - Pearson

Coordinator for Public Education + School Apps

Superintendent SAU 60

Principal, Alstead Primary School

Rep School Board

Bedford School Board

ski Pres NEA-NH

Center for ...

Mary. C Dondero School, Portsmouth,
Principal

Nancy Erick
Assistant Prof. PSU

Lebmon HS

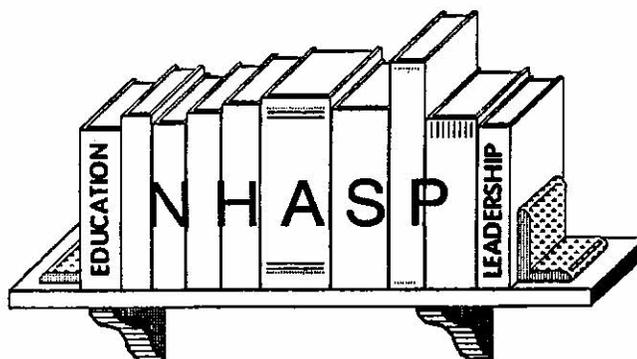
Teacher English + Social Studies

Pittsfield School District - SAU #51

R/Award # P372A120011

(b)(6)

Peggy McAllister
Executive Director



**AFFILIATED WITH:
NASSP and NAESP**

New Hampshire Association of School Principals

December 3, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

I am writing to express support for the Statewide Longitudinal Data Systems grant proposal which is being submitted to the U.S. Department of Education.

Over the past several years the NH Department of Education has focused on the use of data by teachers to inform classroom instruction. Educators in schools across the state are active users of data and the data systems supported by the department to analyze student performance through multiple measures. This information is allowing teachers and leaders to adjust curriculum and instruction.

As part of this grant, I understand this system will be expanded to provide tools that can be used as part of our Effective Leaders systems. As a lead member of the Task Force on Effective Leadership, I know the schools in NH could benefit significantly by having access to these tools. Our schools are ready to be engaged in this work.

Additionally, expanding the scope of the Longitudinal Data System to include an early warning system will provide administrators and educators with additional tools to identify students at risk and help to keep those students engaged in school. College readiness indicators will further assist the K-12 community of educators to help align student programs with the required skillset for students to succeed in college.

The New Hampshire Association of School Principals welcomes enhancements to the K-12 longitudinal data system for ongoing school improvement and student achievement.

Sincerely,

(b)(6)

Peggy McAllister
Executive Director

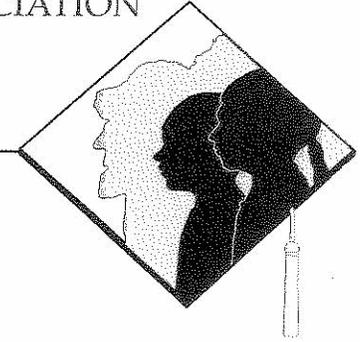
2 Pillsbury Street • Suite 500A, Concord, New Hampshire 03301

Telephone: 603-225-3431 • 1-800-479-6269

FAX 603-224-3766 • e-mail: nhasp@aol.com

NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION

CHAMPIONS FOR CHILDREN



December 3, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

NHSAA is a private, non-profit association founded in 1941 to support public education, the interests of children and the development of educational leaders and its members. NHSAA represents school system leaders including school superintendents, assistants, school finance leaders, curriculum coordinators and special education directors.

As the representative for all the Superintendents in the state, I am pleased to support New Hampshire Department of Education's grant application for the FY2012 Statewide Longitudinal Database System. I know that superintendents and their school districts across the state welcome the support from the Department of Education as they implement procedures to evaluate educators. As you know I spoke in support of SB 196 that, in part, now mandates school boards create an evaluation procedure. I understand this grant will help build the data systems that can be used to implement these procedures.

Additionally, the Superintendents have done a fantastic job reducing the dropout rate to less than 1% statewide. Having said that, we all want to continue the trend of reduction and this grant will help give our superintendents valuable tools to identify at-risk students early in their education. This early intervention is vital to continue the good work of our school districts. We also understand the costliness of college remediation and the cost when students do not complete college. As I understand this grant, it will also provide tools to our superintendents to inform their decisions as they look to improve the curriculum to ready students for college.

One of the benefits of a small state like New Hampshire is our close working relationship between the SEA and our LEAs. Over the past several years, I have embraced the partnership with the SEA and our association. I hold trainings for superintendents and their staff and frequently include the SEA to educator and collaborate with the district personnel. I look forward to continuing this relationship in an effort to ensure the grant projects are embraced by our schools in New Hampshire.

It is costly, and for many small districts prohibitively costly, to create a system that can identify student outcomes for individual educators and a system to identify early warning signs and college readiness. We also know in New Hampshire how it is important that local districts can have the flexibility to consider multiple measures when considering teacher & leader effectiveness, and weight these measure appropriately for their specific LEA. I understand the system being proposed will enable these capabilities and would be embraced by districts throughout the state.

If I can provide any additional support, please do not hesitate to let me know.

Sincerely,

(b)(6)

Dr. Mark V. Joyce
Executive Director



December 6, 2011

Virginia Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant St.
Concord, NH 03301

Dear Commissioner Barry,

As President of NHASCD, our state's premier professional development organization for all educators, I'm writing in enthusiastic support of New Hampshire's FY2012 grant application to develop a Statewide Longitudinal Database System. NHASCD has long supported the thoughtful and appropriate use of data to improve teaching, learning, and leadership in our New Hampshire schools. Along with sponsoring relevant professional development conferences and institutes, NHASCD also participates in significant school improvement initiatives involving the use of data such as the New Hampshire Task Force on Effective Teaching, the NH Task Force on Literacy/ Striving Readers, and the NE Secondary School Consortium.

Thanks to the energetic and visionary leadership of the NH Department of Education, New Hampshire is poised to make huge strides forward in its ability to develop a more comprehensive and effective statewide database system. The foundation is already in place. Teachers and administrators routinely use Performance Plus and the results of student assessments such as NECAP and NWEA/MAP to identify student needs and provide appropriate interventions and supports. Districts are also working hard to align their curriculum, instruction, and assessments with the new Common Core State Standards. We now seek this grant funding for a consistent, overall state-wide system that will provide more in-depth, multiple measures of student, teacher, and school effectiveness to ensure overall educational excellence at every level and for every student – including those in foster care and those involved with the juvenile justice system.

This grant will provide tools for the NH Department of Education and its nearly five hundred public schools to design and implement a comprehensive pre-K through college/university system that will truly help us create effective schools for the 21st century. NHASCD is particularly interested in working with the NH Department of Education as it develops professional development and new on-line tools to support collaboration among our state's K-16 educators. NHASCD has the ability and willingness to be involved with the New Hampshire Department of Education's commitment to provide school districts with a comprehensive system for collecting, analyzing, and utilizing a wide variety of longitudinal data to ensure our students will be fully prepared for college and/or the workplace of the future. We look forward to the funding of this exciting grant application and its positive, forward-looking impact on New Hampshire's students and educators!

Sincerely,

(b)(6)

William Carozza
President, NHASCD
Principal, Harold Martin School, Hopkinton, NH



New Hampshire
Association of Special Education
Administrators INC

December 8, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

The New Hampshire Association of Special Education Administrators would like to offer our support for the S.I.D.S grant application. We have a very close and good working relationship with the New Hampshire Department of Education. The ability for the Department to help integrate the Special Education system with the larger student level data collections is an important project. Districts across the state are using a state-wide special education system. We know that the lack of integration creates data quality concerns and increases the level of effort, including redundant data entry.

We look forward to working closely with the Department to integrate the special education system. We know our members will be pleased to help in any way possible – we can identify districts to help with the design and pilot the integration. Also, we can incorporate training if needed into our conference schedule.

If we can provide any additional information, please let me know.

Take Care,

(b)(6)

Dr. P. Alan Barry, Executive Director



State of New Hampshire

DEPARTMENT OF HEALTH AND HUMAN SERVICES

129 PLEASANT STREET, CONCORD, NH 03301-3857

~~603-271-4000~~ FAX: 603-271-4912 TDD ACCESS: 1-800-735-2964

New Number: 603-271-9200

NICHOLAS A. TOUMPAS
COMMISSIONER

December 2, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

The New Hampshire Department of Health and Human Services is pleased to support your grant application for an additional phase of the Statewide Longitudinal Data System. It is encouraging to see continued development of this data system with the understanding that the long term goal of the system is to include education data from early childhood through postsecondary and workforce information.

DHHS is in full support the inclusion of foster child data and juvenile justice data into the Longitudinal Data System. The integration of foster child data and juvenile justice data within the K-12 education data will assist in improving education results for this sub-population of students. Educational records of students in foster care or within the juvenile justice system can be incomplete due to student mobility. Integration of this data will help ensure that their education is continuous. Also, by integrating the data and providing the teachers with student transcript and assessment information, educators can better understand the needs of their students. Additionally, as required, a liaison can be assigned to ensure assist in a seamless education.

DHHS looks forward to collaborating with the Department of Education on this project to integrate the foster care and juvenile justice data into the K-12 data system.

Sincerely,

A handwritten signature in black ink, appearing to read "N. A. Toumpas", with a large, stylized flourish extending to the right.

Nicholas A. Toumpas
Commissioner

The Department of Health and Human Services' Mission is to join communities and families in providing opportunities for citizens to achieve health and independence.



STATE OF NEW HAMPSHIRE
DEPARTMENT OF INFORMATION TECHNOLOGY
27 Hazen Dr., Concord, NH 03301
Fax: 603-271-1516 TDD Access: 1-800-735-2964
www.nh.gov/doit

S. William Rogers
Commissioner

December 8, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

The New Hampshire Department of Information Technology (NHDoIT) supports the New Hampshire Department of Education's application to continue the work of the Statewide Longitudinal Data System.

The mission of the Department of Information Technology is to support the strategic business objectives of State agencies; to create and sustain a secure and reliable information technology environment; and to ensure careful and responsible management of the State's information technology resources. Our agency is responsible for the oversight and Technical Assistance for software development within the state department agencies.

NHDoIT has supported and will continue to support the ongoing development and expansion of the data warehouse. NHDoIT staff assigned to the NHDOE has participated in all aspects of the data warehouse implementation thus far and have gained significant training and experience along the way. We are prepared to participate in the projects outlined in the grant proposal that will further develop a high quality and highly used K-12 SLDS.

The NHDoIT team that supports the NHDOE has extensive experience in MicroSoft .NET and sqlServer – these are the base technologies being proposed in the grant. Additionally, DoIT has a broad base of expertise in various other areas that can be shared with the dedicated staff at the NHDOE for the support of this project. DoIT has created a new process that can be used by the NHDOE for the contracting of predefined development efforts (Contract for Advanced Temporary Technical Services (CATTs)). The NHDoIT personnel that have been identified for the project are some of our top resources – the technical lead identified for Outcome 2: Informed Decision Making, recently received the Governors Extraordinary Service Award for his impressive technology contributions. The DBA identified for Outcomes 1 and 2 also received the Commissioner of Education's Golden Apple award for her contributions. The work completed by these staff has been very successful and in fact several other states have reached out to learn from their technology applications.

If we can provide any additional information, please do not hesitate to contact my office.

Sincerely,

S. William Rogers

SR/pb

University System of New Hampshire



CHANCELLOR'S OFFICE

Dunlap Center
25 Concord Road
Durham, NH 03824-3546
Phone: (603) 862-0918
Fax: (603) 862-0908
www.usnh.edu

December 3, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry,

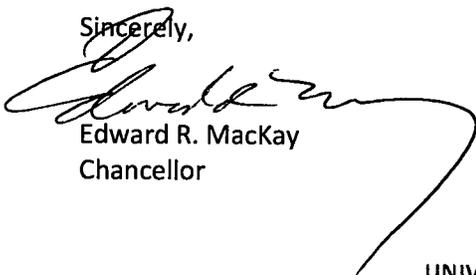
As chancellor of the University System of New Hampshire and a member of the Governor's P-16 Working Group, I am pleased to endorse the New Hampshire Department of Education's application for an FY12 statewide longitudinal data systems (SLDS) grant to assist the continued development and implementation of the state's K-12 data system. K-12 education is the foundation of New Hampshire's – and the nation's – educational and economic growth, and ensuring that students are better prepared for admission and graduation from college and for success in the workforce is of paramount importance.

The University System fully supports the Department of Education's efforts to build the capacity of a statewide longitudinal data system that will traverse all sectors of education in New Hampshire. New SLDS grant funds will enable the Department to integrate the unique K-12 state-assigned student identifier (SASID) into postsecondary student information systems, a component critical to building the capacity for data sharing.

Cross-sector implementation of the SASID will facilitate the collection of college readiness indicators necessary to examine the effect of high school preparation on postsecondary outcomes. Expansion of the SASID will position the Department to move forward with the electronic transcript project currently underway between the University System and the Community College System of New Hampshire, and the further collection of high school course, grade, GPA, and SAT data will advance informed decision making at all levels of education.

The goals of this grant application are not only in perfect alignment with national priorities regarding education reform, teacher preparation, and college and career readiness, they support the New Hampshire education community's efforts to increase college access and success for its citizens.

Sincerely,



Edward R. MacKay
Chancellor

UNIVERSITY SYSTEM OF NEW HAMPSHIRE

University of New Hampshire • Plymouth State University • Keene State College • Granite State College



December 3, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

I am writing to express my strong support for the Department of Education's application for the Statewide Longitudinal Data System grant.

The Community College System of New Hampshire supports the implementation of a Statewide Longitudinal Data System that will integrate all sectors of education in New Hampshire. I understand that the department is applying to further develop the K-12 system and as part of this effort they anticipate expanding their K-12 collection to include postsecondary data in the K-12 system. This data will help local K-12 schools improve their programs to better position high school students for success in college.

The community college system and university system of New Hampshire began an effort last year to unify our postsecondary systems. This SLDS grant will provide funding to the Department of Education to complete the rollout of the Unique Student ID to post-secondary which is critical to our efforts to integrate the post-secondary systems. This connection will then allow for the K-12 system to collect college readiness indicators, as identified in state law and defined by the New England Secondary School Consortium and other indicators as defined by participating post-secondary institutions.

Finally, collecting high school course, grades, GPA and SAT data will place the department in a good position to participate in a transcript project already underway between the Community College System and the University System of New Hampshire.

The Community College System supports efforts to ensure that students are ready for college and is a willing partner in efforts to secure the success of our students in New Hampshire.

Sincerely,

A handwritten signature in cursive script that reads "Charles Annal".

Charles Annal, Ph.D.
Vice-Chancellor

School Administrative Unit 18

119 Central Street
Franklin, New Hampshire 03235
(603) 934-3108 - FAX (603) 934-3462
www.sau18.org

Maureen Ward, Ed.D.,
Superintendent

Michael B. O'Neill
Business Administrator

December 8, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry;

On behalf of the Franklin School District I am pleased to support New Hampshire's Statewide Longitudinal Data System grant proposal. A comprehensive data system will provide a wealth of valuable information that can have a significant impact on a student's overall education and successful transition into higher education and ultimately into the workforce.

We are especially interested in helping lead the efforts to address college and career readiness. As part of the College and Career Readiness project included in the grant application, the Franklin School district will gladly participate as a pilot district in the development of the early warning system to prevent students from dropping out of school. We recognize the importance of timely and accurate information in identifying students in need of interventions to keep students in school and on the road to success.

The Franklin School District looks forward to working with the department on this important initiative.

Sincerely,

(b)(6)

Maureen J. Ward, Ed.D.
Superintendent

MJW:rek

S A U #34

P. O. Box 2190
Hillsboro, NH
03244-2190
603-464-4466
Fax 603-464-4053
www.hdsd.org

Soaring to Excellence

Garry P. Murphy, Ph.D.
Interim Superintendent of Schools

Ernest A. Muserallo, MA
Business Administrator

Linda D. Bullock, Ph.D.
Director of Curriculum, Instruction, Assessment &
Professional Development

Patricia M. Parenteau, MS, CAGS
Director of Student Support Services

December 9, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

The Hillsboro-Deering Cooperative School District is pleased to submit this letter in support of the state of New Hampshire's application for funding to continue the development of the New Hampshire Statewide Longitudinal Data System. We support all of the projects proposed in the grant application with particular interest in the College and Career Readiness Project.

Our school district is eager to participate in the development of an early warning system to keep students in school and on the right track to college and career. As a pilot school district, we will actively participate in all phases of the project as requested by the Department of Education.

These enhancements to the data systems will help us ensure our high school students are ready for college and that our programs are updated to improve the students' college and career success.

If you require any further information, please feel free to contact me. We look forward to collaborating with you.

Sincerely,

(b)(6)

Garry P. Murphy, Ph.D.
Interim Superintendent of Schools

PITTSFIELD SCHOOL DISTRICT
S.A.U. #51

John J. Freeman, Ph.D.
Superintendent of Schools

23 Oneida Street, Unit 1
Pittsfield, New Hampshire 03263

Phone: (603) 435-5526
Fax: (603) 435-5331

December 9, 2011

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

Dear Commissioner Barry,

This letter is written in support of the New Hampshire Department of Education's grant application to expand the development of the Statewide Longitudinal Data System.

The Pittsfield School District is particularly focused on the College and Career Readiness project and the development of an early warning system to keep students in school and on the right track to college and career. The Pittsfield School District welcomes the opportunity to participate in this project as a pilot district; we believe that it will complement the work that we've begun in Pittsfield and better serve our students and community.

The Statewide Longitudinal Data System will also help to inform decisions regarding programs and initiatives that will result in students graduating from high school ready for college and careers. As you know, this is one of the five areas of school development identified in our long-term logic model for school district transformation.

I look forward to working with the department on this initiative.

Sincerely,

(b)(6)


John J. Freeman, Ph.D.
Superintendent of Schools

GREAT SCHOOLS PARTNERSHIP

Commissioner Virginia Barry
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494

December 8, 2011

Dear Commissioner Barry:

This letter is intended to lend support to the New Hampshire Department of Education's request for SLDS funding through the U.S. Department of Education. My comments are based on continuing observations of the outstanding professional work of the NH DOE data staff as major contributors to the New England Secondary School Consortium.

The New England Secondary School Consortium's member states, and our funders and partners—including the Council of Chief State School Officers, the New England Board of Higher Education, and the New England Association of Schools and Colleges—have, as you know, been convening to design, plan, and implement a variety of secondary improvement strategies intended to bring greater coherence, commonality, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policy across the New England region.

The New England Secondary School Consortium is an unprecedented, nationally recognized regional partnership encompassing five northeastern states: Connecticut, Maine, New Hampshire, Rhode Island, and Vermont. Created to support and advance innovative approaches to secondary schooling, the Consortium has been bringing together commissioners of education, educational policy makers, state legislators, the business community, and other state and regional state leaders to foster greater collaboration, coherence, and commonality in educational policy, philosophy, and action across the New England region.

Coordinated by the Great Schools Partnership and funded by the Nellie Mae Education Foundation and the Bill & Melinda Gates Foundation, the Consortium has engaged a diverse cross-section of critical educational leaders and policymakers, including a multistate data team composed of the lead department of education data coordinators and their staffs from each of the participating states, as well as colleagues from higher education institutions from throughout New England.

The Consortium has been convening the multistate data team to identify common, high-impact metrics for use in determining the efficacy of secondary education in New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. Building off the strong success of the



New England Common Assessment Program, the Consortium has been working closely with our regional data team to establish baseline performance data for the five states using a common, comprehensive methodology for calculation, reporting, and analysis. In addition to several metrics for measuring student achievement during the critical secondary school years, the regional data team has also been developing a plan to gauge postsecondary aspirations and success, including a college readiness index based on multiple indicators, remedial course-taking data, and college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

Importantly, throughout the Consortium's data work, the team from the NH DOE has been indispensable in helping to shape the work, responding to data requests in exemplary fashion and serving as a model to the other four NESSC states. The New Hampshire DOE data team, in serving as host of our regional data representatives from the Consortium states, has demonstrated exceptional insight and creativity in their data analysis and collection efforts.

I urge the selection team at the USDE to look favorably on the work in New Hampshire. The federal funding for the longitudinal data system is critical to support the state's years of investment, collaboration, and hard work. Know that I stand ready to offer additional comment, as needed, to the USDE as it considers New Hampshire's request for funding.

Sincerely,

(b)(6)

Duke Albanese
Senior Policy Advisor
Great Schools Partnership
New England Secondary School Consortium
Former Maine Commissioner of Education

KELLY A. AYOTTE
NEW HAMPSHIRE

COMMITTEES:
ARMED SERVICES
BUDGET
COMMERCE
SMALL BUSINESS

United States Senate

WASHINGTON, DC 20510
(202) 224-3324
December 12, 2011

145 RUSSELL BUILDING
WASHINGTON, DC 20510

1200 ELM STREET, SUITE 2
MANCHESTER, NH 03101

144 MAIN STREET
NASHUA, NH 03060

14 MANCHESTER SQUARE, SUITE 140
PORTSMOUTH, NH 03801

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

RE: The National Center for Education Statistics Statewide Longitudinal Data Systems grant application for the New Hampshire Department of Education

Dear Secretary Duncan,

I am writing in regards to the New Hampshire Department of Education's (NHDOE) competitive grant application requesting \$5,000,000, extended over three years, from The National Center for Educational Statistics (NCES).

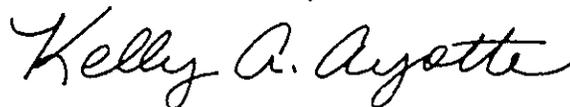
These monies would be used to design, develop and implement a statewide, longitudinal kindergarten through grade 12 (K-12) data system. State Education Agencies would be invited to apply for funds to assist in the implementation and execution of the Statewide Longitudinal Data System (SLDS).

It is my understanding that the SLDS will aid the NHDOE in three primary project areas:

1. The Evaluation of Effective Teachers and Leaders: building the data systems that allow school district personnel to consider multiple factors in assessing an educator's impact on student outcomes.
2. Informed Decision Making: providing reports and a website that allow legislators and other stakeholders to better understand student outcomes in the state.
3. College and Career Readiness: creating an early warning system to identify students at risk of dropping out. Incorporating college readiness indicators to help schools better understand the impact of the K-12 programs on their student's ability to achieve success in college.

I urge the Department of Education to give due consideration to the New Hampshire Department of Education's application request.

Sincerely,



Kelly Ayotte
United States Senator

United States Senate

WASHINGTON, DC 20510

December 12, 2011

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20202

Dear Secretary Duncan,

I am pleased to offer my enthusiastic support for the New Hampshire Department of Education's application for a Statewide Longitudinal Data Systems (SLDS) grant for to design, develop, and implement a statewide, longitudinal kindergarten through grade 12 (K-12) data system.

In 2007, the New Hampshire Department of Education (NH DOE) applied for and received federal Department of Education funds to create a foundational data infrastructure that has been used to monitor student achievement and assessment results. With further grant funding, NH DOE will build on that successful effort in three principal project areas: the evaluation of effective teachers and leaders; informed decision making for legislators and other stakeholders; and college and career readiness.

This grant will enable NH DOE to expand its data collection to include multiple student outcome measures for more effective evaluation of teachers and administrators. Further, these new tools will provide much-needed information and metrics to help educators identify and act on areas where classroom instruction can be improved. The expanded data system created through this grant will be accessible to legislators and other stakeholders, allowing them to more effectively address K-12 education policy issues.

I am proud of the work NH DOE has already done to develop a comprehensive strategic plan for education reform in our state. Expanding the use of high quality data will increase the ability of stakeholders to improve instruction and student outcomes.

I fully support the grant proposal submitted by NH DOE and urge your careful consideration of this worthy project. If you have any questions, please do not hesitate to contact my Grants Coordinator, Andrew Zabel, at (202) 224-2841. Thank you for your attention to this matter.

Sincerely,



Jeanne Shaheen
United States Senate

CHARLES F. BASS
2ND DISTRICT, NEW HAMPSHIRE
MEMBER OF CONGRESS

WASHINGTON OFFICE:
2350 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-5206
FAX: (202) 225-2946

<http://bass.house.gov>

COMMITTEE ON
ENERGY AND COMMERCE
SUBCOMMITTEE ON
COMMUNICATIONS AND TECHNOLOGY
SUBCOMMITTEE ON
ENVIRONMENT AND ECONOMY
SUBCOMMITTEE ON
COMMERCE, MANUFACTURING, AND TRADE

Congress of the United States
House of Representatives
Washington, DC 20515-2902

December 6, 2011

Virginia M. Barry, PhD
Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, N.H. 03301

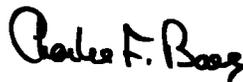
Dear Dr. Barry:

I am writing in support of the grant being submitted by the New Hampshire Department of Education (NH DOE) for the United States Department of Education's (US DOE) Statewide Longitudinal Data Systems grant program. NH DOE has been a national leader in the effort to help educators incorporate the use of student data as they deliver instructions to students during the academic year.

The NH DOE's grant proposal will create the infrastructure delivery systems that will make critical improvements in New Hampshire's education system. This will help schools evaluate educators, help target students who are at risk, help prepare students for college, and build an information system to provide critical uses of outcome data to stakeholders throughout the state.

New Hampshire is a small state with a strong level of communication across its schools districts. This collaboration will enable many of these schools to benefit from this system. I hope that NH DOE's application will meet the US DOE's approval and I look forward to hearing from you as this grant application moves forward.

Sincerely,



Charles F. Bass
Member of Congress

CFB/hbp

Virginia M. Barry, Ph.D.

(b)(6)

EDUCATION: New York University New York, NY
Postdoctoral Fellow. Educational Leadership 1981-82
Florida State University Tallahassee, Fl.
Ph.D., Education /Human Development 1979
SUNY Stony Brook Stony Brook, N
Graduate Studies: Psychology /Child Development 1975-1977
Queens College, City University of NY Queens, NY
M.S., Early Child Development 1975
Florida State University Tallahassee, Fl.
B.S., Early Childhood/Elementary 1973

POSTDOCTORAL: Harvard University & MIT Cambridge, MA
Program on Negotiations for Senior Executives 2005
Harvard Law School
American Association or State Colleges and Universities Washington, DC
Millennium Leadership Institute 2003
Hampton University (HBC) Hampton, VA
Executive Leadership Summit 2002
Harvard University Cambridge, MA
Educational Management and Leadership 1998
Department of Health and Human Services Washington, DC
Certification American Medical Association: 1990-92
Child Health Science, Prevention and Practice
College or William and Mary Williamsburg, VA
Postdoctoral Fellow: Early Intervention Institute 1986

EXPERIENCES:

Commissioner of Education June 1, 2009-present
State Department of Education, Concord NH

Researcher and Project Manager January 2007-2009
National Research Project Focused on Young Children with Autism
Affiliate Programs of New York State Preschool Children with Disabilities

Professor of Advanced Graduate Studies September 2006-present
Plymouth State University
Acting President Plymouth State University June 2003 to January 2004
Assumed all duties of President
4,200 undergraduates; 2,200 part time graduate students

Provost and Vice President for Academic Affairs June 1999 to June 2006

Chief Academic Officer Responsibilities:

- Maintain an atmosphere of academic vitality and learner centeredness on campus
- Lead university strategic planning and innovative academic initiatives
- Develop and recommend policy to the President relating to instructional programs; administer procedures for implementation of policy, and interpret educational laws, regulations and procedures
- Attract, recruit and retain highly qualified faculty, administrators, and staff

- Oversee promotion and tenure actions
- Interact with all levels of administration: Chancellor's Office, Pre-K -12, and other private and state agencies
- Supervise and coordinate curriculum planning and development, including new programs and program reviews; review curricular additions, deletions and revisions; present faculty recommendations to the President and Board of Trustees
- Supervise the preparation of publications pertaining to the academic programs. Maintain records of required course approvals. Supervise preparation of the master schedule of classes, college catalog, teaching assignments, and classroom utilization
- Serve as the Chief Academic Officer for state, regional, and national accreditations (ABET,ASBSB, NCATE, and other academic accreditations)
- Work closely with faculty to coordinate the Center for Teaching Excellence to encourage enhanced teaching and learning practices
- Coordination of all teacher education programs, undergraduate and graduate
- Develop and implement programs that increase faculty responsibility and engagement as career mentors and advisors to students
- Chief Academic and Fiscal Officer for undergraduate and graduate programs \$14.6 M
- Manage undergraduate and graduate academic programs, Registrar, Library, IT and Athletic budgets
- In cooperation with the Vice President of Finance, develop the annual budget for instructional programs, including staffing
- Coordinate with the Vice President of Planning and Financial Affairs the budgets for new degrees certificate programs, grants, and articulation agreements
- Identify and coordinate all academic department grants and initiatives: \$10. M in funding
- Work with the President to plan salary and compensation for faculty and staff. Review contract agreements on a regular basis
- Coordinate the President's Cabinet in the development of the master plan and the strategic planning efforts
- Develop, implement and evaluate action plans related to strategic planning objectives
- Provide leadership on academic, scholarship, assessment and service activities on campus
- Work with academic departments to promote the utilization of institutional research and planning as a means of evaluation and improving instructional programs and services to students
- Assist in developing and implementing university outreach programs to the general public
- In concert, with the Vice President of Student Affairs, provide appropriate staff to support all Student Services Programming
- Act as a liaison between the President and the Faculty Senate, and serve as a resource to the Faculty Welfare Committee
- Participate in local, regional and state activities to promote the university
- Collaborate with business and citizen groups to develop partnerships
- Works with Associate Vice President of Off-Campus Undergraduate and Graduate Programs to develop programs that support working professionals
- Work jointly with the Advancement and Development office to secure monies from alumni, and private and public sources
- Promote the recruitment and retention of diverse students, faculty and staff
- Increase the use of technology in teaching, communication, and effective consumer practices
- Developed and implemented a comprehensive plan to work with industries, educational agencies, human services, and businesses
- Prepared appropriate reports and correspondence for the Chancellor's Office and Board of Trustees

HIGHLIGHTS OF INITIATIVES AND ACCOMPLISHMENTS:

- Developed and implemented the strategic plan for New Hampshire Department of Education and Statewide Education Policy
- Awarded ECS prestigious Frank Newman Award for Outstanding Innovations in State Education Policy in partnership with the New England Secondary School Consortium
- Created the New Hampshire Task Force on Effective Teaching and Leading. www.education.nh.gov
- Created a faculty profiling process to attract and retain highly qualified faculty
- Developed and implemented a campus-wide assessment plan with academic departments and student affairs
- Secured funding and developed a University Center for Excellence in Teaching and Learning
- Created a University Center for the Environment with \$ 5. M of federal and private funding to support environmental research in the White Mts., Lakes, and Northern Forests. Focused on applied research for science faculty in partnerships with community agencies
- Implemented a College of University Studies for first year students to support student success and retention. Secured private foundation funding to implement the program and initiate a comprehensive assessment program between Academic and Student Affairs
- Initiated PSU becoming one of the first AACSB founding institutions for Foundations of Excellence funded by the Lumina Foundation to improve the first year experience and student retention. Increased retention from 52% to 84%
- Developed a “Learning Common” merging Library, IT, Reading, Writing, Literacy program and other academic support programs housed together within the library facility to support student learning
- Created the Frost School of Professional and Continuing Education Studies to address access and affordability issues for recent high school graduates and adults through technology and site specific programming
- Initiated a North Country Teacher Certification Project with Community Colleges to support greater access to higher education and economic development in the northern region of N.H.
- Developed partnerships with community and technical colleges to increase graduation rates at two year schools and the completion of upper division coursework to for baccalaureate degrees
- Increased student international travel and academic programs to support an enhanced focus on globalization
- Supported the development of a faculty fellows program to enhance teaching and research
- Worked with Advancement to cultivate donor relations in academic programming and secured over 3. M in funds
- Worked with faculty to develop a new engaging general education program to enhance interdisciplinary teaching and learning in the liberal arts
- Worked with faculty to develop a greater emphasis on internships and experiential learning. Degree structure changed to allow for a minimum of 12 free electives in all academic programs

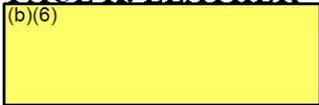
OTHER INITIATIVES AVAILABLE UPON REQUEST

Please note, for the purpose of this grant, this resume was limited to three pages (as required). However, additional information regarding work related experiences, publications, grants received, honors and professional associations are available upon request.

* CURRICULUM VITAE *

PAUL K. LEATHER

(b)(6)

A yellow rectangular box redacting information, likely a contact address or phone number.

Relevant Experience:

- ❖ Deputy Commissioner, New Hampshire Department of Education, (April, 2010 – Present), General responsibilities include implementing organizational goals, managing work of the department, directing division directors in carrying out state and federal obligations. Assuring that the division directors comply with procedures established by the commissioner relative to support for local schools. Personnel management. Developing and maintaining a system of accounting records and budget control procedures which meet all state and applicable federal accounting, purchasing, and reporting requirements. Property and contracts. Requiring and approving the development of short- and long-range division level plans and their implementation. Administering finance and operations. Fiscal management of all federal and other grants. Continues to provide leadership to the Division of Career Technology and Adult Learning in the absence of a division director. Serves as departmental lead for involvement with educational transformational networks, e.g. the New England Secondary School Consortium, the Chief State School Officers Innovation Lab Network, the Stupski Foundation Learning Lab Network, and the I3 funded New England Network for Personalization and Performance (NETWORK).
- ❖ Director, Division of Career Technology and Adult Learning, (May, 1995 – April, 2010). Responsibilities included overseeing the State Adult Education Program, State Carl Perkins Career and Technical Education Program, State Vocational Rehabilitation Program, Workforce Investment Act Youth Title I Program, Social Security Disability Determination Services, and State Apprenticeship Training Program. Served as lead for the Department for High School Redesign and Dropout Prevention Projects, including a million dollar per annum Nellie Mae Education Foundation Grant demonstrating the use of Extended Learning Opportunities for High School Credit. Served as departmental liaison to the NH Community College System Board of Trustees. Developed state plans and budgets, operated 30+ million dollar budget annually. Served on the Commissioner's Cabinet, advising on policy, budgetary, and programmatic issues. Responsible for the implementation and performance of all federal and state programs in the Division.
- ❖ Acting Director, Division of Career Technology and Adult Learning, (July, 1993 - May, 1995). Responsibilities included overseeing the State School to Work Project, State Adult Education Program, and assignment as State Director of the NH Public Vocational Rehabilitation Program (VR, Blind Services, Independent Living and Social Security Disability Determination Services). Department Liaison to State School to Work Team. Developed state plans and budget justifications required by federal and state agencies, as well as consulted state and federal authorities and State Advisory Councils relative to the Division's programs. Participated in policy development and implementation at the local, state and federal level.

- ❖ Administrator, Bureau of Rehabilitation Services, (Feb., 1991 - July, 1993). Responsibilities included administration of rehabilitation services bureau of the Division, which includes the field program section, (six regional offices, 72 staff) providing the basic 10 vocational rehabilitation services and Title VI Part C state supported employment services to eligible persons with disabilities, as well as the program planning and evaluation section (six staff), which includes operational planning, staff development and training, facilities development, Marketing and VR System Management, and Social Security Trust Fund Services.
- ❖ Training Officer, (1988 - 1991). Responsibilities included: Agency Staff Development and Training Plan, including the yearly In-Service Training Plan and Advisory Committee Membership, Region I RCEP, Assumption College; Development and monitoring of Division's State Goals and Operational Plan; Development of Financial Plan for Bureau of Rehabilitation Services FFY 90 and FFY 91; Personnel Management for the Division; Management of Title VI, Part C State Supported Employment Program; Management of Social Security Trust Fund Program, including supervision of two staff; Other duties as assigned by the Administrator of the Bureau of Rehabilitation Services.
- ❖ Planning and Development Supervisor, (1987 – 1988). Responsibilities included developing, controlling, monitoring, and evaluating the Division's yearly State Goals and Operational Plan; Providing consultation to the initiation of the Title III Supported Employment Systems Change Project.
- ❖ Regional Supervisor (Manchester Regional Office), 1984-1987. Responsible for the management, budget, and performance of a 13 member staff of Vocational Rehabilitation Counselors and support personnel, serving the Greater Manchester and Salem Regions.
- ❖ Vocational Rehabilitation Counselor II (Keene Regional Office), 1977-1984. Served Blind and Visually Impaired persons in the Western part of New Hampshire, offering Vocational Rehabilitation Services. Managed caseload, fiscal case services, and employer contacts.
- ❖ Vocational Rehabilitation Technician (Keene Regional Office), 1975-1977. Provided Placement and Assessment services for individuals with disabilities in order to determine eligibility and to obtain employment.
- ❖ Social Studies Teacher, Chesterfield School, Chesterfield, NH, 1972-1975. Taught Social Studies to 8th and 9th grades.

Post-Secondary Degrees:

- ❖ Bachelors in Science, Georgetown University, Washington, D.C.
- ❖ Masters of Arts, Guidance and Counseling, Keene State College, Keene, NH

References Available Upon Request

Judith D. Fillion

(b)(6)

Education:

Vanderbilt University, EdD	School Administration
University of New Hampshire, CAGS	Educational Administration and Supervision
Keene State College, MEd	Education (Science)
Cornell University/Russell Sage College, BS	Nutrition

Certifications/Licenses:

New Hampshire State Department of Education:
Superintendent, Principal, Biology, General Science
American Dietetic Association:
Registered Dietitian
New Hampshire Board of Licensed Dietitians:
Licensed Dietitian

Experience:

1986–present	NH Department of Education Director, Division of Program Support . Supervise a major division including Bureau of Data Management , Bureau of School Approval and Facility Management, Bureau of Credentialing, and Bureau of Nutrition Programs and Services. Responsible for a multi-million dollar budget. Additional assignments include testifying before legislative committees, State Board of Education, and statutory assignment to Professional Standards Board and the Council for Teacher Education. Department representative to the National Forum on Education Statistics.	Concord, NH
1984–1986	NH Department of Education Assistant Supervisor, Office of Teacher Education and Professional Standards. Supervised staff involved in the collection, processing and storage of over 60,000 certification documents.	Concord, NH
1983–1984	NH Department of Education Team Leader, Vocational Technical on-site reviews for New Hampshire Department of Education. Responsible for coordinating thirteen Vocation Technical on-site evaluations, three of which were part of Department-wide reviews.	Concord, NH
1975–1984	NH Department of Education Education Consultant. Worked with teachers, school administrators and health professionals in coordinating, implementing and evaluating state-wide Health and Health Occupations programs. Planned programs, developed budgets and hired staff for numerous workshops on a variety of health topics. Responsible for administration, hiring of staff and funding of a vocational youth group.	
1971–1975	Con-Val Regional School District - Teacher	Peterborough, NH
1964–1966	State of New Hampshire – Social Worker (Child Welfare)	Keene , NH
1963–1964	Bassick High School - Teacher	Bridgeport, CT

Part-Time Employment:

- 2008–Present NH Commission on Prevention of Childhood Obesity
- 1978–1980 Program Consultant, School of Continuing Studies, University of New Hampshire.
- 1976–1978 Adjunct Faculty, Keene State College
- 1974–1976 Therapeutic Dietitian, Cheshire Hospital, Keene, NH
- 1969–1971 Substitute teacher, all grade levels

Board of Directors and Advisory Committees:

- 2007–Present Public Health Improvement Services Council
- 1996–Present Board of Directors, NH Community Services Council
- 1986–Present Professional Standards Board
- 1986–Present Council for Teacher Education
- 1986–Present Nonpublic School Advisory Council
- 1986–Present School Building Authority
- 1993–1999 Advisory Board, Merrimack County Cooperative Extension
- 1992–1993 Community Service Advisory Council
- 1991–1992 Gender Equity Legislative Study Committee
- 1991 City of Concord Civic Profile
- 1990–1993 Home Education Advisory Council
- 1990 Attorney General's Task Force on Child Abuse and Neglect
- 1988–1997 Board of Examiners, National Council for Accreditation of Teacher Education
- 1983–1991 Board of Directors, New Hampshire Mental Health Association
- 1982–1985 Board of Directors, New Hampshire Heart Association
- 1981–1987 Board of Directors, Child and Family Services
- 1981–1984 Board of Directors, Merrimack Valley Day Care Center
- 1981–1983 Board of Directors, United Health Systems Agency
- 1979–1984 Health Education Curriculum Committee
- 1978–1990 Nutrition Education and Training Program Committee
- 1978–1984 Heart Health Education Committee
- 1978–1981 Professional Advisory Committee (March of Dimes)
- 1977–1980 Community Advisory Committee, Norris Cotton Cancer Center
- 1977–1982 Board of Directors, Community Health Care Association
- 1976–1980 Health Careers Scholarship Committee, March of Dimes
- 1975–1984 LPN/ADN Advisory Committee, New Hampshire Technical Institute

Memberships:

- New Hampshire School Administrators Association
- Phi Delta Kappa
- Association for Supervision and Curriculum Development
- American Dietetic Association
- New Hampshire Dietetic Association
- New Hampshire Historical Society
- Society for the Protection of New Hampshire Forests
- New Hampshire Audubon Society

Professional Awards

- Distinguished Service Award – New Hampshire School Administrators Association
- Distinguished Leader – New Hampshire Women in Education Leadership
- Honorary membership – New Hampshire Association of Educational Office Professionals

IRENE L. KOFFINK

(b)(6)

EDUCATION

Bachelor of Science, Management Information Systems, 1983
Southern New Hampshire University (New Hampshire College), Manchester, NH.
Additional Courses in C, Assembly language, DBASE III
University of RI and Community College of RI

PROFESSIONAL EXPERIENCE

NH Department of Education, Concord, NH

SLDS Project Manager / Administrator III ***12/07 - present***

- Responsible for the management and implementation of a Statewide Longitudinal Data System. Includes development of RFP's, contracts, facilitating communication between the Department and various stakeholders, evaluation of the program operations for effectiveness and proper allocation of agency staff, state and federal funds.
- Manage internal staff working on the SLDS project and engaging and managing all vendors.

NH Office of Information Technology, Concord, NH

IT Manager IV ***8/03 -12/07***

- Responsible for the research, planning, and implementation of the statewide help desk for all State of NH employees.
- Responsible for the administration and management of the daily operations of Help Desk Services, including but not limited to, hiring and supervising staff, project management, developing RFP's and contracts for IT services, and establishing standards and procedures.
- Responsible for the management of Customer Relationship Management team responsible for training and education of OIT staff and basic IT training and support for state of NH employees.
- Responsible for the evaluation, procurement, installation and support of computer hardware and software solutions to increase the performance and efficiency of HDS.
- Interface with all levels of state agency staff to implement IT solutions.

NH Department of Revenue Administration, Concord, NH

IT Manager IV ***10/99 – 8/03***

- Responsible for the management of the Information Technology Division at the DRA.
- Responsible for developing the agency IT Plan, development and administration of the agency IT Budget, development of all IT related RFP's and Contracts.

Major accomplishments include the following:

- Implemented Microsoft Exchange for agency wide internal and external e-mail
- Implemented 2-D Bar-coding to process tax returns
- Creation and implementation of an IT Security Plan for DRA
- RFP and Contract for Internet Filing of tax returns
- Agency wide migration to Microsoft Suite from Word Perfect and Lotus 1-2-3
- Relocation of 2 DRA Divisions from *Chenell Dr.* to *Regional Dr.*, Concord.

KAREN SOULE



EDUCATIONAL PREPARATION:

1995	University of New Hampshire	Certificate of Advanced Graduate Studies
1986	Plymouth State College	Masters of Education in Administration and Supervision
1982	Keene State College	Management of Special Education Programs
1972-1973	Michigan State University	Graduate Studies
1970	University of Maine Farmington	Bachelor of Science Degree in Speech Therapy/Elementary Education

PROFESSIONAL EXPERIENCES:

2010-present	Division of Program Support, Administrator Bureau of Credentialing New Hampshire Department of education
2005-20010	Superintendent of Schools SAU 56-(Somersworth and Rollinsford School Districts)
1999-2005	Superintendent of Schools -Lincoln-Woodstock Cooperative School District
2001-2005	Adjunct Professor -Plymouth State University
1996-1999	Principal -Stratham Memorial School
1979-1996	Newfound Area School District Principal -Newfound Area Elementary Schools (1995-1996) Principal –Bristol Elementary School (1987-1995) Principal –Newfound Area Elementary Schools (1986-1987) Special Education Coordinator Newfound Area School District (1981-1986) Speech/Language Therapist - (1979-1981)
1979-1980	Resource Teacher - Hill School District
1977-1979*	Kindergarten Teacher -Brindisi Elementary School, Brindisi, Italy
1976-1977	Grade One Teacher Carmen’s Kinder-Academy Pensacola, Florida
1974-1976*	Grade One and Kindergarten Teacher -Alfred T. Mahan School Keflavik, Iceland
1973-1974	Grade One Teacher -Washburn School, Auburn, Maine
1971-1973*	Kindergarten Teacher -Shirley Lanham Elementary School Atsugi, Japan
1970-1971	Grade One Teacher -Franklin School, Auburn, Maine

CITIZENSHIP PARTICIPATION:

- New Hampshire Task Force for Effective Teaching
- New Hampshire Professional Standards Board
- Strafford Learning Center Board of Directors
- Somersworth Youth Haven Board of Directors
- New Hampshire Public Television Board of Governors
- Somersworth Chamber of Commerce
- Lincoln-Woodstock Rotary Club
- Lincoln-Woodstock Chamber of Commerce
- New Hampshire Professional Standards Board
- National Elementary School Principal’s Hot-Line
- Town of Bristol Budget Committee

HONORS AND AWARDS:

- Co-chair New Hampshire Task Force for Effective Teaching
- Lead for New Hampshire SCEE Team (State Consortium for Educator Effectiveness)
- Chairperson Professional Standards Board
- Education Commission of the States National Forum Presenter
- Nominated New Hampshire Supt. of the Year
- President New Hampshire Association of School Principals
- New Hampshire Principal's Association Representative to the National Elementary Principal's Association
- New Hampshire Council for Exceptional Children
- North Country Superintendent's Regional Chairperson

Michael F. Schwartz

(b)(6)

Education

University of New Hampshire, Durham, NH, ABD
Currently enrolled Leadership and Policy PhD Program

Harvard University, Cambridge, MA
Masters in Public Administration, 2000

Georgia Institute of Technology, Atlanta, GA
Bachelors in Computer Science, 1989

Professional Experience

'01 - present

Consultant

New Hampshire Department of Education, Concord, NH

- Leading i.4.see initiative – Initiative for School Empowerment and Excellence
 - Co-directing effort to implement data driven decision system to help district and school educators use data to inform instruction. Implementation of PerformancePLUS and other data access tools.
 - Leading effort to implement state-wide effort to collect student level data
 - Solution includes high degree of data validation and verification
 - Solution includes components from data definition and collection to data use and analysis
 - Co-directing effort to build education research group of NH state-wide researchers.
 - Working with legislators and DOE cabinet to create support and integrate within agency
 - Assisting efforts to expand P-12 student level collection to include early childhood and postsecondary institutions.
- Providing guidance in recruitment and licensing of educators
 - Assisting with development of new Education Information System including educator licensure, educator assignments, as well as, teacher and course information.
 - Led integration of educator and student roster information.
- Commissioner's Task Force on Effective Teaching
 - Member of Phase II Task Force
 - Helped develop model for evaluation of teachers

'00 – '02

Consultant

Massachusetts Department of Education, Malden, MA

- Lead role reviewing and implementing Certification Regulations
 - Organized and performed regulation reviews.
 - Led proposal effort and secured multi-million dollar grant for on-line educator certification and recruitment system.
 - Directed efforts of a \$2.6 million system to recruit and certify educators as well as approve educator preparation programs. This program received the national NASCIO award for Government to Citizen programs.
- Led efforts to promote educator programs and recruit prospective educators.
 - Led efforts to leverage technology to attract, recruit and retain the best educators in Massachusetts.
 - Improved program application process to select best and brightest prospective educators into select programs.
 - Recruited prospective educators from universities across the country and promoted alternative certification programs.
- Led efforts to uncover marketing mechanisms to recruit educators.
 - Compiled program brochure to market state incentive and support programs for educators.
 - Leveraged internet to reach out to prospective and current educators.

‘89 – ‘99

Management Consultant

Accenture, Atlanta, GA and Boston, MA

- Defined management and development procedures for internal operations.
 - Helped develop new implementation methodology and led team to rollout new methodology as part of a global deployment reaching 8,000 people and directing \$1.5 billion in revenue.
 - Worked with executives across Europe, Asia-Pacific and South America to implement new methodology.
 - Developed corporate policies and incentives to assist in the acquisition of the new methods.
 - Lead manager of team implementing continuous improvement study to improve policies and procedures.
 - Recommendations directed the work of 60,000 employees on client engagements in 45 countries.
- Managed and led team efforts in a variety of environments.
 - Managed teams of more than 30, aligning team efforts for common vision.
 - Throughout many management efforts, maintained a continuous focus on quality improvements.
 - Emphasized team dynamics: encouraged sharing of knowledge, focused on both individual and team goals, and

developed mentoring program to accelerate skill development.

- Nominated for Mentor of the Year and received award for Recruiter of the Year.
- Led many strategy and technology change programs.
 - Worked with senior managers from Fortune 100 clients providing expertise to series of strategy and technology development initiatives (clients included Delta Air Lines, International Paper, Georgia Pacific, Holiday Inn...)
 - Project recovery: brought into fledgling technology development effort to guide a critical business implementation.
 - Working in team environments: led many technology programs, focusing on high quality results, project success, and delivery of significant value to our clients and our firm. Programs included such activities as managing teams of more than 30, delivering complex technology implementation, leading change management activities and delivering processing changes providing over \$5 million in benefits.

'86 – '88

Cooperative Program

IBM Advanced Education Systems, Atlanta, GA

- Worked on team marketing educational and literacy products. Developed customer relationship management system. Products were early generation of interactive video used for a variety of training environments from physician education to literacy programs for prison inmates.

Other Related Experience

2005 to present

Board Chair and Member, Rye School Board

2004 to 2010

Member, Foundation for Seacoast Health

2004 to 2005

Leadership for New Hampshire

2001 to present

Rye Education Foundation – Board Member / Grants Committee

2001 to 2004

Board Chair and Member, A Safe Place

1992 to current

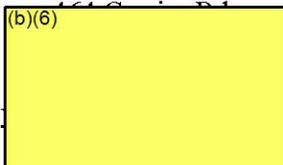
Additional Involvement: Public Policy Committee, Daycare Board, Political Campaigns, several other boards and many additional fundraising events.

Technology Experience

Software Development

- All aspects of development from design to programming; from database development to training
- Cobol, C, and other languages; SQL and database knowledge
- Web development
- Project Management tools

Virginia A. Clifford



Employment

June 2007-Present

Bureau of Credentialing Program Staff, NH Department of Education, Division of Program Support

Manage and coordinate the PerformancePLUS professional development project (data analysis, curriculum mapping and assessment builder tools), supervise the approval of school districts' Professional Development Master Plans, participate on the SLDS advisory committee.

June 2005-June 2007

Bureau Administrator, New Hampshire Department of Education, Bureau of Integrated Programs

Administer a department consisting of Titles I, II-A, III, IV, V, Even Start, 21st Century Community Learning Centers, Reading First, Service Learning, Migrant, CSR, and Homeless programs.

May 2003-June 2005

Safe and Drug-Free Schools Coordinator, NH Department of Education, Concord, NH 03301

Manage SEA Title IV entitlement grant program to school districts; Represent the NH DOE on a variety of state level initiatives including suicide prevention, inhalant abuse prevention, and drug and alcohol abuse prevention.

June 2001-Present

HIV/Health Education Consultant, NH Department of Education, Bureau of Professional Development

Managed CDC cooperative agreement; provided staff development and technical assistance to Health Educators in NH. Administered the 2003 Youth Risk Behavior Survey.

Education:

M.A.T. Secondary Education, 1982

University of New Hampshire, Durham, N.H. 03824

B.S. Foods and Nutrition, 1977

University of New Hampshire, Durham, N.H. 03824

Additional professional development

Obtained graduate credits beyond Master's Degree including **Qualitative Methodology and Applied Research.**

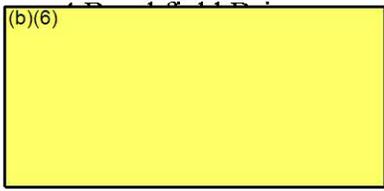
Completed CSAP Northeast CAPT's online courses "**Data Collection Methods: Getting Down to Basics**" and "**Locating, Hiring, and Managing an Evaluator**"

Attended SDFS Coordinator's Regional Meeting for **Developing a Model Data Set**

Attended 2009 MIS conference in Seattle

SUSAN A. RANDALL

(b)(6)

A large yellow rectangular redaction box covers the contact information for Susan A. Randall. The text "(b)(6)" is written in the top-left corner of the box.

EDUCATION

Michigan State University, East Lansing, MI
B.S. Psychology, 1974

Plymouth State, Plymouth, NH
M.Ed. Guidance and Counseling, 1989

University of New Hampshire, Durham, NH
(In process) C.A.G.S. Administration and Supervision

EXPERIENCE

New Hampshire Department of Education

Alternative Education, High School Redesign Education Specialist, February
2007-Present

- Oversee all aspects of the NH Alternative Education Grant
- Co-ordinated three Dropout Prevention Summits
- Responsible for National Governor's Association grant to begin work on an Early Warning System
- Member of the New England Secondary School Consortium (NESSC) since its inception in 2007
- NH Association of Middle Level Educators (NHAMLE) Board of Directors member
- APEX III Leadership Team member
- Participate on School Approval Team visits to high schools to evaluate school compliance with the NH Minimum Standards for School Approval
- Work with the NH Response to Intervention (RTI) Professional Learning Committee

Spaulding High School, Rochester, NH

Assistant Principal, August 2000- present

- Responsible for all seniors; tracking credits, attendance and discipline
- Primary contact for the Rochester Adult Education program
- Liaison with Apex and NH JAG grants
- Prepare annual state drop-out report

- Initiate a Student Assistance Team responsible for identifying and creating plans for at-risk students
- Supervise and evaluate 27 teachers and paraprofessionals
- Oversee all clubs, organizations, and classes
- Member of Strafford County Critical Incident team

Rochester Middle School, Rochester, NH
Guidance Counselor, August 1989-August 2000

- Responsible for one grade level (approximately 300 students), providing individual and group counseling
- Implemented a fifth grade transition program
- Primary liaison with DARE and the UNH Educational Talent Search program
- Responsible for receiving a Career Education grant
- Managed students on 504 plans
- Administered NHEIP and Iowa tests yearly

Joseph Pipinias

(b)(6)

Education

University of Maine, Orono, ME
M.S. Systems Engineering

Colby College,
B.A Physics

Skills

Data Extensive background in the design and implementation of systems. Knowledgeable in a variety of business, technologies and platforms. Training in project management, problem solving and decision making, structured analysis and design, data modeling and data base design.

Software skills include Microsoft Office applications, MS Access, MS Project, Cognos Powerplay and Impromptu, SQL, Crystal Reports, HTML, Macromedia Dreamweaver, Visual Basic.

Professional Experience

2001 - present

Education Consultant

New Hampshire Department of Education, Concord, NH

- Business/Data Analyst for Statewide Longitudinal Data Systems Project (SLDS)

Participated in the data analysis, design and implementation of the NH SLDS data warehouse. Participated in the data mapping and testing of the ETL process using Microsoft SQL Server Integration Services (SSIS) as well as the verification of the data warehouse OLAP data cube using Microsoft SQL Server Analysis Services (SSAS) and Microsoft SQL Server Reporting Services (SSRS). Also responsible for the generation of EDEN/EdFacts reports using SSIS to extract the EDEN data from the new data warehouse.

- Web Reporting

Assist the Webmaster with the more technical tasks required to maintain the current NH Dept of Education Web site. Also responsible for the publishing of the NH Department of Education statistical reports. Reports consist of enrollment and financial data for schools

summarized to school district and state levels.

- EDEN/EdFacts Coordinator
Responsible for collecting, summarizing, and transmitting data to the U.S. Dept of Education's Education Data Exchange Network.
- NH Bureau of Credentialing
Responsible for maintenance of existing teacher certification database.

1994 – 2001

Project Manager/Business Analyst

PC Connection, Merrimack, NH

- Web Application Conversions
Managed concurrent projects to convert existing 2-tier, client-server applications to server-based Web applications
- J.D. Edwards Implementation
Responsible for overall redesign and implementation of J.D. Edward's World Enterprise Sales Order Entry system
- Product Wizard Implementation
Project manager of project to replace mainframe product information system for 500+ users with a new client-server application using PowerBuilder and Oracle.

1991 - 1993

Manager, Distribution Applications

Addison-Wesley Publishing Company, Reading, MA

- Implemented an enterprise-wide order processing and distribution software package in an IBM mainframe environment using COBOL, CICS, IMS, VSAM.
- Managed efforts of 3 project teams consisting of analysts, programmers and consultants.

1985 - 1991

Application Development Manager

L.L. Bean, Freeport, ME

- Project team leader/designer for major system implementations:
 - Purchase Order Management
 - Fraud Detection
 - On-Line Order Entry
 - Warehouse Inventory Replenishment
 - Personnel/Payroll

SUMMARY

More than 12 years programming and application development experience including database, pc applications, web applications, embedded mobile applications, Rich Internet Applications and mash-ups utilizing multiple database disciplines and multiple language disciplines through structured development methodologies.

COMPUTER SKILLS

Languages

Proficient in: Microsoft Visual C#, Microsoft Visual Basic.NET®, Microsoft Visual Basic®, SQL, T-SQL, HTML, CSS, ASP.NET, XML, AJAX, JavaScript, JQuery, Crystal Reports, LinqTo<T>, Silverlight 1-4, XAML, Expression Blend

Experience with: C#, VB.NET, VB, VBA, .NET FRAMEWORK, ASP.NET, ADO.NET, XML, JavaScript, PHP, Crystal Reports, CSS, C, Java, AJAX, JQuery, SSRS, SharePoint, Web Services, LinqTo<T>, Entity Framework, Silverlight 1-4, XAML, Expression Blend, WPF, WCF, WCF RIA Services

Solid OOP Experience – Encapsulation, Polymorphism, Inheritance, Abstraction

Solid Database Design – Relational, Transactional

Software

Database: Microsoft SQL Server 7, 2000, 2005, 2008, Express, IBM DB2 Universal for iSeries/i5OS and Microsoft Access

Platforms: Microsoft Windows® 2000 Professional & Server, Microsoft Windows® XP, Microsoft Windows® Vista, Microsoft Server 2003, Microsoft Windows® 7, Microsoft Server 2008, Microsoft Small Business Server 2011

Tools: Microsoft Visual Studio 2003, 2005, 2008, 2010, Microsoft Visual Source Safe 2005, Microsoft Office 2000, XP, 2003, 2007, 2010, Microsoft Visio, NUnit, MyGeneration, CodeSmith, iTextSharp, Elmah.

EXPERIENCE

System Development Specialist – Lead Developer

2001-Present

State of New Hampshire – Office of Information Technology

Department of Education 2006 - Present

Primary responsibilities include design of technical specifications, deployment and support for new and existing web applications.

Additional responsibilities include user requirement gathering, testing, debugging and installing internal and vendor applications, as well as end user support.

Designed/coded/implemented integrated Grant Management System for all Federal and State grant tracking to Local Education Agencies. Integrated with NHDOE systems including myNHDOE for security and CommonDatabase for entity reference. Tracks over \$200M in grant funding annually. Recognized under the State's Suggestion and Extraordinary Award Program for this system.

Designed/coded/implemented web based database-driven Accountability survey.

Redesigned the i4see Data Dictionary web application. Implemented dynamic content management for the collections and elements with the system.

Team member for the i4see System that collects and validates student level education data.

Serve as technical resource for vendor provided systems such as the Educator Information System, Special Education Information System and the data warehouse.

Team member for the architecture of the Department's core web application servers in a load balanced, DMZ environment.

Recovered Career and Technical Education (CATE) system development project from an external vendor that developed the system for over 5 years. Successfully integrated and implemented the CATE system in the Fall of 2008. Integration included the i4see system for bulk data upload and

validation, and the ESS system for authentication and authorization. Winter of 2009 included the integration with a new security store, myNHDOE – Single Sign On.

Redesigned/coded/implemented ASP.NET 1.1 Apprenticeship (Electrical/Plumbing) web application tracking system to ASP.NET 2.0 using VB.NET & SQL Server 2000.

Designed/coded/implemented integrated dynamic dashboard web application in ASP.NET 2.0 which provided data analysis, display and drilldown using VB.NET, SQL Server 2000.

Department of Revenue Administration 2001-2006

Project Lead. Duties included: gathering user requirements, creating application design, application/database coding, system/user testing, implementation, deployment and support.

Designed/coded document tracking system in VB.NET, integrated with the State's Tax Information Management System (TIMS). Designed/coded Symbol PDA 1D barcode scanning module for data capture on Palm OS.

Designed/coded pc application to track tobacco taxes for the State of New Hampshire, VB.NET/C#/AS400 DB2. Over \$90M annually.

Redesigned Access 2000 application in VB.NET using AS400/DB2 to process Low & Moderate Income Homeowner's Property Tax Relief claims.

Designed and developed pc application to automate the transfer of bank deposit information for the Department of Revenue to the State's Integrated Financial System. VB6/Access 2000.

Redesigned existing VB6 pc application to process Interest & Dividends Tax Returns and Estimates utilizing 2D barcode (PDF417) technology.

Project member for the State's e-File Internet tax filing application.

IT Specialist

1999-Present

E&S Insurance Services LLC

Implemented server based Antivirus service for 15 client workstations.

Implemented Remote web access via SBS 2011 using an Extended Validation server certificate.

Migrated Windows 2003 Small Business Server to Microsoft Windows Small Business Server 2011, including server services, Exchange, domain controller, DNS, DHCP, file and print.

Upgrade client machines as the operating systems become outdated/retired.

Developed company benefits web application under .NET 2.0. Migrated to 3.5 then 4.0. Content is configured and loaded to a 2008 SQL Server database and delivered dynamically via the web application. The content includes custom markup, shared URLs/links and documents (Word, Excel, PDF).

Designed/implemented/maintain Windows 2003 Server/Exchange network with 10 Windows XP Professional clients, Summer 2005.

Developed commission tracking database using Microsoft Access – On 11th year of service.

Originally developed web presence using html, PHP and MySQL. Converted to .NET in 2007.

EDUCATION

New Hampshire Community Technical College – Laconia 2001
Laconia, New Hampshire

A.S., Computer Science

3.94 GPA

New Hampshire Community Technical College – Concord 2002
Concord, New Hampshire

C# Certificate

Continued Self Education

NH.NET User Group member

Visual Basic/C#

Visual Studio

Silverlight

Expression Blend

JQuery

WPF

WCF

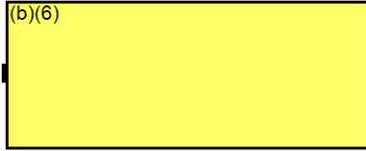
WCF RIA Services

SSRS

RESUME

Ms. Sudha Sharma

(b)(6)

A large yellow rectangular box redacts the contact information of Ms. Sudha Sharma.

Education

Bachelor of Commerce (Equivalent of BS in Accounting), University of Bombay, India. April 1986.

Fundamentals of Accounting, New Hampshire Technical Institute, Fall 1993 (refresher).

Income Tax - H & R Block, Fall 1994.

Certificate in Computer Information Systems – New Hampshire Technical Institute, Spring 2000

Courses completed - Database Design and Management I (Spring 1998), Visual Basic 5.0 (Summer 1998), Database Design and Management II (Spring 1999), Computer Programming I (Summer 1999), Computer Programming II (Fall 1999), Computer Information Systems (Spring 2000), Advanced Visual Basic 6.0 (Fall 2000), Structured Query Language (SQL) and Relational Databases (Spring 2002), Active Server Pages (Spring 2002).

Statistical Analysis System - two day on the job training, March 16, 17, 1999.

Crystal Reports 8.0 Level I – two days training at Microsmart Technology Solutions, January 22, and 23, 2001.

Crystal Reports 8.0 Level III– two days training at Microsmart Technology Solutions, March 28, and 29, 2001.

Querying Microsoft SQL Server 2000 with Transact SQL - two day training at Microsmart Technology Solutions, April 3, 4, 2001.

Certified Public Supervisor – One year program offered by the State of New Hampshire, January 2004.

Designing & Implementing OLAP Solutions Using Microsoft SQL Server 2000 – One week training at Boston University, May 2006.

Microsoft SQL server 2005 Integration Services – One week training at New Horizons Computer Learning Center, May 2008.

Microsoft SQL server 2008 Reporting Services – One week training at New Horizons Computer Learning Center, November 2010.

Microsoft SQL server 2008 Analysis Services – One week training at New Horizons Computer Learning Center, May 2008.

Experience

Database Administrator

February 2008 to present

State Of NH, Department of Education
101 Pleasant Street, Concord, NH.

Provide technical expertise and work with internal and external systems developers and technical personnel to design and build a data warehouse and decision support system. Define and implement the process of creating, deploying and managing data models and enterprise wide metadata for the warehouse. Implement and maintain a data dictionary. Coordinate with internal systems developers and program specialists to align production application databases and the data warehouse. Manage security within the warehouse ensuring that the users have the proper authorizations to access the tables or views. Create and publish reports using Reporting Services using various filters and parameters for users to use. Create multidimensional cubes using Analysis services for users to use to analyze data.

Technical lead to extract and analyze data to provide to external customers such as Follow the Child Assistance Center, Measured Progress, legislators and internal customers within the department of education. Construct, Develop and analyze education data when ad hoc reports are requested. For example extracting Graduate and Dropout detailed data for legislative requests.

Assist with training on a yearly basis for all users on the various Data collection forms and systems used by the Bureau. This involves presenting to huge groups of people from SAU's to schools.

Information Services – Systems Development Specialist V

August 2007 to February 2008

State Of NH, Department of Education
101 Pleasant Street, Concord, NH.

Manage various data collections for the Department of Education. This includes design of the form, coding of the web interface using Access, VB, ASP or .Net. Preparing and creating the database in SQL Server. Manage the collection process which includes oversight of administrative personnel and validating and reporting of data. Work as a liaison between the Bureau of Data Management, Contractor and the Programmer and other internal and external personnel to manage, query, extract and analyze education data.

As a backup to the database administrator perform various database administrative duties including database design, creating complex queries, views and stored procedures. Create numerous Extract Transform and Load (ETL) processes. Manage the security for the various databases ensuring that the users have the proper authorizations to access the tables or views. Test and improve performance of data retrieval when needed. Created a data warehouse that contains data that is normalized and in some cases de normalized for performance and access purposes.

Technical lead to extract and analyze data to provide to external customers such as Follow the Child Assistance Center, Measured Progress, legislators and internal customers within the department of education. Construct, Develop and analyze education data when ad hoc reports are requested. For example extracting Graduate and Dropout detailed data for legislative requests.

Assist with training on a yearly basis for all users on the various Data collection forms and systems used by the Bureau. This involves presenting to huge groups of people from SAU's to schools.

Information Services – Systems Development Specialist IV

November 2000 to August 2007

State Of NH, Department of Education
101 Pleasant Street, Concord, NH.

Manage various data collections for the Department of Education. This includes design of the form, coding of the web interface using Access, VB, ASP or .Net. Preparing and creating the database and the tables in SQL Server. Manage the collection process which includes oversight of administrative personnel and validating and reporting of data.

As a backup to the database administrator perform various database administrative duties including database design, creating complex queries, views and stored procedures. Create numerous Extract Transform and Load (ETL) processes. Manage the security for the various databases ensuring that the users have the proper authorizations to access the tables or views. Test and improve performance of data retrieval when needed. Created a data warehouse that contains data that is normalized and in some cases de normalized for performance and access purposes.

Responsible for administering, implementing, training and testing of the Educational Statistical System (ESS). The ESS system is a web-based system where Schools, Districts or School Administrative Units can enter various statistical data that is collected by the Department of Education. Worked as a liaison between the Bureau of Information Services, Database Administrator/Programmer and Sierra Systems to ensure that the programs met the requirements as per the final contract. Progress was monitored by conducting meetings. Approved and/or rejected their work by analyzing and testing the system.

Construct, Develop and analyze education data when ad hoc reports are requested. For example extracting Graduate and Dropout detailed data for legislative requests. Assist with training on a yearly basis for all users on the various Data collection forms and systems used by the Bureau.

Health Care Informatics – Health Reporting Analyst

August 1999 to October 2000

Anthem Blue Cross Blue Shield
3000, Goffsfalls Road, Manchester, NH.

Responsible for developing, designing, testing and analyzing Health Care data using Oracle, Access, Statistical Analysis System (SAS) and Excel. Network Dashboard is a tool developed to count and rate utilization for various Diagnosis (for example Inpatient Days per thousand, Inpatient Admissions per thousand, and CT Scans per thousand) for the whole network by Lines of Business (HMO, Point of Service) for the last two years. Ensuring that the application meets all the requirements of the user and all items that were under the contract was completed and delivered.

Develop, analyze and test a Network Statistics Application in Access. This application gives a count of providers in the network for each line of business in every state by their specialty. It was built using Parameter Queries, Reports and Macros. It was built as a Point and Click application for a customer who had limited knowledge of Access. Worked with the user through all phases of the project. Scheduled meetings to ensure that project met the user's expectation and would be completed in a timely manner. Created a user document and trained the user before handing over the application.

Provider Reimbursement-Staff Analyst

May 1996 to July 1999

Blue Cross Blue Shield of New Hampshire
3000, Goffsfalls Road, Manchester, NH.

PR/Award # R372A120011

Responsible for analyzing and reconciling all short-term general hospitals at the end of their fiscal year ensuring that the right reimbursement percentage was taken throughout the year to process claims. Responsible for analyzing and reconciling all in-state hospitals with the Finance Section every month taking into account all payments that were made for the month, claims expense for the month, and any cash advances or stop/voids of checks during that month. Responsible for all Manual Ledger Adjustments on OASYS system making sure to take the correct funding money as per the subscribers age, sex, marital status, and group. Responsible for ensuring capitation has successfully run by running balancing reports on the OASYS system. Responsible for auditing and adjusting claims that is paid using DRG or Per-Diem basis. Responsible for running various reports that are used for calculating and issuing checks every month for Special Accounts held with different hospitals and clinics, making sure to follow up with hospitals or Doctors when settlements that are due from them have not been received by the due date. Create reports and charts to analyze claims and capitation data pertaining to Behavioral Health Network (BHN). Calculating and ensuring Delivery Credits are manually entered into the system every month prior to Blue Choice capitation. Calculating mini-settlement for Advantage PHO and NH Oncology. Check audit trail reports for claims that did not get capitated. Research claims that are on the Explanation of Payment report, ensuring that they go to the right counters and fund accounts. Maintain Area code listing for the new Risk Arrangements.

Accounts Payable-Junior Accountant

August 1994 to April 1996

Blue Cross Blue Shield of New Hampshire
3000, Goffs Falls Road, Manchester, NH.

Responsible for testing the newly purchased "Dynamics" accounts payable system using test invoices. Documented the results and made recommendations to management. Responsible for researching and processing all accounts payable invoices, taking all available discounts and paying invoices before due dates through "Dynamics", a windows based software. Responsible for coordinating travel arrangements for all employees going on business trips taking into account shortest routes, best airfares and hotel accommodations. Also responsible for reconciling bank statements twice a month for Accounts Payable taking into account all stop payments, voids, and stale dated checks and closing all Accounts Payable accounts, making sure they feed to General Ledger accurately. Responsible for balancing the accrual account making sure all amounts are accounted for and posting into the right accounts after thorough research. Responsible for logging all purchase orders sent out by purchasing, taking into account all voids, debit memos, credit memos, partial payments, and making sure description and dollar amounts on invoices and purchase orders are accurate.

Other Skills

Proficient in operating OASYS, Word Processing, Spreadsheets, Databases, Windows 98, and DYNACOM.

Norman.C.Hensel

(b)(6)

Education

**New Hampshire Certified Public Manager Program,
State of NH**
Certified Public Supervisor Program (CPSP) Graduate, 2001

Keene State College, Keene, NH
B.S., Computer Science. GPA: 3.78/4.00, 1996

Skills

Over twenty-five years experience in the information systems field in a variety of technical environments, providing operational, programming, analytical and management services to meet business application objectives.

Professional Experience

2000 - Present

Information Technology Manager II/ III/IV
*State of NH, Department of Revenue & Office of Information
Technology, Concord NH*

- IT manager that supports the technical aspects of the Department of Education data warehouse including the networking, hardware, testing and production. Participates in the steering committee for the data warehouse. Coordinates efforts with the Department of Information Technology (DoIT) dealing with technical issues.
- Formulates information technology program scope, plan, and objectives; recommends assignments to agency administrators and assigns team member tasks.
- Researches, recommends and implements acquisition of all necessary resources, including hardware, software and systems design and development standards required assuring completion of information technology projects.
- Assigns and schedules operating system software, network communications software and hardware updates on multiple computer platforms.
- Supervises and reviews completion of work products by assigned team members.
- Manages development, testing and implementation efforts for information technology programs.
- Analyzes system performance problems to determine the best solution and takes steps to implement the solution.

- Manages assigned teams to ensure utilization of approved development tools and adherence to design standards.
- Develops monitors and administers agency information technology budget.

1996 - 2000

Systems Development Specialist V

State of NH, Dept of Revenue Administration & Dept of Admin Services, Concord, NH

- Developed and revised work methods and procedures related to the design, development and implementation of computer application systems.
- Scheduled and conducted professional training and managed work of assigned project resources.
- Developed project plans including resource, time and cost estimates.
- Developed and implemented application system test plans.
- Coded, modified, maintained and integrated moderate to complex programs from detailed/general specifications, in order to meet project requirements.
- Reviewed reports and made conclusions concerning programming or analysis standards and procedures.
- Analyzed program and system problems, determined resolutions, and implemented solutions.
- Documented procedures and proposed systems and operating methods.
- Participated in computer feasibility reviews to increase effectiveness.

1994-1996

Programmer Analyst

PVA-EPVA, Wilton, NH

- Supported clients and Fund Raising Management and Development Groups to meet their production schedules.
- Assisted in the marketing analysis of fund raising programs.
- Worked on the design development, implementation and support of systems and applications.
- Updated major processing jobs to eliminate redundancy, reduce errors, ensure accurate use of job options, and streamline procedures and documentation changes.

1988 - 1994

**Jr. Programmer/ Programmer/ Programmer Analyst/
Business Systems Analyst**

Brookstone Company, Peterborough, NH

- Designed, developed and implemented various computer applications with supporting staff.
- Planned and scheduled the tasks of retail and mail order inventory and sales systems.
- Initiated work procedures and guidelines for supporting staff.
- Analyzed process flow and data flow to design and implement automated information systems.
- Developed and wrote computer programs, job control language, and utilities for the department's application systems.
- Assisted in programming, testing and implementing an on-line daily Executive Retail Flash Sales reporting system for store/district/regional and corporate levels of business. Performed data conversions.
- Played an integral role in the implementation of a complete business solution software package (*AS/400 Island Pacific*) including conversions of IBM 4381 data and interface from mail order and point-of-service systems.
- Led the selection process team and implemented the nationwide point-of-service PC-based cash register hardware and software replacement; including interface to AS/400 sales and inventory systems.

1981 - 1988

**Computer Operator/ Production Control Analyst/
Administrative Coordinator of Production Control**

Lazarus Department Stores, Cincinnati, Ohio

- Responsible for NCR, GIC and IBM point-of-sale software, maintenance, operational support, and user documentation.
- Responsible for the running, monitoring and problem resolution of all the Departments production batch jobs.

Gretchen Kary Tetreault

(b)(6)

PROFESSIONAL SUMMARY

Business Analyst with 7 years of experience in reporting and analysis at a Fortune 500 company. Highly effective at managing a data warehouse. Skilled at data mining through the extensive use of the Microsoft Office suite of products. Proven track record of being exceptionally detail-oriented and well organized.

Areas of expertise:

- Excel
- Access
- Creating Efficiencies
- Streamlining Processes
- Time Management
- Managing relationships across businesses

PROFESSIONAL EXPERIENCE

NEW HAMPSHIRE DEPARTMENT OF EDUCATION, Concord, N.H.

2009 – Current

Program Specialist II – Bureau of Data Management

Research and review data collected by the Department of Education (DOE) to ensure accurate state and federal reporting requirements are met. Identify, create, and manage policies to assist staff in collecting data from school districts, and provide technical support for state or federal programs seeking student data.

- Identify, create, and manage policies and rules, with management oversight to ensure accurate state and federal reporting requirements are met.
- Monitor compliance and work with DOE staff to ensure accurate and complete data is submitted for state and federal reporting.
- Analyze education data and develop reports to ensure compliance with business rules. Facilitate communication with multiple DOE bureaus to resolve data issues and ensure compliance of quality and accurate data submissions.
- Use analytical skills to investigate data issues and determine the source of the issue, any potential conflicts and then to provide and implement a resolution to the issue.
- Responsible for reporting that may be used in equity aid determination, school accountability, and a variety of additional uses critical to improving public education.
- Develop support materials and provide in-house training for a large and diverse number of stakeholders.

FIDELITY INVESTMENTS, Merrimack, N.H.

1998 - 2009

Business Analyst - Customer Support Services Operations Analysis (2006 – 2009)

Responsibilities included reporting metrics to senior executive management, managing the processes for the call center data warehouse, and resolving data issues.

- Automated key report for senior level management effectively decreasing 4-hour process to 1-hour.
- Created consistent procedures for call routing within Oracle data warehouse, reducing time spent on changes.
- Acted as liaison between Operations, Call Routing, and Schedule Management while actively managing relationships with approximately 70 peers; created smoother transitions with changes to the data warehouse.
- Effectively managed flow of data from multiple sources into key centralized data warehouse with over 100 tables and thousands of fields.
- Developed an in-depth manual for administration of data warehouse allowing team members and peers to perform administration duties during vacation and training.
- Created, updated and distributed key phone center, reserve, and ad hoc reports in a timely and efficient manner using Access, BRIO, and Excel.
- Efficiently multi-tasked between reporting, ticket processing, and managing two integral databases.
- Responsible for daily operations on various levels, including management, administration, and creation of reports resulting in timely decision-making by Senior Executive Management.
- Directed vital processing, resolved critical issues for offshore team resulting in efficient reporting.

Associate Business Analyst - Customer Support Services Corporate Reserves (2002 – 2006)

Created documentation, stream-lined the reserve process, managed relationships with peers from all levels of management within multiple business units.

- Managed entire process from start to finish for over 4000 reservists, 30 project managers, and 25 businesses within 5 departments and across 5 different locations internationally.
- Cut down the delay in start time for reserves from 3 hours with a 40% participation rate to 30 minutes with a 90% activation rate.
- Re-vamped reporting and effectively changed a 6 hour process to a 30 min process.



- Designed dashboard allowing managers and executive management to view real-time reporting.
- Central point of contact to Senior Level Management effectively improving communication between business contacts and call center management.
- Took inefficient reserve process and created streamlined procedures along with documentation.
- Published and edited essential documents on web page allowing consistent communication in a centralized location for business contacts and call center management.
- Developed training and call routing plans for all capacities of the Reserve Program allowing efficient transfer of reserve process to peers.

Team Leader - Defined Contributions (2001 – 2002)

Managed all aspects of a Defined Contributions team of temporary employees.

- Managed over 60 employees while responsible for interviewing, hiring, training, and terminating employees.
- Assisted many employees with new careers within Fidelity in operations, senior representative, client management, and technical support roles.
- Coached, developed, and provided necessary feedback to seasonal employees while evaluating call quality.
- Created and delivered training for managers, senior representatives, and team leaders.
- Project manager for multiple business initiatives including; data statistics, Integrated Outsourcing Solutions Project updates, and job aid creation across the Customer Support Services Center.

Senior Representative – Defined Benefits (1999 – 2002)

Directed multiple initiatives while coaching and developing pension phone representatives.

- Coached and developed phone representatives on numerous call teams improving call handle times and improving customer relations.
- Named trainer and resource contact lead for new hires, tenured representatives, and co-seniors in order to bring them up to speed on pension processes and senior managing skills.
- Collaborated on national panels for projects relating to business initiatives including; The Integrated Operations Solutions Project, Multi-Practice Project, Reverse Reserves, Senior XTRAC Basket, and the development and maintenance of the senior website.

Representative – Defined Benefits (1998 – 1999)

Assisted customers with inquiries concerning pension and 401K benefits.

- Modeled participants' pension benefits while answering questions and resolving issues.
- Responsible for many aspects of defined benefit account management resulting in better customer satisfaction.
- Lead contact between Mead operations and peers improving the experience for Mead customers.
- Worked on various committees including, Representative Development, Social Response, and Y2K Preparations teams.

Representative – Brokerage Services (1998)

Answered customer questions concerning brokerage and mutual fund accounts.

- Responsible for overall client management, including answering questions, administering features on client accounts, and providing quotes, balances and stock information to account holders.
- Engaged in problem resolution while collecting nominations and promoting deputizing of co-workers.

EDUCATION

University of Vermont, Burlington, VT; B.A. Geology, Minor Studio Art: Concentration in Photography
Completed extensive additional coursework in Math, Chemistry, Physics, and Psychology; Honors Student
Bentley University, (formerly Bentley College) Waltham, MA, Continuing Education/CEUs

ACHIEVEMENTS

- Three-Time recipient of Fidelity's most prestigious award, the Outstanding Service Award, for exceptional teamwork, customer focus, and dedication.
- Eight-Time recipient of the SPOT Award in recognition of outstanding service, excellent business partnership, positive attitude, strong communication skills, and superior multi-tasking skills.
- Six Sigma Yellow Belt Certification

COMPUTER SKILLS

- Excel
- Word
- PowerPoint
- Access
- Hyperion v. 6.1 and 8.3
- Aspect
- TotalView IEX v3.12
- CustomView Director
- Crystal 10

PROFESSIONAL DEVELOPMENT

- Excel Level 3
- Time Management
- Six Sigma Award # R372A120011
- Facilitative Leadership
- Myers-Briggs Type Indicator
- Introduction to Oracle and SQL

SUPPLEMENTAL JOB DESCRIPTION

Classification:	Data Base Administrator	Function Code:
Position Title:	Data Base Administrator	Date Established:
Position Number:		Date of Last Amendment:

SCOPE OF WORK: Supports the Project Manager in development of a decision support system for the Department of Education. Responsible for the implementation and management of a data warehouse. This includes database design, and policies and processes for security, data loading and extraction, and system performance.

ACCOUNTABILITIES:

- Provides technical expertise and works with internal and external systems developers and technical personnel to design and build a data warehouse and decision support system.
- Defines and implements the process of creating, deploying, and managing data models and enterprise-wide metadata for the data warehouse.
- Implements and maintains a data dictionary and warehouse by creating indices, stored procedures, views, etc.
- Implements Extract/Transform/Load (ETL) software and procedures.
- Coordinates with internal and external systems developers to align production application databases and the data warehouse.
- Ensures adherence to State and Department standards for security.
- Implements backup, archival and storage procedures for the data warehouse.
- Maintains the data warehouse platform by working with other DOIT staff to plan and implement upgrades of hardware and software.
- Monitors and optimizes data warehouse performance, foresees problems, and researches solutions.
- Documents data warehouse policies, design, processes and procedures.
- Provides training to Department systems developers relative to use of the data warehouse.

MINIMUM QUALIFICATIONS: Education: Bachelor's degree from a recognized college or university with major study in business administration, computer science, mathematics, physics, engineering or a related field with special training in systems and procedures, systems planning, or EDP program sources. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Seven years' experience in data processing at a management level, two years of which shall have been in a supervisory or management capacity with at least three years' experience in the design and installation of a variety of data bases associated with an on-line current generation computer or a large scale computer environment involving the coordination and development of requirements for information systems. Each additional year of approved work experience may be substituted for one year of required formal education.

License/Certification: Must be eligible to hold a valid New Hampshire driver's license and have access to transportation for use in statewide travel.

SPECIAL QUALIFICATIONS: Position requires knowledge of data warehousing principals. Knowledge of educational data and SIF (School Interoperability Framework) is desirable.

DISCLAIMER STATEMENT: The supplemental job description lists the essential functions of the position and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.

SIGNATURES:

I have reviewed the content of this supplemental job description with my supervisor.

Employee's Signature

Date Reviewed

Supervisor's Name and Title:

I have discussed the work responsibilities outlined by this supplemental job description with the above employee.

Supervisor's Signature

Date Reviewed

Division of Personnel

Date Approved

SUPPLEMENTAL JOB DESCRIPTION

Classification: Program Specialist II Function Code:

Position Title: Program Specialist II Date Established:

Position Number: Date of Last Amendment:

SCOPE OF WORK: To research and review data collected by the DOE to ensure accurate state and federal reporting requirements are met. Identifies, creates and manages policies to assist staff in collecting data from school districts. Provide technical support for state or federal programs seeking student data through the Bureau of Data Management.

ACCOUNTABILITIES:

- Identifies, creates and manages policies and rules, with management oversight, to ensure accurate state and federal reporting requirements, including *EdFacts* submissions, are met.
- Monitors compliance and works with department staff to ensure accurate and complete data is submitted for state and federal reporting.
- Analyzes education data and develops reports to ensure business rules are being complied with. Facilitates communication with multiple DOE bureaus to resolve data issues and ensure compliance of quality and accurate data submissions.
- Uses analytical skills to investigate data issues and determine the source of the issue, any potential conflicts and then to provide and implement a resolution to the issue.
- Summarizes data, prepares reports and makes recommendations based on findings which contribute to solving problems and achieving work objectives. This level also requires presenting information and training other individuals.
- Assists with the Longitudinal Data Warehouse system testing, including preparing test data, testing software and reviewing the results for compliance with specifications.
- Develops support materials and provides in-house training for a large and diverse number of stakeholders.

MINIMUM QUALIFICATIONS: Education: Bachelor's degree from a recognized college or university with major study in computer science, math, education, business or related field. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Three years of professional or paraprofessional experience in a data collection and reporting field, with responsibility for planning, monitoring programs, or performing research. Each additional year of approved work experience may be substituted for one year of required formal education.

DESIRED QUALIFICATIONS: Proficiency with Microsoft Access and Excel. Experience with Microsoft SQL preferred.

DESIRABLE WORK TRAITS: Knowledge of current computer techniques and equipment used in the information processing field. Knowledge of the function, problems and impact of the computer as a management tool. Knowledge of the principles of systemic problem solving and the fundamentals of information processing. Knowledge of the theory of data organization and access with the ability to solve problems by utilizing computer programming. Knowledge of mathematics. Ability to reduce problems to basic details. Ability to communicate effectively with various department and division representatives. Ability to establish and maintain effective working relationships with associates and personnel of user agencies. Must be willing to maintain appearance appropriate to assigned duties and responsibilities as determined by the agency appointing authority.

SPECIAL REQUIREMENTS:

For appointment consideration, applicants must successfully participate in a structured interview measuring possession of knowledge, skills and abilities identified as necessary for satisfactory job performance by this supplemental job description. The structured interview is developed and administered by representatives of the Bureau of Data Management at the Department of Education.

SUPPLEMENTAL JOB DESCRIPTION

Classification:	Systems Development Specialist V	Function Code:
Position Title:	Systems Development Specialist V	Date Established
Position Number:		Date of Last Amendment:

SCOPE OF WORK: Works directly with management, end users and consultants to analyze, define, document and code business applications. Leads computer programming projects and resources to formulate and implement solutions to business problems.

ACCOUNTABILITIES:

- Defines systems requirements, operational procedures, and evaluates feasibility of alternative solutions.
- Develops the interface requirements for student data transfers from district to state and from state agency to state agency.
- Designs detailed functional specifications, system specification and program specifications for programmers.
- Prepares documentation to the appropriate level of detail with respect to requirements definition, analysis and design.
- Assigns, outlines and reports on programming activities including analysis, coding, testing, debugging, implementation, and documentation.
- Develops, tests, debugs, and maintains business computer applications on various computer environments. Uses automated testing tools when available.
- Provides estimates of time and resources required to perform software development tasks.
- Reviews, evaluates, and reports on work of project team.
- Reviews changes to user policies and procedures and plans system modifications accordingly.
- Defines, creates, and maintains complex database file structures to support user needs.
- Provides guidance, advice and direction to project team members, and demonstrates understanding of all programming concepts, including quality control, flowcharting, analysis, coding, testing, documentation and implementing programs and systems.

- Assigns project-related work, monitors performance and evaluates results, utilizing established procedures and project management methodologies.

MINIMUM QUALIFICATIONS:

Education: Bachelor's degree from a recognized college or university with at least fifteen (15) credit hours in the field of computer sciences. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Six years' experience as a computer programmer or systems analyst associated with late generation medium or large scale on-line computer systems, at least two years of which shall have been involved with systems design and analysis. Each additional year of approved work experience may be substituted for one year of required formal education.

License/Certification: Must be eligible to hold a valid New Hampshire driver's license and have access to transportation for use in statewide travel.

SPECIAL QUALIFICATIONS: Experience developing in SQL and Web development products such as ASP.net required. Experience with Visual Basic, HTML, and JavaScript is desirable.

DISCLAIMER STATEMENT: The supplemental job description lists the essential functions of the position and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.

SIGNATURES:

I have reviewed the content of this supplemental job description with my supervisor.

Employee's Signature

Date Reviewed

Supervisor's Name and Title: Chris Hensel, IT Manager IV, Position #18877

I have discussed the work responsibilities outlined by this supplemental job description with the above employee.

Supervisor's Signature

Date Reviewed

Division of Personnel

Date Approved

GLOSSARY OF TERMS

Term	Description	Definition
AFT	American Federation of Teachers	New Hampshire state teachers union
BI	Business Intelligence Tool	Technologies, applications and practices for the integration, analysis, and presentation of data to support and improve the decision-making process. The NHDOE utilizes Microsoft SQL Server Reporting Services and Microsoft SQL Server Analysis Services as the BI tool.
CCR	College and Career Ready Pilot Users Group	Several NH Schools have agreed to work with the NHDOE on the development of the Early Warning System. These schools include Franklin, Pittsfield and
CCSNH	Community College System of NH	CCSNH is New Hampshire's statewide system of two-year colleges, offering associate degrees, professional training, and transfer pathways to four-year degrees.
DHHS	Department of Health and Human Services	Agency responsible for the health, safety and well being of the citizens of New Hampshire. Will partner with NHDOE on identifying students in foster care & Juvenile Justice systems.
DQC	Data Quality Campaign	A national, collaborative <i>effort</i> to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement.
EDFacts	EDFacts	U. S. Department of Education initiative to centralize data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis & use in policy development, planning & management.
EEP	EEP Task Force	The Effective Educators Project (EEP) task force will be an extension of the Effective Teachers Task Force that defined the requirements for an Effective Educator Evaluation system. Since this group had a finite agenda, members will be selected to continue on as part of this task force providing oversight and guidance for the grant project.
ETL	Extraction, Transformation and Loading	The process of extracting data from their operational data sources or external data sources, transforming the data which includes cleansing, aggregation, summarization, integration, as well as basic transformation and loading the data into another database.
FERPA	Federal Family Education Rights & Privacy Act	Provides protection for individuals, preventing the inappropriate release of education data and also presents a set of guidelines for the appropriate use of data for research purposes.
i4see	Initiative for School Empowerment and Excellence	A statewide data collection system for NH's K-12 education, including demographic, attendance, course information, financial data and test results.
IDM	IDM Pilot Users Group	The Informed Decision Making (IDM) pilot group will consist of representatives from multiple stakeholders (legislature, parents, DHHS, LEAs and researchers). Representatives from this group will meet regularly (bi-monthly) with the project leadership to review status and when needed to participate in the pilot of these systems.
LEA	Local Education Agency	LEAs, also referred to in NH as school districts, are agencies at the local level whose primary responsibility is to operate public schools or to contract for public school services.
NEA-NH	National Education Association-NH	New Hampshire state teachers union
NHASP	New Hampshire Association of School Principals	The mission of this professional association is to provide services to its members by supporting their professional development for the purpose of continually improving the quality of education for all learners in New Hampshire.
NHDoIT	NH Department of Information Technology	The New Hampshire Department of Information Technology (DoIT) manages and coordinates all technology resources in the executive branch of government.
NHSAA	NH School Administrators Association	The New Hampshire School Administrators Association is a non-profit dedicated to providing the best possible public education for the children of New Hampshire. The membership includes superintendents of schools, assistant superintendents, school business officials, special education directors, curriculum coordinators & other system administrators.
P+	PerformancePLUS	PerformancePLUS is a product suite comprised of Performance Tracker, Assessment Builder, and Curriculum Connector. These three modules interact to assist districts in managing and organizing vital and timely student data, creating local assessments and mapping curriculum.
SB	Senate Bill	The NH legislator has supported several key policies: SB196 created a requirement for teacher evaluation policies; SB 503 authorized the NHDOE to obtain P20 student data; SB18 mandated that students stay in school until age 18.
SIS	Student Information System	An SIS is a software application for LEAs to manage student data.
USNH	University System of NH	The University System of New Hampshire is the largest provider of post-secondary in NH. More than 31,000 enrolled students in sister institutions of the Univ. System - the Univ. of NH, Plymouth State Univ., Keene State College, & Granite State College.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

7b. Budget Narrative

This budget represents the combination of two critical strengths; 1) New Hampshire's track record of producing successful technology systems with internal resources and 2) our existing infrastructure and vendor solutions (existing data warehouse, i4see data collection, Educator Information System, and PerformancePLUS). Using our strengths and existing systems we can expand upon what we currently have to achieve significant benefits with the proposed budget.

Please note in addition to the staff identified below who will be dedicated to the project, a substantial in-kind contribution will be provided by LEA, state and other staff who are part of the governance and design teams. This involvement is described in the Project Management and Governance Plan.

Outcome 1: The Evaluation of Effective Educators

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$135,235	\$137,940	\$140,699	\$413,874
2. Fringe Benefits (DOE rate 48%)	\$64,913	\$66,211	\$67,535	\$198,660
3. Travel	\$3,240	\$3,240	\$3,240	\$9,720
4. Equipment	\$4,000	\$15,000	\$0	\$19,000
5. Supplies	\$1,200	\$1,200	\$1,200	\$3,600
6. Contractual	\$680,500	\$755,500	\$670,500	\$2,106,500
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$6,552	\$6,552	\$6,552	\$19,656
9. Total Direct Costs (lines 1-8)	\$895,640	\$985,643	\$889,726	\$2,771,010
10. Indirect Costs**	\$14,146	\$14,415	\$14,688	\$43,249
11. Training Stipends	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$909,787	\$1,000,058	\$904,414	\$2,814,259

Personnel

NHDOE proposes to hire a number of staff to work on this outcome. Personnel costs consist of:

A pro-rated (weighted by outcome workload) share of the SLDS Project Manager. Starting salary of \$83,382 at 40% for each year of the grant with a COLA of 2% in the second and third years. The Project Manager will facilitate communication between NHDOE, other state agencies and stakeholders; evaluate the program operations for effectiveness and proper allocation of agency staff, state and federal funds; manage internal staff working on the SLDS project; engage and manage NHDOE contractors/vendors.

A pro-rated (weighted by outcome workload) share of the Data Base Administrator. Starting salary of \$76,186 at 25% for each year of the grant with a COLA of 2% in the second and third years. The Data Base Administrator is responsible for data warehouse expansion and management.

The salary of a Systems Development Specialist at a salary of \$60,567 for each year of the grant with a COLA of 2% in the second and third years. This position will provide programming support throughout the project in particular the interface requirements for student data transfers from LEA to SEA.

A pro-rated (weighted by outcome workload) share of the Program Specialist (content specialist). Starting salary of \$44,538 at 50% for each year of the grant with a COLA of 2% in the second and third years. The program specialist will be a content expert that will participate in data requirements, developing business rules, planning and testing.

Fringe Benefits:

Fringe benefits for NHDOE employees are calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement, and health and dental insurance.

Travel:

As part of the grant requirements, out-of-state travel is required for 2 key project team members to attend the SLDS Annual Grantee Meeting for all three years of the grant project.

Estimated Cost: \$6,720 (\$2,240 per year/for 2 people)

Cost estimate includes: Airfare: \$600, Hotel (per night): \$200, Meals (per/day): \$60.

In-state-travel costs are included for attending meetings with focus groups and other stakeholders throughout the state, estimated at \$1,000 per year.

Equipment:

As expansion and use of the data warehouse continues additional and replacement hardware and additional software will be required. Standard equipment will be required for new staff hired for this project.

Expansion of the current mass storage device will consist of purchasing an additional tray of disk drives at \$15,000. This will be purchased in year 2.

Standard equipment set up for new employees is \$2,000. Set up includes desktop, software, shared printer costs. \$4,000 for 2 staff members in year 1.

Supplies:

The costs of office supplies (wipe boards, markers, pens, paper, printer cartridges, etc.) and phones for the project team have been budgeted at \$1200 per year.

Contractual:

Contracted services will include software consultants and licensing for enhancements to the Educator Information System and PerformancePLUS system. Enhancements include parent, teacher, student survey data, educator evaluation ratings data, growth factor calculations and reporting. These consultants will also develop project design with timelines and benchmarks, perform various functions such as data modeling and software installation, provide knowledge transfer and training as needed.

Contract with Michael Schwartz as Technology Co-Lead, Consultant to NHDOE . Mr. Schwartz has extensive IT experience, has led the i4see initiative at NHDOE and leads the implementation of data driven decision systems to help district and school educators use data to inform instruction. He will have direct involvement with the design, development and implementation of the deliverables identified in Outcome 1 with a central focus on the technology. Cost = \$70,000 per year.

Enhancements to EIS. These enhancements will build upon the existing system to enable management of educator evaluations. This system integrates with the data warehouse and using this data will allow supervisors in LEAs to track evaluations, ensure outcome metrics are complete, ensure the completion of evaluations and offer required reports. Cost = \$130,000 per year. The state will contribute (b)(4) per year of in-kind funding.

Enhancements to PerformancePLUS. This system currently houses multiple measures of student performance. It will be expanded to capture additional metrics that can be used for teacher evaluation. To meet the requirements of the Commissioners Task Force on Effective Teaching, these metrics will include both student outcomes and other stakeholder feedback critical to educator evaluations. These funds will include both enhancements to expand the system and required licensing costs to provide access to educators in all LEAs. The state will identify funds to ensure the sustainability after the grant is complete. Cost = \$405,000 for the first two years and \$270,000 for the third year.

Training consultants. Training consultants will develop training programs for data collection and data use. The training consultants will also provide training at regional centers, districts and conferences. One trainer will be hired in year 1 and two trainers for years 2 and 3. Cost of \$75,000 per trainer is calculated at \$60 per hour for 1250 hours per year.

Research Group. A research group will be contracted with to perform a formative and summative evaluation of NHDOE educator evaluation system and its tools in relation to teacher and student outcomes. \$50,000 in year 3.

Meeting space and supplies will also be required for contractual service: \$500 per year.

Construction: None

Other:

Space rental for the 3 NH employees and contractors is estimated to be \$2,184 per person for three years.

Indirect Costs:

The indirect cost rate used for this project is 6.7% per year.

The formula used is (Direct Cost – Contractual – Equipment) x 6.7%

Training Stipends: None

Total 3 year cost for Outcome 1: The Evaluation of Effective Educators = \$2,814,259

Outcome 2: Informed Decision Making

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$112,438	\$114,686	\$116,980	\$344,104
2. Fringe Benefits (DOE rate 48%)	\$53,970	\$55,049	\$56,150	\$165,170
3. Travel	\$9,350	\$1,000	\$1,000	\$11,350
4. Equipment	\$8,500	\$0	\$0	\$8,500
5. Supplies	\$800	\$800	\$800	\$2,400
6. Contractual	\$175,500	\$300,500	\$225,500	\$701,500
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$4,368	\$4,368	\$4,368	\$13,104
9. Total Direct Costs (lines 1-8)	\$364,926	\$476,404	\$404,799	\$1,246,128
10. Indirect Costs**	\$12,122	\$11,786	\$12,013	\$35,921
11. Training Stipends	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$377,048	\$488,189	\$416,812	\$1,282,049

Personnel

NHDOE proposes to hire a number of staff to work on this outcome. Personnel costs consist of:

A pro-rated (weighted by outcome workload) share of the SLDS Project Manager. Starting salary of \$83,382 at 30% for each year of the grant with a COLA of 2% in the second and third years. The Project Manager will facilitate communication between NHDOE, other state agencies and stakeholders; evaluate the program operations for effectiveness and proper allocation of agency staff, state and federal funds; manage internal staff working on the SLDS project; engage and manage NHDOE contractors/vendors.

A pro-rated (weighted by outcome workload) share of the Data Base Administrator. Starting salary of \$76,186 at 25% for each year of the grant with a COLA of 2% in the second and third years. This position is responsible for data warehouse expansion and management.

A pro-rated (weighted by outcome workload) share of the second Data Base Administrator. Starting salary of \$76,186 at 50% for each year of the grant with a COLA of 2% in the second and third years. This position is responsible for the design, modification, development, and implementation of reports and business intelligence dashboards, develop detailed business intelligence specifications based on business requirements, and reporting documentation.

A pro-rated (weighted by outcome workload) share of the Systems Development Specialist. Starting salary of \$60,567 at 50% for each year of the grant with a COLA of 2% in the second and third years. This position provides programming support throughout the project in particular the interface requirements for the integration of the Special Education System and foster care and juvenile justice data.

Fringe Benefits:

Fringe benefits for NHDOE employees are calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement, and health and dental insurance.

Travel:

As part of the grant requirements, out-of-state travel is required for 2 key project team members to attend the SLDS Annual Grantee Meeting for all three years of the grant project. Costs for travel to the annual meeting is entirely included in outcome 1.

This outcome has extensive focus on generating reports and performing analysis using the BI tools available. Additional training for NHDOE staff on the use of these tools would greatly support the project.

Estimated Cost for a 4-day training program for 5 NH staff members = \$8,350.
(Cost Estimate includes: Airfare: \$600, Hotel (4 nights): \$800, Meals (\$60/day*4.5): \$270)

In-state-travel costs are included for attending meetings with focus groups and other stakeholders throughout the state, estimated at \$1,000 per year.

Equipment:

Database development, maintenance and administration become more complex as expansion and use of the data warehouse continues. NHDOE will purchase two software tools that will assist the Data Base Administrators with these tasks:

SQL ToolBelt - assists in database design and data compares amongst databases on different platforms, provides tools to help with backups, documentation, source control and others.

SQL Diagnostic Manager - monitors database performance.

Total for the software tools: \$4,500 to be purchased in year 1.

Standard equipment will be required for new staff hired for this project. Standard equipment set up for new employees is \$2,000. Set up includes desktop, software, shared printer costs. \$4,000 for 2 staff members in year 1.

Supplies:

The costs of office supplies (wipe boards, markers, pens, paper, printer cartridges, etc.) and phones for the project team have been budgeted at \$800 per year.

Contractual:

Software consultants or contractors will assist with the development of the data and reports portal, the NH Dashboard and the design of the Social Networking System.

Social Networking System - A Social Networking System will increase collaboration and communication of data users across schools/districts, as well as foster training. New Hampshire has researched social networking solutions and the EduPlanet solution has been piloted by one district in New Hampshire. NH will release an RFP for the purchase of a social networking solution. Funds allocated for a social networking system include licensing and software development to tailor to the needs of NH educators. Cost = \$100,000 for each of the three years.

A Senior Reports Analyst/BI Reports Developer will be contacted to work with the Data Base Administrator on the development of the NH Dashboard and the data and reports portal for Legislators, NH DOE, educators, and general citizens. This consultant will be hired for years 1 and 2. Cost = \$75,000 per year.

Training consultants will be contracted to develop training programs specific to the use of data. The training consultants will also provide training at regional centers, districts and conferences. Two Training Consultants will be hired for years 2 and 3. Estimated cost per trainer is calculated at \$60 per hour for 1,042 hours per year.

Meeting space and supplies will also be required for contractual service: \$500 per year.

Construction: None

Other:

Space rental for the 2 NH employees and contractors is estimated to be \$2,184 per person for subsequent years.

Indirect Costs:

The indirect cost rate used for this project is 6.7% per year.

The formula used is (Direct Cost – Contractual – Equipment) x 6.7%

Training Stipends: None

Total 3 year cost for Outcome 2: Informed Decision Making = \$1,282,049

Outcome 3: College and Career Readiness

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$153,753	\$156,828	\$159,965	\$470,546
2. Fringe Benefits (DOE rate 48%)	\$73,801	\$75,278	\$76,783	\$225,862
3. Travel	\$1,000	\$1,000	\$1,000	\$3,000
4. Equipment	\$2,000	\$0	\$0	\$2,000
5. Supplies	\$1,200	\$1,200	\$1,200	\$3,600
6. Contractual	\$0	\$50,000	\$70,000	\$120,000
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$6,552	\$6,552	\$6,552	\$19,656
9. Total Direct Costs (lines 1-8)	\$238,307	\$290,858	\$315,500	\$844,664
10. Indirect Costs**	\$15,833	\$16,137	\$16,448	\$48,418
11. Training Stipends	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$254,139	\$306,995	\$331,948	\$893,083

Personnel

NHDOE proposes to hire a number of staff to work on this outcome. Personnel costs consist of:

A pro-rated (weighted by outcome workload) share of the SLDS Project Manager. Starting salary of \$83,382 at 30% for each year of the grant with a COLA of 2% in the second and third years. The Project Manager will facilitate communication between NHDOE, other state agencies and stakeholders; evaluate the program operations for effectiveness and proper allocation of agency staff, state and federal funds; manage internal staff working on the SLDS project; engage and manage NHDOE contractors/vendors.

A pro-rated (weighted by outcome workload) share of the Technical Co-Lead/ Business Analyst for Outcome 3. Starting salary of \$76,186 at 50% for each year of the grant with a COLA of 2% in the second and third years. The Technical Co-Lead/ Business Analyst will have direct involvement with the design, development and implementation for Outcome 3 and will work with the SLDS Project Manager on a daily basis to oversee the timeline and manage the project.

A pro-rated (weighted by outcome workload) share of the second Data Base Administrator. Starting salary of \$76,186 at 50% for each year of the grant with a COLA of 2% in the second and third years. For this outcome the Data Base Administrator will be responsible for the design and update to database tables for the Early Warning System. This includes the collection of additional data and the reporting out to schools and districts. This position will also be responsible for the data management of the SASID exchange with higher education.

A pro-rated (weighted by outcome workload) share of the Systems Development Specialist. Starting salary of \$60,567 at 50% for each year of the grant with a COLA of 2% in the second and third years. This position provides programming support throughout the project in particular

the interface requirements for student data transfers from LEA to NHDOE, State Assigned Student ID (SASID) interface and data transfers from higher education to NHDOE.

A pro-rated (weighted by outcome workload) share of the Program Specialist (content specialist). Starting salary of \$44,538 at 50% for each year of the grant with a COLA of 2% in the second and third years. The program specialist will be a content expert that will participate in data requirements, developing business rules, planning and testing.

Fringe Benefits:

Fringe benefits for NHDOE employees are calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement, and health and dental insurance.

Travel:

As part of the grant requirements, out-of-state travel is required for 2 key project team members to attend the SLDS Annual Grantee Meeting for all three years of the grant project. Costs for travel to the annual meeting is entirely included in outcome 1.

In-state-travel costs are included for attending meetings with focus groups and other stakeholders throughout the state, estimated at \$1,000 per year.

Equipment:

Standard equipment will be required for new staff hired for this project. Standard equipment set up for new employees is \$2,000. Set up includes desktop, software, shared printer costs. \$2,000 for 1 staff member in year 1.

Supplies:

The costs of office supplies (wipe boards, markers, pens, paper, printer cartridges, etc.) and phones for the project team have been budgeted at \$1,200 per year.

Contractual:

Training consultants will be contracted to develop training programs specific to the Early Warning System and the understanding of the feedback reports. The Training Consultants will also provide training at regional centers, districts and conferences.

One training consultant will be hired for years 2 and 3. Estimated cost is calculated at \$60 per hour for approximately 833 hours per year.

Contract with research group to perform a formative and summative evaluation of the NHDOE Early Warning System and Feedback reports in relation to student outcomes. \$20,000 in year 3.

Construction: None

Other:

Space rental for the 3 NH employees and contractors is estimated to be \$2,184 per person for three years.

Indirect Costs:

The indirect cost rate used for this project is 6.7% per year.

The formula used is (Direct Cost – Contractual – Equipment) x 6.7%

Training Stipends: None

Total 3 year cost for Outcome 3: College and Career Readiness = \$893,083

Itemized Budget for Non-Federal Funds

Non-Federal Funds						
Budget Categories	Salary	FTE %	Project Year 1	Project Year 2	Project Year 3	Total
(b)(4)						

(b)(4)

Personnel

NHDOE is prepared to utilize current state or other funded staff to participate in all three grant outcomes. Total state funded personnel costs for all three outcomes = (b)(4) for the three years.

Fringe Benefits:

Fringe benefits for NHDOE employees are calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement, and health and dental insurance.

Contractual:

State funds will be used for a portion of the enhancements to the Educator Information System. State funds = (b)(4) per year for three years.

Total non-federal funds for the entire grant project = (b)(4)

SUSTAINABILITY

Upon completion of the project NHDOE will have an ongoing responsibility to operate and maintain the SLDS system. NHDOE has placed great emphasis on developing systems that can be maintained with current staff, limiting licensing fees for proprietary systems by developing in-house applications, and knowledge transfer between any contracted services and NHDOE staff. NHDOE anticipates that the funding needed to sustain the SLDS will be obtained from a number of sources, including:

- Staff time savings from a reduction in the effort required to respond to "custom" requests for data (since the proposed work in this grant will create a portal for reports)
- Re-allocation of funds from the departmental operating budget.

Outcome 1: The Evaluation of Effective Educators								
Budget Categories	Salary or Contractor/ Annual or Unit	Total FTE %	In Kind FTE % or Amt	Grant Funded FTE %	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel					\$135,235	\$137,940	\$140,699	\$413,874
Project Manager	\$83,382	40%		40%	33,353	34,020	34,700	\$102,073
Business Co-Lead(70% total, (b)(4) 0% grant)	\$86,990	70%	(b)(4)	0%	0	0	0	\$0
Data Base Administrator (1)	\$76,186	50%		25%	19,047	19,427	19,816	\$58,290
Systems Development Specialist (LG 28)	\$60,567	100%		100%	60,567	61,778	63,014	\$185,359
Program Specialist (content specialist (LG 21)	\$44,538	50%		50%	22,269	22,714	23,169	\$68,152
2. Fringe Benefits (DOE rate 48%)					\$64,913	\$66,211	\$67,535	\$198,660
Project Manager					\$16,009	\$16,330	\$16,656	\$48,995
Business Co-Lead(70% total, (b)(4) 50% grant)					\$0	\$0	\$0	
Data Base Administrator (1)					\$9,142	\$9,325	\$9,512	\$27,979
Systems Development Specialist (LG 28)					\$29,072	\$29,654	\$30,247	\$88,972
Program Specialist (content specialist (LG 21)					\$10,689	\$10,903	\$11,121	\$32,713
3. Travel					\$3,240	\$3,240	\$3,240	\$9,720
SLDS Annual Grantee Meeting					\$2,240	\$2,240	\$2,240	\$6,720
Out-of-state - related conferences (ask Ginny)								
In-state -					\$1,000	\$1,000	\$1,000	\$3,000
4. Equipment					\$4,000	\$15,000	\$0	\$19,000
Database server storage upgrades						\$15,000		\$15,000
Laptop (2) including software					\$4,000			\$4,000
5. Supplies					\$1,200	\$1,200	\$1,200	\$3,600
Clerical supplies/phone					\$1,200	\$1,200	\$1,200	\$3,600
6. Contractual					\$680,500	\$755,500	\$670,500	\$2,106,500
Meetings & Supplies					\$500	\$500	\$500	\$1,500
Technical Co-Lead (70% total, (b)(4) 50% g					70,000	70,000	70,000	\$210,000
Software Consultants and Licensing			(b)(4)		\$405,000	\$405,000	\$270,000	\$1,080,000
EIS Enhancements					\$130,000	\$130,000	\$130,000	\$390,000
Training Consultants (1 in yr 1, 2 in yr 2 and 3)					\$75,000	\$150,000	\$150,000	\$375,000
Evaluation (EDC)							\$50,000	\$50,000
7. Construction					\$0	\$0	\$0	\$0
not applicable								\$0
8. Other					\$6,552	\$6,552	\$6,552	\$19,656
Space Rental for 3					\$6,552	\$6,552	\$6,552	\$19,656
9. Total Direct Costs (lines 1-8)					\$895,640	\$985,643	\$889,726	\$2,771,010
10. Indirect Costs**					\$14,146	\$14,415	\$14,688	\$43,249
								\$0
11. Training Stipends					\$0	\$0	\$0	\$0
								\$0
12. Total Costs (lines 9-11)					\$909,787	\$1,000,058	\$904,414	\$2,814,259

**Indirect costs = (Direct Cost – Contractual – Equipment) X 6.7%

Outcome 2: Informed Decision Making								
Budget Categories	Salary or Contractor/	Total FTE %	In Kind FTE %	Grant Funded	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel					\$112,438	\$114,686	\$116,980	\$344,104
Project Manager	\$83,382	30%		30%	\$25,014.60	\$25,514.89	\$26,025.19	\$76,555
Technical Co-Lead (70% total, (b)(4))	\$76,186	70%	(b)(4)	0%	\$0.00	\$0.00	\$0.00	\$0
Business Co-Lead(70% total, (b)(4))	\$76,186	70%		0%	\$0.00	\$0.00	\$0.00	\$0
Data Base Administrator (1)	\$76,186	50%		25%	\$19,046.50	\$19,427.43	\$19,815.98	\$58,290
Data Base Administrator (2)	\$76,186	50%		50%	\$38,093.00	\$38,854.86	\$39,631.96	\$116,580
Systems Development Specialist (LG 28)	\$60,567	50%		50%	\$30,283.50	\$30,889.17	\$31,506.95	\$92,680
2. Fringe Benefits (DOE rate 48%)					\$53,970	\$55,049	\$56,150	\$165,170
Project Manager					\$12,007	\$12,247	\$12,492	\$36,746
Technical Co-Lead (70% total, (b)(4))					\$0	\$0	\$0	\$0
Business Co-Lead(70% total, (b)(4) 50% grant)					\$0	\$0	\$0	\$0
Data Base Administrator					\$9,142	\$9,325	\$9,512	\$27,979
Data Base Administrator					\$18,285	\$18,650	\$19,023	\$55,958
Sytems Development Specialist (LG 28)					\$14,536	\$14,827	\$15,123	\$44,486
3. Travel					\$9,350	\$1,000	\$1,000	\$11,350
SLDS Annual Grantee Meeting *								\$0
Out-of-state Travel -4 day BI tools training for 5					\$8,350			\$8,350
In state travel					\$1,000	\$1,000	\$1,000	\$3,000
4. Equipment					\$8,500	\$0	\$0	\$8,500
Tool set for database development, maintenance and administration					\$4,500			\$4,500
Laptop (2) including software					\$4,000			\$4,000
5. Supplies					\$800	\$800	\$800	\$2,400
Clerical supplies/phone					\$800	\$800	\$800	\$2,400
6. Contractual					\$175,500	\$300,500	\$225,500	\$701,500
Meetings & Supplies					\$500	\$500	\$500	\$1,500
Social Network					\$100,000	\$100,000	\$100,000	\$300,000
Training Consultants (2)						\$125,000	\$125,000	\$250,000
Sr Reports Analyst/BI Developer					\$75,000	\$75,000		\$150,000
7. Construction					\$0	\$0	\$0	\$0
not applicable								\$0
8. Other					\$4,368	\$4,368	\$4,368	\$13,104
Space Rental for 2					\$4,368	\$4,368	\$4,368	\$13,104
9. Total Direct Costs (lines 1-8)					\$364,926	\$476,404	\$404,799	\$1,246,128
10. Indirect Costs**					\$12,122	\$11,786	\$12,013	\$35,921
								\$0
11. Training Stipends					\$0	\$0	\$0	\$0
								\$0
12. Total Costs (lines 9-11)					\$377,048	\$488,189	\$416,812	\$1,282,049

*SLDS Annual Grantee Meeting - Costs for travel to the annual SLDS Conference is entirely included in outcome 1.

**Indirect costs = (Direct Cost – Contractual – Equipment) X 6.7%

Outcome 3: College and Career Readiness (data systems)								
Budget Categories	Salary or Contractor/	Total FTE %	In Kind FTE %	Grant Funded	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel					\$153,753	\$156,828	\$159,965	\$470,546
Project Manager	\$83,382	30%		30%	\$25,015	\$25,515	\$26,025	\$76,555
Technical Co-Lead (70% total, (b)(4) 30% grant)	\$76,186	70%	(b)(4)	50%	\$38,093	\$38,855	\$39,632	\$116,580
Business Co-Lead(70% total, 70% other)	\$76,187	70%		0%	\$0	\$0	\$0	\$0
Data Base Administrator (2)	\$76,186	50%		50%	\$38,093	\$38,855	\$39,632	\$116,580
Systems Development Specialist (LG 28)	\$60,567	50%		50%	\$30,284	\$30,889	\$31,507	\$92,680
Program Specialist (content specialist (LG 21)	\$44,538	50%		50%	\$22,269	\$22,714	\$23,169	\$68,152
2. Fringe Benefits (DOE rate 48%)					\$73,801	\$75,278	\$76,783	\$225,862
Project Manager					\$12,007	\$12,247	\$12,492	\$36,746
Technical Co-Lead (70% total, (b)(4) 50% grant)					\$18,285	\$18,650	\$19,023	\$55,958
Business Co-Lead(70% total, (b)(4) 50% grant)					\$0	\$0	\$0	\$0
Data Base Administrator					\$18,285	\$18,650	\$19,023	\$55,958
Sytems Development Specialist (LG 28)					\$14,536	\$14,827	\$15,123	\$44,486
Program Specialist (content specialist (LG 21)					\$10,689	\$10,903	\$11,121	\$32,713
3. Travel					\$1,000	\$1,000	\$1,000	\$3,000
SLDS Annual Grantee Meeting *								\$0
In state travel					\$1,000	\$1,000	\$1,000	\$3,000
4. Equipment					\$2,000	\$0	\$0	\$2,000
Laptop (1) including software					\$2,000	\$0		\$2,000
5. Supplies					\$1,200	\$1,200	\$1,200	\$3,600
Clerical supplies/phone					\$1,200	\$1,200	\$1,200	\$3,600
6. Contractual					\$0	\$50,000	\$70,000	\$120,000
Training Consultants						\$50,000	\$50,000	\$100,000
Evaluation							\$20,000	\$20,000
7. Construction					\$0	\$0	\$0	\$0
not applicable								\$0
8. Other					\$6,552	\$6,552	\$6,552	\$19,656
Space Rental for 3					\$6,552	\$6,552	\$6,552	\$19,656
9. Total Direct Costs (lines 1-8)					\$238,307	\$290,858	\$315,500	\$844,664
10. Indirect Costs**					\$15,833	\$16,137	\$16,448	\$48,418
								\$0
11. Training Stipends					\$0	\$0	\$0	\$0
								\$0
12. Total Costs (lines 9-11)					\$254,139	\$306,995	\$331,948	\$893,083

*SLDS Annual Grantee Meeting - Costs for travel to the annual SLDS Conference is entirely included in outcome 1.

**Indirect costs = (Direct Cost – Contractual – Equipment) X 6.7%

Total Outcomes				
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$401,426	\$409,455	\$417,644	\$1,228,524
2. Fringe Benefits (DOE rate 48%)	\$192,684	\$196,538	\$200,469	\$589,692
3. Travel	\$13,590	\$5,240	\$5,240	\$24,070
4. Equipment	\$14,500	\$15,000	\$0	\$29,500
5. Supplies	\$3,200	\$3,200	\$3,200	\$9,600
6. Contractual	\$856,000	\$1,106,000	\$966,000	\$2,928,000
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$17,472	\$17,472	\$17,472	\$52,416
9. Total Direct Costs (lines 1-8)	\$1,498,872	\$1,752,905	\$1,610,025	\$4,861,802
10. Indirect Costs**	\$42,101	\$42,338	\$43,150	\$127,588
11. Training Stipends	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$1,540,973	\$1,795,242	\$1,653,174	\$4,989,390

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Non-Federal Funds

Budget Categories	Salary or Contractor / Annual or Unit cost	FTE %	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel			(b)(4)			

(b)(4)

Outcome 1: The Evaluation of Effective Educators								
Budget Categories	Salary or Contractor/ Annual or Unit	Total FTE %	In Kind FTE % or Amt (b)(4)	Grant Funded FTE %	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel					\$135,235	\$137,940	\$140,699	\$413,874
Project Manager	\$83,382	40%		40%	33,353	34,020	34,700	\$102,073
Business Co-Lead(70% total, (b)(4) 0% grant)	\$86,990	70%		0%	0	0	0	\$0
Data Base Administrator (1)	\$76,186	50%		25%	19,047	19,427	19,816	\$58,290
Systems Development Specialist (LG 28)	\$60,567	100%		100%	60,567	61,778	63,014	\$185,359
Program Specialist (content specialist (LG 21)	\$44,538	50%		50%	22,269	22,714	23,169	\$68,152
2. Fringe Benefits (DOE rate 48%)					\$64,913	\$66,211	\$67,535	\$198,660
Project Manager					\$16,009	\$16,330	\$16,656	\$48,995
Business Co-Lead(70% total, (b)(4) 50% grant)					\$0	\$0	\$0	
Data Base Administrator (1)					\$9,142	\$9,325	\$9,512	\$27,979
Systems Development Specialist (LG 28)					\$29,072	\$29,654	\$30,247	\$88,972
Program Specialist (content specialist (LG 21)					\$10,689	\$10,903	\$11,121	\$32,713
3. Travel					\$3,240	\$3,240	\$3,240	\$9,720
SLDS Annual Grantee Meeting					\$2,240	\$2,240	\$2,240	\$6,720
Out-of-state - related conferences (ask Ginny)								
In-state -					\$1,000	\$1,000	\$1,000	\$3,000
4. Equipment					\$4,000	\$15,000	\$0	\$19,000
Database server storage upgrades						\$15,000		\$15,000
Laptop (2) including software					\$4,000			\$4,000
5. Supplies					\$1,200	\$1,200	\$1,200	\$3,600
Clerical supplies/phone					\$1,200	\$1,200	\$1,200	\$3,600
6. Contractual					\$680,500	\$755,500	\$670,500	\$2,106,500
Meetings & Supplies					\$500	\$500	\$500	\$1,500
Technical Co-Lead (70% total, (b)(4) 50% g					70,000	70,000	70,000	\$210,000
Software Consultants and Licensing					\$405,000	\$405,000	\$270,000	\$1,080,000
EIS Enhancements					\$130,000	\$130,000	\$130,000	\$390,000
Training Consultants (1 in yr 1, 2 in yr 2 and 3)					\$75,000	\$150,000	\$150,000	\$375,000
Evaluation (EDC)							\$50,000	\$50,000
7. Construction					\$0	\$0	\$0	\$0
not applicable								\$0
8. Other					\$6,552	\$6,552	\$6,552	\$19,656
Space Rental for 3					\$6,552	\$6,552	\$6,552	\$19,656
9. Total Direct Costs (lines 1-8)					\$895,640	\$985,643	\$889,726	\$2,771,010
10. Indirect Costs**					\$14,146	\$14,415	\$14,688	\$43,249
								\$0
11. Training Stipends					\$0	\$0	\$0	\$0
								\$0
12. Total Costs (lines 9-11)					\$909,787	\$1,000,058	\$904,414	\$2,814,259

**Indirect costs = (Direct Cost – Contractual – Equipment) X 6.7%

Outcome 2: Informed Decision Making								
Budget Categories	Salary or Contractor/	Total FTE %	In Kind FTE %	Grant Funded	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel					\$112,438	\$114,686	\$116,980	\$344,104
Project Manager	\$83,382	30%		30%	\$25,014.60	\$25,514.89	\$26,025.19	\$76,555
Technical Co-Lead (70% total, (b)(4))	\$76,186	70%	(b)(4)	0%	\$0.00	\$0.00	\$0.00	\$0
Business Co-Lead(70% total, (b)(4))	\$76,186	70%	(b)(4)	0%	\$0.00	\$0.00	\$0.00	\$0
Data Base Administrator (1)	\$76,186	50%		25%	\$19,046.50	\$19,427.43	\$19,815.98	\$58,290
Data Base Administrator (2)	\$76,186	50%		50%	\$38,093.00	\$38,854.86	\$39,631.96	\$116,580
Systems Development Specialist (LG 28)	\$60,567	50%		50%	\$30,283.50	\$30,889.17	\$31,506.95	\$92,680
2. Fringe Benefits (DOE rate 48%)					\$53,970	\$55,049	\$56,150	\$165,170
Project Manager					\$12,007	\$12,247	\$12,492	\$36,746
Technical Co-Lead (70% total, (b)(4))					\$0	\$0	\$0	\$0
Business Co-Lead(70% total, 20% inkind, 50% grant)					\$0	\$0	\$0	\$0
Data Base Administrator					\$9,142	\$9,325	\$9,512	\$27,979
Data Base Administrator					\$18,285	\$18,650	\$19,023	\$55,958
Sytems Development Specialist (LG 28)					\$14,536	\$14,827	\$15,123	\$44,486
3. Travel					\$9,350	\$1,000	\$1,000	\$11,350
SLDS Annual Grantee Meeting *								\$0
Out-of-state Travel -4 day BI tools training for 5					\$8,350			\$8,350
In state travel					\$1,000	\$1,000	\$1,000	\$3,000
4. Equipment					\$8,500	\$0	\$0	\$8,500
Tool set for database development, maintenance and administration					\$4,500			\$4,500
Laptop (2) including software					\$4,000			\$4,000
5. Supplies					\$800	\$800	\$800	\$2,400
Clerical supplies/phone					\$800	\$800	\$800	\$2,400
6. Contractual					\$175,500	\$300,500	\$225,500	\$701,500
Meetings & Supplies					\$500	\$500	\$500	\$1,500
Social Network					\$100,000	\$100,000	\$100,000	\$300,000
Training Consultants (2)						\$125,000	\$125,000	\$250,000
Sr Reports Analyst/BI Developer					\$75,000	\$75,000		\$150,000
7. Construction					\$0	\$0	\$0	\$0
not applicable								\$0
8. Other					\$4,368	\$4,368	\$4,368	\$13,104
Space Rental for 2					\$4,368	\$4,368	\$4,368	\$13,104
9. Total Direct Costs (lines 1-8)					\$364,926	\$476,404	\$404,799	\$1,246,128
10. Indirect Costs**					\$12,122	\$11,786	\$12,013	\$35,921
								\$0
11. Training Stipends					\$0	\$0	\$0	\$0
								\$0
12. Total Costs (lines 9-11)					\$377,048	\$488,189	\$416,812	\$1,282,049

*SLDS Annual Grantee Meeting - Costs for travel to the annual SLDS Conference is entirely included in outcome 1.

**Indirect costs = (Direct Cost – Contractual – Equipment) X 6.7%

Outcome 3: College and Career Readiness (data systems)								
Budget Categories	Salary or Contractor/	Total FTE %	In Kind FTE %	Grant Funded	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel					\$153,753	\$156,828	\$159,965	\$470,546
Project Manager	\$83,382	30%		30%	\$25,015	\$25,515	\$26,025	\$76,555
Technical Co-Lead (70% total, (b)(4) 50% grant)	\$76,186	70%	(b)(4)	50%	\$38,093	\$38,855	\$39,632	\$116,580
Business Co-Lead(70% total, 70% other)	\$76,187	70%		0%	\$0	\$0	\$0	\$0
Data Base Administrator (2)	\$76,186	50%		50%	\$38,093	\$38,855	\$39,632	\$116,580
Systems Development Specialist (LG 28)	\$60,567	50%		50%	\$30,284	\$30,889	\$31,507	\$92,680
Program Specialist (content specialist (LG 21)	\$44,538	50%		50%	\$22,269	\$22,714	\$23,169	\$68,152
2. Fringe Benefits (DOE rate 48%)					\$73,801	\$75,278	\$76,783	\$225,862
Project Manager					\$12,007	\$12,247	\$12,492	\$36,746
Technical Co-Lead (70% total, (b)(4) 50% grant)					\$18,285	\$18,650	\$19,023	\$55,958
Business Co-Lead(70% total, (b)(4) 50% grant)					\$0	\$0	\$0	\$0
Data Base Administrator					\$18,285	\$18,650	\$19,023	\$55,958
Sytems Development Specialist (LG 28)					\$14,536	\$14,827	\$15,123	\$44,486
Program Specialist (content specialist (LG 21)					\$10,689	\$10,903	\$11,121	\$32,713
3. Travel					\$1,000	\$1,000	\$1,000	\$3,000
SLDS Annual Grantee Meeting *								\$0
In state travel					\$1,000	\$1,000	\$1,000	\$3,000
4. Equipment					\$2,000	\$0	\$0	\$2,000
Laptop (1) including software					\$2,000	\$0		\$2,000
5. Supplies					\$1,200	\$1,200	\$1,200	\$3,600
Clerical supplies/phone					\$1,200	\$1,200	\$1,200	\$3,600
6. Contractual					\$0	\$50,000	\$70,000	\$120,000
Training Consultants						\$50,000	\$50,000	\$100,000
Evaluation							\$20,000	\$20,000
7. Construction					\$0	\$0	\$0	\$0
not applicable								\$0
8. Other					\$6,552	\$6,552	\$6,552	\$19,656
Space Rental for 3					\$6,552	\$6,552	\$6,552	\$19,656
9. Total Direct Costs (lines 1-8)					\$238,307	\$290,858	\$315,500	\$844,664
10. Indirect Costs**					\$15,833	\$16,137	\$16,448	\$48,418
								\$0
11. Training Stipends					\$0	\$0	\$0	\$0
								\$0
12. Total Costs (lines 9-11)					\$254,139	\$306,995	\$331,948	\$893,083

*SLDS Annual Grantee Meeting - Costs for travel to the annual SLDS Conference is entirely included in outcome 1.

**Indirect costs = (Direct Cost – Contractual – Equipment) X 6.7%

Total Outcomes				
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$401,426	\$409,455	\$417,644	\$1,228,524
2. Fringe Benefits (DOE rate 48%)	\$192,684	\$196,538	\$200,469	\$589,692
3. Travel	\$13,590	\$5,240	\$5,240	\$24,070
4. Equipment	\$14,500	\$15,000	\$0	\$29,500
5. Supplies	\$3,200	\$3,200	\$3,200	\$9,600
6. Contractual	\$856,000	\$1,106,000	\$966,000	\$2,928,000
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$17,472	\$17,472	\$17,472	\$52,416
9. Total Direct Costs (lines 1-8)	\$1,498,872	\$1,752,905	\$1,610,025	\$4,861,802
10. Indirect Costs**	\$42,101	\$42,338	\$43,150	\$127,588
11. Training Stipends	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$1,540,973	\$1,795,242	\$1,653,174	\$4,989,390

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Non-Federal Funds						
Budget Categories	Salary or Contractor / Annual or Unit cost	FTE %	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel	(b)(4)					
Outcome 1 Business Co-Lead	(b)(4)					
Data Base Administrator	(b)(4)					
Outcome 2 Technical Co-Lead	(b)(4)					
Outcome 2 Business Co-Lead	(b)(4)					
Outcome 3 Technical Co-Lead	(b)(4)					
IT Manager	(b)(4)					
Data Base Administrator	(b)(4)					
20 other NHDOE staff - 5% each (Includes Commissioner, Deputy Commissioner, Division Director)	(b)(4)					
2. Fringe Benefits (48% of	(b)(4)					
3. Travel	(b)(4)					
4. Equipment	(b)(4)					
5. Supplies	(b)(4)					
6. Contractual	(b)(4)					
Educator Information System	(b)(4)					
7. Construction	(b)(4)					
8. Other	(b)(4)					
9. Total Direct Costs (lines 1-8)	(b)(4)					
10. Indirect Costs**	(b)(4)					
11. Training Stipends	(b)(4)					
12. Total Costs (lines 9-11)	(b)(4)					

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

New Hampshire Department of Education

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	401,426.00	409,455.00	417,644.00			1,228,525.00
2. Fringe Benefits	192,684.00	196,538.00	200,469.00			589,691.00
3. Travel	13,590.00	5,240.00	5,240.00			24,070.00
4. Equipment	14,500.00	15,000.00	0.00			29,500.00
5. Supplies	3,200.00	3,200.00	3,200.00			9,600.00
6. Contractual	856,000.00	1,106,000.00	966,000.00			2,928,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	17,472.00	17,472.00	17,472.00			52,416.00
9. Total Direct Costs (lines 1-8)	1,498,872.00	1,752,905.00	1,610,025.00			4,861,802.00
10. Indirect Costs*	42,101.00	42,338.00	43,150.00			127,589.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	1,540,973.00	1,795,243.00	1,653,175.00			4,989,391.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 6.70 %.

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0.00 %.

Name of Institution/Organization New Hampshire Department of Education	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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)