U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100052

Closing Date: DEC 04, 2009

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

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission [ ] Preapplication [X] Application [ ] Changed/Corrected Application	* 2. Type of Application: [X] New [ ] Continuation [ ] Revision	* If Revision, select appropriate letter(s): * Other (Specify)
* 3. Date Received: 12/4/2009	4. Applicant Identifier: Completed by grants.gov upon submission	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: 84.384	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Dr. Bari Erlichson		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 216000928	* c. Organizational DUNS: 806417911	
d. Address:		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:	100 Riverview Plaza P.O. Box 500 Trenton NJ USA 08625	
e. Organizational Unit:		
Department Name: New Jersey Department of Education	Division Name: Office of Research and Evaluation	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Dr. Middle Name: A	* First Name: Bari	

* Last Name:	Erlichson
Suffix:	
Title:	Director
Organizational Affiliation:	
NJDOE	
* Telephone Number:	(609)341-3142 Fax Number:
* Email:	BARI.ERLICHSON@DOE.STATE.NJ.US

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

84.384

Title:

Grants for Statewide, Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009

13. Competition Identification Number:

Title:

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

Statewide

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

New Jersey Statewide Longitudinal Data System

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: NJ ALL * b. Program/Project: NJ ALL

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

17. Proposed Project:
* a. Start Date: 5/1/2010 * b. End Date: 5/30/2013

18. Estimated Funding ($):

a. Federal	**$ 16794152**
b. Applicant	**$**
c. State	**$**
d. Local	**$**
e. Other	**$**
f. Program Income	**$**
g. TOTAL	**$ 16794152**

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

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

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

[ ] Yes [X] No

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

[X] ** I AGREE

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

Authorized Representative:

Prefix:	Ms.	* First Name:	Lucille
Middle Name:			
* Last Name:	Davy		
Suffix:			

Title:	Commissioner

* Telephone Number:	(609)341-3142	Fax Number:	

* Email:	LUCILLE.DAVY@DOE.STATE.NJ.US

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Dr. Bari Erlichson

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	$ 152,000	$ 155,000	$ 160,000	$ 0	$ 0	$ 467,000
2. Fringe Benefits	$ 53,200	$ 54,250	$ 56,000	$ 0	$ 0	$ 163,450
3. Travel	$ 7,500	$ 10,500	$ 10,500	$ 0	$ 0	$ 28,500
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 7,427	$ 9,970	$ 10,567	$ 0	$ 0	$ 27,964
6. Contractual	$ 8,026,080	$ 4,815,648	$ 3,210,432	$ 0	$ 0	$ 16,052,160
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 9,498	$ 9,719	$ 9,924	$ 0	$ 0	$ 29,141
9. Total Direct Costs (lines 1-8)	$ 8,255,705	$ 5,055,087	$ 3,457,423	$ 0	$ 0	$ 16,768,215
10. Indirect Costs*	$ 8,912	$ 8,380	$ 8,645	$ 0	$ 0	$ 25,937
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 8,264,617	$ 5,063,467	$ 3,466,068	$ 0	$ 0	$ 16,794,152

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 3.5%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Dr. Bari Erlichson

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Will assist the awarding agency in assuring compliance

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Lucille Davy
Title: Commissioner
Date Submitted: 12/02/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [X] Initial Award [ ] Post-Award	[X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:

4. Name and Address of Reporting Entity:	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:**
[X] Prime [ ] Subawardee Tier, if known: 0 Name: NJ Department of Education Address: P.O. Box 500 City: Trenton State: NJ Zip Code + 4: 08625-0500 **Congressional District, if known:** 12	Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:
6. Federal Department/Agency: Department of Education	**7. Federal Program Name/Description:** Statewide Longitudinal Data Systems CFDA Number, if applicable: 84.384
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Lucille Davy Title: Commissioner Applicant: Dr. Bari Erlichson Date: 12/02/2009

Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION Dr. Bari Erlichson
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: First Name: Lucille Middle Name: Last Name: Davy Suffix: Title: Commissioner
Signature: Date: _____ 12/02/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Bari	A	Erlichson	

Address:

* Street1: NJ Department of Education

Street2: P.O. Box 500

* City: Trenton

County:

* State: NJ* Zip / Postal Code: 08625 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(609)341-3142	

Email Address:

BARI.ERLICHSON@DOE.STATE.NJ.US

2. Applicant Experience

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

3. Human Subjects Research

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

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:
Title: **Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\berlichs\My Documents\0910 SLDS Grant\Application\Submitted\Abstract.pdf**

New Jersey Statewide Longitudinal Data System
Application for Funding, December 4, 2009

New Jersey's efforts to build a longitudinal data system – New Jersey Standards Measurement and Resource for Teaching (NJ SMART) – began in earnest in 2007 with the assignment of unique student identifiers to every public school student in the state. Despite significant progress since then, our work is only just beginning. Of the twelve America COMPETES data elements and the seven system capabilities articulated in the Request for Applications, we have fully accomplished three of the twelve elements – establishment of a unique student identifier, yearly uploads of student assessment records, and information about non-tested students. An additional six of the elements and five of the capabilities have been partially implemented. For the remaining four elements and two capabilities, our efforts at implementation are underway.

In many instances, we simply need to expand the number of data elements currently in our system. In other instances, we need to partner with providers of other data sets, such as the Mid-Atlantic Consortium of Wage Records. Additionally, we need to significantly deepen the understanding and use of data in decision making by expanding our reports and dashboard functionality as well as building the data use capacity of our multiple stakeholder groups. We also need to develop a teacher module that relies on unique teacher identifiers and connects teachers to their preparation programs and current teaching assignments and students. To fully implement the twelve elements and seven system capabilities, we seek funding to support these five outcomes:

Outcome 1: Develop new tools and functionality within NJ SMART to create better visibility of key student performance indicators for school and district administrators, such as student-level growth percentile scores, progress toward graduation measures, early indicators of being at-risk of dropping out, and post-secondary outcomes.

Outcome 2: Build a teacher-student-course module to link teacher to student-level data.

Outcome 3: Streamline federal reporting through an expansion of NJ SMART to include additional data elements and enhance user processes through more comprehensive management of Meta data.

Outcome 4: Expand the capacity of NJDOE, district and school personnel to use data to diagnose impediments to higher levels of student achievement and to choose solutions for school reform.

Outcome 5: Expand the use of data among education stakeholders.

To these ends, this application proposes both new and expanded functionality of NJ SMART. If funded, we believe we can accomplish all of this work within the three year grant period given the strong fundamentals in the design of our system, the high level of commitment within our department and in the state, and the robust partnerships that we have established.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **Project Narrative** Pages: **30** Uploaded File: **C:\Documents and Settings\berlichs\My Documents\0910 SLDS Grant\Application\Submitted\Project Narrative.pdf**

Project Narrative

A. Need for Project

On August 9, 2007, the America COMPETES Act (America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science Act) became Public Law. This law proscribed twelve elements for statewide longitudinal data systems. They are the following:

Twelve America COMPETES Data Elements

1. A unique statewide student identifier
2. Student-level enrollment, demographic, and program participant information
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete pre-K through postsecondary education programs
4. The capacity to communicate with higher education data systems
5. An audit system assessing data quality, validity and reliability
6. Yearly state assessment records of individual students
7. Information on students not tested, by grade and subject
8. A teacher identifier system with the ability to match teachers to students
9. Student-level transcript information, including courses completed and grades earned
10. Student-level college readiness scores
11. Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework
12. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education

The grant and funding opportunities of the American Recovery and Reinvestment Act of 2009 (ARRA) further reinforced the predominance of these twelve elements. First, Secretary of Education Arne Duncan asked governors to sign Letters of Assurance in April 2009 that they had embraced these elements as goals for their data systems. Next, the grant and funding opportunities under ARRA were structured in a nested fashion so that states must demonstrate their progress and plans toward these data elements. For instance, demonstrated or planned progress toward these data elements is a necessary component of the State Fiscal Stabilization Fund (SFSF), Part Two application. And submitting a SFSF Part Two application is a program requirement for the Race to the Top Application. Furthermore, this particular grant opportunity (State Longitudinal Data Systems) now provides states with the opportunity to compete for funding to support the implementation of the twelve elements.

Additionally, this grant opportunity also specifies seven data system capabilities. They are the following:

Seven Data System Capabilities

1. Examine student progress over time, from preschool through postsecondary and into the workforce.
2. Be interoperable by using standard data structures, data formats and data dictionaries.
3. Link student data with teachers.
4. Match teachers with information about their certification and teacher preparation programs.
5. Enable data to be easily generated for continuous improvement and decision-making.
6. Ensure the quality and integrity of the data contained in the system.
7. Provide the state with the ability to meet federal reporting requirements.

New Jersey has been working on these elements and capabilities for many years. We have sought funding from the Institute for Education Sciences in each of the three prior funding opportunities, but have not been successful in any of those competitions. Nonetheless, we have worked on our own toward these goals, investing more than $15M of state funds in our longitudinal data system, called New Jersey Standards Measurement and Resource for Teaching (NJ SMART). Our efforts began over three years ago with pilot data submissions and resulted in a process where every public school student received a unique student identifier in 2007. We now collect nearly 80 data elements through a web-based portal from over 650 school districts and charter schools for every student from pre-Kindergarten through adult high school. Among those data elements are information about enrollment, graduation, transfer, dropout, special education status, and a host of demographic information. Additionally via the unique student identifier, we have connected this data to our statewide annual assessments (including our regular assessments, our alternate assessments, and our English Language Learners assessments), garnering information about student achievement outcomes, students not tested, and relationships between and among student demographic variables and special education classifications and placements (See Appendix A for more detail about NJ SMART's current capabilities and functionality).

We have also established robust partnerships with other state agencies, such as the New Jersey Department of Corrections, the Juvenile Justice Commission, the New Jersey Department of Human Services and the New Jersey Department of Children and Families. These partnerships allow us to maintain current information on students as they move in and out of the auspices of these agencies and preserve the longitudinal record of some of the most transient of our student population. Additionally, the New Jersey Department of Education itself houses our state's Early Childhood Program. This structure has enabled us to assign unique student identifiers to children the moment that they enter a public preschool, a partnering preschool provider, or Head Start program.

Furthermore, our system design incorporated the need to gather data from all of our school districts and charter schools, regardless of their type. In addition to regular school districts, this interoperability allows us to collect data from our Special Services School Districts, Educational Services Commissions, County Vocational Schools, Adult Education schools, private-schools for

the disabled, clinics and hospitals, and for students in out-of-state schools in 21 different states: Alabama, Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Maine, Maryland, Massachusetts, New Hampshire, New York, North Carolina, Pennsylvania, Tennessee, Texas, Utah, and Virginia.

As a result of these efforts, we have now assigned over 1.6 million unique student identifiers since 2007. Approximately 1.4 million of those are active, current students with the remaining students representing both graduates and dropouts.

Other accomplishments to-date include the following:

- ✓ Deploying and training district personnel in the use of a web-based tool called Edanalyzer. This tool allows school districts and charter schools to view and analyze state assessment data longitudinally, by demographic sub-groups, by assessment cluster areas, and by program participation such as Special Education, Limited English Proficient or Former Limited English Proficient.

- ✓ Piloting local data marts. Local data marts allow school districts to bring together data that are currently stored in a variety of locations into one integrated warehouse, located at the district, to allow district staff access to linked student data including the state assessments and district-level formative and summative assessment data.

- ✓ Sun-setting our separate and duplicative special education enrollment collection and sourcing our federal reporting for Special Education EDEN/EDFacts from NJ SMART.

- ✓ Conducting parallel collections with NJ SMART and our legacy collections. We have just conducted such a parallel collection for our fall enrollment count and budgeting process and are planning for parallel collections in June 2010 for Career and Technical Education, Special Education Exiting survey, an expanded Homeless collection and a Truancy collection. After each parallel collection, we will analyze and identify the variance between the collections and make a decision to either sun-set the separate collection or modify the NJ SMART collection to increase data quality.

- ✓ Establishment of a department-wide governance structure for NJ SMART that includes representatives from all divisions and offices that collect, analyzes, and report student-level data. The Steering Committee, made up of Assistant Commissioners and Directors representative of all key NJDOE stakeholders meets weekly to manage the on-going development, data governance, and resultant policy implications of NJ SMART. Once a month our external vendor for the development of NJ SMART, Public Consulting Group (PCG) leads this meeting. Additionally, more frequent, topic specific meetings occur among data stewards and managers to plan for the transition of separate collections to NJ SMART. As PCG has a local office, they also frequently attend these meetings.

Statement of Needs

While New Jersey's data system has grown since the first grant application, the state has struggled to keep pace with the demands of the federal government and the needs of local districts and the state department staff for usable and accurate data for accountability and decision-making. During the time the New Jersey Department of Education was producing a single unique identifier for each student, other states were collecting high school course selections and grades, releasing data about students' college and work decisions – past and present – and linking teachers with student performance across a wide variety of indicators. Other states have succeeded in meeting the twelve elements in the America COMPETES Act and achieving the seven capabilities set forth in this grant announcement. It is now New Jersey's time.

In October 2009, NJDOE hosted an external review team from the Council of Chief State School Officers and the Center for Educational Leadership and Technology. Their extensive report, based on interviews with NJDOE staff and district personnel, includes eight specific recommendations for the development of our longitudinal data system. They are the following:

- Design a comprehensive data system to meet needs of both the SEA and LEAs.
- Standardize the data collection and reporting processes among the districts and state programs.
- Provide users with interactive tools to access data in the warehouse.
- Develop structured reports for frequently used data.
- Establish written procedures on accessibility and usage of data within the system.
- Establish security procedures that will ensure the confidentiality of the data.
- Incorporate all of the educational data submitted by school districts into one unified system.
- Publish a single data dictionary that serves all federal and state programs.

In articulating the Project Outcome statements below, we sought to integrate these recommendations with our own assessment of progress toward meeting the twelve data elements and seven system capabilities. As described in detail in Section B and illustrated in Table One (and more fully in Appendix C), each Project Outcome addresses specific needs or limitations in our current system.

First, we have a critical need to connect NJ SMART data elements to post-secondary data sets such as the National Student Clearinghouse and Wage Records. But, we must also make the data usable by a wide variety of audiences, particularly school and district administrators engaged in long term planning or seeking quick 'feedback' information about the success of their academic interventions, programs to prevent drop out, and the success of their students after graduation. As New Jersey is deeply engaged in a process to implement more rigorous graduation requirements and content area assessments, more and better data is required to inform instructional and policy decisions. Outcome 1 below captures these needs by building new modules within NJ SMART to capture post-secondary data and present these data in an easily usable fashion, such as structured reports as suggested by CCSSO/CELT's review.

Outcome 1: Develop new tools and functionality within NJ SMART to create better visibility of key student performance indicators for school and district administrators, such as student-level growth percentile scores, progress toward graduation measures, early indicators of being at-risk of dropping out, and post-secondary outcomes.

Second, as all states do, NJDOE collects a significant amount of information related to school and district staffing including teaching assignment, credentialing program, and highly qualified status. Outcome 2 speaks to our need to move this data collection into NJ SMART so that we are capable of linking teacher data with our student collections. Additionally, we must also begin to collect student-level course taking information. This is particularly timely as New Jersey is seeking to implement end-of-course assessments as part of its efforts to transform High School education. For example, after fully implementing this work, New Jersey will be able to compare grades earned with outcomes on statewide end-of-course assessments.

Outcome 2: Build a teacher-student-course module to link teacher to student-level data.

Third, as noted in the CCSSO/CELT review, NJDOE currently runs approximately twenty separate data collections, each with its own data definitions. From these collections, we work to submit the nearly 90 EDEN/EDFacts files required yearly. As these collections are separate and do not interface with NJ SMART – or typically with each other – the data collected is often redundant and contradictory. Outcome 3 speaks to our need to move all student-level data collections into NJ SMART so that we are able to source all appropriate EDEN/EDFacts files from NJ SMART, reduce the data reporting burden currently placed on school districts, and achieve higher levels of data quality.

Outcome 3: Streamline federal reporting through an expansion of NJ SMART to include additional data elements and enhance user processes through more comprehensive management of Meta data.

Fourth, while we have conducted training of NJ SMART's EDanalyzer tool across the state, our own analysis indicates that our most active users are generally central office administrators. Outcome 4 speaks to our need to expand data analysis capabilities to school personnel through extensive professional development, on-line training tools, and facilitated learning sessions. Put simply, we have a critical need to enable school personnel to connect the use of data to district, school, and instructional and individual student improvement. This is particularly important as we seek to add more sophisticated measures of student progress, such as growth scores, to EDanalyzer.

Outcome 4: Expand the capacity of NJDOE, district and school personnel to use data to diagnose impediments to higher levels of student achievement and to choose solutions for school reform.

Fifth, in the initial stages of the development of EDanalyzer and NJ SMART, we chose to focus on providing student data as quickly as possible to school and district personnel who were in the position to use the data to inform local practice and policy. Outcome 5 speaks to our need to expand the use of data beyond school and district personnel in order to engage a much wider

group of education stakeholders including parents, advocacy organizations, and state level policy makers. Following the recommendations of the CCSSO/CELT review team, this work must also include guaranteeing student privacy, establishing procedures for access, and providing interactive tools for users.

Outcome 5: Expand the use of data among education stakeholders.

Table one below shows New Jersey's current status toward meeting the proscribed America COMPETES data elements or system capabilities. If the data element or system capability is not yet fully implemented, the table also indicates in which Project Outcome the plan for full implementation is described. Appendix C provides a more detailed version of this table by Outcome and Task.

Table One: Crosswalk of Elements/Capabilities and Project Outcomes.

Element/Capability	Current Status	Proposed for Full Implementation in Project Outcomes
Element 1: A unique statewide student identifier	Fully implemented	
Element 2: Student-level enrollment, demographic, and program participant information	Partially implemented	Outcome 3
Element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete pre-K through postsecondary education programs	Partially implemented	Outcome 1
Element 4: The capacity to communicate with higher education data systems	Partially implemented	Outcome 1
Element 5: An audit system assessing data quality, validity and reliability	Partially implemented	Outcomes 1, 2, 3, 4, and 5
Element 6: Yearly state assessment records of individual students	Fully implemented	
Element 7: Information on students not tested, by grade and subject	Fully implemented	
Element 8: A teacher identifier system with the ability to match teachers to students	Under development	Outcome 2
Element 9: Student-level transcript information, including on courses completed and grades earned	Under development	Outcomes 1 and 2
Element 10: Student-level college readiness scores	Partially implemented	Outcome 3
Element 11: Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Under development	Outcome 1
Element 12: Other information determined necessary	Under	Outcome 1

to address alignment and adequate preparation for success in postsecondary education	development	
Capability 1: Examine student progress over time, from preschool through postsecondary and into the workforce.	Partially implemented	Outcomes 1, 4 and 5
Capability 2: Be interoperable by using standard data structures, data formats and data dictionaries.	Partially implemented	Outcomes 1, 2 and 3
Capability 3: Link student data with teachers.	Under development	Outcome 2
Capability 4: Match teachers with information about their certification and teacher preparation programs.	Under development	Outcome 2
Capability 5: Enable data to be easily generated for continuous improvement and decision-making.	Partially implemented	Outcomes 1, 2, 4, and 5
Capability 6: Ensure the quality and integrity of the data contained in the system.	Partially implemented	Outcomes 1, 2, 3, 4, and 5
Capability 7: Provide the state with the ability to meet federal reporting requirements.	Partially implemented	Outcomes 1, 2 and 3

As illustrated in Table One, we have fully accomplished three of the twelve elements – establishment of a unique statewide student identifier, yearly assessment records of individual students, and information about non-tested students.

An additional six of the twelve elements and five of the capabilities have been partially implemented. In many instances, we simply need to expand the number of data elements currently in our system, such as specific program participation information. In other instances, we need to partner with providers of other data sets, such as the National Student Clearinghouse, the College Board or the Mid-Atlantic Consortium of Wage Records, to conduct single-source uploads of postsecondary and labor market information into NJ SMART. Additionally, while we have developed tools for the analysis of data within our warehouse, we want to significantly deepen the understanding and use of data in decision making by expanding our reports and dashboard functionality as well as building the data use capacity of our multiple stakeholder groups. Finally, while our previous development of NJ SMART has included efforts to ensure the quality and interoperability of our data system, we are mindful that with any expansion of our data elements or functionality that we will also need to expand these efforts as well.

For the remaining four elements and two capabilities, our efforts at implementation are underway. Our work toward these elements consists largely of two interrelated tasks, but requires that we build new functionality within our system: First, we need to develop a teacher module that relies on unique teacher identifiers and connects teachers to their preparation programs, current teaching assignments, as well as Highly Qualified status. Second, we need to develop a transcript module to collect course taking and grades earned information. And lastly, we need to link these two modules in a way that links teachers to the courses that they teach and to the students that are in those courses.

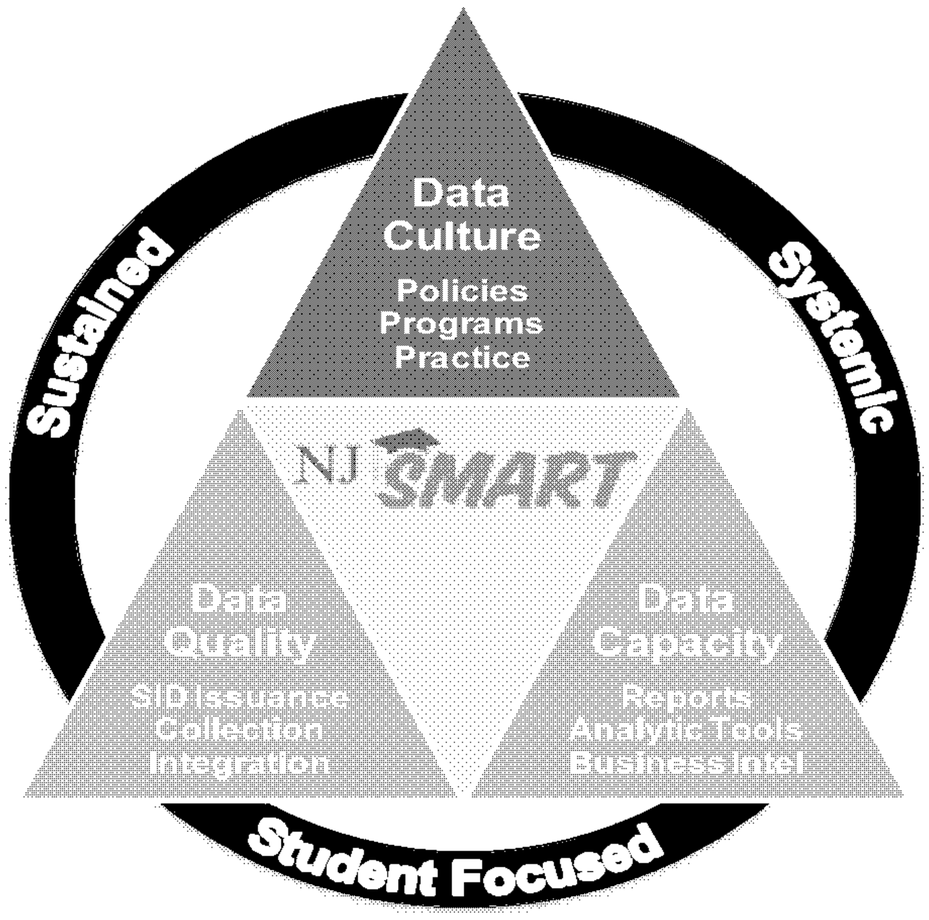
To these ends, this application proposes both new and expanded functionality of NJ SMART. If funded, we believe we can accomplish all of this work within the three-year grant time frame

given the strong fundamentals in the design of our system, the high level of commitment within our department and in the state, the robust partnerships that we have established outside the NJDOE, and our exemplary working relationship with our vendor, PCG.

B. Project Outcomes Related to System Requirements and Implementation

All of our project outcomes fit within our overall vision for NJ SMART, which is to

> ***Provide the data quality and capacity needed to build and support a culture of systemic and sustained data use at the state, district, school, and classroom levels that will ultimately lead to academic success for all New Jersey students.***



NJ SMART Vision

In our vision, data quality makes up one of the foundation elements and includes being able to track students longitudinally throughout the state through a unique student identifier, collecting and cleaning multiple data elements, and integrating the data within an infrastructure that is robust and extendible. The Project Outcomes outlined in this application will enhance NJ SMART data quality by adding additional data modules such as graduation and discipline, connecting NJ SMART data to data from other agencies, adding teacher and class information, and introducing growth data.

Data capacity makes up the other foundation element in our vision and is focused on providing data from the system in meaningful ways that encourage collaborative inquiry and rich data analysis through tools such as pre-defined reports and NJ SMART's ad hoc analysis tool EDanalyzer. The Project Outcomes outlined in this application will enhance NJ SMART data capacity by building out the suite of district/school-focused reports to include growth data, data from the proposed graduation and discipline modules, teacher-level reports, and post-graduation reports. Dashboards that track key performance indicators will give principals and district

administrators quick access to targeted information. Additionally, data capacity will be enhanced at the State level by expanding EDEN/EDFacts reporting capability and providing a business intelligence tool for NJDOE users to be able to engage in ad hoc analysis of all data in the system. Our outcomes also expand data capacity to include making data available to researchers and the public via analysis tools and dashboards.

Resting on the foundations of data quality and data capacity is data culture, where data are being used at all levels in New Jersey to inform decisions about policy, educational programs, instructional practice, and student placement. The Project Outcomes outlined in this application will build on New Jersey's existing data culture by providing thoughtful and rich professional development opportunities in the areas of using the technology, organizing for data use, and actually using data to inform decisions. Professional development will be supplemented with online toolkits that will provide district and school-level data users with protocols, templates, activities, sample agendas, and case studies.

The following pages describe our five proposed Project Outcomes with related tasks and sub-tasks.

Outcome 1 Develop new tools and functionality within NJ SMART to create better visibility and usability of key student performance indicators for school and district administrators, such as student-level growth percentile scores, progress toward graduation measures, early indicators of being at-risk of dropping out, and post-secondary outcomes.

Task 1.1 Construct a Student Growth Module. Calculate and populate NJ SMART and EDanalyzer with student-level growth percentile scores that demonstrate relative growth from one test year to another at the student-level, enabling school and district personnel to study the progress of individual students and individual schools. To-date, the NJDOE has investigated the use of growth models and their acceptance by USDE in pilot forms. We have begun testing Colorado's Growth Model in a limited form for analytical purposes with one cohort of students in NJ SMART.

Sub-task 1.1.a Extract data, identify cohorts and perform statistical analyses to extend the calculation and analysis of student-level growth percentile scores to all cohorts of test takers.

Sub-task 1.1.b Populate NJ SMART with student-level scores to allow schools and districts to conduct independent analyses through our existing EDanalyzer tool. Incorporate growth metrics into existing pre-defined reports. Deploy student-level growth percentile scores as part of a newly designed Key Performance Indicators Dashboard (See Task 5.4).

Task 1.2 Develop a Graduation Module to enable districts to track high school students by NCLB graduation cohort with regard to classes taken, end-of-course exam outcomes, credits earned (See Task 2.2) and an early warning system to identify students at risk of dropping out (potentially modeled after Louisiana's Dropout Early Warning System).

To-date, the NJDOE has identified NCLB graduation cohorts within NJ SMART as each student is reported as enrolled in ninth grade for the first time.

Sub-task 1.2.a Develop a report module that presents district users with a roster of each NCLB cohort with data elements to indicate the student's current membership status (active or inactive) in the district and whether a student's transfer to another public NJ school district has occurred. For those students with an inactive status who have not transferred to another public school district in NJ, the roster information would also indicate the exit code used by the district as well as identify those students as those requiring additional documentation to qualify as 'transfers out' under NCLB guidelines. The roster of those students requiring additional verification will be acted on by NJDOE during district monitoring processes.

Sub-task 1.2.b Present data to enable districts to identify a student's progress toward graduation, such as course credits and grades received and 'end-of-course' exam scores.

Sub-task 1.2.c Identify those students who are at risk of dropping out by calculating a risk score for individual students, revised yearly, based on student-level measures such as eighth grade assessment outcomes, high school credits earned to-date, attendance, disciplinary actions, and student demographics such as Limited English Proficiency and Special Education status.

Task 1.3 Create a Discipline Module. Integrate the existing NJDOE Violence and Vandalism Reporting module into NJ SMART. We currently collect this information in a separate collection tool. We are proposing to interface this collection with the NJ SMART portal so that incidences, actions taken, and services provided can be integrated into analyses of attendance and progress toward graduation.

Task 1.4 Develop a Postsecondary Module to allow the tracking of students into post-secondary institutions and the workforce.

Sub-task 1.4.a Partner with the National Student Clearinghouse to provide enrollment, progress toward degree, degrees earned, and a transcript exchange program.

Sub-task 1.4.b Partner with the Mid-Atlantic Consortium of Wage Records, housed at the University of Maryland to conduct student matching of records, extraction of wage and employment data, and the loading of such data into NJ SMART.

Sub-task 1.4.c Partner with New Jersey's Commission on Higher Education to collect student-level remedial course work information.

Outcome 2 Build a Teacher-Student-Course module to link teacher to student-level data. To-date, New Jersey has assigned all certificated staff unique identifiers that are not tied to social security numbers. Our current staff collection utilizes this identifier and gathers data regarding teaching assignment, years of experience, salary, and Highly Qualified Status through a legacy DOS system. Another system handles requests and validation for Certificates and Licensing from teacher preparation programs and school districts. Neither of these systems interface with NJ SMART.

Task 2.1 Transition existing staff collections to NJ SMART portal.

Sub-task 2.1.a Build upon existing data collections with additional staff data elements as specified in the National Education Data Model (NEDM) as well as identified in EDEN/EDFacts file specifications. Integrate data from Certificates and Licensing system into NJ SMART through single source uploads using unique teacher identifier as the primary key. Create data definitions, a file layout, and appropriate business rules relating to certification, preparation programs, job codes and NCLB requirements.

Sub-task 2.1.b Begin pilot collection through NJ SMART portal.

Sub-task 2.1.c Conduct variance analyses between existing staff collections and new collections.

Sub-task 2.1.d Deploy collection across all of New Jersey's districts and charter schools. Offer extensive training and help desk support.

Sub-task 2.1.e Sun-set existing systems after variance analyses indicate high levels of data quality.

Task 2.2 Build a Course Module to capture course taking and grades earned by each student as well as teaching assignments of each teacher; this module will interact with the Graduation Module (see Task 1.2) and the determination of a student's early warning status.

Sub-task 2.2.a Map current course codes to NCES course coding in all New Jersey school districts. Structure guidance to districts and provide support to districts and their vendors during the transition period.

Sub-task 2.2.b Develop submission technical specifications, pilot collection, and modify collection based on user feedback.

Sub-task 2.2.c Deploy collection across all of New Jersey's districts and charter schools. Offer extensive training and help desk support.

Sub-task 2.2.d Develop the ability to send transcripts to higher education institutions.

Task 2.3 Update report functionality in NJ SMART to create "Class Rosters" by linking NCES course code plus section identifiers and students (using unique student identifies) and teachers (using unique teacher identifiers).

Outcome 3 Streamline federal reporting through an expansion of NJ SMART to include additional data elements and enhance user processes through more comprehensive management of Meta data.

Task 3.1 Define new data elements, validation rules, and data handbook. As we undertake this work, we intend to leverage existing data handbooks and validation rules provided by the National Education Data Model (NEDM) and EDEN/EDFacts in a way that affords us the opportunity to collaborate with other states or participate in other emerging national efforts.

Sub-task 3.1.a Add "Membership" data elements such as the number of days a student is present in school, the number of days absent when school is in session, the number of possible school days, and the number of absences considered by the LEA to be truant absences; approximately four data elements. These data are currently gathered in two separate collections that do not interface with NJ SMART.

Sub-task 3.1.b Add "NCLB Title I School Choice" data elements such as whether a student applied to transfer and whether the transfer took place; approximately four data elements. NJDOE currently does not collect this data at a student level. Moving it into NJ SMART would give us the ability to track choice program participants and analyze their educational outcomes in addition to meeting EDEN reporting requirements.

Sub-task 3.1.c Add additional "English Language Learners" data elements such as home/native language, LEP program type, and Title III participant status; approximately four data elements. NJDOE currently collects this information in several different collections, some of which are at a student level.

Sub-task 3.1.d Add additional "Immigrant" data elements, such as the date of first entry into a United States school and program participation under Title III, approximately three data elements. NJDOE currently conducts a separate collection for these data elements that is not at a student level.

Sub-task 3.1.e Create a Career and Technical Education collection within NJ SMART. NJDOE's current Career and Technical Education collection is at present a separate collection that is not tied to NJ SMART thus requiring duplication of effort by school districts as they provide NJDOE with data elements that are already part of NJ SMART, such as a student's race and ethnicity as well as assessment outcomes. We anticipate that moving this collection to NJ SMART will require the addition of

twelve data elements, such as the identification of a career concentration, the status toward completion of the concentration, and whether a vocational assessment was administered.

Sub-task 3.1.f Add additional "Migrant" data elements such as Priority for Services, Last Qualifying Move, and Migrant Service Type. These data elements are currently collected at a student level by an external vendor but are not yet uploaded into NJ SMART. We anticipate that adding these data elements to NJ SMART will require an additional twelve data elements.

Sub-task 3.1.g Add additional "Homeless" data elements such as Unaccompanied Youth Status, Primary Nighttime Residence, and Services Received. NJDOE has been collecting a single data element to indicate Homeless status for several years but needs to expand NJ SMART with an additional four data elements in order to sun-set its separate Homeless collections.

Sub-task 3.1.h Add "Neglected and Delinquent Program" data elements, such as the type of program a student participated in and an indication of the services received. NJDOE currently collects this data in a separate collection that is not at a student level. We anticipate that adding this data to NJ SMART will require the creation of six new data elements.

Sub-task 3.1.i Add "Special Education Exiting" data elements to NJ SMART end of year collection. While the NJ SMART system is used to collect Special Education enrollment information, NJDOE has not yet begun collecting the end-of-year Special Education Exiting information such as the date that special education services ended or the reason why a student left special education. We are planning to pilot a collection of the additional two data elements needed in June 2010.

Sub-task 3.1.j Add "Technological Literacy" data elements to NJ SMART. NJDOE currently collects this information for fourth and eighth graders at a school level. We would like to collect this information at a student level and through NJ SMART by creating two new data elements.

Sub-task 3.1.k Add "SAT and AP Test Taking" information. NJDOE currently purchases this information at a student level from the College Board. We are proposing in this application that we then load this data into NJ SMART, using our matching algorithms. This would necessitate the creation of new data elements in NJ SMART as well as new programming in EDanalyzer to make this information available to school districts.

Sub-task 3.1.l Add "Multiple Measures of Student Achievement," up to twenty data elements, to allow districts and charter schools to upload the results of locally designed assessments or benchmark assessments.

Task 3.2 Develop new file formats and reporting infrastructure.

Task 3.3 Conduct parallel submissions and quality assurance analyses, comparing existing collections with new collections.

Task 3.4 Deploy collection across all of New Jersey's districts and charter schools. Offer extensive training and help desk support.

Task 3.5 Sun-set existing systems after variance analyses indicate high levels of data quality.

Task 3.6 Build a common directory platform for user and Meta data management to serve as serve as the central repository of school codes and types, addresses and contact information, and access rights/roles for individual users as well as groups.

Sub-task 3.6.a Identify, procure, and configure commercial off the shelf Directory software.

Sub-task 3.6.b Incorporate existing security model for district school and teacher roles.

Task 3.7 Pilot School Interoperability Framework (SIF) with select districts to better accommodate alternative means of data collection by leveraging technology automation and standardized protocols. These efforts will enable us to better address the diversity of access and understanding of technology that current exists among the submitters of data, who are often administrative assistants or secretaries to the superintendent.

Sub-task 3.7.a Identify, procure, and configure commercial off the shelf Zone Integration Server.

Sub-task 3.7.b Develop application programming interface (API) enabling NJ SMART integration with SIF standardized data interfaces.

Sub-task 3.7.c Select and manage pilot districts to integrate SIF data exchange with district Student Information Systems. Conduct parallel data submissions and analyze variance for data quality and integrity.

Outcome 4 Expand the capacity of NJDOE, district and school personnel to use data to inform policy decisions, diagnose impediments to higher levels of student achievement, and

to choose solutions for school and instructional reform, modeled after the Consortium on Chicago Schools Research.

Task 4.1 Develop training modules specific to the use of technologies in NJ SMART. Topics include using district and school reports; using EDanalyzer, and conducting ad hoc analysis utilizing the business intelligence tool. Each training model to include pilot workshops, the development of an on-line course module, and revisions to the modules based on user feedback. Basic user training has already been conducted throughout New Jersey, but this training needs to be enhanced and made available online in perpetuity.

Sub-task 4.1.a Develop curriculum outlines and workshop materials. Pilot workshops and revise materials from pilot feedback.

Sub-task 4.1.b Develop online course, publish to course delivery system, and pilot course. Modify course from pilot feedback.

Task 4.2 Promote the practice of the use of data by district teams and schools. Develop modules specific to the establishment of data teams in districts and schools as well as building the capacity of district personnel to serve as data coaches and district data stewards to establish and maintain high quality data. Each module to include pilot workshops, the development of on-line course modules, revisions to the modules based on user feedback, and toolkits that will include protocols, templates, activities, sample agendas, and case studies.

Sub-task 4.2.a Develop curriculum outlines and workshop materials. Pilot workshops and revise materials from pilot feedback.

Sub-task 4.2.b Develop online course, publish to course delivery system, and pilot course. Modify course from pilot feedback.

Sub-task 4.2.c Develop Toolkit materials and publish online. Pilot Toolkits and revise from pilot feedback.

Task 4.3 Connect the use of data to district, school, and instructional and individual student improvement. Develop professional development modules specific to using data to manage programs, policies and accountability; using data for district and school improvement planning; using data for instructional improvement; and using data for student improvement planning. Each module to include pilot workshops, the development of on-line course modules, revisions to the modules based on user feedback, and toolkits that will include protocols, templates, activities, sample agendas, and case studies.

Sub-task 4.3.a Develop curriculum outlines and workshop materials. Pilot workshops and revise materials from pilot feedback.

Sub-task 4.3.b Develop online course, publish to course delivery system, and pilot course. Modify course from pilot feedback.

Sub-task 4.3.c Develop Toolkit materials and publish online. Pilot Toolkits and revise from pilot feedback.

Task 4.4 Develop tools to manage training and professional development programs, including course registration, infrastructure for online modules, and feedback/course evaluation.

Sub-task 4.4.a Develop business requirements for a training and professional development management and course delivery systems.

Sub-task 4.4.b Build or procure, install, and test the system.

Task 4.5 Identify and train NJDOE staff that can serve as facilitators in district-specific trainings where the liaison uses web based training modules to turnkey the training to school personnel.

Sub-task 4.5.a Develop curriculum outlines and train-the-trainer materials.

Sub-task 4.5.b Train pilot group of NJDOE staff. Revise materials and curriculum from pilot feedback.

Outcome 5 Expand the use of data among education stakeholders.

Task 5.1 Deploy a "Business Intelligence Tool" based upon OLAP analysis cubes that will allow stakeholders to conduct simplified ad hoc school and district level analyses of student outcomes via the internet.

Sub-task 5.1.a Conduct professional development for NJDOE users and provide technical support for users (see Task 4.1).

Task 5.2 Enhance NJDOE's external partnerships with researchers from universities, colleges and other organizations by forming a Research Consortium, akin to the Consortium on Chicago School Research.

Sub-task 5.2.a Build a research data mart for use by scholars that strips identification components from data, following FERPA guidelines.

Sub-task 5.2.b Allow downloads through a research-specific graphical user interface (GUI).

Task 5.3 Create public and community analysis tools.

Sub-task 5.3.a Specify the set of data elements, the suppression rules, strip data of identifying elements, and build a public-specific graphical user interface (GUI).

Sub-task 5.3.b Deploy the GUI on the NJDOE homepage to allow members of the community at large to easily access or conduct simple analyses of school and district level data.

Task 5.4 Create district and school dashboards that integrate data across NJ SMART submissions, assessment data, and statistical calculations to present key student performance indicators in an easily understood manner.

Sub-task 5.4.a Integrate the dashboard with existing NJSMART reports functions and NJDOE district monitoring protocols.

C. Timeline for Project Outcomes

In this section, we present our timeline for the completion of our five proposed outcomes. Although the timeline represents an ambitious undertaking, we believe, given our successful work to-date, that we can implement the five proposed outcomes within the three year period of the grant. As mentioned above, a significant portion of this work can be accomplished by a straightforward expansion of the number of data elements collected. As these data elements have become increasingly better specified as the result of other states' efforts, EDEN/EDFacts, and the National Education Data Model, we are in a position to leverage this existing work. As the proposed new functionality, specifically the creation of the link between teacher and student and course, also relies on our existing portal, data collection process, and help desk infrastructure, we also believe it is possible extend our current system in order to be fully implemented within three years.

For each outcome, NJDOE will take the lead role of articulating appropriate policy, specifications, and requirements while our vendor will develop and implement the new functionality within NJ SMART. Other partnerships, as needed, are described below specific to each outcome.

As NJDOE has not received any grant funding to-date to support the development of NJ SMART, no risk of duplication of efforts exists. As explained herein, the development of NJ SMART has proceeded with the use of state funds and through a contractual agreement with an external vendor. The contract with our vendor runs through August 2010. This contract specifies the issuance of unique student identifiers and the collection of 75 data elements in addition to maintaining the system. If this application is successful, we intend to contract for the current

maintenance role played by our vendor (as other parts of the contract are now fully realized) using state funds and expand the development role using funds from this grant competition.

For each outcome, task and sub-task below we specify a date that work will be initiated and completed. Please see the Budget Narrative for a fully specified work plan by Outcome, Task and Sub-task.

Outcome 1 Develop new tools and functionality within NJ SMART to create better visibility and usability of key student performance indicators for school and district administrators, such as student-level growth percentile scores, progress toward graduation measures, early indicators of being at-risk of dropping out, and post-secondary outcomes. Work to begin in May 2010 and conclude by August 2011.

Task 1.1 Construct a Student Growth Module. Initiation of efforts May 2010, completion October 2010; support on-going.

Sub-task 1.1.a Extract data, identify cohorts and perform statistical analyses to extend the calculation and analysis of student-level growth percentile scores to all cohorts of test takers. Initiation of efforts May 2010, completion August 2010; yearly from May to August thereafter.

Sub-task 1.1.b Populate NJ SMART with student-level scores to allow schools and districts to conduct independent analyses through our existing EDanalyzer tool. Initiation of efforts May 2010, completion of modifications to EDanalyzer October 2010; support for dynamic report execution to be ongoing for the period of the grant.

Task 1.2 Develop a Graduation Module. Initiation of efforts May 2010, completion August 2011, modifications as needed thereafter.

Sub-task 1.2.a Develop a report module that presents district users with a roster of each NCLB cohort. This work is currently underway, to be completed by August 2010.

Sub-task 1.2.b Present data to enable districts to identify a student's progress toward graduation. To be deployed July 2011.

Sub-task 1.2.c Calculate a 'risk score' for individual students. May – June 2010.

Task 1.3 Create a Discipline Module. Initial process definition work to begin in May 2010 and conclude by August 2010. Deployment of the module to be completed by April 2011.

Task 1.4 Develop a Postsecondary Module. Initiation of work in May 2010, uploading of data completed by December 2010, reports functionality completed by May 2011, helpdesk support and project management throughout the period of the grant.

Sub-task 1.4.a Partner with the National Student Clearinghouse. Exchange of uploading of student data to be completed by December 2010 and yearly thereafter.

Sub-task 1.4.b Partner with the Mid-Atlantic Consortium of Wage Records. Exchange of uploading of student data to be completed by December 2010 and yearly thereafter.

Sub-task 1.4.c Partner with New Jersey's Commission on Higher Education. This work is ongoing. Data to be exchanged yearly by November.

Outcome 2 Build a Teacher-Student-Course module to link teacher to student-level data. Initial business process definition work has begun; statewide student and teacher level collections to be completed by November 2011.

Task 2.1 Transition existing staff collections to NJ SMART portal. Work has begun, completion of statewide collection in November 2011.

Sub-task 2.1.a Build upon existing data collections with additional staff data elements. This work has begun and will conclude by October 2010.

Sub-task 2.1.b Begin pilot collection through NJ SMART portal. April to May 2011.

Sub-task 2.1.c Conduct variance analyses between existing staff collections and new collections. June 2011.

Sub-task 2.1.d Deploy collection across all of New Jersey's districts and charter schools. October – November 2011.

Sub-task 2.1.e Sun-set existing systems after variance analyses indicate high levels of data quality. October 2012.

Task 2.2 Build a Course Module to capture course taking and grades earned by each student as well as teaching assignments of each teacher. Work to begin in July 2010 and be completed by October 2011.

Sub-task 2.2.a Map current course codes to NCES course coding in all New Jersey school districts. July – October 2010.

Sub-task 2.2.b Develop submission technical specifications, pilot collection, and modify collection based on user feedback. Initial business process definition to be completed by September 2010, modifications as needed thereafter.

Sub-task 2.2.c Deploy collection across all of New Jersey's districts and charter schools. October 2011.

Sub-task 2.2.d Develop the ability to send transcripts to higher education institutions. December 2010.

Task 2.3 Update report functionality in NJ SMART to create "Class Rosters" by linking NCES course code plus section identifiers and students (using unique student identifies) and teachers (using unique teacher identifiers). October 2011.

Outcome 3 Streamline federal reporting through an expansion of NJ SMART to include additional data elements and enhance user processes through more comprehensive management of Meta data. Work has begun on defining the new data elements. The dates listed in Task 3.1 below indicate when each new data element will be collected for the first time.

Task 3.1 Define new data elements, validation rules, and data handbook. Work has begun on defining the new data elements, expected to conclude by November 2010.

Sub-task 3.1.a Add "Membership" data elements. June 2010.

Sub-task 3.1.b Add "NCLB Title I School Choice" data elements. June 2011.

Sub-task 3.1.c Add additional "English Language Learners" data elements. August 2010.

Sub-task 3.1.d Add additional "Immigrant" data elements. June 2011.

Sub-task 3.1.e Create a Career and Technical Education collection within NJ SMART. June 2010.

Sub-task 3.1.f Add additional "Migrant" data elements. June 2011.

Sub-task 3.1.g Add additional "Homeless" data elements. June 2010.

Sub-task 3.1.h Add "Neglected and Delinquent Program" data elements. June 2011.

Sub-task 3.1.i Add "Special Education Exiting" data elements. June 2010.

Sub-task 3.1.j Add "Technological Literacy" data elements. June 2010.

Sub-task 3.1.k Add "SAT and AP Test Taking" information. October 2010.

Sub-task 3.1.l Add "Multiple Measures of Student Achievement." Capability enabled October 2010.

Task 3.2 Develop new file formats and reporting infrastructure. This task will occur approximately six months before the expected collection of the data elements, as noted above.

Task 3.3 Conduct parallel submissions and quality assurance analyses, comparing existing collections with new collections. This task will be completed within four months of the expected collection of the data element, as noted above.

Task 3.4 Deploy collection across all of New Jersey's districts and charter schools. Please see dates as noted in Task 3.1.

Task 3.5 Sunset existing systems after variance analyses indicate high levels of data quality. This task will be completed within four months of the expected collection of the data element, as noted above.

Task 3.6 Build a common directory platform for user and Meta data management. This work would begin in November 2010 and be completed by August 2011.

Sub-task 3.6.a Identify, procure, and configure commercial off the shelf Directory software. November 2010.

Sub-task 3.6.b Incorporate existing security model for district school and teacher roles. December 2010 – August 2011.

Task 3.7 Pilot School Interoperability Framework (SIF) with select districts. This work will begin in August 2011 and be completed by January 2012.

Sub-task 3.7.a Identify, procure, and configure commercial off the shelf Zone Integration Server. August 2011.

Sub-task 3.7.b Develop application programming interface (API) enabling NJ SMART integration with SIF standardized data interfaces. August 2011.

Sub-task 3.7.c Select and manage pilot districts to integrate SIF data exchange with district Student Information Systems. August 2011 – January 2012.

Outcome 4 Expand the capacity of NJDOE, district and school personnel to use data to inform policy decisions, diagnose impediments to higher levels of student achievement, and to choose solutions for school and instructional reform, modeled after the Consortium on Chicago Schools Research. This work will extend the entire length of the grant period.

Task 4.1 Develop training modules specific to the use of technologies in NJ SMART. May – December 2010.

Task 4.2 Promote the practice of the use of data by district teams and schools. May – December 2010.

Task 4.3 Connect the use of data to district, school, instructional and individual student improvement. May – December 2010.

Task 4.4 Develop tools to manage training and professional development programs. May 2010 – May 2013.

Task 4.5 Identify and train NJDOE staff that can serve as facilitators in district-specific trainings. April 2011 – May 2013.

Outcome 5 Expand the use of data among education stakeholders. May 2010 and ongoing throughout the grant period.

Task 5.1 Deploy a "Business Intelligence Tool" based upon OLAP analysis cubes that will allow stakeholders to conduct simplified ad hoc school and district level analyses of student outcomes via the internet. May to December 2010.

Sub-task 5.1.a Conduct professional development for NJDOE users and provide technical support for users (see Task 4.1). January to July 2011, with update training in January-February of each succeeding year.

Task 5.2 Enhance NJDOE's external partnerships with researchers from universities, colleges and other organizations by forming a Research Consortium, akin to the Consortium on Chicago School Research. January 2011.

Sub-task 5.2.a Build a research data mart for use by scholars that strips identification components from data, following FERPA guidelines. August 2010.

Sub-task 5.2.b Allow downloads through a research-specific graphical user interface (GUI). December 2010 – January 2011.

Task 5.3 Create public and community analysis tools. July 2010 – August 2011.

Sub-task 5.3.a Specify the set of data elements, the suppression rules, strip data of identifying elements, and build a public-specific graphical user interface (GUI). July 2010.

Sub-task 5.3.b Deploy the GUI on the NJDOE homepage to allow members of the community at large to easily access or conduct simple analyses of school and district level data. December 2010 – January 2011.

Task 5.4 Create district and school dashboards that integrate data across NJ SMART submissions, assessment data, and statistical calculations to present key student performance indicators in an easily understood manner. January 2011 – July 2011.

Sub-task 5.4.a Integrate the dashboard with existing NJSMART reports functions and NJDOE district monitoring protocols. January 2011 – July 2011.

D. Project Management and Governance Plan

Current Management and Governance of NJ SMART

The oversight of NJ SMART is currently the joint responsibility of the Office of Information and Educational Technology (IT) and the Office of Research and Evaluation (R&E). The director of IT reports directly to the Chief of Staff who reports to the Commissioner of Education; while the director of R&E reports to the Deputy Commissioner who reports to the Commissioner. IT takes the lead in overseeing the technical development of the system, including its architecture, functionality, and interoperability with other data collections while also exercising oversight over project timelines, benchmarks and budgeting. R&E takes the lead on developing new data dictionaries, overseeing the crosswalk between EDEN files and current data collections, and ensuring that all educational stakeholders have access to the type of data – and in its most easily usable form – that will inform local and state decisions. The partnership between IT and R&E allows for development decisions to be made collaboratively while ensuring that both technical and educational concerns are addressed in a coordinated manner.

The operation and on-going maintenance of NJ SMART is performed by our external vendor, Public Consulting Group (PCG), under the direction of NJDOE. PCG is a management consulting firm founded in 1986 to offer public policy development, service delivery and design, rate setting, cost accounting, revenue maximization financial management, operations improvement, planning, strategy implementation, and other management advisory services to

government and private health and human service providers. At present, PCG is also working with four other states on streamlining their education-related federal reporting, implementing professional development for education stakeholders, and utilizing student growth scores among other tasks.

PCG provides support to public school districts, charter schools, and the vendors of districts' that use student-level information systems. For each collection from districts and charter schools, PCG – in collaboration with the NJDOE – publishes a data dictionary, a file format, and memos to the district's NJ SMART point of contact. Those initial pieces of communication are followed by collection or topic specific WebEx sessions, open to all districts. Additionally, PCG also manages the NJ SMART Help Desk that takes inquires via a toll free phone line or email. During the last few days that the NJ SMART portal is open for a collection, the number of Help Desk inquires can reach 300 in one day.

Within the NJDOE, a NJ SMART Steering Committee was formed three years ago to provide guidance from all program areas that work with student data and exercise oversight of the project work plan and budget. All assistant commissioners and appropriate directors participate in these weekly meetings to discuss on-going operation, plans for development, and analyses of collections. All major decisions, projects, and expenditures related to the data collection and reporting processes and infrastructure must go before this group for review and approval. Additionally, PCG leads a meeting of the Steering Committee once a month to present status information from recent collections, report out on development milestones, and otherwise keep the Steering Committee informed regarding feedback from districts and charter schools.

Within the NJDOE, we have developed a Data Steward Working Group among all program offices and programmers who work with any type of data that is required as part of EDEN/EDFacts. The mission of the Working Group is to collaborate across all in-house data collections and NJ SMART on issues of data definitions, streamlining collections, and partnering in EDEN/EDFacts submissions. A lead data steward has been assigned to each EDEN file and appropriate 'data element stewards' have also been identified for the instances in which data elements for a single EDEN file must be pulled from multiple program areas.

To ensure that all necessary areas within the NJDOE are aware of progress, the director of R&E makes quarterly presentations regarding the development of NJ SMART to meetings of the Executive County Superintendents. In New Jersey, each of our counties have an Executive County Superintendent who oversees the local school districts and charter schools in his/her county. These individuals then present this information to the superintendents of school districts at 'Roundtable' meetings. This type of communication ensures that both the NJ SMART point of contact and district superintendent (who are likely not the same individual) are kept up to date on upcoming changes. Also as a particular collection unfolds, PCG and the Executive County Superintendents work together to garner a 100% response from districts and charter school by utilizing NJDOE's county offices of education to prod late submitters into action.

External Collaborators and Partners

As NJ SMART was developed, NJDOE reached out to various external state agencies and partners. Collaborating state agencies have included the following: New Jersey Department of Corrections, the Juvenile Justice Commission, the New Jersey Department of Human Services, the New Jersey Department of Children and Families, Head Start, an association of Private Schools, and the New Jersey Department of Labor.

Additionally, as each new portion of development was undertaken, NJDOE and its vendor, Public Consulting Group, conducted focus groups among district and charter school stakeholders. For example, in working to develop EDanalyzer and our Reports Functionality, focus groups among districts identified the nearly three dozen 'Essential Questions' that district administrators would like to be able to easily ask of their data – perhaps with a single click!

Proposed Management and Governance

The work proposed herein will necessitate building a broader collaboration among education stakeholders as the next stages of development represent a significant expansion of the system in terms of the number of data elements in the system, the complexity of the data analyses available, and the required external partnerships in order to access new data sets. Additionally, with the expansion of NJ SMART, we will be in a position to answer important questions that ultimately lead to more informed policy and practice at the state, district, and school levels. Five types of governance structures are therefore proposed:

- Maintain the internal organization of the NJDOE's oversight of NJ SMART. The collaboration between IT and R&E is working well, leading to development decisions that are fully informed from both the technical and programmatic points of view. The NJ SMART Steering Committee should continue to be comprised of directors and assistant commissioners who meet weekly to discuss the implementation of new development and functionality within NJ SMART as well as plan for the sun-setting of duplicative data collections. Additionally, the Data Steward Working Group should continue to meet to discuss new development and collections as they are undertaken.

- Expand and extend vendor contract to undertake the work proposed herein.

- Build upon our existing collaboration with other state agencies by bringing together appropriate assistant commissioners and directors to implement data sharing across agencies.

- Engage district and school personnel in ongoing work groups to guide development decisions and implementation. Rather than forming one advisory council, we propose to establish work groups related to the Project Outcomes and Tasks proposed herein so as to engage as many NJ SMART users in the process as is feasible.

- Develop a Governor's P-20 Research Consortium to collaboratively set a research agenda that will inform statewide policy decisions. This consortium should include members

from collaborating state agencies, research colleges and universities, and other educational stakeholders.

Key Project Staff

Please note: At this time, New Jersey state government is in a transition from the administration of Governor Jon Corzine to Governor-elect Chris Christie. As evidenced in Appendix D, Governor-elect Christie has expressed his strong support for this application. However, it is possible that the NJDOE organizational structure maybe reorganized so that the individuals and reporting relationships described in this narrative are altered.

NJDOE Staff

Project Sponsor: Deputy Commissioner

The NJDOE Deputy Commissioner will oversee all aspects of this proposal's implementation. While the Project Lead and Project Contract Manager will regularly report to the Deputy Commissioner on the project's status, recommendations from the NJ SMART Steering Committee will also flow directly to the Deputy Commissioner for his/her action.

Project Lead: Dr. Bari Anhalt Erlichson

Dr. Erlichson joined the NJDOE in 2008 and formally began as the director of the newly constituted Office of Research and Evaluation (R&E) in January 2009. As the mission of the R&E Office is to provide decision makers at the school, district and state level with data that informs policy making and practice, Dr. Erlichson assumed responsibility of the programmatic development of NJ SMART in January 2009. The establishment of the R&E Office within the NJDOE at a time of great budgetary constraints illustrates the NJDOE's commitment to the ongoing development of NJ SMART and to the greater use of data at all levels of decision making within the education system.

Prior to joining the NJDOE, Dr. Erlichson conducted several external studies of school and school districts under contract to the NJDOE. Her work was also supported by foundations while at Montclair State University and as a professor at Rutgers University. She has published widely on issues such as school reform implementation, federal policy analysis, and the roles of various education stakeholders, such as school boards. She holds a doctorate in political science from Stanford University and a master's degree in Educational Administration from the School of Education at Stanford University.

Dr. Erlichson's role in this project will account for 75% of her time, as an in-kind contribution, and will include the following:

- Overseeing the development of new data dictionaries;
- Ensuring the alignment of new collections to the National Education Data Model, EDEN/EDFacts and CCSSO's emerging LEARN consortium and Common Core;
- Planning for the deployment of new collections in terms of scheduling;

- Structuring partnerships with and communication to school districts;
- Conducting the variance analyses between new and legacy collections and making recommendations as to sun-setting of legacy collections;
- Chairing the NJDOE NJ SMART Steering Committee and working internally with program offices on data collections;
- Serving as a member of the Governor's P-20 Research Consortium; and
- Traveling to IES, EIMAC and EDFacts meetings.

Project Contract Manager: Mr. Jack Moticha

Mr. Moticha joined the NJDOE in November 1997. Mr. Moticha became the NJDOE's Acting CIO in January 2009. Prior to assuming this role, Mr. Moticha served as the Manager of all Legacy Applications within the department, including all distributed data collection systems as well as educational aid systems.

Mr. Moticha's role in this project will account for 10% of his time, as an in-kind contribution, and will include the following:

- Overseeing the development of the contracts related to this work;
- Overseeing the completion and timeliness of development benchmarks and deliverables;
- Managing the interoperability of legacy data collections to NJ SMART; and
- Directing the ongoing process of vendor invoicing.

IT Project Manager: Mr. Mark Falchek

Mr. Falchek joined the department in May 2000. His responsibilities since that time have included the management of the technical staff that develop and maintain the web-based systems and collections as well as performing as a liaison to the State Office of Information Technology and technology vendors for projects contracted outside the NJDOE.

Mr. Falchek's role in this project will account for 75% of his time, funded by this grant. Many of his existing responsibilities will be transferred to other NJDOE employees so that he will be able to undertake the following under the guidance of the Project Lead:

- Overseeing the architectural design of NJ SMART, including the increased functionality of EDanalyzer, the reports functions, and the development of the new modules;
- Overseeing the development of system software;
- Developing timelines for development;
- Allocating IT staff resources as necessary to support program offices in participating in analyses of NJ SMART variance analyses;
- Continuing to serve as the EDEN Coordinator; and
- Traveling to IES, EIMAC and EDFacts meetings.

Business Systems Analyst: Ms. Lorraine Clapper

Ms. Clapper officially joined the NJDOE in 2005, but served the department 'on loan' from a school district beginning in 2003. While serving in that role, Ms. Clapper participated in the earliest stages of development of NJ SMART including the development of the unique student identifier and the original vendor certification process. Since joining the department, Ms. Clapper has taken on the role of the "Chief Data Steward" and EDEN/EDFacts liaison. In these roles, she convenes meetings of Data Stewards and programmers who prepare EDFacts files for her submission to EDFacts. She also serves as the support technician for district-level web user administrators. Ms. Clapper holds a master's degree in Organization and Management with a Specialization in Leadership.

Ms. Clapper's role in this project will account for 75% of her time, funded by this grant. Many of her existing responsibilities will be transferred to other NJDOE employees so that she will be able to undertake the following under the guidance of the IT Project Manager and Project Lead:

- Collaborating with vendor to determine a business process flow of the data collections;
- Overseeing the development of business and validation rules for newly created or expanded data elements;
- Maintaining meta data for schools and districts;
- Ensuring the interoperability of NJ SMART with EDEN/EDFacts;
- Assisting in the sun-setting of legacy data collections; and
- Traveling to IES, EIMAC and EDFacts meetings.

Public Consulting Group Partners

Project Lead: Michelle Simmons, Ph.D.

Dr. Simmons is a Manager in PCG's Oakland, California office with overall responsibility for PCG Education's West Coast engagements. Dr. Simmons has nine years of experience in public sector consulting in the education services industry. She was the project founder and manager for NJ SMART, the comprehensive state data warehouse, student level reporting, and longitudinal data analysis project for the state of New Jersey for four years. For NJ SMART she led the initial student level data collection efforts, including coordinating training for 635 districts on data requirements and submission procedures. She has worked collaboratively with NJDOE to develop comprehensive data policies addressing local, state and federal data requirements. Dr. Simmons has additional expertise in special education information management and school-based Medicaid reimbursement projects. She has program negotiation, strategy, and program implementation experience in the states of Michigan, Illinois, Tennessee, New Jersey, California, Kansas, Nevada, and Texas, in administrative claiming, random moment time study methodology, fee for service billing, special education information management systems, and data warehouse and analysis tools.

Senior Project Manager: Trevor Selby

Mr. Selby is a Senior Consultant directing the day to day operations for the Princeton, New Jersey office. In this capacity, Mr. Selby manages NJ SMART, New Jersey's statewide longitudinal data system as well as the statewide schools Medicaid claiming contract. Mr. Selby brings not only expert knowledge of state and federal education data guidelines, but operational and technical experience working on a state longitudinal data system and with New Jersey's 635 LEAs. This includes detailed knowledge of unique student identification systems, data collection and validation processes, EDFacts file submissions, the National Governors Association high school graduation calculation, end user training, and analytic tool support. Prior to his employment at PCG, Mr. Selby worked for Educational Testing Service, directing several statewide summative assessment systems and as a lead software engineer in several Silicon Valley startups. Mr. Selby earned a Bachelor of Science degree in Computer Science from Duke University and a Masters of Business Administration from New York University.

IT Project Manager: Greg Nadeau

Mr. Nadeau is a Manager in PCG's Boston, Massachusetts office with overall responsibility for leading PCG's Education Data Analytics services. Mr. Nadeau has over sixteen years experience leading state longitudinal data systems, eight on the public side as Chief Information Officer of the Massachusetts Department of Education, and eight in the private sector, consulting with private companies, education organizations and states. Mr. Nadeau served on the Board of Directors of the School Interoperability Framework Association (SIFA) and as an expert consultant to the Council of Chief State School Officers (CCSSO). In 2001, Mr. Nadeau created and led the US Open e-Learning Consortium, a 14-state USED-funded project. The primary objective of the consortium was to harvest released high-stakes, assessment items to create a pool for low-stakes interim assessments. He is currently working with CCSSO to establish a new national consortium called the Learning and Education Resource Network (LEARN) designed to harness Race to the Top and the $250M State Education Data Systems grants in the ARRA stimulus package.

Professional Development Project Manager: David Ronka

Mr. Ronka, a Manager with Public Consulting Group, Inc (PCG), is the Executive Director of PCG's Center for Resource Management (PCG-CRM), based out of Portsmouth, New Hampshire. Mr. Ronka has 15 years of public sector experience, including consulting with school districts and working with educational data systems. He has designed and delivered professional development for adult learners in many contexts and settings, including the use of data to better inform instructional decision making and the use of technology in schools. He currently teaches a graduate course on data use to participants in the Boston Public Schools Principal Fellowship Program. Additionally, he has implemented educational data management systems for school districts around the country and has helped schools identify and develop data reports that target specific improvement goals. Mr. Ronka earned his Bachelor of Arts and Bachelor of Science from Tufts University. He earned his Masters of Education from the

Harvard Graduate School of Education and is an active member of Harvard's Data Wise Project, a group of researchers that works with educators around the country to help them implement effective methods of using data to improve student achievement. Mr. Ronka has served as a Teaching Fellow for the Data Wise weeklong summer institute, has presented as a guest lecturer at Harvard, and served as a coach for Getting Started with Data Wise, an online course for school leaders presented through Harvard's WIDE World. Mr. Ronka is a contributing author of *Data Wise in Action: Stories of Schools Using Data to Improve Teaching and Learning* (Edited by Boudett and Steele, Harvard Education Press, 2007). Prior to PCG, Mr. Ronka served for 6 years in the Navy as a Civil Engineer Corps officer.

Director of Technology: Joseph Tabcharani.

Mr. Tabcharani is the Director of Technology and Operations for PCG Education, located in PCG's Montreal, Canada office. Mr. Tabcharani has 8 years of experience consulting with school districts and working with educational data systems and 15 years of project management experience. He has implemented educational data warehouse systems for school districts in Canada and the United States. Mr. Tabcharani earned his Bachelors and Masters degrees in Electrical Engineering from Washington University in St Louis. He earned his Masters in Business Administration from McGill University in Montreal. He is an active member of the MUGs group which hosts all current customers with the PCG data warehouse solution in the province of Ontario in Canada.

Software Development Manager: Neil Marlowe

Mr. Marlowe is the Software Development Manager in PCG's Windsor, Connecticut office. Mr. Marlowe has over 20 years of experience in the IT field which includes working on Microsoft's financial data warehouse. He has managed the development and implementation of many web based and data warehouse software product. He has also managed the development and implementation of key web-based reporting solution for PCG. Mr. Marlowe brings a wealth of software engineering expertise and best practices with an emphasis on data warehousing. Mr. Marlowe also has extensive experience with different Software Development Lifecycle methodologies and best practices.

Technical Project Manager: Jennifer Clark

Ms. Clark is a Technical Project Manager located in PCG's Windsor, Connecticut office. Ms. Clark joined the PCG team in 2006 bringing more than 16 years of experience in customer service, business analysis, and project management. Ms. Clark has extensive experience in technology and data analysis. Ms. Clark received a Bachelor of Science in General Business from Western New England College.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **Appendix A** Pages: **12** Uploaded File: **C:\Documents and Settings\berlichs\My Documents\0910 SLDS Grant\Application\Submitted\Appendix A.pdf**

Appendices A

A1: NJ SMART Capabilities and Functionality

A2: Letter of Support from Vendor

Appendix A1: NJ SMART Capabilities and Functionality

New Jersey Standards Measurement and Resource for Teaching (NJ SMART) is a comprehensive data warehouse, student level data reporting, and unique statewide identification (SID) system. The NJ SMART EDanalyzer tool integrates state assessment data, providing Local Education Agencies (LEAs) access to reports that allow for easy monitoring and comparison of critical performance measures.

While NJ SMART provides access to an unlimited number of users from each LEA, the LEA is responsible for designating their users and their users' roles. Within the system, several types of roles are present which provide varying levels of access to student data. For example, a 'school principal' role is only able to view the identifying data of the students that are in his/her building. The LEA must assign the roles to their users in a way that is consistent with the LEA's own FERPA policies.

Additionally, the LEA also designates a NJ SMART point of contact who receives communication directly from NJ SMART regarding system announcements, upgrades and enhancements, and upcoming deadlines and trainings.

Data Collected

NJ SMART currently collects over 60 data elements on each student, each element with their own specified values and validation rules directly from LEAs. The element details are outlined in a published handbook for each submission.

Name of Data Element:
StateIdentificationNumber

NJ DOE Number: 1

Definition: A unique number (SID) assigned and maintained by the New Jersey Department of Education that is unique for each student over time and across districts.

Functional Policy or Logic Description: In order to track students within and across districts over time, NJ DOE will assign a unique 10-digit number to all students enrolled in New Jersey public schools. After the initial assignment of identification numbers, districts will be required to verify or obtain an identification number whenever a new student enrolls in the district.

SID will be a new number assigned by NJ SMART. The initial batch assignment of the SID occurred in March 2007. After initial assignment, districts must use the SID on all student-level data submitted to the New Jersey Department of Education and annually resolve all duplicate students within the district prior to the beginning of the school year.

Start(s) Date: October 15, October 15 Special Education, End of Year or June 30

Type: Numeric | Min Length: 10 | Max Length: 10

Range of Values: N/A

Required Element? Yes, Mandatory for all students | NCES:

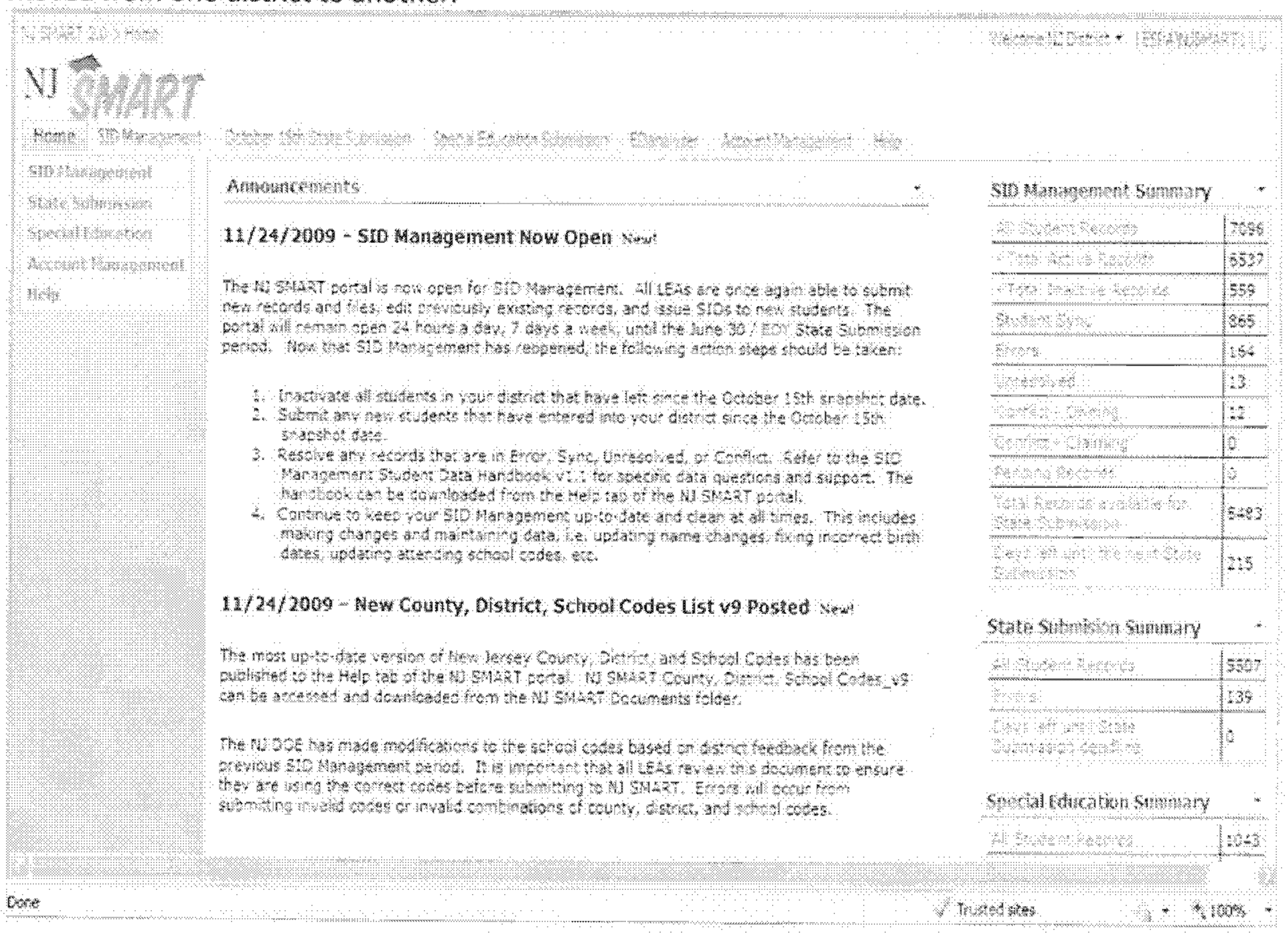
Format: 10-digit state identification number. SIDs must be valid numbers as issued by NJ SMART or an error will occur.

Additional Notes: All submission files must include SIDs for students who have had SIDs issued; if a file submission does not include SIDs, it will not be accepted by NJ SMART.

Home page

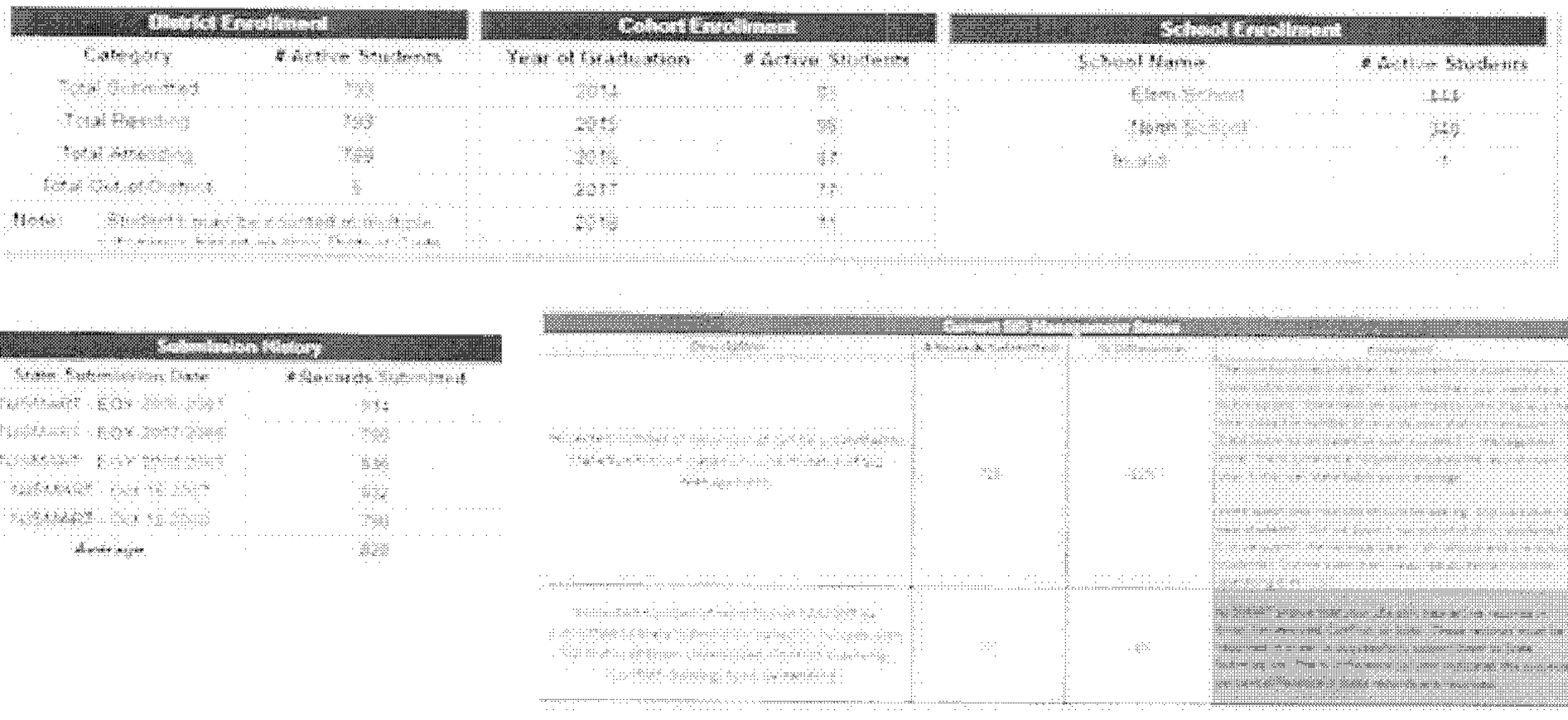
When a user first logs in, he/she lands on the NJ SMART Home page. This page provides the user with current announcements, a district summary status for each data submission, tab access to the data submissions, and access to EDanalyzer. Each page within the NJ SMART portal has a consistent look and feel for ease of use. As detailed in the Project Narrative, NJ SMART conducts four uploads of data files each year and provides for real time management of a LEA's student file. The first file to be submitted at the beginning of each school year is called SID Management. This file contains student-level information which enables NJ SMART to ensure that each student has a unique identifier. The second and third files, State Submission and Special Education Submission, are submitted in October – November each year to reflect the district's enrollment status as of October 15th. The State Submission occurs again in July to reflect the district's enrollment as of June 30th. The Home page provides counts of student records that are error free, an indication of what type of errors exist in a student record, and an indication of how many days remain before the next submission.

The Home page also allows real time management of student records through its SID Management tab. This allows LEAs to keep their student records current to reflect the transfers in and out of the district. For example, a student is considered Active in the district when they are enrolled in a particular school. If the student moves from the district, the district updates the student's status to Inactive using a particular exiting code to reflect the student's transferring intentions, such as moving to another district. Districts are required to inactivate their students within ten days of receiving a notice of transfer. When the student arrives in a new district, the new district is now capable of retrieving the student's record and reporting the student as Active in their district. In this way, NJ SMART enables all longitudinal data regarding a child to be moved from one district to another.



SID Summary Report

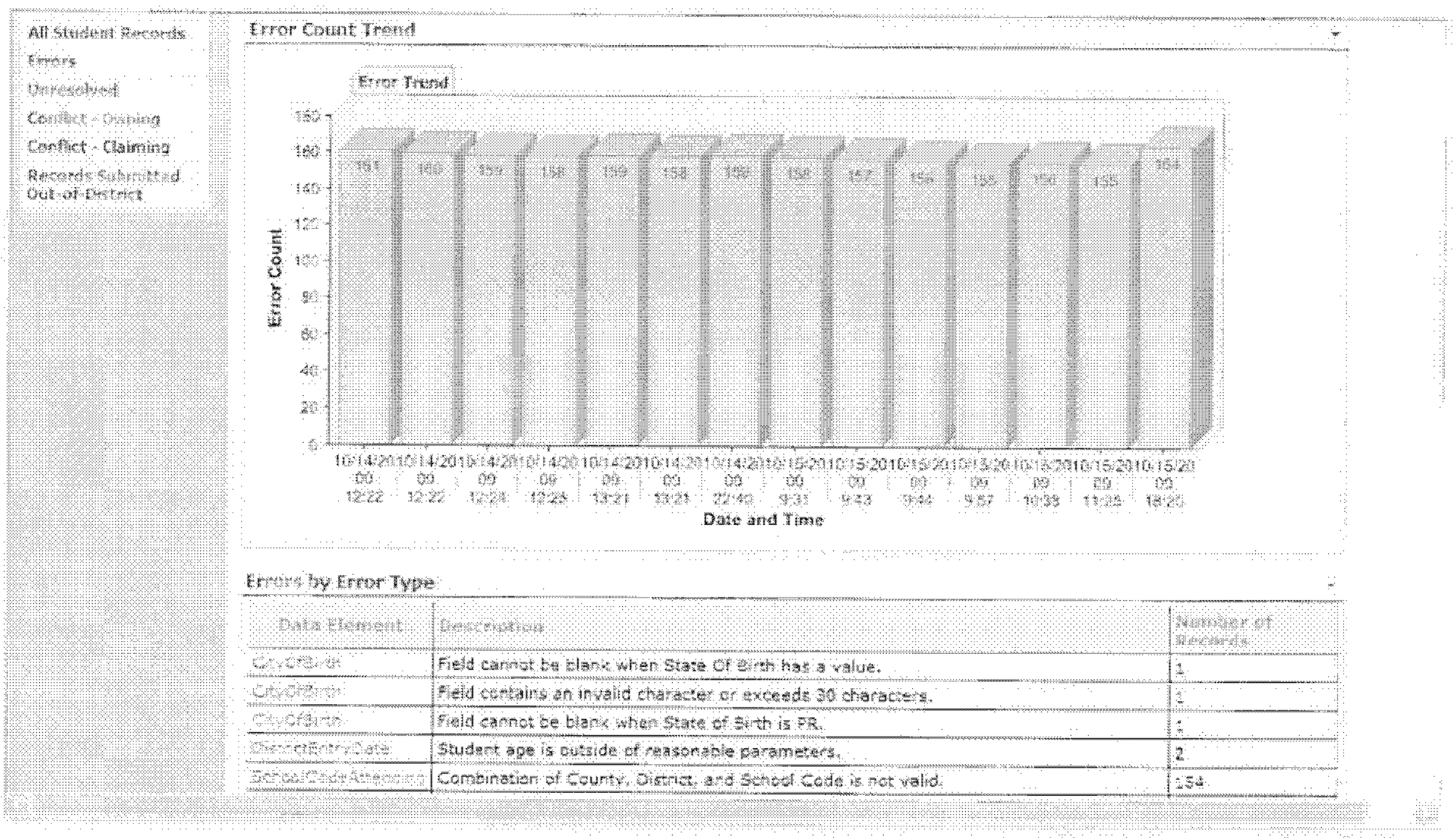
The SID Management page contains a link to a SID Management Summary Report. This report provides a detailed breakdown of the LEA's current SID Management data by school attending and cohort year. Additionally, the report compares current student counts to student counts submitted in past submissions. Based on the status of the students, the report will include a projected number of students that are ready to be submitted for the State Submission and Special Education Submission.



Note: School names have been removed for purposes of this illustration.

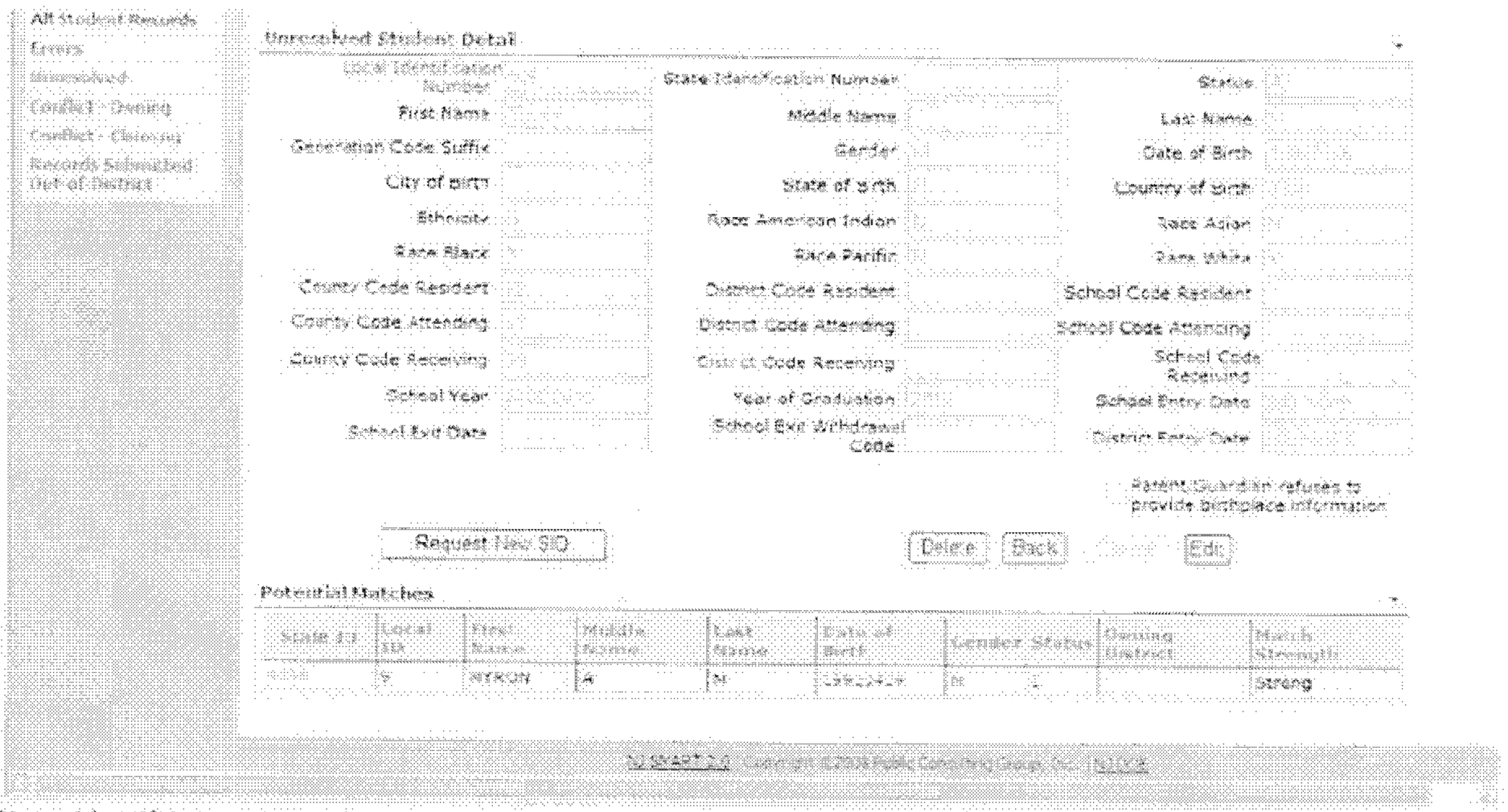
Errors page

Each file uploaded by an LEA is run through a data validation process to identify areas to improve data quality. The Errors page contains a bar graph tracking the number of records in error, detailed descriptions of each error, and a list of students that have an error. As the screen shot below illustrates, the data validation process includes checking the data for formatting and valid values in addition to running the data through a series of business rules. For example, when LEAs enter the code of a school as where the student is attending, these codes are checked against a central header file to ensure that the school is in fact open and part of the NJDOE's EDEN directory.



Unresolved page

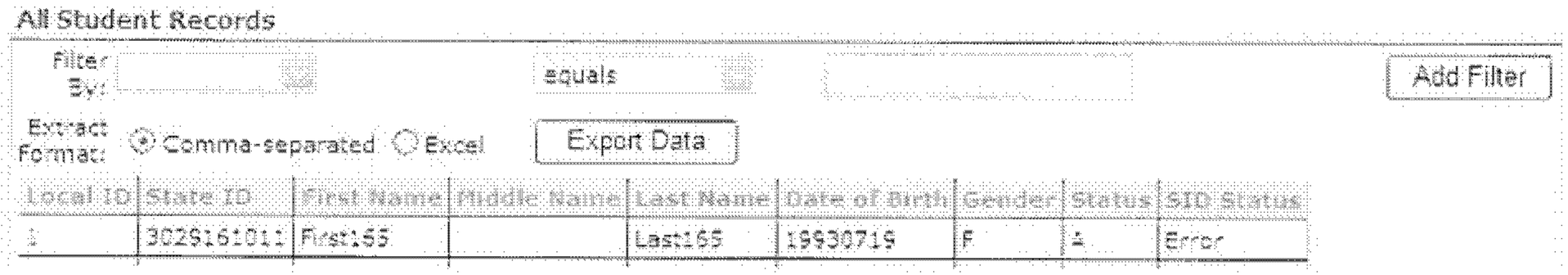
After a record passes data validation, the student is processed for a unique SID number. Students that cannot be uniquely identified will be displayed on the Unresolved page, where the LEA can make a determination as to whether the student should keep an existing SID or receive a new SID. LEAs must resolve all student records and correct all errors associated with a student prior to NJ SMART accepting the student as part of the district's submission. In this way, data quality is ensured during the submission process as errors are identified and corrected as file uploads occur.



Note: Identifying student information has been removed for purposes of this illustration.

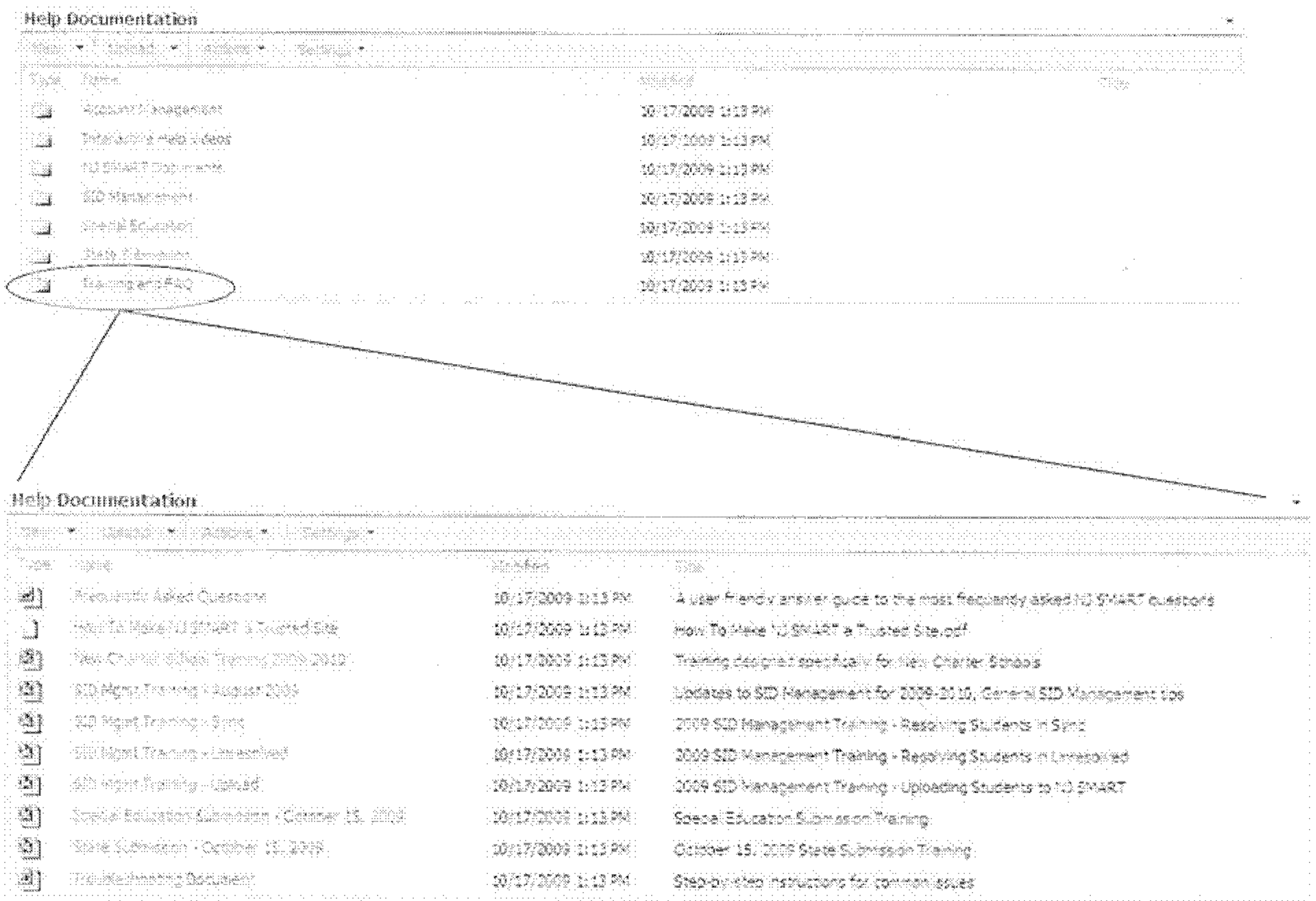
Filter and Export

Any page that contains student lists allows the user to filter and export the data. Filtering the data helps the LEA focus on resolving a particular record, and also assists in locating a SID number for a student in their LEA. The export function not only is a means for updating a student file for the NJ SMART system, but also can be imported into the local student information system so that manual data entry is not necessary.



Help

An LEA can also access a Help page directly in NJ SMART to easily view instructional web videos, file templates, data element handbooks, user guides, and frequently asked questions.

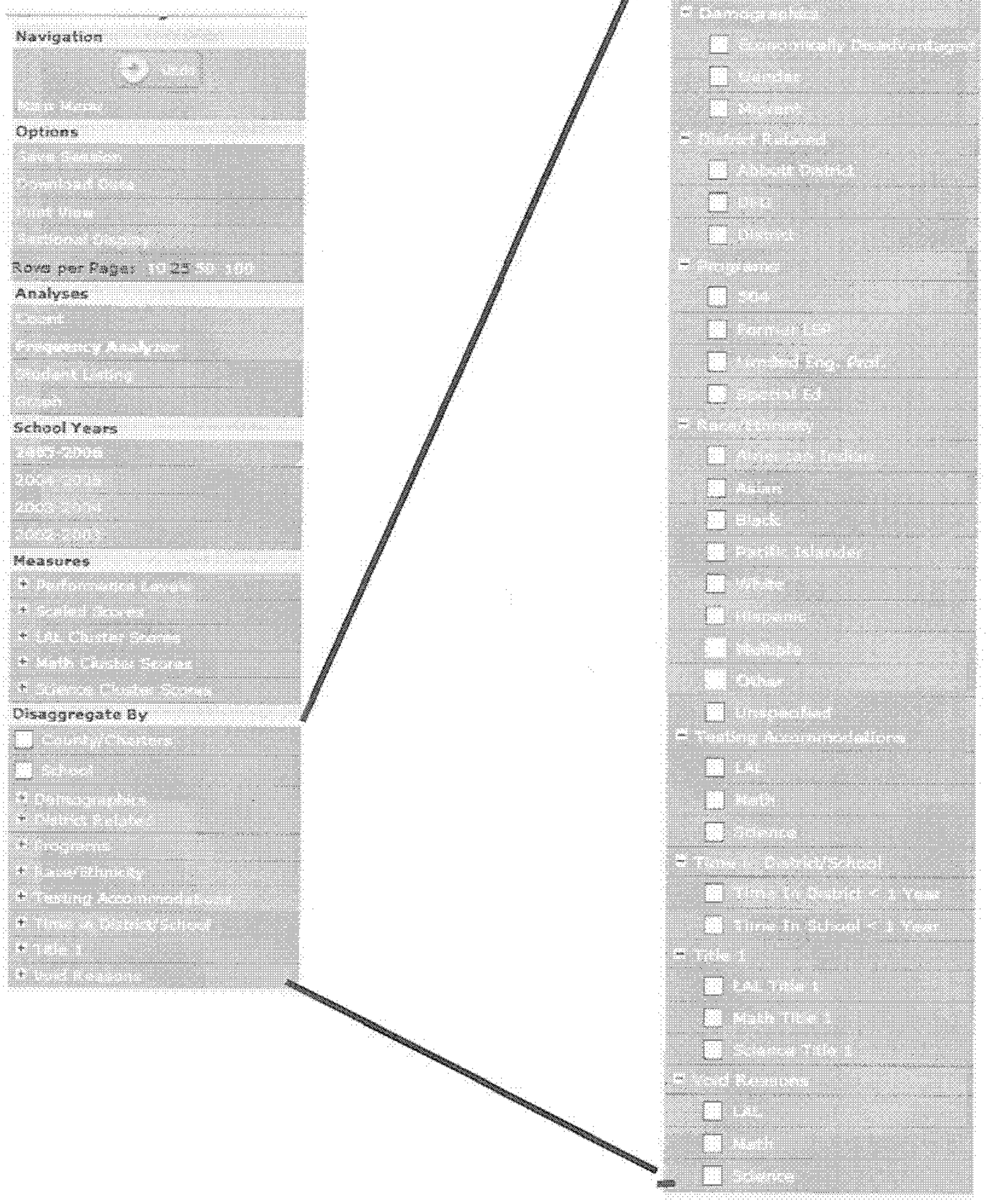


EDanalyzer

As mentioned in the Project Narrative, NJ SMART has an analytics tool called EDanalyzer. After issuing unique student identifiers to every student in New Jersey in 2007, we uploaded the prior ten years of state assessments and matched them with student level records where appropriate. With over 10 years of state assessment data loaded, EDanalyzer provides LEAs the ability to do meaningful data analysis without the need for extensive technical training. Data sets can be filtered, sorted, and disaggregated with a click of the mouse. NJ SMART has provided EDanalyzer training across the state to school and district staff.

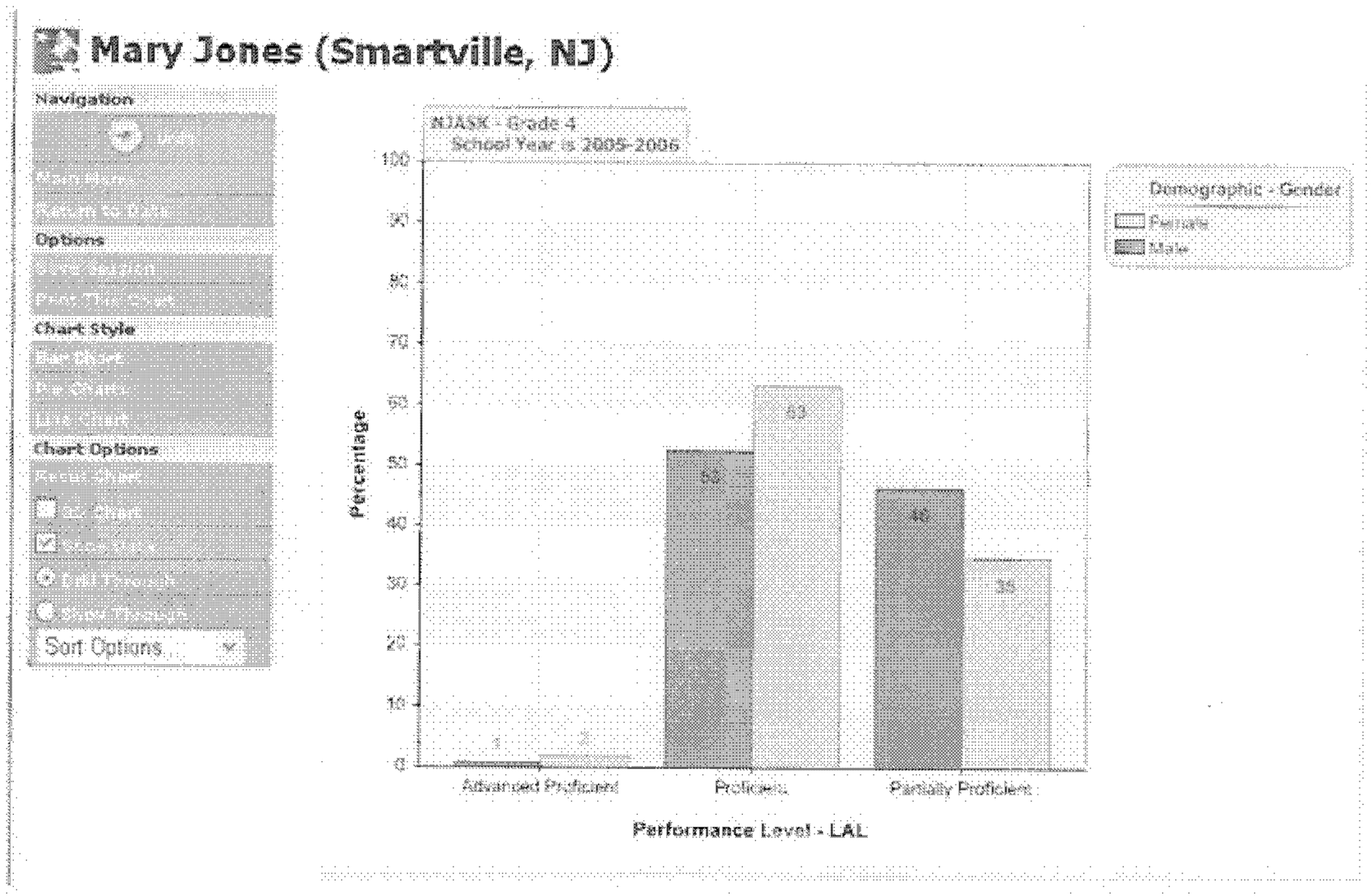
Disaggregate

The screen shot below show the many types of analyses that can be conducted via EDanalyzer. For instance, it allows users to study achievement outcomes by performance levels, such as Advanced Proficient, Proficient or Partially Proficient. For users with the appropriate user role, it is possible to drill down to provide a listing of students in each level. Users can also switch to more detailed measures such as scale scores or study performance within testing clusters. Additionally, a host of 'disaggregators' allow the user to filter the students in order to focus on a particular group.


Navigation
Home Menu
Options
Save Context
Download Data
Show Help
Data Privacy Policy
Rows per Page: 10 25 50 100
Analyses
Growth
Proficiency Analysis
Subgroup Gaps
Cohort
School Years
2005-2006
2006-2007
2007-2008
2008-2009
Measures
+ Performance Levels
+ Scaled Scores
+ ELA Cluster Scores
+ Math Cluster Scores
+ Science Cluster Scores
Disaggregate By
+ Geography
+ School
+ Demographics
+ Program Participation
+ Enrollment
+ Race/Ethnicity
+ Testing Accommodations
+ Time in DC for/School
+ Title I
+ Year Retained
Disaggregate By
Geography
School
- Demographics
Economically Disadvantaged
Language
Migrant
- Primary Setting
Alternative Setting
Home
Juvenile Justice
Special Ed
- Program Participation
ELL
Homeless
Migrant
Section 504
Title I
- Race/Ethnicity
Asian, not Hispanic
Asian
Black
Pacific Islander
White
Hispanic
Multiple
Other
Unspecified
- Testing Accommodations
ELL
Math
Reading
- Time in DC for/School
Time in School >= 1 Year
Time in School < 1 Year
- Title I
ELL Year 1
Math Year 1
School Title I
- Year Retained
ELL
Math

Graph

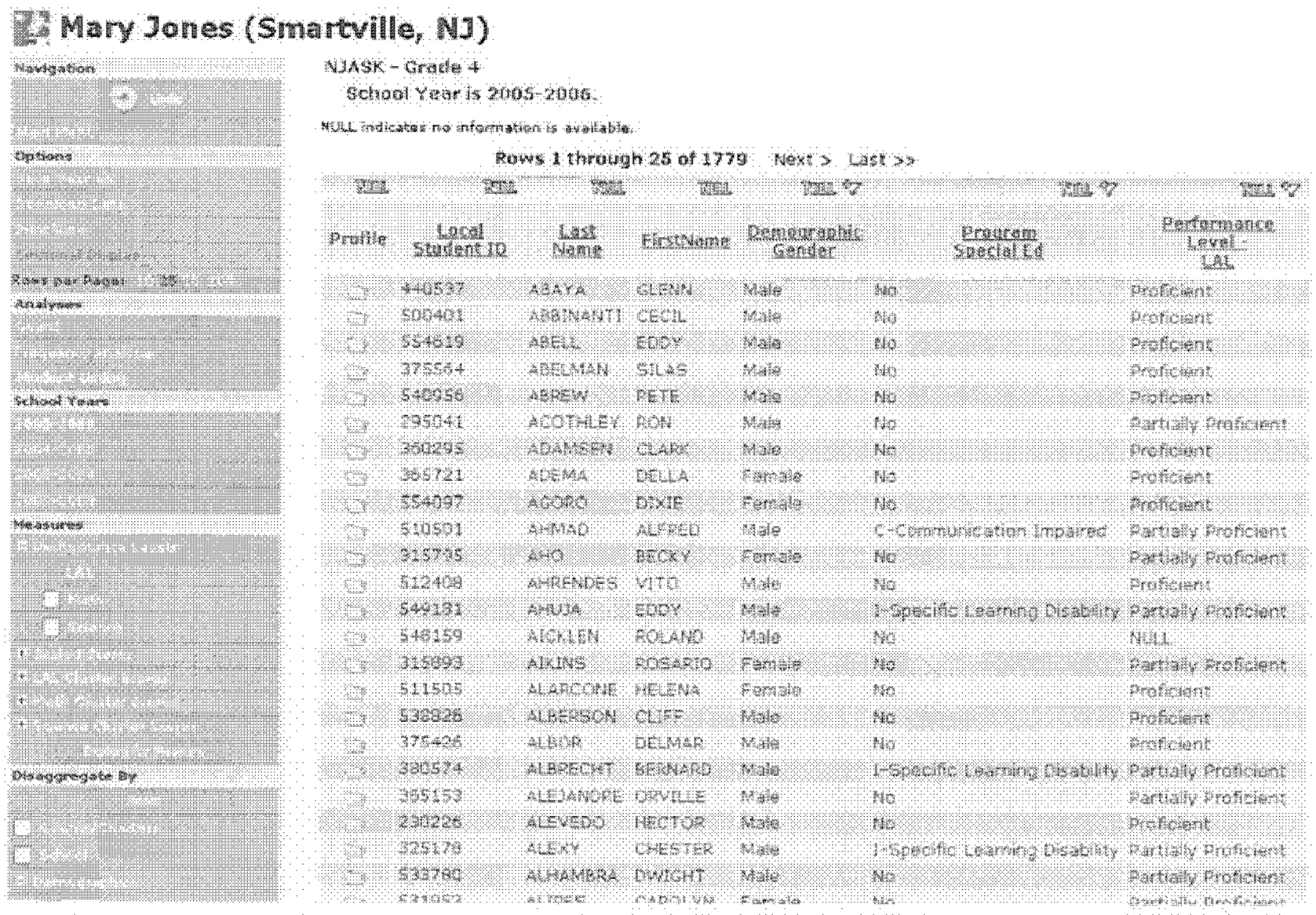
EDanalyzer also allows users to produce graphs easily. A variety of graphing functions allow users to display data in multiple ways.



Note: User name is fictitious.

Student List

Additionally, a Student Listing allows the user to view individual student data as well as access a student profile that contains that student's performance on state assessments over time.



Mary Jones (Smartville, NJ)

Navigation

Options

Rows per Page: 25

Analyses

School Years

Measures

Disaggregate By

NJASK – Grade 4

School Year is 2005-2006.

NULL indicates no information is available.

Rows 1 through 25 of 1779 Next > Last >>

Profile	Local Student ID	Last Name	FirstName	Demographic Gender	Program Special Ed	Performance Level - LAL
	440537	ABAYA	GLENN	Male	No	Proficient
	500401	ABBINANTI	CECIL	Male	No	Proficient
	554619	ABELL	EDDY	Male	No	Proficient
	375564	ABELMAN	SILAS	Male	No	Proficient
	540956	ABREW	PETE	Male	No	Proficient
	295041	ACOTHLEY	RON	Male	No	Partially Proficient
	350295	ADAMSRN	CLARK	Male	No	Proficient
	365721	ADEMA	DELLA	Female	No	Proficient
	554097	AGORO	DIXIE	Female	No	Proficient
	510501	AHMAD	ALFRED	Male	C-Communication Impaired	Partially Proficient
	315795	AHO	BECKY	Female	No	Partially Proficient
	512408	AHRENDES	VITO	Male	No	Proficient
	549181	AHUJA	EDDY	Male	I-Specific Learning Disability	Partially Proficient
	548159	AICKLEN	ROLAND	Male	No	NULL
	315893	AIKINS	ROSARIO	Female	No	Partially Proficient
	511505	ALARCONE	HELENA	Female	No	Proficient
	538826	ALBERSON	CLIFF	Male	No	Proficient
	375426	ALBOR	DELMAR	Male	No	Proficient
	380574	ALBRECHT	BERNARD	Male	I-Specific Learning Disability	Partially Proficient
	365153	ALEJANDRE	ORVILLE	Male	No	Partially Proficient
	230226	ALEVEDO	HECTOR	Male	No	Proficient
	325178	ALEXY	CHESTER	Male	I-Specific Learning Disability	Partially Proficient
	533780	ALHAMBRA	DWIGHT	Male	No	Partially Proficient
	531952	ALTOFF	CAROLYN	Female	No	Partially Proficient

Note: Student names and IDs are fictitious.

Summary Statistics

Finally, Summary Statistics display aggregate level descriptive information about a group of students.

HSPT - Spring Test

School Year is 2003-2004.

Rows 1 through 7

Program Special Ed	#Students	Mean	Standard Deviation	Min	Max
B-Other Health Impaired	1	184.00		184	184
D-Emotionally Disturbed	8	38.75	71.88	0	163
E-Cognitively Impaired	2	0.00	0.00	0	0
G-Traumatic Brain Injury	1	0.00		0	0
I-Specific Learning Disability	23	11.04	36.74	0	138
N-Missing or Multiple Coding	5	26.20	58.58	0	131
No	924	106.44	112.94	0	434

PUBLIC
CONSULTING
GROUP

104 Carnegie Center, Suite 101, Princeton, NJ 08540
PublicConsultingGroup.com
609 275 0250 tel 609 716 0971 fax

December 1, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1900 K Street, NW
Room 9023
Washington, D.C. 20006-5651

Dear Dr. Gould:

Please accept this letter as Public Consulting Group's (PCG) support of the New Jersey Department of Education (NJDOE) in its efforts to secure funding through the Statewide Longitudinal Data Systems Grant Program. PCG has assisted NJDOE in developing the NJ Standards Measurement and Resource for Teaching (NJ SMART) system and we see ourselves as a partner in the effort to expand New Jersey's current foundation of data collection, management, and analysis.

The success New Jersey has experienced in implementing its NJ SMART statewide longitudinal data system will be enhanced by the work proposed in this grant. Specifically, the five outcomes proposed by the NJDOE will provide New Jersey educators and policy makers with expanded data sets, enhanced analytic tools, and additional data use support so that data are used to inform critical educational decision-making from the classroom to the statehouse.

PCG, in partnership with NJDOE, is committed to further developing the NJ SMART data system and recognizes the importance of utilizing data as a resource for informed decision-making in support of New Jersey's efforts to improve education and close achievement gaps. Access to reliable and accurate data is of the highest priority in New Jersey and PCG looks forward to continuing to provide support for NJ SMART.

Sincerely,

William S. Mosakowski
President and CEO

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Appendix B** Pages: **26** Uploaded File: **C:\Documents and Settings\berlichs\My Documents\0910 SLDS Grant\Application\Submitted\Appendix B.pdf**

Appendix B: Resumes of Key Project Staff

Bari Anhalt Erlichson, Ph.D.

Jack Moticha

Mark Falchek

Lorraine Clapper

Michelle Simmons, Ph.D.

Trevor Selby

Gregory Nadeau

David Ronka, Ed.D.

Joseph A. Tabcharani

Neil A. Marlowe

Jennifer Clark

Bari Anhalt Erlichson, Ph.D.
bari.erlichson@doe.state.nj.us

I. Education

Ph.D. Department of Political Science, Stanford University. 1997
American Government and Public Organizations.

M.A. School of Education, Stanford University. 1994
Administration and Policy Analysis

M.A. Department of Political Science, Stanford University. 1993

B.A. Dartmouth College. 1991
Government

CEAS College of Education & Human Services, Montclair State University. 2005. (Received Standard Certification, K-5 Elementary School Teacher. State of New Jersey, 2006).

II. Professional Experience

Director, Office of Research, Evaluation and Assessment, New Jersey Department of Education. 2008 – Present.

Project Director. Center for Research on Public Education, Montclair State University. 2006 – 2008.

Assistant Professor. Edward J. Bloustein School of Planning and Public Policy, Rutgers University. 1997-2004

Classroom Teacher. Fifth Grade. Jefferson Elementary, Plainfield Public Schools. 2005 – 2006.

Student Teacher. First Grade. Franklin Elementary, Newark Public Schools. 2004-2005.

Other Professional Experience

Member, Collaborative Rulemaking Committee, established pursuant to the *Abbott v. Burke X* ruling of the New Jersey Supreme Court (2003 – 2005) to write regulations governing thirty urban school districts in New Jersey.

Member, Collaborative Assessment and Planning for Achievement (CAPA) Steering Committee, established by the New Jersey Department of Education (2003 – 2005) to oversee the implementation of the *Abbott X* mandated Performance Assessment Team process.

Member, Abbott Achievement Council, established by the New Jersey Commissioner of Education (2003 – 2004) to oversee ongoing efforts to implement the *Abbott v. Burke* decisions.

Member, New Jersey Teaching and Learning Collaborative Board of Directors, Montclair State University (2003 – 2004).

Election Exit Poll Analyst. NBC News (2000, 2004).

Member, New Jersey State Department of Education (2002), K-12 Education Workgroup.

Consultant. National Center on Education and the Economy and the Consortium for Policy Research in Education, University of Pennsylvania (2002). External evaluator of project to collect, analyze and evaluate the implementation of comprehensive school reform.

Consultant. Annenberg Institute for School Reform, Brown University (2002). Worked with Annenberg faculty to analyze the civic involvement of stakeholders in Newark Public Schools.

Research Associate. John J. Heldrich Center for Workforce Development, Rutgers University (2001). Evaluated grantees of the Lucent Technologies Foundation. Contributed to the project report: *Newark Renaissance Contributions Strategy*.

Consultant. The Center for State Health Policy, Rutgers University (2000). Assisted in the formulation of interview protocols for the Center's *Evaluation of the Newark School-based Youth Services Program*.

Consultant. Maryland State Department of Education (1999). Participated as a "Critical Friend" in reviewing the state's PreK-12 Academic Intervention Initiative.

III. Research Experience

Paterson Civic Capacity. (2002-2005). A study of the political, social, and economic organization of Paterson, New Jersey and its relationship to public school improvement and school facilities.

Implementation of Whole School Reform in New Jersey. (1998-2005) A project to study the large-scale implementation of comprehensive, school-wide reform models in New Jersey's poorest school districts.

Early Childhood Education in New Jersey. (2000-2004). A project to investigate the implementation of Early Childhood Education in 10 school districts in New Jersey.

Grants and Contracts

Project Director. QSAC External Review Team. (2006-2007). New Jersey Department of Education. $830,000.

Principal Investigator. Building Civic Capacity. (2002-2005). Paterson Education Fund. $100,000.

Co-Principal Investigator. Implementation of Early Childhood Education in New Jersey. (2000-2003). Steve Barnett, Principal Investigator. Carnegie Foundation. $583,000.

Principal Investigator. Implementation of Whole School Reform in New Jersey. (1999-2002). The Fund for New Jersey, The Schumann Fund for New Jersey, and the Geraldine R. Dodge Foundation. $290,000.

IV. Scholarship and Publications

Books

Clarke, Susan E., Rodney E. Hero, Mara S. Sidney, Luis R. Fraga, and Bari A. Erlichson. (2006). Multiethnic Moments: The Politics of Urban Education Reform. Temple University Press: Philadelphia, PA.

Refereed Journal Articles

Erlichson, Bari Anhalt (2005). "Comprehensive School Reform in New Jersey: Waxing and Waning Support for Model Implementation." In *Journal of Education for Students Placed At Risk.* Volume 10, Number 1. Johns Hopkins University, Baltimore, MD.

Erlichson, Bari Anhalt. (2001). "New Schools for a New Millennium: Court-Mandated School Facilities Construction in New Jersey." In *Journal of Education Finance*. Volume 27, Number 2. The Association of School Business Officials International: Reston, VA. Pp. 663-682.

Kirst, Michael, Bari Anhalt Erlichson, and Robert Marine. (1997) "Politics of Science Education Standards." In *The Elementary School Journal*. Volume 97, Number 4. The University of Chicago Press: Chicago. Pp. 313-326.

Publications in Edited Volumes

Fraga, Luis Ricardo, Nick Rodriguez, and Bari Anhalt Erlichson (2005). "Desegregation and School Board Politics: The Limits of Court-Imposed Policy Change." In Besieged: School Boards and the Future of Education Politics. William Howell (Ed.) Brookings Institution Press: Washington, D.C.

Erlichson, Bari Anhalt (2003). "School-to-Work Governance Structures: The STWOA in Practice." In The School-to-Work Movement: Origins and Destinations.. William Stull, Nicholas Sanders, and Mark Rohland (Eds.) Greenwood Publishing: Westport, CT.

Erlichson, Bari Anhalt and Margaret Goertz (2002). "Whole School Reform and School-based Budgeting in New Jersey." In Fiscal Issues in Urban Schools. Christopher Roellke and Jennifer King Rice (Eds.). Information Age Publishing Inc.: Greenwich, CT.

Erlichson, Bari Anhalt (2001). "School-to-Work Governance." In School-to-Work: Accomplishments, Problems and Prospects. William Stull, Nicholas Sanders, and Mark Rohland (Eds.). *The CEIC Review* (Vol. 10, No. 8). Laboratory for Student Success at Temple University: Philadelphia, PA.

Fraga, Luis, Bari Anhalt Erlichson, and Sandy Lee (1998). "Consensus Building and School Reform: The Role of the Courts in San Francisco." In Changing Urban Education. Clarence Stone (Ed.) The University of Kansas Press: Lawrence, KS.

John M. Moticha

(b)(6)

OBJECTIVE

Seeking a data processing management position for a New Jersey State Government Department, Agency or Institution within a Division strictly dedicated to providing Management Information Systems services.

EMPLOYMENT

Acting Director — **January 2009 - Present**
NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF THE CHIEF OF STAFF
OFFICE OF INFORMATION TECHNOLOGY, TRENTON, NJ

Manage and coordinate all activities associated with the development, implementation, and maintenance of the Department of Education Web-Site and Legacy and Web-Enabled Information systems (such as, the Teacher Certification System; the State Aid Allocation and Payment Systems; the Annual Report Card, Fall Survey, and Certificated Staff Systems; the Finance Budget System; the Long Range Facilities Plans System; the Violence and Vandalism System; NJ SMART; and the Entitlement Grant System). Oversee the Department's midrange and proxy servers; satellite dish; videoconferencing; Trenton local area network (LAN) complex and 28 remote LAN sites (6 Alpha Servers, 60 Win 2003 Servers, etc. and 1200 Pcs); Network Management and Security; Virus Protection; Training; Helpdesk Support; Blackberries; imaging; CD-ROM; Internet; E-Mail; and remote dial up applications; and the mainframe interface with the Office of Information Technology (OIT). Direct the preparation of the departmental budget in the requests for information processing services and equipment areas. Formulate departmental Information Processing Policy.

Manager I, Education (M32) — **August 2001 – December 2008**
(Applications Development Manager)
NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF INFORMATION AND MANAGEMENT SERVICES
OFFICE OF INFORMATION TECHNOLOGY, TRENTON, NJ

Responsible for all Department Electronic Data Collection (EDC) Systems. Systems include all ASSA, Transportation, Debt Service, State Facilities. Responsible for maintaining and providing Technical Assistance for the DOENET. Also responsible for Stand-alone SAS systems, such as State and Federal (NCLB) Aid. Also includes the Criminal History Review Imaging Integration Project. Responsible for overseeing the work of 5-7 employees.

Planning Associate I, — October 1997- August 2001
Computer Applications & System Design (R30)
(Senior Programmer/Analyst)
NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF INFORMATION AND MANAGEMENT SERVICES
OFFICE OF INFORMATION TECHNOLOGY, TRENTON, NJ

Responsible for the design and development of Department computer systems utilizing SAS and COBOL programming languages in a Compaq OPEN/VMS and Windows NT 4.0 environment. Major systems include Educational State and Federal Financial Aid, Personnel and Timekeeping, Grants Management, Teacher Certification and Criminal History Review.

Data Processing Analyst I (P28) — **June 1995 – October 1997**
(Division Data Processing Project Manager/DBA)
NEW JERSEY DEPARTMENT OF COMMUNITY AFFAIRS
DIVISION OF CODES AND STANDARDS, TRENTON, NJ

Responsible for the design, development and Data Base Administration of eleven (11) PACE (relational database) computer systems in a WANG/VS environment. Major systems responsible for included Department Grants Management, Plan Review, Housing Inspection Compliance and Code Officials Registration and Renewal Systems. Also responsible for overseeing all data processing being performed by Contract Vendors, including the Office of Information Technology (Treasury). Supervised two employees.

Data Processing Analyst I (P28) **March 1987 - June 1995**
(Senior Programmer/Analyst)
NEW JERSEY DEPARTMENT OF THE TREASURY
OFFICE OF INFORMATION TECHNOLOGY, TRENTON, NJ

Responsible for the design, development and implementation of major computer systems for the Department of Community Affairs. System development products included COBOL (MVS JCL), CICS, JES2, ACF2, TSO, ISPF, FILE AID, FOCUS, CMS and PACE in both IBM OS/390 and WANG/VS environments. Major systems either responsible for or developed include: Rental Assistance, Housing Inspection, Grants Management and State Training Fees. Participated as a member of several steering committees. Chairperson of the Office of the Public Guardian Needs Committee. Responsible for an application development team consisting of 5 members.

Data Processing Programmer III, II, I (P19, P23, P27) **January 1985 - March 1987**
(Junior Programmer/Analyst)
NEW JERSEY DEPARTMENT OF THE TREASURY
OFFICE OF INFORMATION TECHNOLOGY, TRENTON, NJ

Responsible for the development of computer programs for the Department of Community Affairs, Department of Transportation and Department of Banking and Insurance using COBOL, CICS and PACE in both IBM OS/390 and WANG/VS environments.

EDUCATION

Bachelor of Arts, 1984
THE COLLEGE OF NEW JERSEY (FORMERLY TRENTON STATE COLLEGE),
EWING, NJ
Major: Computer Science

Mark Falchek

Summary

Information Technology professional with extensive experience in project management, business analysis, budget management, requirements analysis, and end user interface and coordination.

Qualifications

Management: Directed systems development, enhancement, maintenance, and production projects including budget responsibilities. Managed professionals including full and part time employees and contractors of all experience levels. Directed matrix organization coordinating technical and user teams.

Technical: Experienced with IBM mainframes, AS/400, and various PC's. Familiar with three tiered architecture using a LAN/WAN for multiple domestic and overseas sites. Technology employed includes CICS, VSAM, COBOL, Realia COBOL, Screen I/O, Lotus Notes, Windows, Internet TCP/IP, MS Office, MS Project, Oracle, NetDynamics, and BEA WebLogic.

Experience

New Jersey Department of Education, Trenton, NJ — **5/00 – Present**

Manager, Application Development — **10/02- Present**

Serving as project manager for the development, implementation and maintenance of Web based applications and Office of Educational and Informational Technology liaison to the NJSMART Project.

Developed and implemented numerous web based systems to collect data from 650 school districts.

Currently providing interface support for various externally developed (vendor) projects: Teacher Certification Information System, Electronic Grant Applications, Special Education Data Warehouse, and Title I Data Warehouse.

Project Manager, Application Development — **5/00-10/02**

Served as project manager for the development, implementation and maintenance of Web based applications.

Developed and implemented four web based systems to collect data from 650 school districts.

Implemented web based system to assign and control user accounts for the 650 school districts.

Performed as consultant for web based school facilities construction planning system.

CGU INSURANCE (formerly General Accident), Philadelphia, PA — **6/95-5/00**

Project Manager, Information Systems Division — **6/95-5/00**

Served as project manager for the implementation of new products and services.

Coordinated integration of General Accident and Commercial Union Marketing and Corporate Reporting processing systems.

Directed Y2K compliance activities of business units, including evaluating risk exposure.

Responsible for development of General Accident's Internet Home Page and various other internet and intranet activities.

RLI INSURANCE, Peoria, IL — **10/94-01/95**

Business Consultant, Systems Development Department **10/94-01/95**
Directed projects involving software acquisition and agent interface.

Reviewed PC based rate/quote software packages and selected package for field office use.

Developed interface from an agent's S/36 based processing system to the company's AS/400 based processing system (WINS).

CONTINENTAL INSURANCE, Cranbury and Neptune, NJ **6/74-10/94**
Project Manager, On-Line Claim System **3/94-10/94**
Managed the development, production, enhancement, and maintenance of claim booking and draft issuance systems.

Implemented two systems releases each containing 10-15 system modifications.

Coordinated a phased merge/reduction of claim processing sites and various special processing requests associated with the merge/reduction.

Project Manager, Claim Reporting/Ad-hoc Systems **1993-1994**
Directed all activities for the systems which provided the monthly reporting of claims to external clients and the systems that provided overnight processing and transmission of report requests from external clients and internal business partners.

Received customer service award for developing interfaces to client systems reducing the transfer lag time form 48 hours to overnight, resulting in improved customer satisfaction.

Determined business partner requirements and developed implementation plan for the next system release of the ad-hoc reporting system.

Project Manager, International Systems **1987-1993**
Managed all facets of premium, loss, A/R, underwriting and reinsurance processing systems required to record and report the company's international book of business.

Implemented PC based catastrophe risk exposure system for foreign property accounts utilizing RBASE software.

Developed and implemented a Lotus Notes based communications system to service submissions entered from a broker's office linked to the company's underwriting facilities.

Coordinated the upgrading of the PC's at the profit center's Home Office location and five field offices to a LAN/WAN environment in order to use Lotus Notes.

Account Executive, Brokerage Group Systems **1985-1987**
Served as the systems interface between with three separate profit centers and the data center.

Implemented a PC based P&C premium rating system (PMS IWS) at four field offices.

Coordinated the installation of the company's first IBM S/36 at a field office location.

Staff Consultant, Marine Systems **1982-1985**
Responsible for managing the systems requirements for the Marine Insurance profit center.

Participated in feasibility study to replace existing processing systems.

Programmer/Analyst Assignments **1974-1982**

Education

B.S. Data Processing, King's College, Wilkes-Barre, PA
National Certification in CPCU1, CPCU5, CPCU6, AIM41, AIM42
Boston University Project Management Certificate

Miscellaneous

Corroborated on the development of a course titled "Insurance and the Internet" for the Insurance Society of Philadelphia and served as course instructor for the society.

Lorraine Clapper

SUMMARY Over seventeen years experience combined in management or educational administration, where skills in, leadership, project management and analysis, organization, efficiency, accountability, public relations, motivation, team building and developing potentials have been cultivated.

EXPERIENCE STATE OF NEW JERSEY, DEPARTMENT OF EDUCATION, Trenton, NJ (2003 – current)
Data Administrator – Office of Information Technology (2005-current). Responsibilities include the following:

Head EDEN/EDFacts Submitter – Assist with coordination of EDFacts file submissions from program offices and vendors, assist vendors with file development, communicate format and validation errors to appropriate personnel, and trouble shoot format and validation errors when necessary to submit files efficiently;

IT Data Steward of Educational Entities–Administrate data system for all educational entities that receive state or federal funding (LEAs, Charters, Approved Private Schools for Disabled, Jointures, Ed. Services Commissions, Special Services School Districts, Naples Schools, Court Appointed Schools, Nonpublic Schools, Agencies & Clinics, College Operated Schools, and State Agencies);

Support Technician NJDOE Website User Administration – Trouble Shoot Login problem, Provide all communications to Web User Administrator as needed; and

Business Analyst for New Jersey Standard Measurement & Resource for Teaching (NJSMART) – Provide Director of Research and Evaluation information and analysis related to the development of NJSMART (data definitions for new elements, elements necessary for the consolidation of district level reporting and federal reporting;

Business Analyst– Office of NJSMART (2003-2005). Under the "Governmental Employee Interchange Act Agreement" assisted in the development of state wide student registration system (SRS) and a state education data warehouse (EDW). Determined educational requirements for a state wide education database and education data warehouse system. Developed and executed the vendor certification process for NJSMART. In diverse environments maintained outstanding public relations.

MOORESTOWN PUBLIC SCHOOLS, Moorestown, NJ (1997 – 2005)
District Data Manager – Managed district all aspects (policy/procedures) related to data from initial collection through analysis. Responsible for district enrollment policy/procedures. Created statistical reports regarding student population dynamics including state/federal reports. Administered the operations of student management software and standardized test scoring software. Was the liaison between the State Department of Education Task Force for NJ SMART and the district.

Assist. To Dir. Info. Technology –Responsible for all voice communication technology. Responsible for wiring infrastructure plans during renovations and new construction (4 projects in 5 yrs). Developed and executed training programs for support staff on area related to data flow (Office products, SIS software, Personnel Software, etc.). Generated district level reports from SIS system for analysis & state/federal reports. Assisted in the administering and maintaining of technology in a K-12 school district. Assisted in the planning and coordinating future technology.

DATA PROCESSING TRAINERS, Philadelphia, PA (1994 – 1996)
Coordinator of Business Education – Successfully operated a business education department in a proprietary school with an initial student body of 86 that increase by 15% during my tenure. In one year improved percentage of graduates by 20%. Hired and supervised faculty and staff of 16. Managed student issues and accountable for the day-to-day operation of the facility.

Senior Instructor – Assisted the Coordinator of Business Education in the supervision and of faculty. Developed the master schedule for the entire school including the ESL department. Taught a full schedule of business/computer training curriculum

RESORTS INTERNATIONAL CASINO, Atlantic City, NJ (1982 – 1990)
Floorperson/Boxperson Games Management (1986 – 1990)in the games of Craps and Baccarat and responsible for all aspects of play on the gaming table, management of dealers, all financial accounting of the table, and security of the gaming play.

CLARIDGE CASINO, Atlantic City, NJ (1981 – 1982)
Slot Supervisor – Responsible for training slot attendants prior to opening. Responsible for distribution of cash slot winnings and monies for slot machines. Responsible for customer relations. Responsible for scheduling slot attendants.

EDUCATION

CAPELLA UNIVERSITY, Minneapolis, MN (2005 – 2009)
Masters of Science (Organization & Management with a Specialization in Leadership)

ROWAN UNIVERSITY, Glassboro, NJ (1988 – 1990)
Post Baccalaureate Certification Program: Secondary Education Teacher Certificate (General Business, Bookkeeping/Accounting, Psychology)

RICHARD STOCTON COLLEGE OF NEW JERSEY, Pomona, NJ (1976 – 1980)
Bachelor of Arts Degree, Psychology (emphasis Industrial/Organizational Psychology)

National Center for Education Statistics, Washington, DC (2004)
Cooperative System Fellows Program

New Jersey's Human Resource Development Institute, Trenton, NJ (1999)
Adult Training Certification Program.

MICHELLE SIMMONS, PHD

Manager
Public Consulting Group, Inc.

RELEVANT PROJECT EXPERIENCE

Data Warehousing and Analytics Project: New Jersey Department of Education
Implemented comprehensive K-12 state longitudinal data system including 65+ data elements spanning assessment, demographic, and program arenas. Project lead for implementation of biannual student level data collection web technology and statewide unique student identifiers. Established district level access to descriptive analytic tool for accessing data warehouse. Project lead on development of state policies and procedures around student level data submission, development of data dictionary and data collection portal, as well as design of reports for local, state and federal purposes. Lead change management and training efforts for all stakeholders.

Web-Based Special Education Data Management Projects: California, Nevada, Washington, Texas, Illinois, Utah, Alaska
Assisted school districts in implementation of web-based special education data management solutions. Conducted business process reengineering for special education. Developed documents and reports, trained school staff, developed test sites, assisted in trouble shooting and answering hotline questions. Configured solution to be compliant with state and federal regulations.

School-Based Medicaid Reimbursement Projects: Arizona, Illinois, Michigan, California, New Jersey, Kansas, Nevada, Texas, Washington, Alaska
Managed statewide and district administrative claiming and fee for service claiming programs. Supported statewide policy/methodology changes to streamline data collection requirements and enhance revenue. Supported state program negotiations with CMS. Developed and implemented internal quality assurance procedures to ensure accurate and timely submission of reimbursement claims. Worked with school staff to incorporate relevant changes in legislation and Medicaid rules and regulations into claiming process to ensure maximum compliance as well as maximum allowable reimbursement.

PROFESSIONAL BACKGROUND

Deloitte Consulting, Deerfield, IL
Manager: Managed statewide school-based health service reimbursement projects (direct service and administrative outreach) in Michigan and Tennessee. Developed and negotiated state plan amendments for school-based health service reimbursement programs with state Medicaid agencies and CMS. Managed quality assurance procedures for administrative outreach claiming. Customized web-based special education information management application for state of Texas. Managed training and education unit that supported the educational services practice.

Natural Ties, Evanston, IL
Program Director: Managed all aspects of program for a nonprofit organization focused on community integration of individuals with disabilities. Developed advocacy campaigns, structured program development efforts, national conferences. Managed ten college campus chapters of volunteers working on community integration efforts. Engaged high school special education process as family advocate. Coordinated transition planning for local young adults with disabilities. Facilitated strategic planning process that resulted in redefinition of organizational mission, focus, and core competencies.

Northwestern University
Undergraduate Leadership Program, Evanston, IL
Program Director: Managed program and curriculum development for interdisciplinary certificate program that focused on criteria-based decision-making in corporate and community-based

environments. Developed high school leadership program based on curriculum. Directed field study program on community organizing and maintained local network.

University of Iowa/
DePaul University/
Northwestern University
Instructor: Taught undergraduate and graduate courses in communication studies and social policy focusing on topics related to leadership, small group and interpersonal communication, conflict and negotiation, education policy, and community organizing.

PUBLICATIONS

The Role of Narrative in the Process of Inclusion in **Building Diverse Communities**
Hampton Press
2002

EDUCATION

University of Iowa
Iowa City, IA
PhD in Communication Studies May 1998

MA in Communication Studies May 1993

BA with Honors in French and Communication Studies May 1991

TREVOR SELBY
Senior Consultant
Public Consulting Group, Inc.

RELEVANT PROJECT EXPERIENCE

State of New Jersey, Department of Education
NJ SMART Data Warehousing and Unique ID System
Serve as day to day project management lead for statewide project to build a state data warehouse for DOE and all NJ LEAs. Establish data collection process and process to issue unique state identification numbers for all students. Improve state and LEA ability to collect and analyze data for school improvement.

State of New Jersey, Department of Treasury
Statewide Fee for Service and Administrative Claiming Program
Taking over from another national vendor, successfully resumed submission of FFS claims and revenue flow to the state and districts. Implementing electronic documentation tool (SEMI) and implementing system wide improvements in MAC.

RELEVENT PROFESSIONAL BACKGROUND

EDUCATIONAL TESTING SERVICE, Princeton, NJ
Manager K-12 Systems (2005 – 2007)

- Successfully managed group of 14 project managers, business analysts, and software engineers across 10 large scale assessment programs, producing 2.5 million annual on-time and 100% accurate score reports.
- Managed dozens of software releases, incorporating hundreds of internal and customer requests and enhancements.
- Business development responsibility focused on gaining new revenue through solution design and proposal development for contracts totaling $150 MM.
- Initiated Quality Improvement Plan focused on improving software development quality resulting in up to 90% reduction in testing time.
- Developed and executed cost cutting-strategy to exceed expense budget expectations by 10%.

New Product Development Consultant (2004 – 2005)

- Developed strategic product analysis portfolio used by senior management for product investment decisions.
- Authored technical feasibility Stage-Gate business case examining the operational rollout for the innovative ICT Literacy Assessment product.

Lead Software Engineer (2002 – 2004)

- Managed engineering team of four for analysis and development of all new business requirements for client and customer scoring management web application.

INDEPENDENT CONTRACTOR, Princeton, NJ
Web Development Consultant (2001 – 2002)

- Consulted with interactive media agency to provide services for the analysis, design, and development of customized web applications.
- Designed and built reusable application development platform, dramatically reducing time to market for customers.

CONSILIENT, INC., Berkeley, CA
Software Engineer (2001 – 2002)

- Worked in core engineering group at venture backed startup company to successfully deliver innovative peer-to-peer business process application platform used by BP and AIG.

ORACLE CORPORATION, Redwood Shores, CA
Technical Staff (1997 – 2000)

- Performed a wide variety of release management technical tasks in coordination with diverse set of development groups in the release of Oracle Server Version 8, Oracle's flagship product.
- Maintained Database Creation Assistant used to aid customers in the creation and modification of their databases.

TECHNICAL EXPERIENCE

Languages: Java, SQL, HTML, Shell, Perl, C++

Software Packages: Oracle, Eclipse, Ant, Tomcat, UNIX, SQLServer, MySQL, JRun, WebSphere, WSAD, Source Safe, CVS, Clearcase, various graphics and web development tools

Java Related Technologies: Java 1.4, 1.5, J2EE, Servlet, Struts, JSP, EJB, JavaScript, JMS, Jakarta Commons, JUnit, Security, JDBC, JNDI, XML, DTD, XSL, XSLT, DOM, Xerces/Xalan, SAX

EDUCATION

NEW YORK UNIVERSITY, New York, NY
Leonard N. Stern School of Business
M.B.A., Finance and Entrepreneurship, 2007

DUKE UNIVERSITY, Durham, NC
Trinity College of Arts and Sciences
B.S. Computer Science, Minor Philosophy, 1997

GREGORY G. NADEAU
Manager
Public Consulting Group, Inc.

PROFESSIONAL EXPERIENCE

Chief Operating Officer,
ESP Solutions Group
2008
Managed business development, product development, and daily delivery operations, for $4-5 million expert consulting and systems integration practice.

Vice President,
ESP Services
2005 – 2007
Personally sold and directed major statewide systems integration projects to Pennsylvania, Rhode Island, and South Carolina (1st statewide SIF) and expert services projects to Maine, Delaware, and Boston.

Director,
US Open e-Learning Consortium
e-Learning Systems Strategies, Inc.
2001 – 2005
Principal investigator leading USED-funded, 14 state-to-state assessment exchange pilot. The project spurred efforts in standard-setting bodies, states, and the marketplace.

System Architect,
CCSSO Decision Support Architecture Consortium
2003 – 2005
Provided strategic consulting services focused on business development and systems design related to US K-12 enterprise interoperability for eight states.

Expert Consultant,
USED PBDMI
2003 – 2004
Participated in site visits on behalf of the U.S. Department of Education to inventory and analyze each state's data quality and status for the initiative that has become EDEN/EDFacts.

Associate Commissioner,
Chief Technology Officer,
Massachusetts Department of Education
1995 – 2001
Created and led the department's 100+ person Education Technology group. Overall responsibility for statewide K-12 educational technology resources and initiatives including: agency IT environment and IMS operations, software and systems development, telecommunications and networking, and research and development. Created programs such as: MassEd.Net, Virtual Education Space, Youth Tech Entrepreneurs.

Special Assistant to the Commissioner
1993 – 1995
Primary author of the Massachusetts Department of Education's Education Reform Implementation Plan and Five Year Master Plan.

PUBLICATIONS

- "D3M Framework, Building a Longitudinal Data System." ESP Optimal Resource Guide 2008.
- "Why 70% of Government IT Projects Fail." ESP Optimal Resource Guide 2007.

- "Why MySpace Matters to the K-12 Space." ESP Optimal Resource Guide 2006.
- "Our Vision for D3M." ESP Optimal Resource Guide 2006.
- "A Virtual Laptop for Every Kid, Speech Delivered to NCLG" NASBE, 2003.

EDUCATION

Harvard College
B.A., Cum Laude, Government

DAVID RONKA, EdM
Manager & PCG-CRM Executive Director
Public Consulting Group, Inc.

RELEVANT PROJECT EXPERIENCE

NJ SMART Data Warehousing and Unique ID System: State of New Jersey, Department of Education (Apr 09 – Present)
Serve as project director for statewide project to build a state data warehouse for DOE and all NJ LEAs. Establish data collection process and issue unique state identification numbers for all students. Improve state and LEA ability to collect and analyze data for school improvement.

Data Use Professional Development: (May 08 – Present)
Develop curriculum for data use professional development workshops throughout the U.S. and in Canada. Deliver professional development to school and district leaders. Develop survey instruments to assess school and district data use practices.

Graduate Data Use Course: UMASS Boston and Boston Public Schools (2008 – Present)
Developed and teach graduate level data use course to participants in Boston Public School's Principal Fellowship Program, offered through the University of Massachusetts, Boston.

Data Warehousing Project: Various States (Jan 06 – Present)
Worked with districts to define and develop teacher-, school-, and district-level reports and data displays. Developed professional development materials to help educators learn how to use PCG's data warehousing tools. Coordinated efforts to develop new data warehousing product and service offerings. Developed PCG's *Data Quality, Capacity, and Culture* theoretical framework.

Web-Based IEP Project: Massachusetts, Michigan, Pennsylvania (Jan 03 – Dec 05)
Assisted school districts in set-up and operation of EasyIEP™, a web-based IEP management program. Process-mapped district processes. Developed documents and reports, marketed program, trained school staff, developed test sites, assisted in trouble shooting and answering hotline questions. Configured EasyIEP™ to be compliant with state and federal regulations.

Municipal Medicaid Maximization Project: Massachusetts (Sep 00 – Sep 03)
Worked with schools to streamline data collection and submission processes and to enhance revenue. Developed and implemented internal quality assurance procedures to ensure accurate and timely submission of reimbursement claims. Worked with school staff to incorporate relevant changes in legislation and Medicaid rules and regulations into claiming process to ensure maximum compliance as well as maximum allowable reimbursement.

Administrative Outreach Claiming (AOC) Project: North Carolina, Georgia (Jan 02 – Dec 02)
Assisted in developing AOC claiming manual and financial data requirements for the State's municipal Medicaid AOC claiming program. Developed claim calculation tool to calculate Medicaid-related reimbursement for school districts based on financial and time study data obtained from each school.

PROFESSIONAL BACKGROUND

Harvard Graduate School of Education, Boston, MA (Jun 06 – Present)
Serve as Teaching Fellow for weeklong "Data Wise" summer institutes, helping district and school leaders learn how to use data to improve educational outcomes. Presented to and led a workshop for local educators and graduate students on learning how to present and use educational data. Moderated online discussion forum of educators around the country on using data to improve instruction. Developed course materials for yearlong course on using data to improve educational outcomes.

United States Naval Officer (Oct 94 – Aug00)
Civil Engineer Corp

Obtained rank of Lieutenant Commander
Maintenance Division Manager: Managed maintenance division responsible for 43 dormitories. Planned and executed $1,100,000 annual budget for facility improvement projects.
Training Department Head: Managed training department for 500-person Construction Battalion.
Construction Division Manager: Managed construction division responsible for 7 overseas construction projects.
Project Manager: Managed construction projects valued at $11,000,000. Ensured contractor compliance with contract requirements and Federal Acquisition Regulations (FAR).

PUBLICATIONS
Ch.1: Organizing for Collaborative Work of *Data Wise in Action*, Harvard Education Press, 2008, edited by Kathryn Parker Boudett and Jennifer L. Steele

Answering the questions that count
Educational Leadership
Ronka, D., Lachat, M.A., Slaughter, R. & Meltzer, J. December 2008

EDUCATION

Tufts University, Medford, MA
Bachelor of Arts, German Area Studies, *Magna cum Laude*
Bachelor of Science, Civil Engineering, *Summa cum Laude*

Harvard Graduate School of Education
Master of Education, 4.0 GPA

JOSEPH A. TABCHARANI
Director of Technology and Operations
Public Consulting Group, Inc.

RELEVANT PROJECT EXPERIENCE

Large Projects - Implementation of a Consumer Package Goods Software across Michelin – Europe and Africa
Led a team of 20 project managers, Business Analysts, Developers, Technical Specialists and Trainers through an implementation of a Software package across 9 European countries and several ''sites'' across Africa for a total of 4,500 end users.

Education Sector - Oversaw several implementation of a Data warehouse product in several school boards in Canada
After putting in place an implementation methodology for the data warehouse product at Merkurium, I oversaw and worked very closely with the project managers and clients to validate the implementation methodology and adjust as per client comments and feedback

PROFESSIONAL BACKGROUND

Feb 06 – 2007
VP Operations, Merkurium Informatique Inc., Montreal, Qc
Restructured the Professional Services department by defining clear roles and responsibilities, implementing a structured and efficient implementation methodology, putting in place a sound process for revenue recognition and measuring customer satisfaction via a customer satisfaction survey.
Defined the process for product development and put in place a development roadmap for future releases based on market trends and customer requirements. Organized focus groups consisting of existing clients to identify and validate future needs and trends. Built a new service offer as means for generating additional revenues for Professional Services.
Put in place a process and a tool for support and maintenance to provide excellent and efficient services for existing customers as well as to link customer feedback into the Support and Maintenance department with Product development.

October 04 – Jan 06
PMO of Greater Montreal, the CGI Group, Montreal, Qc
Worked with Project Manager Officers from different sectors within CGI – Grand Montreal to improve current processes related to project reviews, project audits, reporting and training. Implemented a ''Gating'' process to manage the portfolio of internal projects estimated at more than 30 M$ annually. Was solicited to perform project audits on projects with critical issues. Acted as an intermediary between the corporate office of project management and the different sectors in Greater Montreal.

Jan 00 – Sep 04
Director of Professional Services, the MEI Group, Montreal, Qc.
Led a team of 40 professional IT experts during 4 years of growth by redesigning existing implementation processes and methodology. Delivered projects in Europe (France, United Kingdom, Germany, Italy and Spain) and America (Canada, the US and South America).
Exceeded all performance indicators namely: revenues, margins for permanent and contractual resources, customer satisfaction and bill rates.

Jun 98 – Dec 99
Project Director – Paris Office; the MEI group; Paris, France.

Setup and oversaw the establishment of the Services organization in Paris. Interviewed and hired required resources both locally and from Montreal. Worked with sales on representing the MEI Paris services organization during presales. Coordinated different project deliveries with Montreal.

May 98 – Nov 93
Project Manager: the MEI group, Montreal, Qc.
Delivered successfully several large scale projects such as Michelin in Europe (3 million in services, implemented throughout Europe) and Warner Lambert (600 KUS in services).

Jun 86 – Oct 93
Research Associate, McGill University, Montreal, Qc.

Designed and supervised all experiments relating to Cystic Fibrosis. Conducted several experiments on Cystic Fibrosis. Published more 12 articles in scientific journals including 2 articles in the renowned journal "Nature".

PUBLICATIONS

1) Phosphorylation-regulated CI? channel in CHO cells stably expressing the cystic fibrosis gene
Joseph A. Tabcharani, Xiu-Bao Chang, John R. Riordan, John W. Hanrahan
Nature 352, 628 - 631 (15 Aug 1991)

2) Protein Kinase A (PKA) Still Activates CFTR Chloride Channel after Mutagenesis of All 10 PKA Consensus Phosphorylation Sites.
Xiu-bao Chang, Joseph A. Tabcharani, Yue-Xian Hou, Timothy J. Jensen, Norbert Kartner, Noa Alon, John W. Hannrahan, John R. Riordan (1993)
J. Biol. Chem. Vol. 268, No. 15. pp. 11304 - 11311.

3) Multi-ion pore behaviour in the CFTR chloride channel
Joseph A. Tabcharani, Johanna M. Rommens, Yue-Xian Hou, Xiu-Bao Chang, Lap-Chee Tsui, John R. Riordan, John W. Hanrahan
Nature 366, 79 - 82 (04 Nov 1993)

4) cAMP-dependent Protein kinase-mediated Phosphorylation of Cystic Fibrosis Transmembrane Conductance Regulator Residue Ser-753 and Its Role in Channel Activation
Fabian S. Seibert, Joseph A. Tabcharani, Xiu-bao Chang, Ann M. Dulhanty, Ceri Mathews, John W. Hanrahan, John R. Riordan (1995);
J. Biol. Chem. Vol. 270, No. 5 pp. 2158-2162

5) Halide Permeation in Wild-Type and Mutant Cystic Fibrosis Transmembrane Conductance Regulator Chloride Channels
Joseph A. Tabcharani, Paul Linsdell, and John W. Hanrahan
J. Gen. Physiol. 1997 110: 341-354

6) Permeability of Wild-Type and Mutant Cystic Fibrosis Transmembrane Conductance Regulator Chloride Channels to Polyatomic Anions
Paul Linsdell, Joseph A. Tabcharani, Johanna M. Rommens, Yue-Xian Hou, Xiu-Bao Chang, Lap-Chee Tsui, John R. Riordan, and John W. Hanrahan
J. Gen. Physiol. 1997 110: 355-364

7) Multi-Ion Mechanism for Ion Permeation and Block in the Cystic Fibrosis Transmembrane Conductance Regulator Chloride Channel
Paul Linsdell, Joseph A. Tabcharani, and John W. Hanrahan
J. Gen. Physiol. 1997 110: 365-377

8) Dibasic protein kinase A sites regulate bursting rate and nucleotide sensitivity of the cystic fibrosis transmembrane conductance regulator chloride channel

Ceri J. Mathews, Joseph A. Tabcharani, Xiu-Bao Chang, Timothy J. Jensen, John R. Riordan, and John W. Hanrahan
J Physiol 1998 508: 365-377

9) The CFTR Chloride Channel: Nucleotide Interactions and Temperature-dependent Gating"C.J. Mathews A1, J.A. Tabcharani A1, J.W. Hanrahan (1998) "Membrane Biology, 163, 1. 55-66

EDUCATION

- McGill University, Montreal, Qc, **M.B.A., Information Systems and Interpersonal Relations**, 1993
- McGill University, Montreal, Qc, **Certificate, Health Care and Social Services Management**, 1993
- Washington University, St. Louis, Missouri, USA, **M.S., Electrical Engineering**, 1986
- Washington University, St. Louis, Missouri, USA, **Graduate Diploma, Biomedical Engineering**, 1986
- Washington University, St. Louis, Missouri, USA, **B.S., Electrical Engineering**, 1985

SOFTWARE PROFICIENCY

- Client / Server, disconnected and Web environments.
- Microsoft BI tools such as Reporting Services and Analytical Services under SQLServer 2000 and 2005
- Windows environments.
- Relational databases environments (Oracle, SQL AnyWhere)
- Programming languages (JAVA, C++, VB, PL/SQL)
- Reporting engines (Actuate and Crystal Reports)

Neil A Marlowe
Public Consulting Group, Inc.
Senior Technical Advisor

RELEVANT PROJECT EXPERIENCE

NJSmart
Implemented a statewide assessment data warehouse. Technical project management lead for implementation of student level data collection and development of statewide unique student identifiers. Establishing district level access to descriptive analytic tool for accessing data warehouse. Responsible for development of state policies and procedures around student level data submission, development of data dictionary and data collection portal, as well as design of reports.

Jobs For the Future
Runs all aspects of day-to-day technical management for this student and school-level data warehousing and reporting project. Works to acquire and warehouse data from districts in 30 states. Established data submission guide and data dictionary for districts. Managed report specification and application development process.

EDsmart Legacy Districts
Technical manager for 10+ districts utilizing data warehousing technology. Worked with districts to define and develop and run teacher-, school-, and district-level reports and data displays. Led efforts to develop new data warehousing product and service offerings.

PROFESSIONAL BACKGROUND

Insurity Inc.
Hartford, Connecticut
Executive Director of Technology
8/2005-10/2006

- Responsible for the new Personal Lines product.
- Responsible for driving business analysis, development, and QA teams
- Responsible for defining and improving the full development lifecycle
- Responsible for project management, scope and risk management, etc

Microsoft Corporation
Redmond, Washington
Program Manager – Windows Longhorn/Vista
12/2001-7/2005

- Program Manager in the Core Operating System Division responsible for building the "unattend" deployment solution for Windows Vista. These tools help OEMs, system builders and Corporations deploy the Vista product quicker and easier than the Windows XP version
- Responsible for driving feature teams through the full development lifecycle
- Responsible for vetting Microsoft's solutions with key OEMs, corporations and system builders
- Responsible for managing cross group dependencies. Many teams to deliver their features in a timely manner for integration (boot drivers , system drivers, setup, desktop configuration, deployment, etc)
- Responsible for driving development, test and development test groups to meet numerous quality gates (code coverage, documentation, etc)
- Program Manager – Windows XP Embedded/ Longhorn Embedded
- Program Manager in the Core Operating System Division responsible for the Windows Longhorn Embedded product and Windows XP Embedded (XPE) sustained engineering. This included bug-fixes, product enhancements and customer specific modifications to the Windows XP Embedded product.
- Responsible for Windows Longhorn Embedded product planning
- Responsible for managing relationships with key OEMs
- Responsible for all Embedded specific features for XPE Service Pack 2 (SP2)
- Responsible for all the Longhorn Embedded features

Product Manager – Microsoft Books Online website
Managed all enhancements and additions to the Microsoft Books online website.

Q Data USA
Seattle Area, Washington
Senior Consultant
04/1998-11/2001
Worked on the following contract projects during the 4+ year period. Experiences include contingent staffing position at Microsoft Corporation

EDUCATION
Diploma in Computer Science from the Computer Training Institute in South Africa

Numerous in-house Microsoft courses.

Jennifer Clark
Public Consulting Group, Inc.
Project Manager

Public Consulting Group, CT
Customer Service Analyst
December 2006-present

- Create and manage Technical Project plan for large scale ESPA project – NJ SMART
- Manage assignments and resources for project
- Primary contact for business partners, collaborating on release scope, planning, and new development
- Document functional specifications
- Contributing to design of BI solutions both technically and from a usage perspective
- Meet with client regularly to report on status and discuss issues

PREVIOUS EXPERIENCE
Insurity, Hartford, CT
Technical Project Analyst
August 2005-December 2006

- Participated in the creation and build out of a Property and Casualty Personal Lines system. Responsibilities included:
- Understanding both the product and the technical infrastructure
- Reviewing business requirements and providing feedback on technical issues
- Designing and documenting the overall database structure and schema for the Personal Lines system
- Managing lookup and domain data and ensuring that the data is integrated into the development environment correctly
- Researching various solutions to technical issues and making recommendations based on findings
- Programming simple .Net screens as needed
- Training teammates on SQL database design and some basics of SQL
- Performing quality assurance tasks to test basic functionality as new development is introduced
- Managing issues found in testing with business analysts, developers, and management
- Working with a third party to integrate rating

Disability Management Services, Springfield, MA
Business Analyst
March 2002-July 2005

- Created Project Plan documents including a scope document, risk assessment, and work plan
- Documented business requirements and uses cases, including developing mapping documents
- Defined database business fields and entering content into an online Data Dictionary
- Acted as a liaison between the Development Team and the Business Team including facilitating meetings between several sites to discuss requirements and obtain sign-offs
- Maintained frequent contact with the originating company, the Business area, the Development Team, and, as necessary, the Auditor
- Drafted a test plan
- Researched, analyzed, and resolved issues and defects
- Used SQL queries and an Access database to execute the test plan by generating expected results and testing the policies
- Wrote and executed complex SQL queries to identify conversion discrepancies via control and business totals, analyzing and, when appropriate, correcting discrepancies
- Participated in and executed conversion dry run and actual conversion weekend activities
- Thoroughly documented analysis and test plan results
- Provided analysis and testing support for production problems and application enhancements

COMPUTER SKILLS
Proficient in Windows, all Office applications, CIGNA and MassMutual recordkeeping systems, SQL

EDUCATION

Western New England College, Springfield, MA
Bachelor of Science Degree in Business Administration

Manchester Community Technical College
Associates Degree in Business Administration

Project Narrative

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

Attachment 1:
Title: **Appendix C** Pages: **4** Uploaded File: **C:\Documents and Settings\berlichs\My Documents\0910 SLDS Grant\Application\Submitted\Appendix C.pdf**

Appendix C: Current Status of NJ SMART

Crosswalk of Twelve Elements and Seven System Capabilities With Outcomes and Tasks

Note: New Jersey has not received external funding in any of the three prior IES Statewide Longitudinal Grant competitions. Thus, if awarded, the moneys from this grant competition will support all of the work proposed herein while existing state moneys will support the maintenance of the system.

Element/Capability	Current Status	Proposed for Full Implementation in Project Outcomes and Tasks
Element 1: A unique statewide student identifier	Fully implemented	
Element 2: Student-level enrollment, demographic, and program participant information	Partially implemented	Outcome 3, Tasks 3.1-3.5
Element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete pre-K through postsecondary education programs	Partially implemented	Outcome 1, Task 1.2 and 1.4
Element 4: The capacity to communicate with higher education data systems	Partially implemented	Outcome 1, Task 1.4
Element 5: An audit system assessing data quality, validity and reliability	Partially implemented	Outcomes 1, 2, 3, 4, and 5; Tasks 3.6 and 3.7
Element 6: Yearly state assessment records of individual students	Fully implemented	
Element 7: Information on students not tested, by grade and subject	Fully implemented	

Element/Capability	Current Status	Proposed for Full Implementation in Project Outcomes and Tasks
Element 8: A teacher identifier system with the ability to match teachers to students	Under development	Outcome 2, Tasks 2.1-2.3
Element 9: Student-level transcript information, including on courses completed and grades earned	Under development	Outcomes 1 and 2; Tasks 1.2 and 2.2
Element 10: Student-level college readiness scores	Partially implemented	Outcome 3, Subtask 3.1.k
Element 11: Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Under development	Outcome 1, Task 1.4
Element 12: Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Under development	Outcome 1, Tasks 1.1, 1.2, and 1.4
Capability 1: Examine student progress over time, from preschool through postsecondary and into the workforce.	Partially implemented	Outcome 1, Task 1.1 and Outcomes 4 and 5
Capability 2: Be interoperable by using standard data structures, data formats and data dictionaries.	Partially implemented	Outcomes 1, 2 and 3; Tasks 1.1, 1.2, 1.4, 2.2, 3.1, 2.6, 2.7
Capability 3: Link student data with teachers.	Under development	Outcome 2, Tasks 2.1-2.3

Element/Capability	Current Status	Proposed for Full Implementation in Project Outcomes and Tasks
Capability 4: Match teachers with information about their certification and teacher preparation programs.	Under development	Outcome 2, Task 2.1
Capability 5: Enable data to be easily generated for continuous improvement and decision-making.	Partially implemented	Outcomes 1, 2, 4, and 5, Tasks 1.1, 1.2, 1.,4, 2.3, 4.1-4.3, 4.5, 5.1-5.4
Capability 6: Ensure the quality and integrity of the data contained in the system.	Partially implemented	Throughout Outcomes 1, 2, 3, 4, and 5, Tasks 3.6 and 3.7 specifically
Capability 7: Provide the state with the ability to meet federal reporting requirements.	Partially implemented	Outcomes 1, 2 and 3, Tasks 1.2, 2.1, 3.1-3.5

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **Appendix D** Pages: **2** Uploaded File: **C:\Documents and Settings\berlichs\My Documents\0910 SLDS Grant\Application\Submitted\Appendix D.pdf**

Appendix D: Letter of Support

State of New Jersey
OFFICE OF THE GOVERNOR-ELECT
20 WEST STATE STREET
PO BOX 022
TRENTON, NJ 08625-0022

CHRIS CHRISTIE
Governor-Elect

KIM GUADAGNO
Lt. Governor-Elect

December 4, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1900 K Street, NW
Room 9023
Washington, D.C. 20006-5651

Dear Dr. Gould:

I am writing, as Governor-Elect of the State of New Jersey, to express my enthusiastic support for the attached application for a State Longitudinal Data Systems grant. As you know, New Jersey is in the process of a gubernatorial transition, and I wanted to assure you that I will bring to the new administration a firm commitment to the purposes and undertakings set forth in the grant application.

I have made reform of education in New Jersey a very high priority on my agenda, and I am strongly of the opinion that adequate data and expert analysis of that data must be the cornerstone to any meaningful effort to evaluate and improve our schools. New Jersey has considerable work to do to meet the twelve America COMPETES elements of the State Fiscal Stabilization Fund and the Race to the Top applications. Acquisition of this grant and implementation of the improved data system that it will make possible is absolutely crucial to our efforts.

The new administration has not yet been named, so it is not possible to provide you with letters of support from the various state agencies that will participate in the implementation of this grant. However, I will be pleased to do so as soon as the new administration takes office in January should you wish, and, in the meantime, I can assure you of my absolute commitment, as the next Governor of New Jersey, to carrying forward the work of building an appropriate and effective data system for New Jersey and of my unequivocal support for this application.

Yours sincerely,

Chris Christie
Governor-Elect

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Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Budget Narrative** Pages: **18** Uploaded File: **C:\Documents and Settings\berlichs\My Documents\0910 SLDS Grant\Application\Submitted\Budget Narrative.pdf**

Budget Narrative

The NJDOE is seeking a total of $16,794,152 to support the work proposed herein. The breakdown of costs by Outcome is as follows:

- Outcome 1: Key Performance Indicator $3,805,718.96
- Outcome 2: Teacher to Student Link $3,857,204.42
- Outcome 3: Warehouse Expansion $3,634,818.04
- Outcome 4: Professional Development $4,332,303.31
- Outcome 5: Research and Reporting Functionality $1,164,107.14

In the attached pages that follow, we present "Budget Information ED 524" and a "Detailed Budget and Work Plan" that itemizes the costs of this work at a minimum to the Task level and, if appropriate, to the Subtask level. The Detailed Budget presents these costs by Outcome and therefore mingles both state and contractual costs. State costs are incorporated in the Detailed Budget as NJDOE Project Management and represent the following types of expenditures:

- NJDOE Personnel at a cost of $467,000 over the three year period of the grant. This represents the 1.5 FTEs from the NJDOE that are to be paid for out of this grant. An additional .85 FTE of NJDOE are included in the grant proposal as in-kind contributions.
- Fringe Benefits at a cost of $163,450 over the three year period of the grant. This is calculated at state fringe benefit rate of 35%.
- Travel: We have included a travel budget of $28,500 over the three year period of the grant. These moneys are to be used to travel to IES Grantee meetings and anticipate sending the Project Lead, the IT Project Manager and the Business System Analyst to each meeting.
- Supplies: We have included a budget of $27,964 for supplies over the three year period of the grant to account for materials needed to organize and run meetings of the P-20 Research Council and District Personnel Work Groups.
- Other: We have budgeted for $29,141 for other costs associated with this project, such as technology, telephones, and building fees.

- Indirect costs: A total of $25,937 has been included for indirect costs, calculated at our federal indirect cost rate of 3.5%.

The total of these six line items for NJDOE Project Management is $741,992, which is $148,398.40 per Project Outcome.

All other costs detailed herein will be contractual. As a contract for this work has not been finalized, it is not possible to state costs with certainty. However, these costs have been discussed with our vendor and represent an estimate based on their knowledge of the industry standards for the type of work required in this application. In estimating their staff costs for each task and subtask, the vendor used the following per hourly rates:

- Managers: $270/hour
- Senior Business Consultants: $233/hour
- Business Consultants: $136/hour
- Senior Technical Staff: $108/hour
- Technical Staff: $85/hour
- Helpdesk Support: $77/hour

These costs are listed in Budget Information – ED524 as contractual, but are fully specified in the Detailed Budget and Work Plan.

Budget Information - Non Construction Programs (ED 524)

		Year One	Year Two	Year Three	Total
1	personnel	$152,000.00	$155,000.00	$160,000.00	$467,000.00
2	fringes*	$53,200.00	$54,250.00	$56,000.00	$163,450.00
3	travel	$7,500.00	$10,500.00	$10,500.00	$28,500.00
4	equipment	$0.00	$0.00	$0.00	$0.00
5	supplies	$7,427.00	$9,970.00	$10,567.00	$27,964.00
6	contractual	$8,026,080.00	$4,815,648.00	$3,210,432.00	$16,052,160.00
7	construction	$0.00	$0.00	$0.00	$0.00
8	other	$9,498.00	$9,719.00	$9,924.00	$29,141.00
9	total direct (1-8)	$8,255,705.00	$5,055,087.00	$3,457,423.00	$16,768,215.00
10	indirect costs**	$8,912.00	$8,380.00	$8,645.00	$25,937.00
11	training stipends	$0.00	$0.00	$0.00	$0.00
12	**Total costs (9-11)**	**$8,264,617.00**	**$5,063,467.00**	**$3,466,068.00**	**$16,794,152.00**

fringe rate*	35.0%		
federal indirect cost rate**	3.5%		
Indirect base	$254,625.00	$239,439.00	$246,991.00
Other	$220,127.00	$229,720.00	$237,067.00

Salary	$152,000.00	$155,000.00	$160,000.00
Fringe	$53,200.00	$54,250.00	$56,000.00
Supplies	$7,427.00	$9,970.00	$10,567.00
Contract	$25,000.00	$0.00	$0.00
Other	$4,812.00	$5,033.00	$5,238.00
Travel	$7,500.00	$10,500.00	$10,500.00
Telephone Fee	$1,755.00	$1,755.00	$1,755.00
Tech Fee	$1,506.00	$1,506.00	$1,506.00
DOE Direct Fee	$1,425.00	$1,425.00	$1,425.00
Indirect Base	$254,625.00	$239,439.00	$246,991.00
	-$25,000.00	$0.00	$0.00
	-$9,498.00	-$9,719.00	-$9,924.00
Other	$220,127.00	$229,720.00	$237,067.00

Detailed Budget and Work Plan by Outcomes, Task, and Subtasks

Project Total		**$**	**16,794,152**
Outcome 1	**Key Performance Indicators**	**$**	**3,805,718.96**
Outcome 1	**NJDOE Project Management**	$	148,398.40
Task 1.1	**Student Growth Module**	**$**	**1,138,245.95**
Subtask 1.1.a	**Extract Data, Identify Cohorts, Statistical Analysis**	$	409,947.78
	Project Management	$	85,351.39
	Functional and technical specification development	$	32,665.35
	Develop data set extracts	$	67,568.69
	Identify eligible students for the selected longitudinal cohorts	$	65,330.69
	Perform statistical analysis to generate student growth percentile (SGP) scores for all students in each growth cohort (quantile regression)	$	91,462.97
	Load SGP scores in data mart reporting store	$	67,568.69
Subtask 1.1.b	**Reports and Data Access**	$	728,298.16
	Project Management	$	34,140.56
	Static report design	$	26,132.28
	Static report development	$	112,614.48
	Static report QA and UAT	$	22,522.90
	Static report execution (ongoing)	$	89,829.70
		$	-
	Dynamic report design	$	65,330.69
	Dynamic report development	$	225,228.96
	Dynamic report QA and UAT	$	45,045.79
	Dynamic report execution (ongoing)	$	71,863.76
		$	-
	Edanalyzer modifications	$	22,522.90
	Edanalyzer modifications design and QA	$	13,066.14
Task 1.2	**Graduation Module**	**$**	**850,011.76**
	Project Management	$	100,071.38
	Collaborative NJ Steering Committee Status		-
	Reports, work plan development	$	28,450.46
	Project planning	$	38,724.24
	Risk and issue management	$	16,534.46
	Project execution, monitor, control	$	16,362.22
	Business Process Definition	$	93,359.67

Detailed Budget and Work Plan by Outcomes, Task, and Subtasks

				2010								2011												2012												2013				
				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
	Program area meetings to review report outputs: • Identification of NCLB Graduation Cohort (EDEN N040, N041, N150, N151) • Identification of students at-risk of Dropping Out (EDEN N032): Statistical Modeling to include analysis of 8th grade assessment, attendance, credits earned to-date in High School	$	51,632.32	x	x																																		
	Functional Requirements Definition for report outputs/ Signoff	$	41,727.35		x	x	x																																
Technical Specifications - Reporting		$	28,153.62																																				
	Develop technical specifications	$	28,153.62						x	x																														
Development - Reporting Infrastructure		$	67,568.69																																				
	Data normalization	$	34,460.03									x	x	x																										
	Data aggregation	$	33,108.66										x	x	x																									
Quality Assurance (QA)		$	45,045.79																																				
	QA Script and Plan Development	$	22,522.90					x	x				x	x	x																								
	QA Execution -Reporting	$	22,522.90												x	x																							
User Acceptance Testing (UAT) - File Upload and Error Remediation		$	21,798.66																																				
	UAT Script and Plan Development	$	11,261.45						x	x																													
	UAT Execution - Reporting	$	10,537.21																																				
Deployment		$	5,630.72																																				
	Deploy	$	5,630.72																																				
Operations Development		$	340,546.19																																				
	Modifications based on user feedback	$	135,137.38																																				
	File Upload monitoring, disk utilization	$	27,027.48																																				
	Error reporting and resolution	$	178,381.34																																				
Training and Communication		$	109,270.85																																				
	Intense - Launch and first collection	$	77,132.37							x	x	x		x	x																								
	Ongoing - New user training, modifications	$	32,138.49																																				
Helpdesk Support		$	38,566.18																																				
	Real-time helpdesk support for email, phone, error resolution	$	38,566.18																																				
Task 1.3	**Discipline Module**	$	619,909.11																																				
	Project Management	$	63,028.34																																				
	Collaborative NJ Steering Committee Status Reports, work plan development	$	17,070.28																																				
	Project planning	$	20,652.93																																				
	Risk and issue management	$	12,718.81																																				
	Project execution, monitor, control	$	12,586.32																																				

Detailed Budget and Work Plan by Outcomes, Task, and Subtasks

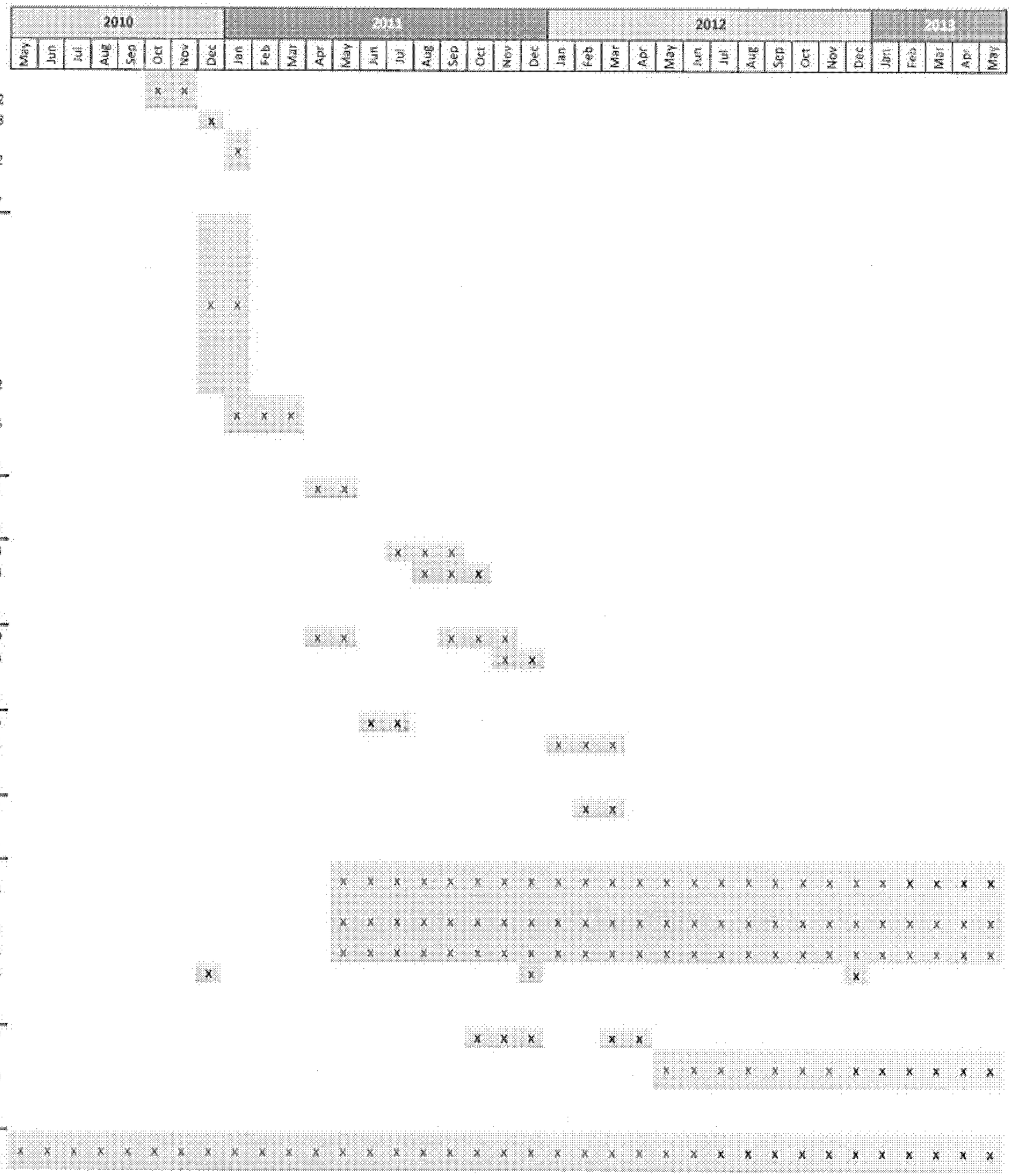
			2010								2011												2012												2013				
			May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Business Process Definition	$	77,408.97																																					
Initial data element definitions (73-88)	$	6,124.75	x																																				
Obtain, review, analyze existing data element definitions / data handbooks	$	31,611.63		x																																			
Program area meetings to review definitions and mapping to report outputs:					x																																		
• Reports of student incidents, suspensions, etc.	$	12,908.08																																					
Determine validation rules	$	8,329.66			x																																		
Finalize handbooks, publish	$	8,003.01			x																																		
Functional Requirements Definition / Signoff	$	10,431.84						x																															
Technical Specifications	$	22,522.90																																					
File Upload and Error Remediation	$	11,486.68						x	x																														
Reporting	$	11,036.22							x																														
Development - File Upload and Error Remediation	$	34,178.50																																					
NJ SMART 2.0 Portal Development	$	22,522.90							x																														
Develop Operational Data Store (ODS)	$	5,743.34								x																													
Configure validation rules	$	5,912.26								x																													
Development - Reporting Infrastructure	$	22,973.35																																					
Data normalization	$	11,824.52									x																												
Data aggregation	$	11,148.83									x																												
Quality Assurance (QA)	$	45,608.87																																					
QA Script and Plan Development	$	5,630.72									x	x																											
QA Execution - File Upload and Error Remediation	$	11,824.52											x																										
QA Execution -Reporting	$	11,261.45											x																										
Technical Support	$	16,892.17												x	x																								
User Acceptance Testing (UAT) - File Upload and Error Remediation	$	38,411.08																																					
UAT Script and Plan Development	$	2,815.36											x	x																									
UAT Execution - File Upload and Error Remediation	$	8,166.34												x																									
UAT Execution - Reporting	$	10,537.21												x																									
Technical Support	$	16,892.17													x	x																							
Deployment	$	33,559.12																																					
Deploy Portal	$	11,261.45														x																							
Deploy ODS	$	5,743.34														x																							
Deploy validation Rules	$	5,630.72														x																							
Deploy Data Warehouse and Data Marts	$	5,518.11															x																						
Deploy	$	5,405.50															x																						
Operations Development	$	86,713.15																																					
Modifications based on user feedback	$	45,045.79																					x	x	x	x	x	x	x	x	x	x	x	x					

Detailed Budget and Work Plan by Outcomes, Task, and Subtasks

				2010								2011												2012												2013				
				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
	File Upload monitoring, disk utilization	$	14,076.81													x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Error reporting and resolution	$	27,590.55													x	x	x	x	x		x	x	x	x	x														
	Training and Communication	$	109,270.85																																					
	Intense - Launch and first collection	$	77,132.37											x	x	x			x	x																					
	Ongoing - New user training, modifications	$	32,138.49																					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Helpdesk Support	$	86,233.99																																					
	Real-time helpdesk support for email, phone, error resolution	$	86,233.99	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 1.4	**Post-secondary Module**	$	1,049,153.74																																					
	Project Management	$	127,204.69																																					
	Collaborative NJ Steering Committee Status			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Reports, work plan development	$	42,675.69																																					
	Project planning	$	51,632.32	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																					
	Risk and issue management	$	16,534.46	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																					
	Project execution, monitor, control	$	16,362.22	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																					
Subtask 1.4.a	**Single source upload from National Student Clearinghouse**	$	260,630.12																																					
	12 month statewide N.S.C. Student Tracker subscription which includes all fees for independent high school participation and submission	$	66,606.10																																					
	12 month statewide N.S.C. Student Tracker subscription which includes all fees for independent high school participation and submission	$	66,606.10																																					
	12 month statewide N.S.C. Student Tracker subscription which includes all fees for independent high school participation and submission	$	66,606.10																																					
	Pull and submit graduation cohort file for N.S.C. annually to run against their national record student database	$	20,270.61																																					
	Upload N.S.C. report into data warehouse	$	40,541.21																																					
Subtask 1.4.b	**Connection to National Wage Record**	$	15,766.03																																					
	Develop "Trusted Broker" table	$	11,261.45																																					
	Run SID Matching on National Wage Record data and upload into data warehouse ($/file)	$	4,504.58																																					
Subtask 1.4.c	**Single source upload from NJ Commission on HED**	$	126,671.42																																					
	Business process definition with stakeholders	$	11,486.68																																					
	Develop file specifications	$	11,036.22																																					

Detailed Budget and Work Plan by Outcomes, Task, and Subtasks

Develop portal upload and matching capabilities	$	69,370.52
QA and user acceptance testing	$	29,147.28
Integration with appropriate reporting cubes	$	5,630.72
Business Process Definition	$	93,359.67
Program area meetings to review report outputs: • Report functionality to allow analyses between existing student-level data and post-secondary data including cohort analyses of college completion, type of degree and major earned with student achievement and high school courses taken/grades.	$	51,632.32
Functional Requirements Definition for report outputs/ Signoff	$	41,727.35
Technical Specifications - Reporting	$	28,153.62
Develop technical specifications	$	28,153.62
Development - Reporting Infrastructure	$	67,568.69
Data normalization	$	33,784.34
Data aggregation	$	33,784.34
Quality Assurance (QA)	$	46,847.62
QA Script and Plan Development	$	24,775.19
QA Execution -Reporting	$	22,072.44
User Acceptance Testing (UAT) - File Upload and Error Remediation	$	21,798.66
UAT Script and Plan Development	$	11,261.45
UAT Execution - Reporting	$	10,537.21
Deployment	$	5,630.72
Deploy	$	5,630.72
Operations Development	$	88,402.37
Modifications based on user feedback	$	27,027.48
File Upload monitoring, disk utilization	$	13,513.74
Error reporting and resolution	$	27,027.48
External data loads	$	20,833.68
Training and Communication	$	109,270.85
Intense - Launch and first collection	$	77,132.37
Ongoing - New user training, modifications	$	32,138.49
Helpdesk Support	$	57,849.28
Real-time helpdesk support for email, phone, error resolution	$	57,849.28



Detailed Budget and Work Plan by Outcomes, Task, and Subtasks

				2010								2011												2012												2013				
				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Outcome 2	**Teacher to Student Link**	$	3,857,204.42																																					
Outcome 2	**NJDOE Project Management**	$	148,398.40	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 2.1	**Staff, Certification, Section Collections**	$	2,796,761.09																																					
	Project Management	$	659,879.93																																					
	Collaborative NJ Steering Committee Status Reports, work plan development	$	129,080.81	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Project planning	$	82,672.28	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Risk and issue management	$	163,622.22	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Project execution, monitor, control	$	284,504.63	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	NJDOE Project Management	$	148,398.40																																					
Subtask 2.1.a	**Business Process Definition**	$	326,447.51																																					
	Initial data element definitions (1 - 64)	$	24,499.01	x	x																																			
	Obtain, review, analyze existing data element definitions / data handbooks	$	126,446.50	x	x	x																																		
	Program area meetings to review definitions and mapping to outputs	$	51,632.32			x	x																																	
	Determine validation rules	$	41,071.16	x			x	x																																
	Finalize handbooks, publish	$	41,071.16					x	x																															
	Functional Requirements Definition / Signoff	$	41,727.35						x	x	x																														
Subtask 2.1.a	**Technical Specification Development**	$	56,307.24																																					
	File upload and error remediation	$	28,153.62							x																														
	Reporting	$	28,153.62									x	x																												
Subtask 2.1.b	**Development - File Upload and Error Remediation**	$	168,590.50																																					
	Technical Project Management	$	50,345.30	x	x	x	x	x	x	x																														
	NJ SMART 2.0 Portal Development	$	90,091.59	x	x	x	x	x	x	x																														
	Develop Operational Data Store (ODS)	$	22,522.90									x	x	x																											
	Configure validation rules	$	5,630.72										x	x																											
Subtask 2.1.b	**Development - Reporting Infrastructure**	$	122,219.83																																					
	Technical Project Management	$	37,758.97												x	x	x	x																							
	Data normalization	$	33,784.34												x	x	x																								
	Data aggregation	$	33,784.34														x	x	x																						
	SGP integration	$	16,892.17														x	x	x																						
Subtask 2.1.c	**Quality Assurance (QA)**	$	113,939.36																																					
	Technical Project Management	$	12,586.32									x	x											x	x	x	x	x	x	x										
	QA Script and Plan Development	$	22,522.90									x	x												x	x	x														
	QA Execution - File Upload and Error Remediation	$	22,522.90											x	x																									
	QA Execution - Reporting	$	22,522.90																																					
	Technical Support	$	33,784.34											x	x	x																								
Subtask 2.1.c	**User Acceptance Testing (UAT) - File Upload and Error Remediation**	$	59,443.49																																					

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				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
		Technical Project Management	$ 12,586.32									x	x	x	x				x	x	x																			
		UAT Script and Plan Development	$ 11,261.45									x	x																												
		UAT Execution - File Upload and Error Remediation	$ 8,166.34											x	x																										
		UAT Execution - Reporting	$ 10,537.21																x	x	x																			
		Technical Support	$ 16,892.17												x						x																			
Subtask 2.1.d	Deployment		$ 39,683.36																																					
		Technical Project Management	$ 6,293.16												x	x					x	x																			
		Deploy Portal	$ 11,261.45												x	x																									
		Deploy ODS	$ 5,687.03												x	x																									
		Deploy validation Rules	$ 5,574.42												x	x																									
		Deploy Data Warehouse and Data Marts	$ 5,518.11																		x	x																			
		Deploy	$ 5,349.19																		x	x																			
Subtask 2.1.d	Operations Development		$ 709,809.08																																					
		Modifications based on user feedback	$ 297,302.23													x	x	x	x	x		x	x	x	x	x															
		File Upload monitoring, disk utilization	$ 92,906.95													x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Error reporting and resolution	$ 182,097.62													x	x	x	x	x		x	x	x	x	x														
		External data loads (NCES course codes)	$ 137,502.28	x					x								x				x																			
Subtask 2.1.d	Training and Communication		$ 109,270.85																																					
		intense - Launch and first collection	$ 77,132.37										x	x	x			x	x																						
		Ongoing - New user training, modifications	$ 32,138.49																	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Subtask 2.1.d	Helpdesk Support		$ 431,169.93																																					
		Real-time helpdesk support for email, phone, error resolution	$ 431,169.93	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 2.2	Course Module		$ 912,044.93																																					
Task 2.2	Project Management		$ 141,137.91																																					
		Collaborative NJ Steering Committee Status		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Reports, work plan development	$ 36,985.60																																					
		Project planning	$ 67,122.02	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Risk and issue management	$ 20,668.07	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Project execution, monitor, control	$ 16,362.22	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Subtask 2.2.a	Business Process Definition		$ 93,359.67																																					
		Program area meetings to review report outputs: • Course tracking of middle and high school students by NCES course grades, Teacher ID • End of course grades • Report functionality to include Grades v. Subject Assessment	$ 51,632.32													x	x																								

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	Functional Requirements Definition for report outputs/ Signoff	$ 41,727.35				x	x	x																															
Subtask 2.3.b	**Technical Specifications - Reporting**	$ 28,153.62									x	x																											
	Develop technical specifications	$ 28,153.62																																					
Subtask 2.3.b	**Development - Reporting Infrastructure**	$ 67,568.69																																					
	Data normalization	$ 33,784.34											x	x	x																								
	Data aggregation	$ 33,784.34												x	x	x																							
Subtask 2.3.b	**Quality Assurance (QA)**	$ 50,451.29																																					
	QA Script and Plan Development	$ 27,928.39							x	x				x	x	x																							
	QA Execution -Reporting	$ 22,522.90														x	x																						
Subtask 2.3.b	**User Acceptance Testing (UAT) - File Upload and Error Remediation**	$ 21,798.66																																					
	UAT Script and Plan Development	$ 11,261.45									x	x																											
	UAT Execution - Reporting	$ 10,537.21																x	x	x																			
Subtask 2.3.c	**Deployment**	$ 5,630.72																																					
	Deploy	$ 5,630.72																		x																			
Subtask 2.3.c	**Operations Development**	$ 55,631.55																																					
	Modifications based on user feedback	$ 29,279.77																	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	File Upload monitoring, disk utilization	$ 14,639.88																	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Error reporting and resolution	$ 11,711.91																	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Subtask 2.3.c	**Training and Communication**	$ 41,780.03																																					
	Intense - Launch and first collection	$ 32,138.49												x	x			x	x																				
	Ongoing - New user training, modifications	$ 9,641.55																			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Subtask 2.3.c	**Helpdesk Support**	$ 21,532.79																																					
	Real-time helpdesk support for email, phone, error resolution	$ 21,532.79	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Subtask 2.3.d	**Ability to send transcript to Higher Education institutions**	$ 385,000.00																																					
	Contract with National Transcript Center (Pearson)	$ 385,000.00																			x																		
Outcome 3	**Warehouse Expansion**	**$ 3,634,818.04**																																					
Outcome 3	**NJDOE Project Management**	$ 148,398.40	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Tasks 3.1-3.4	**Data Expansion**	$ 2,724,987.59																																					
Task 3.1	**Project Management**	$ 686,674.46																																					
	Collaborative NJ Steering Committee Status Reports, work plan development	$ 134,244.04	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Project planning	$ 86,805.89	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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	Risk and issue management	$	166,894.66	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Project execution, monitor, control	$	298,729.86	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 3.1	**Business Process Definition**	$	362,357.84																																					
	Initial data element definitions (91-164)	$	34,298.61	x	x																																			
	Obtain, review, analyze existing data element definitions / data handbooks	$	151,735.80	x	x	x																																		
	Program area meetings to review definitions and mapping to outputs	$	51,632.32			x	x																																	
	Determine validation rules	$	41,892.59	x		x	x																																	
	Finalize handbooks, publish	$	41,071.16				x	x																																
	Functional Requirements Definition / Signoff	$	41,727.35				x	x	x																															
Task 3.1	**Technical Specification Development**	$	67,568.69																																					
	File upload and error remediation	$	33,784.34						x																															
	Reporting	$	33,784.34																			x	x																		
Task 3.1	**Development - File Upload and Error Remediation**	$	174,221.23																																					
	Technical Project Management	$	50,345.30					x	x	x	x	x	x	x																											
	NJ SMART 2.0 Portal Development	$	90,091.59					x	x	x	x	x	x																												
	Develop Operational Data Store (ODS)	$	22,522.90									x	x	x																											
	Configure validation rules	$	11,261.45										x	x																											
Task 3.2	**Development - Reporting Infrastructure**	$	106,003.35																																					
	Technical Project Management	$	37,758.97										x	x	x	x																									
	Data normalization	$	34,460.03										x	x	x																										
	Data aggregation	$	33,784.34											x	x	x																									
Task 3.3	**Quality Assurance (QA)**	$	154,361.33																																					
	Technical Project Management	$	15,732.91	x	x								x	x	x	x	x	x	x																					
	QA Script and Plan Development	$	28,153.62	x	x									x	x	x																									
	QA Execution - File Upload and Error Remediation	$	34,460.03										x	x																											
	QA Execution - Reporting	$	33,784.34																																					
	Technical Support	$	42,230.43										x	x	x																									
Task 3.3	**User Acceptance Testing (UAT) - File Upload and Error Remediation**	$	92,555.06																																					
	Technical Project Management	$	15,732.91										x	x	x	x																									
	UAT Script and Plan Development	$	14,076.81										x	x																											
	UAT Execution - File Upload and Error Remediation	$	16,332.67												x	x																									
	UAT Execution - Reporting	$	21,074.42																																					
	Technical Support	$	25,338.26												x																									
Task 3.4	**Deployment**	$	51,451.57																																					
	Technical Project Management	$	6,293.16												x	x																									
	Deploy Portal	$	11,486.68												x	x																									
	Deploy ODS	$	11,261.45												x	x																									
	Deploy validation Rules	$	11,036.22												x	x																									
	Deploy Data Warehouse and Data Marts	$	5,743.34																																					
	Deploy	$	5,630.72																																					

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Task 3.4	**Operations Development**		$ 457,214.80																																					
	Modifications based on user feedback		$ 225,228.96												x	x	x	x	x			x	x	x	x	x															
	File Upload monitoring, disk utilization		$ 11,261.45												x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Error reporting and resolution		$ 220,724.38												x	x	x	x	x			x	x	x	x	x															
Task 3.4	**Training and Communication**		$ 141,409.34																																					
	Intense - Launch and first collection		$ 77,132.37										x	x	x			x	x																						
	Ongoing - New user training, modifications		$ 64,276.97																	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 3.4	**Helpdesk Support**		$ 431,169.93																																					
	Real-time helpdesk support for email, phone, error resolution		$ 431,169.93	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 3.6	**School and District Directory Module**		$ 629,068.09																																					
	Software License		$ 385,000.00																																					
	Identification, selection, licensing of commercial off the shelf directory solution		$ 385,000.00																																					
	Integration with NJ SMART		$ 244,068.09																																					
	Incorporate security model for district, school, and teacher roles		$ 107,479.53																																					
	Add ability for district super user to create and manage user roles		$ 26,869.88																																					
	Provide access to all enterprise resources through a centralized authentication Single Sign-On (SSO) process		$ 2,239.16																																					
	Incorporation of CDS codes, school and district directory information and metadata information		$ 107,479.53																																					
Task 3.7	**School Interoperability Framework (SIF) Pilot**		$ 132,363.96																																					
	Pilot		$ 132,363.96																																					
	Purchase Zone Integration Server		$ 27,500.00																																					
	Develop service interfaces to NJ SMART		$ 45,045.79																																					
	Select and manage pilot districts		$ 10,267.79																																					
	Develop and publish initial SIF specifications		$ 9,910.07																																					
	Support integration with SIS		$ 39,640.30																																					
Outcome 4	**Professional Development**		**$ 4,332,303.31**																																					
Outcome 4	NJDOE Project Management		$ 148,398.40	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Task 4.1	**Using district/school reports**	**$**	**89,217.65**																																				
	Develop curriculum outline	$	4,955.31	x																																			
	Develop workshop materials	$	18,582.40		x	x																																	
	Pilot workshop	$	14,865.92				x	x	x																														
	Modify workshop from pilot feedback	$	9,291.20							x	x																													
	Develop online course	$	24,776.54						x	x	x																													
	Publish online course	$	1,890.36								x																													
	Pilot online course	$	2,477.65									x	x																											
	Modify course from pilot feedback	$	12,388.27											x	x																									
Task 4.1	**Using EDanalyzer**	**$**	**78,997.33**																																				
	Develop curriculum outline	$	3,716.48	x																																			
	Develop workshop materials	$	13,936.80		x	x																																	
	Pilot workshop	$	14,865.92				x	x	x																														
	Modify workshop from pilot feedback	$	7,432.96							x	x																													
	Develop online course	$	22,298.88						x	x	x																													
	Publish online course	$	1,880.36								x																													
	Pilot online course	$	2,477.65									x	x																											
	Modify course from pilot feedback	$	12,388.27											x	x																									
Task 4.1	**Using ad hoc analysis**	**$**	**122,174.86**																																				
	Develop curriculum outline	$	7,432.96	x																																			
	Develop workshop materials	$	24,776.54		x	x																																	
	Pilot workshop	$	14,865.92				x	x	x																														
	Modify workshop from pilot feedback	$	12,388.27							x	x																													
	Develop online course	$	37,164.80						x	x	x																													
	Publish online course	$	2,256.43								x																													
	Pilot online course	$	3,468.71									x	x																											
	Modify course from pilot feedback	$	19,821.23											x	x																									
Task 4.2	**Establishing a data team (district)**	**$**	**305,862.38**																																				
	Develop curriculum outline	$	3,875.60	x																																			
	Develop online toolkit	$	139,521.61		x	x	x																																
	Publish online toolkit	$	23,530.43					x																															
	Pilot online toolkit	$	6,200.96						x	x																													
	Modify online toolkit from pilot feedback	$	15,502.40								x																													
	Develop workshop materials	$	23,253.60					x	x																														
	Pilot workshop	$	18,602.88							x	x																													
	Modify workshop from pilot feedback	$	15,502.40									x																												
	Develop online course	$	46,507.20						x	x																														
	Publish online course	$	2,823.65							x																														
	Pilot online course	$	4,340.67								x																													
	Modify course from pilot feedback	$	6,200.96									x																												
Task 4.2	**Establishing a data team (school)**	**$**	**180,680.49**																																				
	Develop curriculum outline	$	1,937.80	x																																			
	Develop online toolkit	$	69,760.81		x	x	x																																
	Publish online toolkit	$	23,530.43					x																															
	Pilot online toolkit	$	6,200.96						x	x																													
	Modify online toolkit from pilot feedback	$	7,751.20								x																													
	Develop workshop materials	$	11,626.80					x	x																														
	Pilot workshop	$	18,602.88							x	x																													

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	Modify workshop from pilot feedback	$	7,751.20									x																												
	Develop online course	$	23,253.60						x	x																															
	Publish online course	$	2,823.65							x																															
	Pilot online course	$	4,340.67								x																														
	Modify course from pilot feedback	$	3,100.48									x																													
Task 4.2	**Establishing data coaches (school)**	**$**	**382,134.19**																																						
	Develop curriculum outline	$	4,650.72	x																																				
	Develop online toolkit	$	167,425.93		x	x	x																																	
	Publish online toolkit	$	23,530.43					x																																
	Pilot online toolkit	$	6,200.96						x	x																														
	Modify online toolkit from pilot feedback	$	18,602.88								x																														
	Develop workshop materials	$	27,904.32					x	x																															
	Pilot workshop	$	18,602.88							x	x																														
	Modify workshop from pilot feedback	$	18,602.88									x																													
	Develop online course	$	55,808.64						x	x																															
	Publish online course	$	2,823.65							x																															
	Pilot online course	$	31,004.80								x																														
	Modify course from pilot feedback	$	6,976.08									x																													
Task 4.3	**Establishing high quality data**	**$**	**273,307.34**																																						
	Develop curriculum outline	$	2,325.36	x																																				
	Develop online toolkit	$	83,712.97		x	x	x																																	
	Publish online toolkit	$	23,530.43					x																																
	Pilot online toolkit	$	6,200.96						x	x																														
	Modify online toolkit from pilot feedback	$	9,301.44								x																														
	Develop workshop materials	$	13,952.16					x	x																															
	Pilot workshop	$	18,602.88							x	x																														
	Modify workshop from pilot feedback	$	9,301.44									x																													
	Develop online course	$	27,904.32						x	x																															
	Publish online course	$	2,823.65							x																															
	Pilot online course	$	4,340.67								x																														
	Modify course from pilot feedback	$	6,200.96									x																													
	Develop coaching protocols	$	27,904.32									x	x																													
	Pilot coaching protocols	$	31,004.80											x	x																										
	Modify coaching protocols from pilot feedback	$	6,200.96													x																									
Task 4.3	**Using data to manage programs, policies, and accountability**	**$**	**350,409.64**																																						
	Develop curriculum outline	$	24,803.84	x																																				
	Develop online toolkit	$	77,512.01		x	x	x																																	
	Publish online toolkit	$	18,824.34					x																																
	Pilot online toolkit	$	7,751.20						x	x																														
	Modify online toolkit from pilot feedback	$	31,004.80								x																														
	Develop workshop materials	$	32,555.04					x	x																															
	Pilot workshop	$	31,004.80							x	x																														
	Modify workshop from pilot feedback	$	7,751.20									x																													
	Develop online course	$	27,904.32						x	x																															
	Publish online course	$	12,235.82							x																															
	Pilot online course	$	6,200.96								x																														
	Modify course from pilot feedback	$	7,751.20									x																													
	Develop coaching protocols	$	27,904.32									x	x																													

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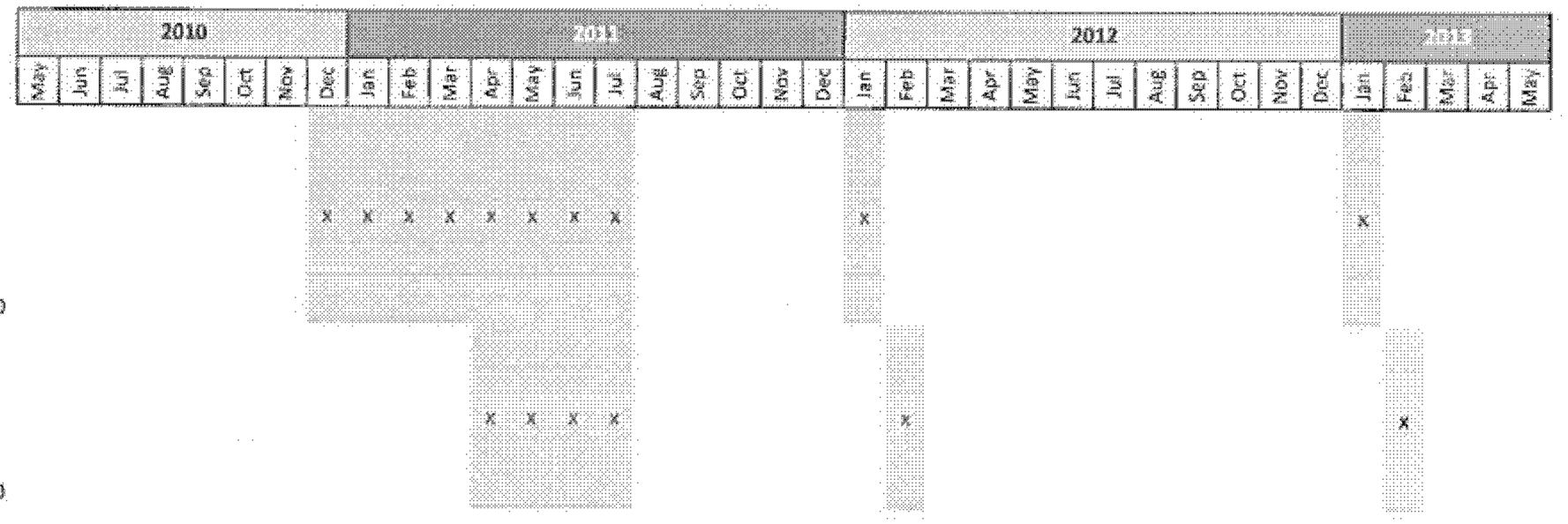
				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
	Pilot coaching protocols	$	31,004.80										x	x																										
	Modify coaching protocols from pilot feedback	$	6,200.96												x																										
Task 4.3	**Using data for district & school improvement planning**	**$**	**350,409.64**																																						
	Develop curriculum outline	$	24,803.84	x																																				
	Develop online toolkit	$	77,512.01		x	x	x																																	
	Publish online toolkit	$	18,824.34					x																																
	Pilot online toolkit	$	7,751.20						x	x																														
	Modify online toolkit from pilot feedback	$	31,004.80								x																													
	Develop workshop materials	$	32,555.04					x	x																															
	Pilot workshop	$	31,004.80							x	x																													
	Modify workshop from pilot feedback	$	7,751.20									x																												
	Develop online course	$	27,904.32						x	x																														
	Publish online course	$	12,235.82							x																														
	Pilot online course	$	6,200.96								x																													
	Modify course from pilot feedback	$	7,751.20									x																												
	Develop coaching protocols	$	27,904.32								x	x																												
	Pilot coaching protocols	$	31,004.80										x	x																										
	Modify coaching protocols from pilot feedback	$	6,200.96												x																										
Task 4.3	**Using data for instructional improvement**	**$**	**350,409.64**																																						
	Develop curriculum outline	$	24,803.84	x																																				
	Develop online toolkit	$	77,512.01		x	x	x																																	
	Publish online toolkit	$	18,824.34					x																																
	Pilot online toolkit	$	7,751.20						x	x																														
	Modify online toolkit from pilot feedback	$	31,004.80								x																													
	Develop workshop materials	$	32,555.04					x	x																															
	Pilot workshop	$	31,004.80							x	x																													
	Modify workshop from pilot feedback	$	7,751.20									x																												
	Develop online course	$	27,904.32						x	x																														
	Publish online course	$	12,235.82							x																														
	Pilot online course	$	6,200.96								x																													
	Modify course from pilot feedback	$	7,751.20									x																												
	Develop coaching protocols	$	27,904.32								x	x																												
	Pilot coaching protocols	$	31,004.80										x	x																										
	Modify coaching protocols from pilot feedback	$	6,200.96												x																										
Task 4.3	**Using data for student improvement planning (RtI/I&RS)**	**$**	**350,409.64**																																						
	Develop curriculum outline	$	24,803.84	x																																				
	Develop online toolkit	$	77,512.01		x	x	x																																	
	Publish online toolkit	$	18,824.34					x																																
	Pilot online toolkit	$	7,751.20						x	x																														
	Modify online toolkit from pilot feedback	$	31,004.80								x																													
	Develop workshop materials	$	32,555.04					x	x																															
	Pilot workshop	$	31,004.80							x	x																													
	Modify workshop from pilot feedback	$	7,751.20									x																												
	Develop online course	$	27,904.32						x	x																														
	Publish online course	$	12,235.82							x																														
	Pilot online course	$	6,200.96								x																													

Detailed Budget and Work Plan by Outcomes, Task, and Subtasks

		Amount	2010								2011												2012												2013				
			May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
	Modify course from pilot feedback	$ 7,751.20									x																												
	Develop coaching protocols	$ 27,904.32								x	x																												
	Pilot coaching protocols	$ 31,004.80										x	x																										
	Modify coaching protocols from pilot feedback	$ 6,200.96												x																									
Task 4.4	**Learning Management System**	**$ 188,978.11**																																					
	Identify appropriate system requirements	$ 26,497.53									x																												
	Procure off the shelf LMS	$ 55,000.00										x																											
	Configure and test	$ 37,096.54											x																										
	Populate and administer LMS with PCG and DOE specific content	$ 70,384.05											x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Task 4.4	**Training & PD program management**	**$ 1,116,685.20**																																					
	Course registration	$ 41,667.36					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Online course management	$ 166,669.43			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Help desk support	$ 208,336.79						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Trainer recruitment	$ 50,000.83											x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Trainer certification	$ 25,000.41											x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Outreach	$ 125,002.07				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	District PD grant management	$ 125,002.07				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Project Management	$ 375,006.22	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Task 4.5	**NJ DOE Train-the-Trainer Training**	**$ 44,228.80**																																					
	Develop curriculum outline	$ 10,348.80	x																																				
	Develop workshop materials	$ 14,168.00					x	x																															
	Pilot workshop	$ 16,016.00							x	x																													
	Modify workshop from pilot feedback	$ 3,696.00									x																												
Outcome 5	**Research and Reporting Functionality**	**$ 1,164,107.14**																																					
Outcome 5	**NJDOE Project Management**	**$ 148,398.40**	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Outcome 5	**PCG Project Management**	**$ 77,658.11**																																					
	Collaborative NJ Steering Committee Status Reports, work plan development	$ 14,794.24	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																					
	Project planning	$ 20,136.61	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																					
	Risk and issue management	$ 23,847.77	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Project execution, monitor, control	$ 18,879.49	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 5.1	**Business Intelligence Tool**	**$ 489,500.00**																																					
	Develop Data Analysis page in the NJ SMART portal and link BI tool to access all data in the NJ SMART data warehouse ($150k first year; $75k annually)	$ 330,000.00	x	x	x	x	x	x	x	x																													

Detailed Budget and Work Plan by Outcomes, Task, and Subtasks



	Technical Training ($50k first year; $10k annually) • Power Users: 4 half day sessions • Standard Users: 1 half day session for each Program Area • Full set of training manuals for Power Users and Standard Users	$	77,000.00
	Technical Assistance ($45k first year; $15k annually) • 16 hours of one-on-one support per year for up to 10 power users • Up to 5 customized reports for each Program Area in Year 1	$	82,500.00
Task 5.2	**De-identified downloads for researchers**	**$**	**59,464.02**
	Specify data elements and suppression rules to be to be included for research availability	$	16,332.67
	Strip identification components from data and build data mart for researchers that contains only de-identified data	$	10,473.15
	Apply BI lite analysis tool	$	10,135.30
	Build research specific GUI	$	22,522.90
Task 5.3	**Public/Community Analysis Tools**	**$**	**153,722.34**
	Specify data elements and suppression rules to be to be included for research availability	$	16,332.67
	Strip identification components from data and build data mart for public/community that contains only de-identified data	$	13,513.74
	Apply BI lite analysis tool	$	45,045.79
	Build public-specific GUI	$	78,830.14
Task 5.4	**District/School Dashboards**	**$**	**235,364.27**
	Develop dashboard prototypes, pilot, and refactor	$	45,045.79
	Integration with key QSAC indictors	$	28,153.62
	Integration with NJ SMART reporting cube	$	162,164.85

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **ED 524 Spreadsheet** Pages: **1** Uploaded File: **C:\Documents and Settings\berlichs\My Documents\0910 SLDS Grant\Application\Submitted\Documents used for submission\ED 524.xls**

Budget Information - Non Construction Programs (ED 524)

		Year One	Year Two	Year Three	Total
1	personnel	$152,000.00	$155,000.00	$160,000.00	$467,000.00
2	fringes*	$53,200.00	$54,250.00	$56,000.00	$163,450.00
3	travel	$7,500.00	$10,500.00	$10,500.00	$28,500.00
4	equipment	$0.00	$0.00	$0.00	$0.00
5	supplies	$7,427.00	$9,970.00	$10,567.00	$27,964.00
6	contractual	$8,026,080.00	$4,815,648.00	$3,210,432.00	$16,052,160.00
7	construction	$0.00	$0.00	$0.00	$0.00
8	other	$9,498.00	$9,719.00	$9,924.00	$29,141.00
9	total direct (1-8)	$8,255,705.00	$5,055,087.00	$3,457,423.00	$16,768,215.00
10	indirect costs**	$8,912.00	$8,380.00	$8,645.00	$25,937.00
11	training stipends	$0.00	$0.00	$0.00	$0.00
12	**Total costs (9-11)**	**$8,264,617.00**	**$5,063,467.00**	**$3,466,068.00**	**$16,794,152.00**

fringe rate*	35.0%		
federal indirect cost rate**	3.5%		
Indirect base	$254,625.00	$239,439.00	$246,991.00
Other	$220,127.00	$229,720.00	$237,067.00

Salary	$152,000.00	$155,000.00	$160,000.00
Fringe	$53,200.00	$54,250.00	$56,000.00
Supplies	$7,427.00	$9,970.00	$10,567.00
Contract	$25,000.00	$0.00	$0.00
Other	$4,812.00	$5,033.00	$5,238.00
Travel	$7,500.00	$10,500.00	$10,500.00
Telephone Fee	$1,755.00	$1,755.00	$1,755.00
Tech Fee	$1,506.00	$1,506.00	$1,506.00
DOE Direct Fee	$1,425.00	$1,425.00	$1,425.00
Indirect Base	$254,625.00	$239,439.00	$246,991.00
	-$25,000.00	$0.00	$0.00
	-$9,498.00	-$9,719.00	-$9,924.00
Other	$220,127.00	$229,720.00	$237,067.00