

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**STATEWIDE LONGITUDINAL DATA SYSTEMS**

**CFDA # 84.372A**

**PR/Award # R372A090022**

**Grants.gov Tracking#: GRANT10076087**

OMB No. 1890-0004, Expiration Date:

Closing Date: SEP 25, 2008

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Application for Federal Assistance SF-424

Version 02

\* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

\* 2. Type of Application:

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify)

\* 3. Date Received:

09/24/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

\* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name:

Pennsylvania State Department of Education

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

23-2172299

\* c. Organizational DUNS:

007782381

d. Address:

\* Street1:

333 Market Street

Street2:

\* City:

Harrisburg

County:

\* State:

PA: Pennsylvania

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

17126-0333

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

\* First Name:

Robert

Middle Name:

\* Last Name:

McGrath

Suffix:

Title:

Director - Bureau of Information Systems

Organizational Affiliation:

\* Telephone Number:

717-783-4414

Fax Number:

\* Email:

rmcgrath@state.pa.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:**

84.372

CFDA Title:

Statewide Data Systems

**\* 12. Funding Opportunity Number:**

ED-CRANTS-062608-001

\* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

**13. Competition Identification Number:**

84-372A2009-1

Title:

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

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

Pennsylvania SLDS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

## Application for Federal Assistance SF-424

Version 02

## 16. Congressional Districts Of:

\* a. Applicant PA 17

\* b. Program/Project PA 17

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

Add Attachment

Delete Attachment

View Attachment

## 17. Proposed Project:

\* a. Start Date: 07/01/2009

\* b. End Date: 06/30/2014

## 18. Estimated Funding (\$):

* a. Federal	8,510,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	8,510,000.00

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on 09/20/2013.
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

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

 \*\* I AGREE

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

## Authorized Representative:

Prefix:  \* First Name: Robert

Middle Name:

\* Last Name: McGrath

Suffix:

\* Title: Director - bureau of Information Systems

\* Telephone Number: 717-783-4414 Fax Number: 

\* Email: rmcgrath@state.pa.us

\* Signature of Authorized Representative: Robert McGrath \* Date Signed: 09/24/2008

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Pennsylvania State Department of...

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 50,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 30,000
6. Contractual	\$ 3,618,333	\$ 3,806,667	\$ 475,000	\$ 300,000	\$ 150,000	\$ 8,350,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 20,000	\$ 20,000	\$ 15,000	\$ 15,000	\$ 10,000	\$ 80,000
9. Total Direct Costs (lines 1-8)	\$ 3,654,333	\$ 3,842,667	\$ 506,000	\$ 331,000	\$ 176,000	\$ 8,510,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 3,654,333	\$ 3,842,667	\$ 506,000	\$ 331,000	\$ 176,000	\$ 8,510,000

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: \_\_/\_\_/\_\_ To: \_\_/\_\_/\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

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

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Pennsylvania State Department of...

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Robert McGrath</p>	<p>* TITLE</p> <p>Director - bureau of Information Systems</p>
<p>* APPLICANT ORGANIZATION</p> <p>Pennsylvania State Department of Education</p>	<p>* DATE SUBMITTED</p> <p>09/24/2008</p>

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

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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>	
Pennsylvania State Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Robert"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="McGrath"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director - bureau of Information Systems"/>	
<b>* SIGNATURE:</b> <input type="text" value="Robert McGrath"/>	<b>* DATE:</b> <input type="text" value="09/24/2008"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

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

Address:

* Street1:	333 Market Street
Street2:	
* City:	Harrisburg
County:	
* State:	PA: Pennsylvania
* Zip Code:	17126-0333
* Country:	USA: UNITED STATES

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

717-783-4414	
--------------	--

Email Address:

rmcgrath@state.pa.us
----------------------

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #: 

--

No Provide Assurance #, if available: 

--

**Please attach an explanation Narrative:**

	Add Attachment	Delete Attachment	View Attachment
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# **Project Narrative**

## **Abstract Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1234-PA SLDS - Project Abstract - Section 5.pdf**

## Project Abstract

Pennsylvania's SLDS grant award in 2006 helped to launch Pennsylvania from one of the last states to start work on a SLDS to a state successfully and aggressively implementing a comprehensive and sustainable SLDS. As PDE nears the midpoint of its 3-year grant award, much has been accomplished:

- Assigned 1.8 million unique student IDs as well as staff IDs
- Established SLDS Vision for a Birth to 20+ Longitudinal Data System
- Established a strong SLDS Governance Board comprised of senior PDE executive leadership
- Established a strong, active pilot group of 15 LEAs, including our biggest, Philadelphia
- Conducted successful pilot of Schools Interoperability Framework (SIF) technology
- Contracted for a robust Help Desk at a PA Regional Educational Agency
- Trained over 1,200 LEA staff on data submission and reporting
- Provided over 200 reports to LEA and PDE administrators and policy makers
- Replaced 8 existing PDE data collections and supporting systems
- Implemented the PK-12 unique student ID in public postsecondary institutions
- Collected data includes attendance, school calendars, career and technical education, course, staff, staff assignments and program participation.
- Redirected many internal resources and dedicated them to our support our SLDS
- Created new Center for Data Quality and Information Services to support our SLDS

While PDE is proud of its SLDS achievements, much work remains. Funded plans for FY 2009 and 2010 will:

- Solidify gains achieved in FY 2008
- Expand PK-12 collections to include assessments, special education and financial data
- Develop reporting specifically for principals
- Implement PIMS for postsecondary with a pilot data collection in 2009
- Conduct requirements analysis for Early Learning Network linkage

PDE is now prepared to solidify our PK-12 efforts and launch into new educational sectors to create a Birth to 20+ SLDS. PDE is uniquely positioned to take the lead in many of these areas and help redefine an SLDS.

With assistance from this IES grant PDE will strengthen its established PK-12 SLDS capabilities, while developing capabilities in educational sectors other than PK-12:

- Institutionalize and ensure sustainability for our PK-12 SLDS by implementing electronic exchange of student records and eTranscripts; developing reports for teachers, policy makers and administrators; provide LEA Data quality and data analysis training; expand data governance and data access and use policies.
- Expand into new sectors by linking PAsecureID and PIMS to Early Childhood Data; to all Public, Private and Independent Postsecondary Institutions and Graduate Students; to Adult Students and to libraries

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1239-PA SLDS - Project Narrative - Section 6.pdf**

## Project Narrative

### Need for the Project

In November 2005 the Pennsylvania Department of Education (PDE) was selected as one of 13 states to receive the first round of statewide longitudinal data system (SLDS) grant awards. In our application, we described Pennsylvania's need as follows:

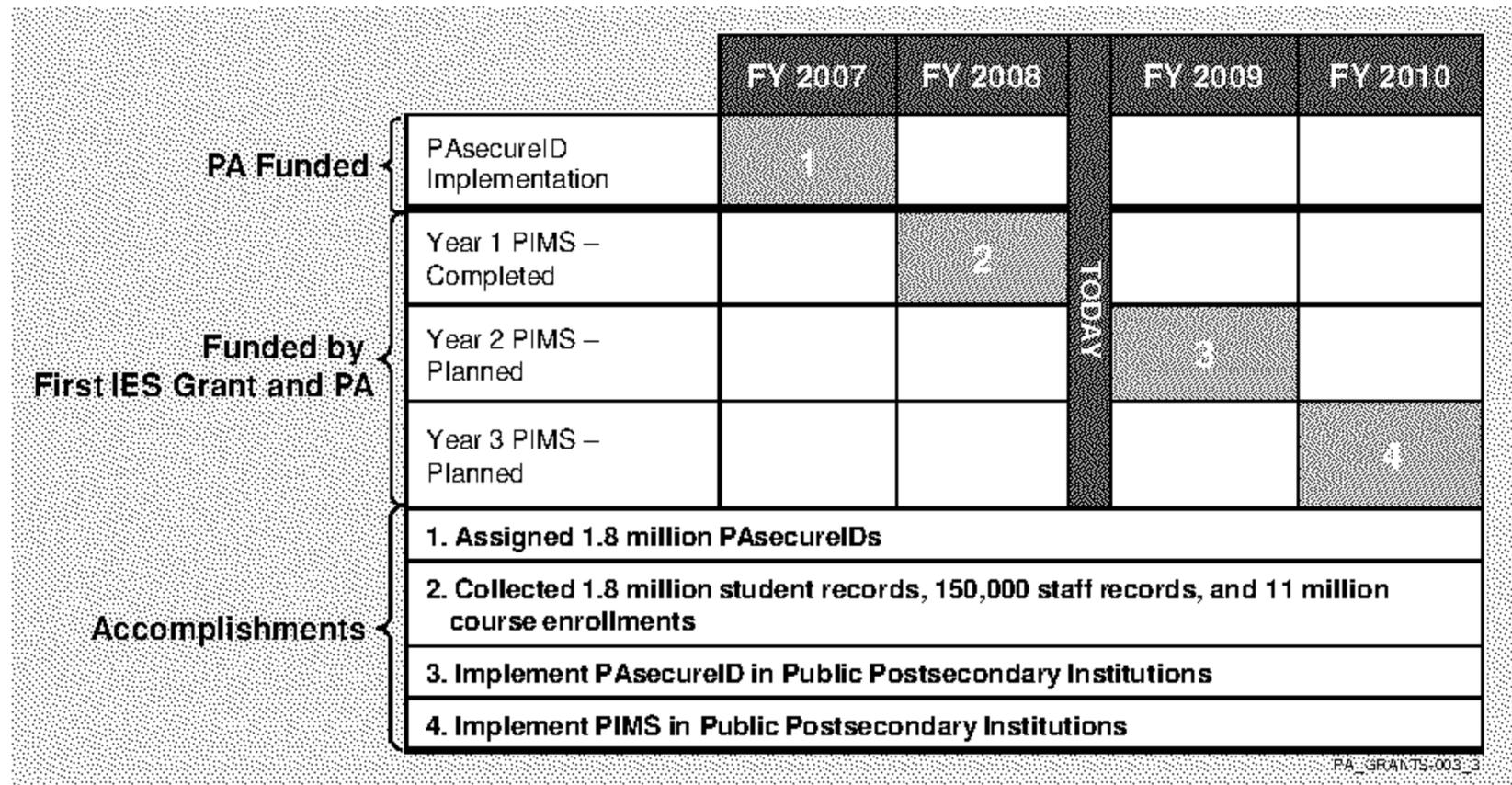
“Pennsylvania faces greater data needs and challenges in reaching NCLB [“No Child Left Behind”] and state objectives than most, if not all, other states. In the 2004 PBDMI [Performance-Based Data Management Initiative] site visits, only four states were evaluated below Pennsylvania for readiness to participate in EDEN [Electronic Data Exchange Network], none of which had a population of similar size to Pennsylvania.

- Pennsylvania does not currently have a state student ID.
- Pennsylvania relies on a mix of stovepipe, paper and electronic collections of aggregate student and other data from districts.
- Pennsylvania has relied on costly third party services rather than developing statewide capacity for educational data analysis.
- PDE and our more than 700 LEAs [local education agencies] do not have data of sufficient quality and timeliness or systems of adequate robustness to provide educators with tools and policymakers with knowledge to undertake initiatives to help all students succeed.”

As recently as 2006 PDE was still collecting most student data in aggregate form, rapidly falling behind the vast majority of states that had moved or were moving to collecting individual student data. It was impossible to meet the requirements of NCLB, policy makers did not have the data they needed to make decisions, and LEAs were increasingly burdened by redundant reporting requirements from disparate PDE data collection systems.

Our SLDS initiative, partially funded by the SLDS grant, has helped PDE to address these many challenges. As shown below, Pennsylvania's journey to build a SLDS started with the assignment of unique student and staff identifiers in FY 2007. PAsecureIDs (based on eScholar's UniqID for Students) were assigned to all 1.8 million public school students and Professional Personnel Identifiers (PPIDs) were assigned to all teachers and certificated staff. In that same year, the PAsecureIDs were provided to PDE's assessment vendor to begin capturing longitudinal assessment data for the school year 2006-07.

These initiatives were necessary prerequisites to the implementation of the Pennsylvania Information Management System (PIMS), PDE's data collection, data warehouse, and reporting system.



**Figure 6-1. Starting the Journey to Pennsylvania’s SLDS.**

In FY 2007 PDE was awarded a \$4 million IES grant. These funds, along with state appropriations, were used to initiate the implementation of PIMS. PIMS consists of the eScholar Data Manager, eScholar Complete Data Warehouse, and Cognos Business Intelligence Suite.

The PIMS solution also includes the ability to assign PAsecureIDs and report data to PIMS using the Schools Interoperability Framework (SIF). SIF is being used by more and more Pennsylvania LEAs to integrate their data, both horizontally across the LEA and vertically reporting to the state. As PDE nears the midpoint of its 3-year grant award, much has been accomplished:

- Established SLDS Vision for a Birth to 20+ SLDS (chart on page 4)
- Established a strong PIMS Governance Board – senior executive leadership of PDE.
- Established a strong, active pilot group of 15 LEAs, including our biggest, Philadelphia
- Completed successful pilot of Schools Interoperability Framework (SIF) technology
- Contracted for a robust PIMS Level 1 Help Desk at a PA Regional Educational Agency
- Implemented a PIMS Level 2 Help Desk supported by PDE data stewards
- Trained over 1,200 LEA staff on data submission and reporting
- Generated “precode” file to produce 900,000 labels for statewide assessment exams
- Provided over 200 reports to LEA and PDE administrators and policy makers
- Replaced 8 existing PDE data collections and supporting systems
- Collected information on 2006-07 first time 9<sup>th</sup> graders (Graduation Rate)
- Implemented PAsecureID in the Pennsylvania State System of Higher Education (PASSHE – 14 state universities) and all Community Colleges.
- Collected data on Student Attendance, School Calendars, Career and Technical Education

With the elimination of 8 legacy data collections (and with several more planned system retirements), PIMS has become the single version of truth for Pennsylvania’s education data. For the first time this year, PIMS will also be able to determine if teachers are highly qualified for

the classes they teach. Not only is this a necessity for accurate reporting to the federal government, but it is also paramount to ensuring student success. PIMS is also capturing the data to enable Graduation Rates to be accurately calculated in accordance with the formula established by the National Governor's Association. PDE has redirected many internal resources and dedicated them to our SLDS project to support the new enterprise data environment. The SLDS team has been working in various capacities to ensure the successful implementation of PIMS: writing the initial grant application, developing the RFP, evaluating and selecting the vendor, providing project management, meeting with other states to ascertain best practices, reporting progress to the USDE, leading training webinars for LEAs and their vendors, delivering presentations to various stakeholder associations across the state, bringing together different program offices to resolve issues, keeping the PIMS Steering Committee informed and involved, assessing the quality of reported data and helping the LEAs correct inaccurate data, assisting LEAs with PAsecureID assignments and PIMS file uploads, supporting and communicating with the PIMS administrators in over 800 LEAs, gathering reporting requirements from program offices, maintaining security, and otherwise working countless long hours to make PIMS a reality.

PIMS has had a major impact on the enterprise. As program offices begin to share the same source of data, they are working together to create common data definitions and business rules. PDE and LEA staff are learning to use the Cognos tools, allowing more robust data analysis and reporting than was possible with the prior aggregate data collections. As the set of longitudinal data grows each year in the warehouse, the return on investment of state initiatives can be assessed more accurately and funds directed to the most effective programs for students. PIMS has also had a significant impact at the LEA level. The collection of individual student data is causing LEAs to improve the quality of the data in their student information systems. Through Cognos reporting, LEAs have easier access to the data they are submitting to PDE.

While PDE is proud of its SLDS achievements, much work remains. Funded plans for FY 2009 and 2010 will:

- Solidify gains achieved in FY 2008
- Expand PK-12 collections to include Assessments, Special Education and Financial data
- Develop reporting for Principals (Cognos Cubes)
- Initiate PIMS for postsecondary based on recently completed postsecondary data requirements with a pilot data collection in 2009
- Conduct requirements analysis for Early Learning Network linkage
- Begin implementation of the PDE Data Access and Use Policy
- Retire additional legacy data collections and supporting systems (e.g. discipline)

With such a foundation of success, Pennsylvania is uniquely positioned to engage in expansion activities over the next five years. PDE is a state education agency that includes the Office of Elementary and Secondary Education (OESE), the Office of Postsecondary and Higher Education (OPHE), the Office of Childhood Development and Early Learning (OCDEL), and the Office of Public Libraries. With the leaders of these important sectors organized under a single governance structure, PDE has been able to explore expansion into new sectors by linking PK-12 with our early childhood programs and our postsecondary institutions. PDE has also initiated

discussions with the Department of Labor and Industry regarding the exchange of data on Pennsylvania’s graduates in the workforce resulting, ultimately, in the fulfillment of PDE’s SLDS vision – a Birth to 20+ SLDS. What has prevented PDE from making further progress on its SLDS is a lack of critical funding to develop the systems beyond the crucial groundwork laid. With the aid of a US Department of Education IES Statewide Longitudinal Data System grant, PDE will be able to build on its work to date so that quality data can be available in a manner in which they can be accessed by authorized educators, administrators, and other stakeholders (pending approval of proposed FERPA changes) for timely use in supporting teaching and learning. Taking these huge strides forward will help enable PDE, districts, and schools to identify the most cost-effective solutions; lead to closing performance gaps between subgroups of students; and contribute substantially to improving achievement of all students. Such a system can also be shared across states to support the efficiency and effectiveness of education throughout the nation.

## Pennsylvania’s SLDS Vision

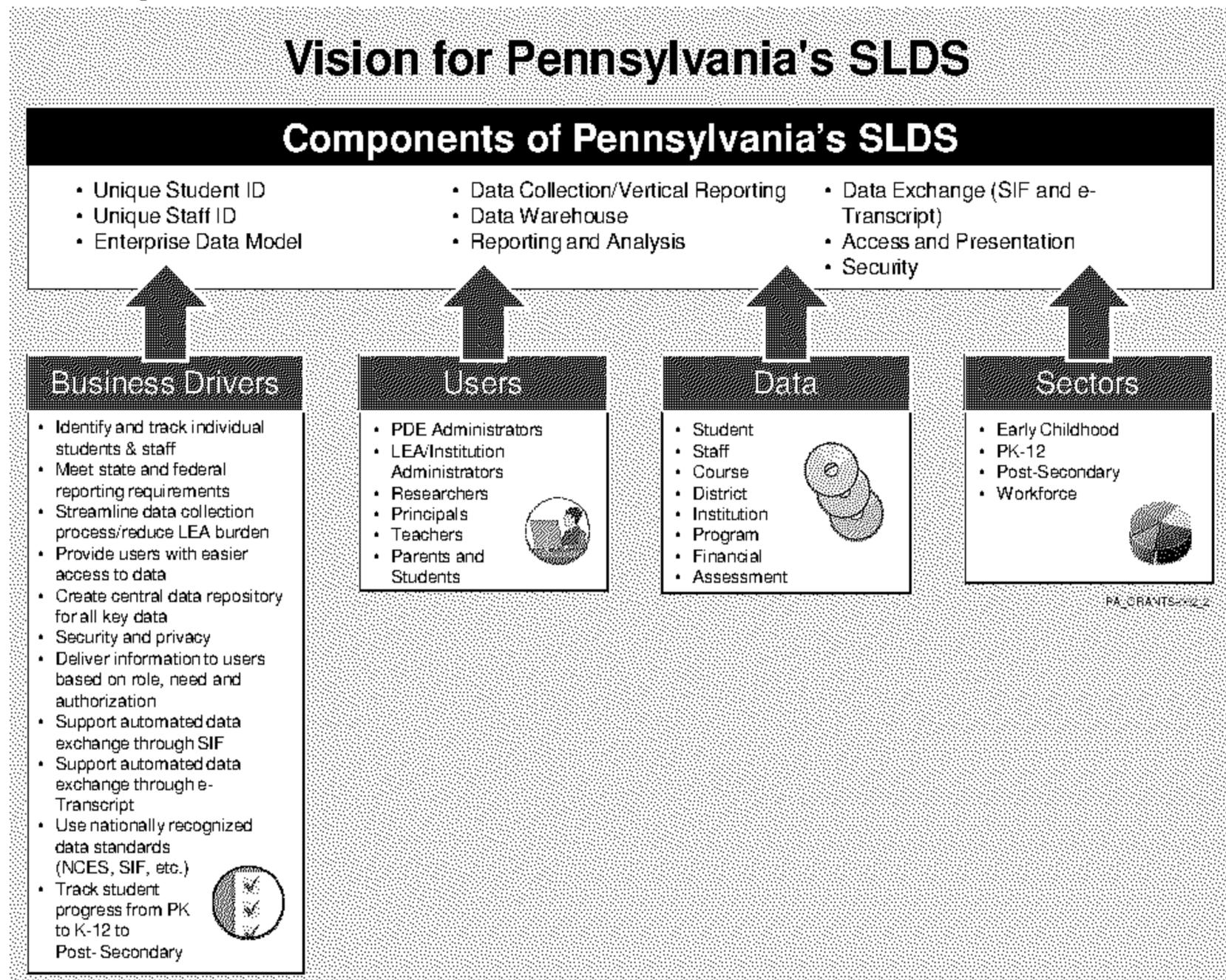


Figure 9-1. Vision for Pennsylvania’s SLDS.

## Objectives for Proposed System

Pennsylvania is applying for funding for both Foundational Activities and Expansion activities. Foundational funding will be used by PDE to strengthen and broaden its established PK-12 SLDS capabilities, while Expansion funding will be used to develop new capabilities in educational sectors other than PK-12, e.g., post-secondary, early childhood and public and school libraries.

PDE has identified the following 13 projects for IES grant funding (listed in priority order):

- Link PAsecureID and PIMS to Early Childhood Data Collection
- Implement eTranscripts and Electronic Student Record Exchange
- Continue Expansion of PIMS to Public Postsecondary Institutions
- Expand PIMS to Private and Independent Institutions
- Assign Unique Staff Identifier to PK-12 Non-Certified Professional and Paraprofessional Staff and Teacher’s Aides
- Expand PAsecureID and PIMS to Adult Basic and Literacy Education (ABLE) Students
- Develop Reporting for Superintendents, Principals, Teachers, Researchers, and Policy Makers
- Assess Feasibility of Expanding PAsecureID and PIMS to Public and School Libraries
- Expand PAsecureID and PIMS to Postsecondary Graduate Students
- Formalize Training for LEA Data Administrators
- Institutionalize LEA Data Analysis Capabilities
- Create LEA Data Quality Cultures
- Implement Data Access and Use Policy

As shown in the table below, these projects collectively meet all of the general, policy, and technical requirements as described in the IES RFA.

### ***Meeting Your Requirements - Proposed PDE Projects vs. Grant Requirements***

Project Name	Governance and Policy Requirements				Technical Requirements				
	Needs and Uses	Governance	Institutional Support	Sustainability	Federal Reporting	Privacy Protection & Data Accessibility	Data Quality	Interoperability	Enterprise-wide Architecture
Link PAsecureID and PIMS to Early Childhood Data Collection	X	X	X			X		X	X

Project Name	Governance and Policy Requirements				Technical Requirements				
	Needs and Uses	Governance	Institutional Support	Sustainability	Federal Reporting	Privacy Protection & Data Accessibility	Data Quality	Interoperability	Enterprise-wide Architecture
Implement eTranscripts and Electronic Student Record Exchange	X		X	X		X		X	X
Continue Expansion of PIMS to Public Postsecondary Institutions	X	X	X			X		X	X
Expand PIMS to Private and Independent Postsecondary Institutions	X	X	X			X		X	X
Assign Unique Staff ID to PK-12 Non-Certified Professional and Paraprofessional Staff and Teacher's Aides		X			X	X		X	
Expand PAsecureID and PIMS to Adult Basic and Literacy Education (ABLE) Students	X	X	X			X		X	
Develop Reporting for Superintendents, Principals, Teachers, Researchers and Policy Makers	X		X	X		X	X		
Assess Feasibility of Expanding PAsecureID and PIMS to Public and School Libraries	X							X	
Expand PAsecureID and PIMS to include Postsecondary Graduate Students	X		X	X					X
Formalize Training for LEA Data Administrators				X			X		
Institutionalize LEA Data Analysis Capabilities	X			X			X		
Create LEA Data Quality Cultures				X	X	X	X		
Implement Data Access and Use Policy						X	X		

Descriptions of each project including current status need, and outcomes are presented below.

### ***Link PAsecureID and PIMS to Early Childhood Data Collection***

#### **Current Status**

Under the leadership of Governor Edward G. Rendell, Pennsylvania has implemented several initiatives to expand quality early childhood education opportunities. These initiatives support the creation of partnerships between schools, child care providers, and Head Start Programs. Strategies for expanding and enhancing opportunities for quality early childhood programs include new funding sources, quality improvement initiatives, a new public/private venture, and the development of early learning standards. The Office of Childhood Development and Early Learning (OCDEL), created in 2007, serves as the statewide leader for this work, coordinating the delivery of health and educational services to children ages 0 to 5 at both the Department of Public Welfare and PDE. OCDEL is represented in the PDE Cabinet and on the PIMS Governance Committee along with the PK-12 and Postsecondary sectors.

#### **Need**

As part of its vision to build a Birth to 20+ SLDS, PDE must be able to collect and track data on individual students in early childhood programs. OCDEL is currently building an Early Learning Network (ELN) system to link existing data sources, and gather more essential information about program participants, to drive quality improvement and understand the impact of its programs. Many early childhood programs in Pennsylvania already use a unique identifier known as the Master Client Index (MCI). Rather than replace the MCI and its existing infrastructure with PAsecureID, Pennsylvania wishes to create a crosswalk between the PAsecureID and the MCI that will identify students with both identifiers. In other cases, OCDEL will assign a PAsecure ID to children who do not already have an MCI number. This will enhance the collection and tracking of student data starting with a child's first contact with OCDEL programs. PDE then seeks to leverage that capability to build a PIMS/Early Childhood Data Mart to facilitate reporting and analysis. Ideally, use of PAsecureIDs across programs will allow PDE to link the PIMS and ELN data sets to better understand the impact of programs on child outcomes across a child's developmental trajectory.

#### **Outcomes**

This grant will enable PDE to:

- Build and implement an application that automates the matching of the MCI and the PAsecureID for individual students
- Create and publish an early childhood data dictionary through the collaborative efforts of PDE, OCDEL, and the early childhood community
- Develop a data mart based on the reporting needs of PDE and OCDEL
- Implement reporting and analytical tools that will enable Pennsylvania to:
  - Address a much broader array of policy questions than is currently possible
  - Expand the use of longitudinal education data to the early childhood sector
  - Expand the understanding of the impact of early childhood experiences on subsequent outcomes

- Establish governance and operational responsibility for the PDE/OCDEL data mart
- Develop reports to improve early childhood data quality and accuracy and program compliance
- Collaborate with NCES for inclusion in the NCES Online Data Dictionary

Meeting SLDS Grant Requirements					
✓	Needs and Uses		Sustainability		Data Quality
✓	Governance		Federal Reporting	✓	Interoperability
✓	Institutional Support	✓	Privacy Protection and Data Accessibility	✓	Enterprise Architecture

## ***Implement eTranscripts and Electronic Student Record Exchange***

### **Current Status**

Pennsylvania has no solution in place to enable the electronic exchange of student records and transcripts within the PK-12 sector or between PK-12 and other educational sectors.

### **Needs**

PDE needs one student data exchange system for all PK-20 educational entities, i.e., Student Records Exchange from LEA to LEA, and transcripts from secondary to postsecondary and from postsecondary to postsecondary institutions. PIMS provides a vertical reporting capability from LEA to PDE, but not the capability to transfer student records from school to school and district to district. Electronic exchange of student longitudinal data from educational agency to educational agency is perhaps the most fundamental purpose of an SLDS and Pennsylvania needs to put a solution in place.

### **Outcomes**

PDE electronic records exchange will increase the efficiency of our PK-20 organizations by:

- Automating the exchange process
- Standardizing the content
- Tracking the progress of the records
- Provide data that can be downloaded from/in LEA and institutional student information systems or admission analysis packages
- Improve the confidential handling of student's records
  - A state specification for the contents and format for student records/transcripts
  - Publication of data standards for the elements within student records/transcripts
- A training program for schools for creating, sending, and receiving electronic records/transcripts and interfacing with their local student information systems.
- Create sustainability, data quality and interoperability by implementing one solution across all educational sectors from LEA to LEA and from PK-12 to postsecondary
- Create the ability to calculate an accurate college going rate from our public high schools

- Connect to National Clearinghouse data
- Support all major data formats and, where necessary, provide via a PDF document
- Support records exchange with the NCAA Eligibility Clearinghouse, armed forces recruitment centers, employers, scholarship organizations, certifying bodies and licensing boards
- Develop and document policies regarding data fields supported and procedures for uploading data to ensure all institutions get timely and complete records
- NCES' course classification system is currently the standard within the PIMS system and will be used for crosswalks among individual state course numbering systems

Meeting SLDS Grant Requirements					
✓	<b>Needs and Uses</b>	✓	<b>Sustainability</b>		<b>Data Quality</b>
	<b>Governance</b>		<b>Federal Reporting</b>	✓	<b>Interoperability</b>
✓	<b>Institutional Support</b>	✓	<b>Privacy Protection and Data Accessibility</b>	✓	<b>Enterprise Architecture</b>

## ***Continue Expansion of PIMS to Public Postsecondary Institutions***

### **Current Status**

PDE has recently begun to integrate public postsecondary institutions into PIMS through the PAsecureID. As of the submission of this grant application, all the state's community colleges and all 14 of the institutions that comprise the Pennsylvania State System of Higher Education (PASSHE) have started to use the PAsecureID. In addition, PDE has just finalized the initial postsecondary data requirements for PIMS. These requirements will be used to enhance the PIMS data model to support postsecondary data collections, reporting, and analysis. Please see Appendix A for a summary of the postsecondary data requirements. This entire effort has been state funded to supplement the efforts supported by the first IES SLDS grant.

### **Need**

Once the PIMS data model has been enhanced to support the postsecondary data requirements, PDE will implement PIMS in the community colleges and PASSHE in order to begin collection of detailed data. PDE has funded the initiative to expand the PAsecureID to the public postsecondary institutions, but needs grant funding to continue implementing PIMS into this critical educational sector.

### **Outcomes**

The implementation of PIMS in the community colleges and PASSHE will enable PDE to:

- Determine data and reporting requirements for public institutions and stakeholders
- Collect detailed data on students and staff at these public institutions
- Define reporting needs that meet the needs of postsecondary administrators, researchers and policy makers

- Develop reports to support postsecondary data quality, accuracy and compliance
- Alleviate duplicate and burdensome institutional reporting requirements
- Collaborate with NCES for inclusion in the NCES Online Data Dictionary

These new capabilities will enable PDE to lengthen its current longitudinal student record by an additional 4 years, thereby opening a new window of analysis, insight, and learning.

<b>Meeting SLDS Grant Requirements</b>					
✓	<b>Needs and Uses</b>		<b>Sustainability</b>		<b>Data Quality</b>
✓	<b>Governance</b>		<b>Federal Reporting</b>	✓	<b>Interoperability</b>
✓	<b>Institutional Support</b>	✓	<b>Privacy Protection and Data Accessibility</b>	✓	<b>Enterprise Architecture</b>

***Expand PIMS to Private and Independent Postsecondary Institutions***

**Current Status**

As described in the prior project, PDE has started to fund the integration of public postsecondary institutions into PIMS through the PAsecureID.

**Need**

As part of its vision to build a Birth to 20+ SLDS, PDE must be able to collect and track data on individual students in public and private postsecondary institutions. Private and independent institutions make up the majority of the higher education institutions in the Commonwealth. To avoid significant gaps in its longitudinal database, PDE must also include private and independent institutions in the SLDS implementation process.

**Outcomes**

This grant will enable PDE to:

- Identify and document data and reporting requirements for private and independent institutions and stakeholders
- Collect detailed data on students and staff at private and independent institutions
- Define and document reporting needs that meets the needs of private and independent postsecondary administrators, researchers and policy makers
- Develop reports to support postsecondary data quality, accuracy and compliance
- Collaborate with NCES for inclusion in the NCES Online Data Dictionary
- Assign PAsecureIDs to all undergraduate for credit students attending an independent institution in the Commonwealth
- Expand the Pennsylvania Postsecondary Statewide Data Council to include representation from the independent institutions in order to create a formal input and feedback mechanism for these institutions

Meeting SLDS Grant Requirements					
✓	Needs and Uses		Sustainability		Data Quality
✓	Governance		Federal Reporting	✓	Interoperability
✓	Institutional Support	✓	Privacy Protection and Data Accessibility	✓	Enterprise Architecture

***Assign a Unique Staff Identifier to PK-12 Non-Certified Professional and Paraprofessional Staff and Teacher’s Aides***

**Current Status**

Concurrent with the initial SLDS initiative, PDE assigned a Professional Personnel ID (PPID) to all certified PK-12 staff. This identifier enables PDE to link teachers, assignments, certifications, and classes, a necessary requirement to determine HQT. Other classroom-based staff (non-certified PK-12 professional and paraprofessional staff and teacher’s aides); on the other hand, do not have a unique ID other than social security number.

**Need**

PDE needs to assign a permanent, unique, randomly generated staff ID to all non-certified PK-12 classroom-based staff to collect and track data on all instructional staff, both certified and non-certified. This is particularly important for the tracking of staff within charter schools, which are not required to have all of their teachers certified in Pennsylvania.

**Outcomes**

PDE will build a new application to assign PPIDs to professional and paraprofessional staff and teacher’s aides. The following deliverables will be produced as part of the system development process:

- User requirements
- Detailed design
- Beta version of new system
- Test scripts to test beta version
- Production version of new system

The benefits of the new application include:

- Reduce the need for social security number as a unique ID
- Create the ability to collect and track data on all classroom-based staff, certified and non-certified
- Eliminate disparate redundant and burdensome data collections and supporting systems

Meeting SLDS Grant Requirements					
	Needs and Uses		Sustainability		Data Quality

✓	<b>Governance</b>	✓	<b>Federal Reporting</b>	✓	<b>Interoperability</b>
	<b>Institutional Support</b>	✓	<b>Privacy Protection and Data Accessibility</b>		<b>Enterprise Architecture</b>

***Expand PAsecureID and PIMS to Adult Basic and Literacy Education (ABLE) Students***

**Current Status**

In Pennsylvania 7% of adults (or over 500,000 students) without a high school diploma are enrolled in state-administered adult education programs.

**Need**

While Pennsylvania is aggressively trying to improve the education pipeline for adult students, it does not currently have a mechanism for effectively tracking these students. Further, we know that many of these students enter postsecondary education at some point. At this point we are not able to accurately track these successes.

**Outcomes**

This grant will enable PDE to:

- Assign PAsecureIDs to ABLE students
- Create the necessary mechanisms for the PIMS data warehouse to interface with the state’s operational data system for collecting and maintaining ABLE data
- Enable the tracking of ABLE students as they proceed through the education pipeline based on key outcome and assessment data

<b>Meeting SLDS Grant Requirements</b>					
✓	<b>Needs and Uses</b>		<b>Sustainability</b>		<b>Data Quality</b>
✓	<b>Governance</b>		<b>Federal Reporting</b>	✓	<b>Interoperability</b>
✓	<b>Institutional Support</b>	✓	<b>Privacy Protection and Data Accessibility</b>		<b>Enterprise-wide Architecture</b>

***Develop Reporting Capabilities for Chief School Administrators, Principals, Teachers, Researchers and Policy Makers***

**Current Status**

Over 100 reports have been developed during the initial deployment of PIMS. These reports for PDE and LEA users focus on data quality and federal and state reporting requirements.

**Need**

These user groups need access to the data in PIMS. The type of access will vary based on the respective needs of each group. For example, teachers are best served with standard reports while researcher needs are best met with an extract of the PIMS database. A chief school administrator, on the other hand, would benefit from an executive dashboard that provides highlights of key performance data and trends as well as easy access to relevant reports.

**Outcomes**

This grant will enable PDE to:

- Conduct focus groups with representatives of each user group
- Develop requirements for each user group
- Develop reports for each user group
- Develop dashboards for chief school administrators and principals
- Create data extracts for researchers
- Conduct training for each user group
- Develop internal staff as reporting subject matter experts and developers
- Periodically review requirements for each user group and develop new reports, as appropriate

<b>Meeting SLDS Grant Requirements</b>					
✓	<b>Needs and Uses</b>	✓	<b>Sustainability</b>	✓	<b>Data Quality</b>
	<b>Governance</b>		<b>Federal Reporting</b>		<b>Interoperability</b>
✓	<b>Institutional Support</b>	✓	<b>Privacy Protection and Data Accessibility</b>		<b>Enterprise Architecture</b>

***Assess Feasibility of Expanding PAsecureID and PIMS to School and Public Libraries***

**Current Status**

Numerous studies have demonstrated relationships between student academic performance and library investment and usage. For example, a Pennsylvania specific study found that:

“Pennsylvania middle schools with the best PSSA reading scores spend twice as much on their school libraries as the lowest scoring schools.” (Source: Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell. (2000). *Measuring Up to Standards: The Impact of School Library Programs & Information Literacy in Pennsylvania Schools*. Greensburg, PA: Pennsylvania Citizens for Better Libraries.”

Other studies have demonstrated relationships with summer reading program participation and school readiness. PDE, which includes the state’s school and public library systems, is well positioned to take advantage of these important causal relationships.

**Need**

Pennsylvania seeks to expand its PIMS data domains and track student library usage and related program participation (e.g. summer reading programs). School and public libraries, however, lack the key information systems, processes, and organizational infrastructure to leverage PAsecureID and PIMS. As a first step, PDE wishes to assess the feasibility of expanding PAsecureID and PIMS to school and public libraries.

**Outcomes**

The proposed feasibility study will help PDE better understand:

- Existing information and data collection systems and processes at school and public libraries
- Inventory of library management systems and their relevant functionality, SIF compliance, etc.
- Relevant privacy and confidentiality laws that govern student library usage
- Working relationships between LEAs and local public libraries
- Technical and legal challenges associated with use of PAsecureID in library cards

Armed with this and other information and insights produced by the feasibility study, PDE will be able to determine how best to integrate school and public library data into PIMS.

<b>Meeting SLDS Grant Requirements</b>					
✓	<b>Needs and Uses</b>		<b>Sustainability</b>		<b>Data Quality</b>
✓	<b>Governance</b>		<b>Federal Reporting</b>		<b>Interoperability</b>
✓	<b>Institutional Support</b>		<b>Privacy Protection and Data Accessibility</b>	✓	<b>Enterprise Architecture</b>

***Expand PAsecureID and PIMS to Postsecondary Graduate Students***

**Current Status**

Pennsylvania is currently planning the expansion of PAsecureID and PIMS to the postsecondary sector. These plans call for initial deployments to focus on undergraduate students only.

**Need**

Pennsylvania wishes to collect data on the 160,000 graduate students in postsecondary institutions. It is important to collect data unique to these students to better understand their academic performance, the impact of undergraduate education on graduate education, the performance of students that are teaching assistants and/or research assistants, etc. In order to collect data on graduate students, they will need to be assigned PAsecureIDs. Graduate students who recently attended undergraduate school and/or community college in Pennsylvania will already have an assigned PAsecureID, but graduate students from out-of-state will have to be assigned a PAsecureID upon admission.

**Outcomes**

The grant will enable PDE to:

- Identify data elements unique to graduate students
- Enhance PIMS data model to reflect data elements unique to graduate students
- Assign PAsecureIDs to graduate students coming from outside Pennsylvania
- Collect data on graduate students in PIMS
- Develop reports focused exclusively on graduate students
- Collaborate with NCES for inclusion in the NCES Online Data Dictionary

<b>Meeting SLDS Grant Requirements</b>					
✓	<b>Needs and Uses</b>	✓	<b>Sustainability</b>		<b>Data Quality</b>
	<b>Governance</b>		<b>Federal Reporting</b>		<b>Interoperability</b>
✓	<b>Institutional Support</b>		<b>Privacy Protection and Data Accessibility</b>	✓	<b>Enterprise Architecture</b>

***Formalize Training for LEA Data Administrators***

**Current Status**

As part of the process of implementing PAsecureID and PIMS, PDE has trained over 2,000 PIMS and PAsecureID Administrators through hands-on instructor-led training, webinars and user manuals. Many webinars have been recorded and, along with the user manuals, are available on the PDE Web site.

**Need**

While the webinars and user manuals are helpful, they do not represent a formal training program for these LEA data administrators. In addition, we do not have a forum for SLDS stakeholders to collaborate and share best practices.

**Outcomes**

This grant will enable PDE to establish a formal training program for all who enter or use the data. Training will be supported in each of our 29 Regional Education Agencies (Intermediate Units). This grant will also provide “seed money” to conduct a statewide annual PIMS User Conference where data administrators can collaborate and attend professional development seminars and workshops.

<b>Meeting SLDS Grant Requirements</b>					
	<b>Needs and Uses</b>	✓	<b>Sustainability</b>	✓	<b>Data Quality</b>
	<b>Governance</b>		<b>Federal Reporting</b>		<b>Interoperability</b>
	<b>Institutional Support</b>		<b>Privacy Protection and Data Accessibility</b>		<b>Enterprise Architecture</b>

***Institutionalize LEA Data Analysis Capabilities***

**Current Status**

The advent of PIMS presents an opportunity to increase the ability of LEAs in the Commonwealth to greatly improve the quality of student learning by the application of data. PIMS represents a repository of demographic, student learning, and school process data that can answer a great many important instructional and curricular questions.

**Need**

PDE needs to ensure that LEA Administrators have the data analysis skill sets to fully leverage the opportunities PIMS represents. PDE proposes a multidimensional approach to improving the ability of LEAs to use high-quality data to support fundamental curricular and instructional decisions leading to improved programs, classrooms and higher student achievement. PDE needs to provide training for LEAs on fundamental concepts of data analysis as they apply to the current tools available to them. PDE needs to develop standard Cognos reports from the PIMS data warehouse designed specifically to support LEA instructional and curricular decisions.

**Outcomes**

The grant will enable PDE to produce course curriculum for Basic Data Analysis Training:

- Basic terminology and concepts
- Growth vs. achievement
- Interpreting PIMS reports
- Framing significant questions
- Applying answers

Participants will learn how to analyze and apply data at the student, school, and LEA level using each of the following approaches:

- Snapshot analysis
- Longitudinal analysis
- Upload-based analysis
- Non-assessment analysis
- Achievement-oriented analysis

All resources will be shared with other states through the IES, NCES, CCSSO and other collaborative forums.

<b>Meeting SLDS Grant Requirements</b>					
<b>✓</b>	<b>Needs and Uses</b>		<b>Sustainability</b>		<b>Data Quality</b>
	<b>Governance</b>		<b>Federal Reporting</b>		<b>Interoperability</b>
	<b>Institutional Support</b>		<b>Privacy Protection and Data Accessibility</b>		<b>Enterprise Architecture</b>

## ***Create LEA Data Quality Cultures***

### **Current Status**

2007-08 was the first year of student-level data collections from LEA's to PDE. With the advent of PIMS, LEAs have learned about the importance of data quality but do not have the training and tools to effectively manage data quality. Pennsylvania currently has no Data Quality initiative in place to address the daunting transition our LEA's face.

### **Need**

Effective data analysis depends on accurate, useful, and timely data. Data that is perceived by decision makers as frequently in error or out-of-date will be seen as unreliable, thus undermining confidence in data-driven decision making. PDE proposes to help LEAs with their efforts to improve the quality of their data by providing them with basic data quality tools and several opportunities to receive training and professional development regarding the issues and practices related to quality data. The goal of data quality training is to facilitate a cultural change in schools and LEAs. Cultural change requires changing communication patterns, attitudes, and beliefs about the importance of quality data and one's role in producing data. Such training must involve not just administrators and teachers, but board members, technology staff, and office clerical staff. PIMS must also be enhanced to improve data quality by strengthening the system's front-end edits.

### **Outcomes**

#### **Meta Data Tools**

PIMS has quickly raised awareness of the need for data quality at the point of entry in the source systems. A comprehensive metadata tool will provide the basis of standards and policies that help LEA data entry staff create consistent and accurate data as it is entered into the source systems. In order to assist LEA staff as they create records at the source system, PDE proposes to evaluate the NCES/EdFacts metadata tool and other existing metadata tools and select the tool that best meets the needs of the LEAs and PDE.

#### **Training**

Effective data-quality training must include elements of on-site training within LEAs. Administrators, teachers, and administrative staff will share information about the most effective ways to enter, collect, and report data. The training should involve all the staff in the collaborative discussion and planning activities that comprise a culture of quality data.

#### *Training Content*

The Improving Education Data online courses sponsored by NCES and developed by the National Forum on Education Statistics will be the basis of the data quality training. The online courses are designed to engage participants in activities that will be the basis for the analysis, planning, and LEA-wide communication that are essential to creating a culture of quality data. As with the basic data analysis training these NCES Data quality online course will become part of the required curriculum for all administrators in PIL school leadership roles (more information on PIL is presented in Appendix A). As with the online courses, one set of PDE data-quality

trainings will be aimed at making sure all the relevant personnel in an LEA understand the importance of high-quality data and their role in ensuring the production of such data. The topics covered in the two sets of training would be as follows:

- For everyone:
  - What is a Culture of Quality Data?
  - Assessing Your Local Education Agency’s Data Quality
  - Classifying Education Data
  - Security and Confidentiality
  
- For data administrators:
  - Data Steward/Coordinator Responsibilities
  - Data Flow and Data Cycles
  - Data Entry Issues
  - Creating and Using a Data Dictionary
  - Developing a Data Calendar
  - Types of Data Errors
  - Validating and Auditing Data
  - Communication

**Delivery of Training**

A Train-the-Trainer model using our 29 Pennsylvania Regional Education Agencies (Intermediate Units) curriculum specialists will be implemented. CDs with handouts, outlines, and other instructional support material will be provided. The content and strategy for instruction that is implemented in Pennsylvania will become a model for other states. This initiative would be the first large-scale implementation of the **Forum Curriculum for Improving Education Data**; by analyzing assessment forms and debriefing instructors, the general curriculum and online materials currently extant could be expanded and refined to develop detailed lesson plans. This Data Quality training component offers an excellent solution for securing a constant source of trained SLDS (PIMS) Administrators to ensure the “sustainability” of PIMS on an ongoing basis after the conclusion of the project.

<b>Meeting SLDS Grant Requirements</b>					
	<b>Needs and Uses</b>	✓	<b>Sustainability</b>	✓	<b>Data Quality</b>
	<b>Governance</b>	✓	<b>Federal Reporting</b>		<b>Interoperability</b>
	<b>Institutional Support</b>	✓	<b>Privacy Protection and Data Accessibility</b>		<b>Enterprise Architecture</b>

***Implement Data Access and Use Policy***

**Current Status**

PDE recently approved a data access and use policy for PK-12. While the policy has been communicated to LEAs and throughout PDE, key processes and procedures have not been

modified. Users currently access the SLDS through the PDE Web site. PDE is currently in the process of implementing a statewide education portal with enhanced role-based security.

**Need**

Security of data is always an important consideration for an SLDS. As its SLDS continues to grow and evolve, PDE must address several key dimensions of security:

- Operationalization of the data access and use policy for PK-12 by updating key process and procedures
- Expansion of the data access and use policy to address postsecondary and early childhood
- Integration of the SLDS with EdHub to provide role-based security

**Outcomes**

This grant will enable PDE to:

- Develop long-term SLDS security strategy including integration with EdHub
- Identification of key processes and procedures that are impacted by Data Access and Use Policy for PK-12
- Develop Data Access and Use Policies for Postsecondary and Early Childhood

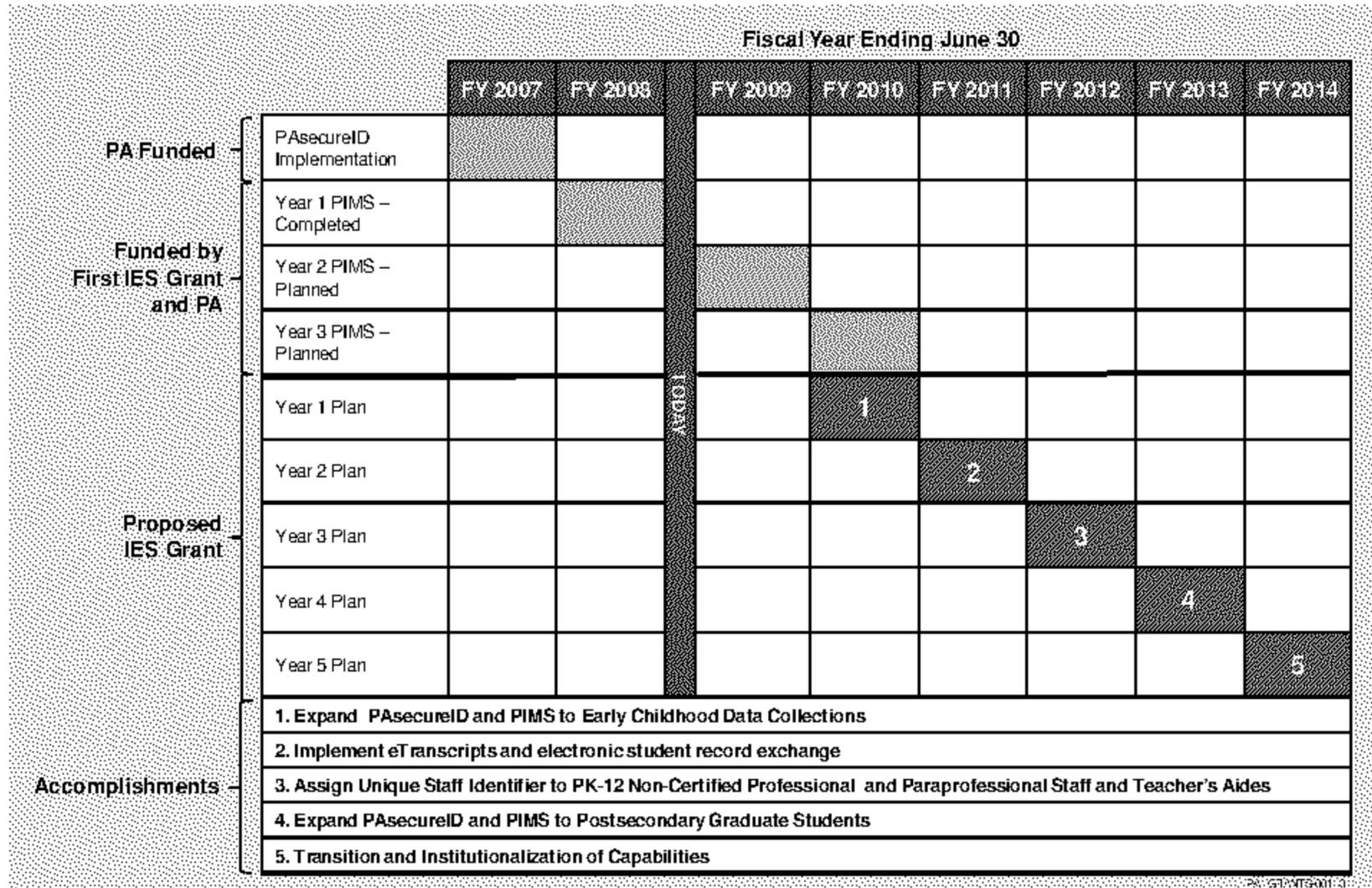
<b>Meeting SLDS Grant Requirements</b>					
	<b>Needs and Uses</b>		<b>Sustainability</b>	✓	<b>Data Quality</b>
	<b>Governance</b>		<b>Federal Reporting</b>		<b>Interoperability</b>
	<b>Institutional Support</b>	✓	<b>Privacy Protection and Data Accessibility</b>		<b>Enterprise-wide Architecture</b>

**Project Design**

In its selection of projects to be included in this grant application, PDE emphasized the need to meet the governance, policy, and technical requirements as described in the IES RFA. These requirements are consistent with those of PDE’s current IES grant and, as such, have served as the foundation for Pennsylvania’s SLDS implementation efforts to date. These requirements have directly impacted and influenced:

- Pennsylvania’s vision for a Birth to 20+ SLDS
- Continued adherence to national and state architectural and data standards
- Selection of the project team
- Design of the SLDS governance structure including a broad base of external stakeholders
- Design and implementation of major PDE organizational changes to support the new enterprise data environment
- Selection of system components that comprise the SLDS
- Continued emphasis on data quality
- Timeline as presented in *Section 7, Timeline*

While many of the requirements are well established, PDE will continue its efforts to strengthen and reinforce them. PDE recognizes that its plans are ambitious. As shown in the timeline below, the project plans under this grant will enable PDE to achieve a great deal in the next five years. But PDE's ambitions are driven by its recognition of user need and demand, especially from LEAs and postsecondary institutions. As the last two years have demonstrated, the more SLDS functionality that is provided to users, the more demand there is for new tools, broader data, etc. Users recognize the value of Pennsylvania's SLDS and share the vision for a world class education data system.



**Figure 6-2.**

## Institutional Support

The Commonwealth of Pennsylvania continues to support PDE's SLDS initiative. PDE has committed \$1.5 million per annum for ongoing support of the SLDS plus we have redirected many internal staff resources away from the legacy siloed data collections into direct support for our new Center for Data Quality and Information Services. Our annual \$1.5 million support budget includes hosting, software and hardware maintenance, implementation services as well as a formal help desk and LEA training program contracted to our regional educational agencies. Our approach to providing funding support has been to use the IES grant for project initiatives, but to fund ongoing support costs through state funding only. This ensures the sustainability of the system beyond the duration of the federal grant funding. We will take this same approach with the funding award we will receive from this application. PDE will continue to use the

Bureau of Information Systems (BIS) in all aspects of the SLDS project. In the initial phases of the SLDS initiative, BIS staff was overtaxed and most initial SLDS implementation activities were completed by vendors contracted through the RFP process. As legacy systems have been replaced, BIS staff have begun various knowledge transfer activities with vendors and have begun assuming both project and support roles. In total, PDE has repurposed eleven full-time equivalent Commonwealth staff to PIMS and two full-time equivalent Commonwealth staff to PAsecureID operations and support as part of its efforts to build the sustainability of these systems. Additional details on project personnel and the relevant functions they are assuming can be found in the *Project Personnel and Resources* section. PDE will continue to leverage the following successful processes that have been established during the initial grant period:

- Governance process that includes support from our project sponsors and stakeholders
- Frequent communication with our LEA advisors and pilot participants to ensure the continued active participation of LEAs
- The continued use of the Commonwealth's Program Management Office and Enterprise Project Management Methodology
- A well staffed, fully automated PIMS Help Desk contracted out to Central Susquehanna Intermediate Unit, a leader in educational data systems and support including SIF

Perhaps most importantly, SLDS has been categorized as the highest priority initiative by the Commonwealth's Office of Administration and Office of Information Technology and has the full support of the Governor's Office which is dedicated to:

- Provide oversight to ensure the project is successful and meets the goals and objectives of the sponsors and the stakeholders.
- Confirm that interagency synergies are realized and redundant efforts are avoided.

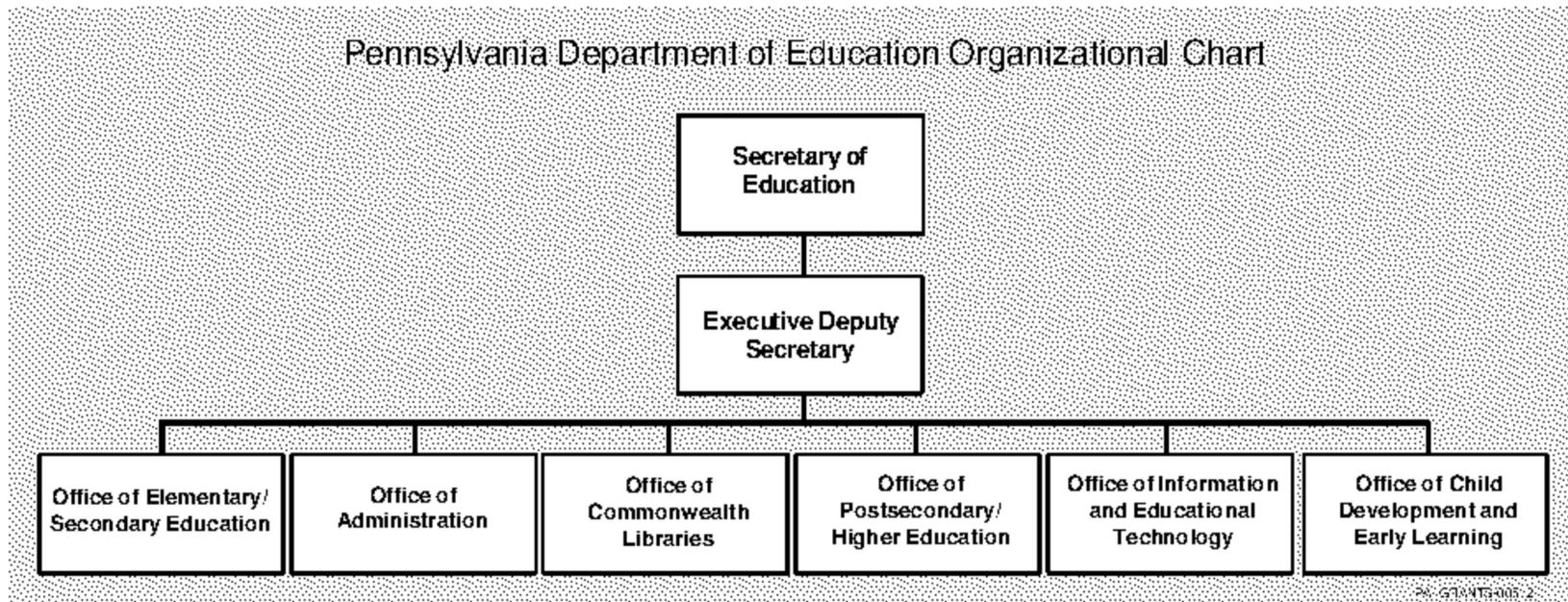
Finally, PDE has decided to solely fund several key SLDS projects. These important projects include:

- Link PAsecureID and PIMS to Workforce Sector
- Analyze EdFacts requirements in order to optimize support by SLDS
- Lead collaborative effort to establish national unique ID for students
- Support LEAs that are early adopters of SIF
- Improve PDE data governance structure and processes

Please see Appendix A for a description of each of these projects. In recognition of the impact PIMS will continue to have on our agency and all LEAs and postsecondary institutions, we are planning a reorganization to support the new SLDS environment. The new organizational plan and design has been approved by the Secretary of Education and are now in the Governor's Office for final approval. Most significantly, we are creating a new Center for Data Quality and Information Services. This organization will provide an enterprise management of all data elements, standards, data stewards, data quality, reporting, and systems development under one CIO.

## Project Management Plan

As shown in the high level departmental organization chart, PDE is comprised of the following offices:



**Figure 6-3. PDE Organizational Chart**

PDE is led by the Secretary of Education who, along with the deputy secretaries in charge of each of the above offices, provides the executive governance structure for the SLDS initiative. This leadership team has a proven track record of success based on the SLDS achievements to date. The following project management controls will be used on all SLDS projects enabling the project team to accomplish the tasks presented in Section 7, *Timeline*.

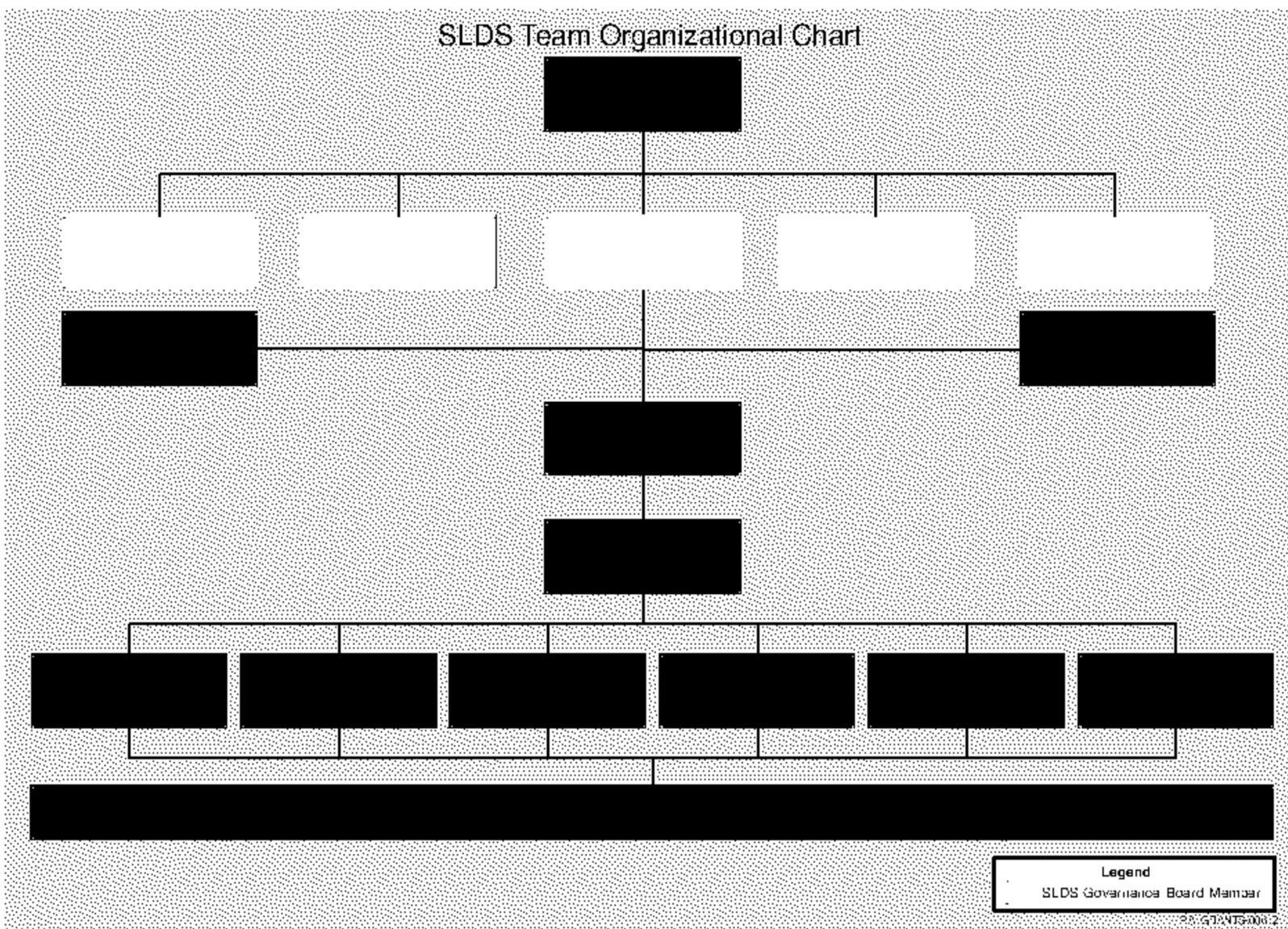
- Specific project initiation and planning tasks will occur at the beginning of the project. As part of these tasks, the project manager will work with their teams to establish the project environment, establish policies and procedures, and finalize the project plan.
- The project team will create policies and procedures that will support various aspects of the project. The policies and procedures created at the beginning of the project will include, but are not be limited to:
  - Risk Management Plan
  - Issue Resolution Process
  - Communications Plan
  - Change Management Plan
- Throughout the life of each project, status reports will be provided, status meetings will be held, and the project work plan will be updated.

## Project Personnel and Resources

PDE has identified a strong team of experienced personnel who will be able to support the projects identified within the scope of this grant application. We have identified two categories of personnel:

1. Commonwealth Staff with deep subject matter experience who will lead the efforts of specific projects. *Appendix B, Resumes of Key Personnel*, presents the relevant experiences of each person who is dedicated to one or more specific projects identified within the scope of this grant application.
2. Commonwealth Staff with a broader skill set who will support the overall development and sustainability of the SLDS initiative. *Appendix B, Resumes of Key Personnel*, also includes a table of relevant function, time commitment, and organization for support staff permanently assigned to the SLDS effort.

The organization chart shown below presents our proposed project team members and their respective roles for the project, and illustrates how our team will be structured.



**Figure 6-4. SLDS Project Team Organizational Chart**

One of the most critical factors for a successful system implementation project is a well organized team, with the right mix of resources and skill sets, and a clear structure to keep these resources working together effectively. Our proposed team has the correct management and

support structures in place to ensure the dedicated and experienced staff are able to successfully complete the projects within their scope of responsibility. Our SLDS Project Team is characterized by:

- Experience supporting the Pennsylvania SLDS
- Experience collaborating with national educational organization, including USED, CCSSO, NCES, IES SLDS Grantee collaborative group, CCSSO's DSAC and others.
- Deep functional expertise: PK-12, postsecondary, early childhood, and workforce
- Deep technical expertise: reporting, database, project management, and development
- Governance and support from the Secretary of Education and the PDE cabinet

Our SLDS team was the sole recipient of the Pennsylvania Department of Education Outstanding Achievement Award for 2007-08.

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1237-PA SLDS - Timeline section 7--Appendices A and B - Sections 8 and 9.pdf**

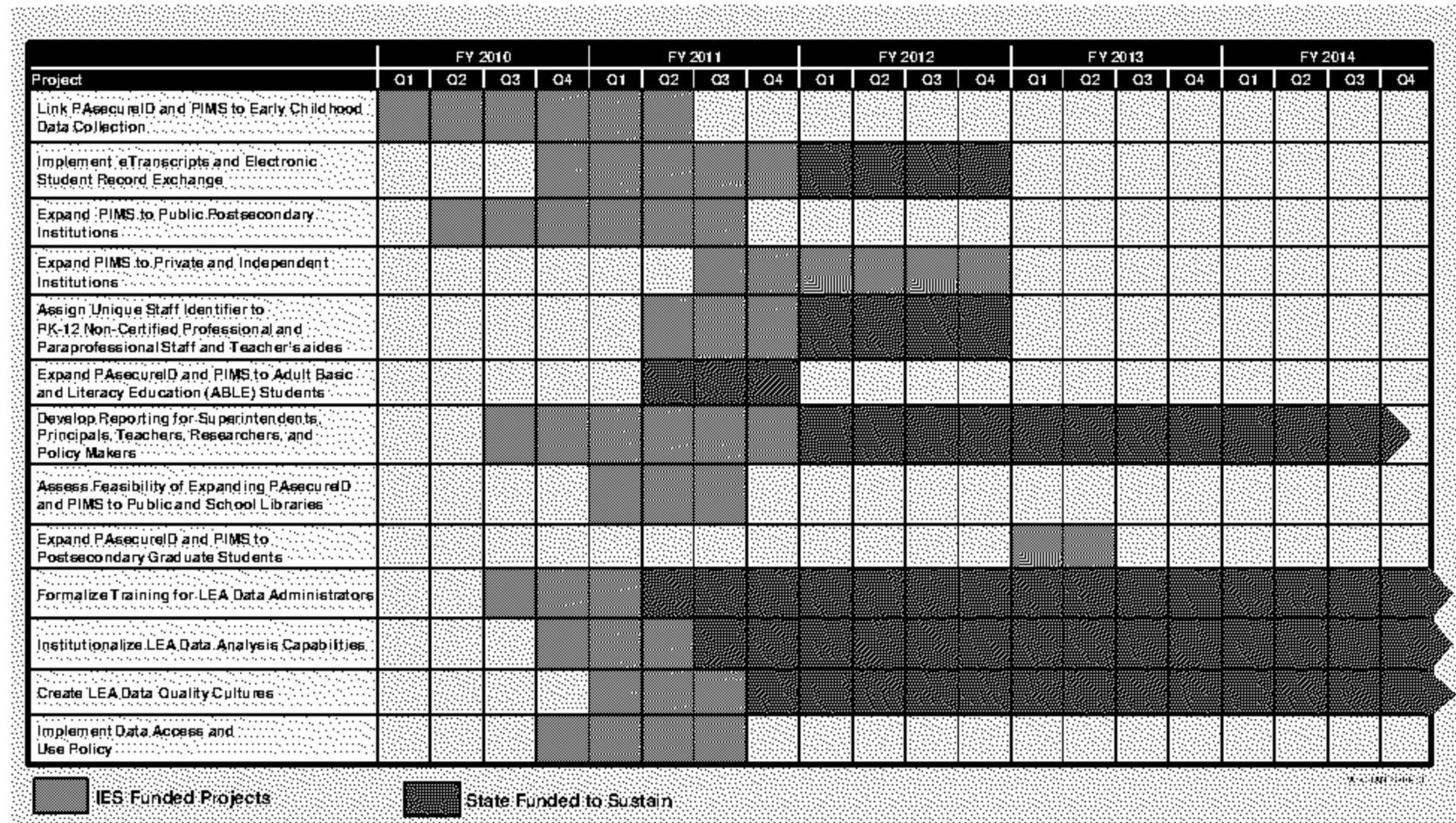
### Attachment 2:

**Title: Pages: Uploaded File: 1238-PA SLDS - Timeline section 7--Appendices A and B - Sections 8 and 9.pdf**

# Timeline

PDE is confident that the previously described projects can be successfully implemented within the 5 year grant period. The same factors that have enabled PDE to achieve its initial SLDS success - leadership, project management capabilities, governance structure, and organizational commitment - will enable it to produce the outcomes described for each project.

The following chart presents the planned timeline for implementing each project. Please see Section 8 – Budget Narrative for a larger version.



**Figure 7-1. Overall Timeline**

This overall timeline is based on the specific workplans for each individual project. The high level work plan for each project is presented below.

<b>Project</b>	Link PAsecureID and PIMS to Early Childhood Data Collection
<b>Estimated Timeframe</b>	18 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Develop MCI/PAsecureID matching process</li> <li>• Define data mart requirements</li> <li>• Design data mart</li> <li>• Develop data mart</li> <li>• Test data mart</li> <li>• Develop reports</li> <li>• Provide training and implementation support</li> </ul>

## Pennsylvania SLDS Grant

<b>Project</b>	Implement eTranscripts and Electronic Student Record Exchange
<b>Estimated Timeframe</b>	15 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Develop transcript and student record requirements</li> <li>• Evaluate alternative solutions</li> <li>• Select most appropriate solution</li> <li>• Convene an advisory group of school district and higher education representatives to provide guidance and oversight to the project</li> <li>• Identify core data elements to be included in the student record/transcript and the format for record extract</li> <li>• Communicate required extract format to student information system vendors</li> <li>• Conduct training</li> <li>• Communicate the features and benefits of the system to LEAs, postsecondary institutions, and other stakeholders</li> <li>• Register and authenticate users</li> </ul>

<b>Project</b>	Expand PIMS to Public Postsecondary Institutions
<b>Estimated Timeframe</b>	18 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Prepare and publish data submission schedule</li> <li>• Communicate required extract format to student information system vendors</li> <li>• Prepare and publish user manual</li> <li>• Provide data submission training to institutions and their vendors</li> <li>• Develop reporting requirements</li> <li>• Provide reporting training</li> <li>• Provide communication, outreach, and support to institutions and their student information system vendors</li> <li>• Conduct data submissions</li> </ul>

<b>Project</b>	Expand PAsecureID and PIMS to Private and Independent Postsecondary Institutions
<b>Estimated Timeframe</b>	18 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Prepare and publish data submission schedule</li> <li>• Communicate required extract format to student information system vendors</li> <li>• Prepare and publish user manual</li> <li>• Provide data submission training to institutions and their vendors</li> </ul>

## Pennsylvania SLDS Grant

	<ul style="list-style-type: none"> <li>• Develop reporting requirements</li> <li>• Provide reporting training</li> <li>• Provide communication, outreach, and support to institutions and their student information system vendors</li> <li>• Conduct data submissions</li> </ul>
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<b>Project</b>	Assign Unique Staff Identifier to PK-12 Non-Certified Professional and Paraprofessional Staff and Teacher's Aides
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Create working group of PDE and LEA users to guide application development</li> <li>• Develop user requirements based on working group feedback</li> <li>• Develop high level design and review with working group</li> <li>• Develop detailed design</li> <li>• Build the application</li> <li>• Test the application</li> <li>• Train users</li> <li>• Deploy the application</li> </ul>

<b>Project</b>	Expand PAsecureID and PIMS to Include Adult Basic and Literacy Education (ABLE) Students
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<p>An automated process will be developed in the SLDS that:</p> <ul style="list-style-type: none"> <li>• Produces an extract of ABLE students with PAsecureIDs from eData, PDE's support system for the ABLE program</li> <li>• Identifies ABLE students in PIMS based on PAsecureID match</li> <li>• Loads assessment data for ABLE students into PIMS</li> <li>• Indicates participation in ABLE program in PIMS</li> </ul> <p>In addition, reports will be developed specifically for ABLE data.</p>

<b>Project</b>	Develop Reporting for Superintendents, Principals, Teachers, Researchers, and Policy Makers
<b>Estimated Timeframe</b>	18 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Develop user reporting requirements</li> <li>• Develop user requirements for dashboards</li> <li>• Design dashboards</li> <li>• Develop dashboards and reports</li> </ul>

## Pennsylvania SLDS Grant

	<ul style="list-style-type: none"> <li>• Test dashboards and reports</li> <li>• Conduct training</li> <li>• Implementation dashboards and reports</li> </ul>
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<b>Project</b>	Assess Feasibility of Expanding PAsecureID and PIMS to School and Public Libraries
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Inventory library management systems in Pennsylvania and their relevant functionality, integration with LEA student information systems, SIF compliance, etc.</li> <li>• Review existing information and data collection systems and processes at school and public libraries</li> <li>• Assess applicability of privacy and confidentiality laws that govern student library usage</li> <li>• Determine library-specific data elements</li> <li>• Assess technical and legal challenges associated with use of PAsecureID in library cards</li> <li>• Develop plan to integrate school and public library data into PIMS</li> </ul>

<b>Project</b>	Expand PAsecureID and PIMS to Include Graduate Students
<b>Estimated Timeframe</b>	6 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Revisit data dictionary and identify new data elements for graduate students</li> <li>• Develop enhancements to the data model</li> <li>• Prepare/publish user manual</li> <li>• Provide template training to institutions and their vendors</li> <li>• Provide communication, outreach, and support to institutions and their vendors</li> <li>• Conduct first statewide data submission for graduate student data</li> </ul>

<b>Project</b>	Formalize Training for LEA Data Administrators
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<p>Training delivery and support:</p> <ul style="list-style-type: none"> <li>• Develop an online self-paced tutorial incorporating narrated and animated slide shows as well as screencasts (files that demonstrate, through animation and narration, the mouse movements, etc., involved in performing computer functions) to provide introductory instruction. No instructor is necessary for these.</li> </ul>

## Pennsylvania SLDS Grant

	<ul style="list-style-type: none"> <li>• Conduct Web-based workshops. Such training can accommodate up to 50 people at a time and requires two staff people: one to deliver the content (subject-matter expert) and the other to monitor and screen questions (moderator).</li> </ul> <p>Four main areas of training and support:</p> <ul style="list-style-type: none"> <li>• Introduction to Collecting and Submitting Data for PIMS</li> <li>• Working Through Common PIMS and PAsecureID Issues</li> <li>• Understanding PIMS Templates</li> <li>• Specialized Data Collection and Submission Issues</li> </ul>
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<b>Project</b>	Institutionalize LEA Data Analysis Capabilities
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Prepare data analysis training curriculum for administrators that will fulfill part of the Pennsylvania Inspired Leadership (PIL) legislative mandate.</li> <li>• Deploy data analysis training curriculum</li> <li>• Develop multimedia online presentations that can serve both to introduce and reinforce the basic concepts involved in the training</li> <li>• Develop reports that will assist LEAs in instructional and curricular decision making process</li> </ul>

<b>Project</b>	Create LEA Data Quality Cultures
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Identify and prioritize data quality issues</li> <li>• Evaluate and select metadata tool</li> <li>• Implement front-end edits in PIMS where appropriate</li> <li>• Prepare data-quality training curriculum</li> <li>• Deliver on-site data-quality training to LEAs</li> </ul>

<b>Project</b>	Implement Data Access and Use Policy
<b>Estimated Timeframe</b>	12 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Develop long-term SLDS security strategy</li> <li>• Assess options for SLDS integration with EdHub</li> <li>• Identify key processes and procedures that are impacted by Data Access and Use Policy for PK-12</li> <li>• Modify selected processes and procedures</li> <li>• Develop Data Access and Use Policies for Postsecondary and Early Childhood</li> </ul>

## Appendix A – Optional Attachments

Appendix A includes the following sections:

- Description of PDE funded projects
- Letter from Pennsylvania Secretary of Education to Pennsylvania Secretary of Labor and Industry
- Pennsylvania SLDS stakeholder groups
- Letters of support from stakeholder organizations
- Description of Pennsylvania Inspired Leadership (PIL) Program and its alignment with LEA Data Quality Initiatives
- Summary of Postsecondary Data Requirements

### **Description of PDE Funded SLDS Projects**

The following section describes SLDS projects solely funded by the Pennsylvania Department of Education.

#### ***Link PAsecureID and PIMS to Workforce Sector***

PDE needs to develop the capability to collect, analyze and report information on uniquely identified graduates from PA post-secondary institutions in the workforce.

In order to achieve this objective, PDE will track, report, and analyze employment and wage data on post-secondary graduates over time. Specifically we will link higher education data to Pennsylvania Department of Labor and Industry data (wage record data from Unemployment Insurance and possibly workforce development training data from the newly developed Comprehensive Workforce Development System). Including employment and wage data in PIMS will allow powerful analysis to occur regarding postsecondary program effectiveness.

#### ***Analyze EdFacts Requirements in Order to Optimize Support Provided by SLDS***

PDE is currently unable to submit all EdFacts files with consistency, accuracy and timeliness. Additionally, PDE has not completely resolved the problem of multiple agency interpretations of enterprise data elements.

PDE will address these issues by conducting a comprehensive gap analysis to identify areas where PIMS is unable to meet EdFacts reporting requirements. Based on the results of this analysis, PDE expects to make the following improvements:

- PIMS data collections will support EdFacts reporting requirements to the highest degree possible.
- EdFacts coordination will be formalized under the new PDE Center for Data Quality and Information Services.
- PDE will identify an individual owner of each element responsible for maintaining the metadata for that element.

- All PDE data elements must be identified with a single, clear definition that is agreed upon by all stakeholders within PDE's metadata facility.
- Business rules and policy should be agreed upon by all stakeholders within PDE and then documented in the PDE metadata facility.
- PDE will share metadata with all stakeholders and provide training to ensure that the original source of the data is accurate and complete.

### ***Lead Collaborative Effort to Establish National Unique ID for Students***

Pennsylvania shares a common approach and software product with 8 other states and the US Department of Education (PA, SC, WY, NE, IA, MO, NM, KS, GA and the USED Migrant Student Information Exchange). A formal consortium of states will collaborate to identify obstacles to implementing a multi-state student ID, work to develop solutions to those obstacles, and design and conduct a pilot.

### ***Support LEAs that are Early Adopters of SIF***

Having completed a successful pilot of SIF, PDE seeks to support LEAs who wish to formally adopt SIF. Specifically, PDE will fund necessary software licenses at the state level for the LEAs that desire an early implementation of SIF Student Locator Framework. Through this initiative, PDE will continue to work with districts using Student Locator Framework to automate assignment of PAsecureIDs.

### ***Improve PDE Data Governance Structure and Processes***

PDE needs to analyze the current data governance processes and procedures, identify the desired design for data governance, and implement an improved and more robust data governance organization.

PDE will develop and implement procedures for continuous quality improvement of data and governance. The procedures will include review of existing goals and metrics, strategy for evolving metrics to meet organizational needs, development of a compliance framework for monitoring and a published schedule for periodic and consistent review of procedures, goals and overall governance strategy. There will be five phases:

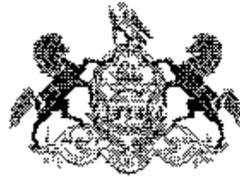
- Assess data governance
- Define data governance Framework
- Design data governance organization
- Transition to data governance organization
- Assemble external stakeholder groups from all major roles and educational sectors

At the end of this data governance initiative PDE will have:

- Procedures for continuous quality improvement of data and governance. The procedures will include review of existing goals and metrics, strategy for evolving metrics to meet organizational needs, development of a compliance framework for monitoring and a published schedule for periodic and consistent review of procedures, goals and overall governance strategy.

- The Commonwealth will have cross agency governance and an articulated process for decision making and quality assurance regarding data quality
- Policies will be identified, documented and distributed regarding issue escalation and resolution for data governance concerns
- Data standards and metrics will be identified and documented based on organizational goals
- A Data Governance organization of program area data stewards will meet regularly and report issues and concerns and make recommendations to the executive governance group

### Letter from Pennsylvania Secretary of Education to Pennsylvania Secretary of Labor and Industry



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

September 18, 2008

The Honorable Sandi Vito  
Acting Secretary  
Department of Labor and Industry  
7<sup>th</sup> & Forster Streets  
Harrisburg, PA 17121

Dear Secretary Vito:

Pennsylvania Department of Education (PDE) is quickly expanding Pennsylvania Information Management System (PIMS) into the postsecondary arena, which will provide the Commonwealth with the ability to develop an understanding of the factors that predict attendance, performance and retention of college students. However, we realize that equally important to relevance of this emerging longitudinal database is enhancing the pertinence of postsecondary and higher education programs to the labor market and the economic realities of Pennsylvania.

To ensure this connectivity staff from both our Departments has been researching ways to operationalize a plan that will ultimately link the PIMS data system to Labor & Industry's Wage Records. I am pleased that this first step at arriving at a comprehensive, longitudinal reporting framework has started, and members of both our Departments are working on this project collaboratively. In fact we have requested Mr. Deep Gupta and Mr. Randy Murphy from Labor & Industry's Center for Workforce Information & Analysis be cited as labor market experts in a grant PDE is currently putting together.

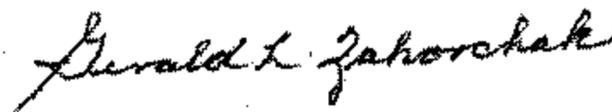
I firmly believe this connection will build upon other initiatives such as Labor & Industry's Comprehensive Workforce Development System (CWDS). Connecting with this data system would provide important outcomes for all individuals on whom public dollars are being spent.

However, two major obstacles to implementation of this early childhood through a workforce longitudinal data system are as follows:

1. The cost implication of the expansion of PIMS into Wage Records and
2. The fact that the PIMS system does not currently collect Social Security Numbers (SSN) of students while the Wage Record dataset is dependant on individual SSNs.

A recent meeting with the Center for Workforce Information & Analysis (CWIA, L&I) highlighted the critical need for PDE to collect the last five digits of a student's SSN to enable this system to emerge, and we are working on resolving this. Additionally, I wanted to propose further conversation between our Departments to overcome the 'cost hurdle' too. As the legal counsels of both Education and L&I continue to work collaboratively to overcome the SSN challenge, I would request that our interagency working group work to arrive at a requirements analysis and a firm estimate of costs for data expansion between our two Departments and more importantly how we could arrive at a cost-sharing agreement.

Again, I sincerely believe that this important work will help the Commonwealth acquire the ability to measure performance outcomes of both the education and the training systems. Our work will also advance the efforts of other states and the United States Department of Education. I look forward to hearing from you; please do not hesitate to contact me directly to discuss this further.



## **Pennsylvania Postsecondary SLDS Stakeholder Groups**

The following section identifies the members of the Statewide Data Council and the members of the National Advisory Group. These groups will contribute to the expansion of PTMS to postsecondary institutions.

### ***Pennsylvania Statewide Data Council***

<b>Advisory Council Members</b>	<b>Position</b>	<b>Location</b>	<b>E-mail</b>
<b>PASSHE Institutions</b>			
Barbara Moore	Director of Institutional Research; Planning; and Assessment	Indiana University of Pennsylvania	<a href="mailto:Barbara.Moore@iup.edu">Barbara.Moore@iup.edu</a>
Erinn Lake	Assistant VP for Planning; Research and Continuous Improvement	Edinboro University	<a href="mailto:lakee@edinboro.edu">lakee@edinboro.edu</a>
Rick Ruth	Vice President for Information Technology and Services	Shippensburg University	<a href="mailto:rer@ship.edu">rer@ship.edu</a>
Lisa Shibley		Millersville University	<a href="mailto:Lisa.Shibley@millersville.edu">Lisa.Shibley@millersville.edu</a>
<b>PASSHE System Office</b>			
Tracy Bendinsky	Senior System Research Analyst	PASSHE System Office	<a href="mailto:tbendinsky@passhe.edu">tbendinsky@passhe.edu</a>
Jim Moran	Senior Associate Vice Chancellor/Chief Academic Officer	PASSHE System Office	<a href="mailto:jmoran@passhe.edu">jmoran@passhe.edu</a>
Kathleen Howley	Assistant Vice Chancellor for Academic and Student Affairs	PASSHE System Office	<a href="mailto:khowley@passhe.edu">khowley@passhe.edu</a>
Georgia Prell	SYTEC		<a href="mailto:gprell@sytec.org">gprell@sytec.org</a>
<b>Community Colleges</b>			

## Pennsylvania SLDS Grant

Advisory Council Members	Position	Location	E-mail
Tom Hawk	VP for Planning and Finance	Community College of Philadelphia	<a href="mailto:thawk@ccp.edu">thawk@ccp.edu</a>
Glen Lum	Director of Institutional Research	Harrisburg Area Community College	<a href="mailto:gdlum@hacc.edu">gdlum@hacc.edu</a>
Helene Whitaker	VP Administration	Northampton Community College	<a href="mailto:HWhitaker@northampton.edu">HWhitaker@northampton.edu</a>
Judy Garbinski	VP for Learning and Assessment	Community College of Beaver County	<a href="mailto:judy.garbinski@ccbc.edu">judy.garbinski@ccbc.edu</a>
Celeste Schwartz	VP for Information Technology	Montgomery County Community College	<a href="mailto:cschwartz@mc3.edu">cschwartz@mc3.edu</a>
Danielle Bush Gerko	Director of Information Technology	Pennsylvania Highlands Community College	<a href="mailto:dgerko@pennhighlands.edu">dgerko@pennhighlands.edu</a>
Tracy Polinsky	Director of Institutional Effectiveness	Pennsylvania Highlands Community College	<a href="mailto:TPolinsky@pennhighlands.edu">TPolinsky@pennhighlands.edu</a>
<b>PCCC</b>			
Diane Bosak	Executive Director	Pennsylvania Commission for Community Colleges	<a href="mailto:dbosak@pacommunitycolleges.org">dbosak@pacommunitycolleges.org</a>
Keith Bailey	Director of Research	Pennsylvania Commission for Community Colleges	<a href="mailto:kbailey@pacommunitycolleges.org">kbailey@pacommunitycolleges.org</a>
<b>PDE – K-12</b>			
Dominique Raymond	Special Asst. to the Secretary	PDE - K-12	<a href="mailto:draymond@state.pa.us">draymond@state.pa.us</a>
<b>PDE – PHE</b>			
David Tandberg	Special Asst. to the Deputy Secretary	PDE - OPHE	<a href="mailto:dtandberg@state.pa.us">dtandberg@state.pa.us</a>
Kate Shaw	Deputy Secretary, Postsecondary/Higher Ed.	PDE - OPHE	<a href="mailto:katshaw@state.pa.us">katshaw@state.pa.us</a>

## Pennsylvania SLDS Grant

Advisory Council Members	Position	Location	E-mail
Sandy Edmunds	Director, Office of Access Initiatives	PDE - OPHE	<a href="mailto:sedmunds@state.pa.us">sedmunds@state.pa.us</a>
Sue Mukherjee	Special Asst. to the Secretary/STEM Lead	PDE - OPHE	<a href="mailto:smukherjee@state.pa.us">smukherjee@state.pa.us</a>
Mike Dotts	Higher Education Associate	PDE - OPHE	<a href="mailto:rdotts@state.pa.us">rdotts@state.pa.us</a>
Julie Rutledge	Higher Education Associate	PDE - OPHE	<a href="mailto:jurutledge@state.pa.us">jurutledge@state.pa.us</a>
<b>PDE – BIS</b>			
David Ream	Development Administrator	PDE BIS	<a href="mailto:davream@state.pa.us">davream@state.pa.us</a>
<b>PDE - Data Services</b>			
Deborah Rodriguez	Educational Statistics Supervisor	PDE - Data Services	<a href="mailto:derodrigue@state.pa.us">derodrigue@state.pa.us</a>
<b>ABLE</b>			
Barb Van Horn	Data Analyst/Senior Research Assistant	Penn State	<a href="mailto:blv1@psu.edu">blv1@psu.edu</a>
<b>Other</b>			
Joe Merlino	Director and PI	Math Science Partnership of Greater Philadelphia	<a href="mailto:merlino@lasalle.edu">merlino@lasalle.edu</a>
Lori Shorr	Chief Education Officer	City of Philadelphia	<a href="mailto:lori.shorr@phila.gov">lori.shorr@phila.gov</a>

### ***PIMS Postsecondary National Advisory Group***

#### **National Experts**

- Don Heller, Ed.D. – Professor of Higher Education, Director and Senior Scientist, Center for the Study of Higher Education Penn State University
- Peter Ewell, Ph.D. – Vice President, National Center for Higher Education Management Systems (NCHEMS), Boulder, Colorado
- Tom Bailey, Ph.D. - George and Abby O'Neill Professor of Economics and Education; Director, National Center for Postsecondary Research; Director, Community College

Research Center; Director, Institute on Education and the Economy, Teachers College, Columbia University

- Pat Terenzini, Ph.D. – Distinguished Professor and Senior Scientist, Center for the Study of Higher Education, Penn State University
- Joni Finney, Ph.D. – Practice Professor of Education, University of Pennsylvania
- Bridget Terry Long, Ph.D. – Associate Professor of Economics and Education, Harvard University
- Elizabeth Laird - Research Associate, National Center for Educational Achievement and the Data Quality Campaign

### **Guests**

- Erin Walsh – Doctoral Candidate in Higher Education, University of Pennsylvania
- James Moran, Ph.D. - Senior Associate Vice Chancellor/Chief Academic Officer, Pennsylvania State System of Higher Education

### **From PDE**

- Kate Shaw, Ph.D. – Deputy Secretary for Postsecondary and Higher Education
- David Tandberg, Ph.D. – Special Assistant to the Deputy Secretary
- Sue Mukherjee – Special Assistant to the Secretary
- Mike Dotts – Higher Education Associate
- Julie Rutledge – Higher Education Associate
- Abby Smith – Policy Specialist
- Sandy Edmunds – Director of Access Initiatives
- David Ream – PIMS Project Director

### **Contractors from Deloitte**

- Philip Benowitz
- Alan Hartwig
- David Gross
- Blake Kiefer

## Letters of Support from Stakeholder Organizations



**RMC Research Corporation**  
1000 Market Street, Building 2  
Portsmouth, NH 03801

Phone: 603.422.8888, 800.258.0302  
Fax: 603.436.9168  
[www.RMCResearchCorporation.com](http://www.RMCResearchCorporation.com)

Statewide Longitudinal Data System Grant Committee  
Institute of Education Sciences, National Center for Educational Statistics  
1900 K Street NW  
Washington, DC 20006

September 22, 2008

### **Re: Letter of Support for Pennsylvania's Statewide Longitudinal Data System**

Dear IES Evaluation Committee Members:

I write to offer my support for the Pennsylvania Department of Education's (PDE) application for Student Longitudinal Data System (SLDS) grant funding. With the support of Secretary Gerald Zahorchak I have conducted research at PDE to develop a monograph on Pennsylvania's statewide system of support (SSOS). This project is performed through a contract with the Center on Innovation and Improvement. The project has included interviewing 28 PDE and intermediate unit professionals, including Secretary Zahorchak. Interviews have included Robert McGrath, PA SLDS Project Director and David Ream, PA SLDS Technical Coordinator.

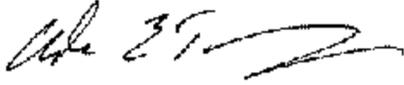
While I am more qualified to comment on what makes a strong system of support than I am to comment on what makes a strong SLDS, my research in PA makes four points clear to me.

- 1.) PDE agents have a clear vision for how the SLDS will enable it to become better data informed, rather than anecdote and intuition driven, in its policymaking. PDE agents understand how the SLDS can enable better identification of what works and what does not, so that finite resources are increasingly allocated with strategic purpose.
- 2.) PDE personnel understand their SLDS as more than a tool for researchers and monitoring agents. PDE sees the SLDS as a vehicle to A) enhance the effectiveness of technical assistance agents across its network to effect school improvement and B) strengthen the ability of educators in the field to use data to improve decisions.
- 3.) PDE is developing a SLDS that, if enacted according to plans, will add capacity to districts across the state, especially rural and financially strained districts. PDE plans to build a data system that both delivers robust information to policymakers and is accessible to educators in the field. For instance, PDE plans to build the securities and operability to allow districts to integrate specific local data into the state system, using the state system as a platform, rather than scrambling and expending limited resources to build its own system de novo.
- 4.) Last, I offer that PDE agents impress me as understanding the relevance of a SLDS to a SSOS that fosters continuous improvement for all schools across a state. Moreover, my interviews indicate that

PDE owns the commitment to its SLDS to shepherd it through the technical and adaptive challenges that even the strongest plan is sure to face.

I would be pleased to speak with you further about these reflections if I may be helpful.

Sincerely,



Adam Tanney  
Research Associate



### PENNSYLVANIA COMMISSION FOR COMMUNITY COLLEGES

800 North Third Street, Suite 405 • Harrisburg, Pennsylvania 17102  
phone (717) 232-7584 • fax (717) 233-4723 • [www.pacommunitycolleges.org](http://www.pacommunitycolleges.org)

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September 23, 2008

Statewide Longitudinal Data System Grant Committee  
Institute for Educational Sciences  
National Center for Educational Statistics  
1900 K Street NW Washington, DC 20006

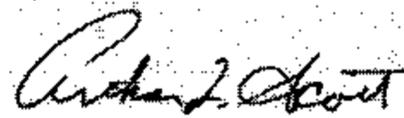
Dear IES Evaluation Committee Members:

On behalf of the Presidents of the 14 community colleges, the Commission strongly supports the expansion of the Pennsylvania Department of Education's State Longitudinal Data System, which includes its extension into postsecondary and graduation education programs.

The proposed data system is a necessary step for Pennsylvania and our community colleges believe it is an important mechanism for being able to more adequately examine the transfer or stop-outs of our students. The system will connect a student's educational experience from infancy through adulthood allowing for the significant enhancement of Pennsylvania's abilities to better prepare its students for post-secondary success.

We request that the Institute for Educational Sciences give this grant submission the highest consideration for funding and implementation. Thank you for your consideration.

Sincerely,



Art Scott  
President, Northampton Community College  
& Chair, Data Work Group of the Commission



Pennsylvania Association for the Education Young Children  
301 Market Street 8<sup>th</sup> Floor  
Harrisburg, PA 17101  
Phone/Fax: 717-213-0581      Toll free: 888-272-9267  
[www.pennaeyc.org](http://www.pennaeyc.org)

September 23, 2008

Statewide Longitudinal Data System Grant Committee  
Institute for Educational Sciences  
National Center for Educational Statistics  
1900 K Street NW Washington, DC 20006

Dear IES Evaluation Committee Members:

On behalf of the Board of Directors of the Pennsylvania Association for the Education of Young Children (PennAEYC), I am writing to you today in support of the Pennsylvania Department of Education's State Longitudinal Data System grant proposal. PennAEYC's 5200 members act on behalf of the rights, needs and well being of children in the Commonwealth of Pennsylvania, birth-eight. We are deeply committed to raising the bar on quality standards for all early childhood education programs in Pennsylvania. The Early Learning Network supports this goal by ensuring accountability for child outcomes on all publicly supported early childhood programs.

This proposal will allow Pennsylvania to further actualize its vision of creating a seamless data system for all of its children starting with infancy through postsecondary and graduate education. Such a system opens the door to further understanding of both student success and areas of greater need.

We offer our full support of this proposal which we believe will significantly strengthen the longitudinal data system so critical to the continued success of Pennsylvania's students.

Sincerely,

Sharon Easterling  
PennAEYC



Office of the Chancellor | Dixon University Center | 2986 North Second Street | Harrisburg, PA 17110-1201  
717-720-6000 | [www.passhe.edu](http://www.passhe.edu)

September 24, 2008

Statewide Longitudinal Data System Grant Committee  
Institute for Educational Sciences  
National Center for Educational Statistics  
1900 K Street NW  
Washington, DC 20006

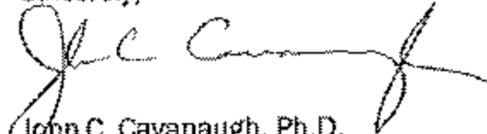
Dear IES Evaluation Committee Members:

The Pennsylvania State System of Higher Education (PASSHE) strongly supports the expansion of the Pennsylvania Department of Education's State Longitudinal Data System. This expansion includes its extension into postsecondary and graduate education programs.

The proposed data system is a necessary step for the Commonwealth of Pennsylvania. It would connect a student's educational experience from infancy through adulthood, allowing for a significant enhancement of the Commonwealth's ability to prepare its students for postsecondary success.

On behalf of PASSHE and its 110,000 students, we ask the Institute for Educational Sciences to give this grant submission the highest consideration for funding and implementation.

Sincerely,



John C. Cavanaugh, Ph.D.  
Chancellor

### **Pennsylvania Inspired Leaders (PIL) Aligned to LEA Data Quality and Data Analysis**

PDE has instituted the Pennsylvania Inspired Leaders (PIL) initiative where Chief School Administrators and their assistants are required to take specified courses that are targeted for Professional Development for our school leadership to keep their certification. PDE is working to add the recently released NCES online courses on Data Quality to that curriculum. This NCES Forum Curriculum for Improving Educational Data is a resource for LEA's. It was developed in cooperation with the Schools Interoperability Framework Association, the Council of Chief State School Officers and the Central Susquehanna Intermediate Unit (CSIU), a Pennsylvania Regional Education Agency. By including these vital courses in the PIL Professional Development curriculum Pennsylvania's goals for Professional Development for school leaders and a Data Quality movement in our LEA's are both served incredibly well. This initiative would be the first large-scale implementation of the Forum Curriculum for Improving Education Data in the nation and we expect the content and strategy for instruction that is implemented in Pennsylvania will become a model for other states.

The Pennsylvania Inspired Leadership Initiative is a state-wide, standards-based leadership development and support system for school leaders. The cohort-based program is delivered through a regional collaboration of Intermediate Units and other partners.

As per the PIL legislation, administrators in PA are required to complete programs (Courses) that includes development in PIL standards. These requirements are in addition to legislative (ACT 48) requirements.

The following amendments in the school code were proposed:

- Superintendents are required to complete a graduate program in education that includes development in the PIL standards.
- All principals or assistant principals appointed after January 1, 2008 are required to complete an induction program, consisting of the three core standards of PIL, within five years of appointment.
- A Limit of required participation in the induction program was set at 36 hours per year, all hours of which are to be applied to continuing professional education requirements (Act 48).
- All school and system leaders are to be required to participate in professional development programs based on the PIL nine standards.
- PA Department of Education is required to design and offer continuing professional education programs at no cost to school and system leaders.
- PA Department of Education shall approve other Providers to offer induction and continuing professional development programs for school and system leaders and shall annually publish a list of such approved providers.

## Summary of Postsecondary Data Requirements

The Pennsylvania Department of Education (PDE) has worked to develop the data requirements for the expansion of the Pennsylvania Information Management System (PIMS) to postsecondary institutions. To accomplish this, the following major activities took place between May and August 2008:

- Nine existing PDE postsecondary data collections were identified that collect data from the community colleges and/or PASSHE universities. Note that many of these collections also include data from other postsecondary institutions.
- Internal focus groups were held with the programmatic owners of these data collections to understand the rationale behind each collection, the scope and frequency, and the data itself. Additionally, PDE discussed and recorded data needs not currently being met with these data collection owners.
- Separate requirements sessions regarding critical data elements were held with the PDE Office of Postsecondary and Higher Education (OPHE). Additionally, research or other reference data collections/dictionaries provided were reviewed.
- PDE created the Postsecondary Statewide Data Council (PSDC), an advisory group of select individuals representing the community colleges and PASSHE (both the system office and universities) knowledgeable about data and data systems. The purpose of this group is to assist PDE as it develops the requirements for the postsecondary implementation of PIMS. Specifically, this group will provide input and advice relative to the needs of the institutions.
- A meeting with the PSDC was held on July 9<sup>th</sup> to provide this group with an overview of PIMS, explain PDE's plans for the PIMS expansion and, most notably, to conduct group discussions. Discussions occurred regarding research questions the database should be able to answer, critical data elements that should be included and potential uses for the data.
- Based on the existing nine data collections, input from the PSDC, input from OPHE and the review of the research provided, a dictionary of postsecondary data elements and associated data definitions was compiled.
- Finally, each element in the data dictionary was reviewed with OPHE as well as individuals representing the National Center for Higher Education Management Systems (NCHEMS). Changes were recorded as necessary.

This PIMS Postsecondary data dictionary presents the data elements for the initial release of PIMS for Postsecondary. The data dictionary includes approximately 350 data elements that include data on:

- Institutions – Demographics, characteristics, summary statistics, etc.
- Faculty – Demographics and course sections taught
- Students – Demographics, high school educational background, enrollments, tests / licenses / certificates, transfers, financial aid, program participation, etc.
- Courses – Courses offered, course sections and the faculty who teach them, and students enrolled in courses

The following table shows an example of one page of the PIMS Postsecondary Data Dictionary.

# Pennsylvania SLDS Grant

Data Element Name	O / R / CR	Data Element Definition	Option Set	Data Source	Questions / Notes	Existing Data Collection	Data Type
Institution AUN Code	R	Institution's PDE Administrative Unit Number (AUN).		Institutions		N/A	AN
Academic Year	R	Academic year of data submission. Format is YYYY where YYYY represents the latter year. For example, 2008-2009 would be represented as 2009.		Institutions		New	N(0)
Term	R	Academic term of data submission.	1 - Fall Semester 2 - Spring Semester 3 - Summer Semester	Institutions	Additional values will be necessary in the future when institutions with non semester-based calendars are included in PIMS.	New	AN
Pennsylvania Institutional Category Code	R	Pennsylvania institutional category.	1 - State University 2 - State-Related University 3 - Private State-Aided Institution 4 - Community College 5 - Private College or University 6 - Private Two-Year College 7 - College of Technology	Institutions		N/A	AN
Undergraduate Institution Classification Code	R	Undergraduate institution classification.	1 - Coeducational college 2 - Men's college 3 - Women's college	Institutions		New	AN

## Appendix B – Resumes of Key Personnel

The following table identifies the key personnel that will contribute a significant amount of their time to the SLDS project. Their resumes are presented later in this appendix.

	<b>Name</b>	<b>Title</b>	<b>SLDS Role</b>	<b>% Time Committed To SLDS</b>	<b>Organization</b>
1	<b>Dave Ream</b>	SLDS Project Manager	SLDS Project Manager	100%	PDE - Bureau of Information Systems
2	<b>Bob McGrath</b>	Director - Bureau of Information Systems	SLDS Project Director	20%	PDE
3	<b>Sharon Clark</b>	Chief - Division of Applications Development	SLDS Application Manager	15%	PDE - Bureau of Information Systems
4	<b>Deborah Rodrigues</b>	Educational Statistics Manager	PAsecureID Manager/SLDS Assistant Project Manager	100%	PDE - Office of Data Quality and Information Systems
5	<b>Mike Derman</b>	Senior Information Technology Project Coordinator	PIMS Help Desk Manager/PIMS Training Curriculum and Data Quality Curriculum Development Manager	100%	Central Susquehanna Intermediate Unit, PA
6	<b>David Tandberg</b>	Special Assistant to the Deputy Secretary for Postsecondary and Higher Education	Postsecondary Subject Matter Expert	20%	PDE
7	<b>Sue Mukherjee</b>	Special Assistant to Secretary of Education State Lead, PA Science, Technology, Engineering & Math (STEM)	Workforce Subject Matter Expert	20%	PDE
8	<b>Jennifer Waltz</b>	Please enter title	PK-12 Subject Matter Expert	20%	PDE

## Pennsylvania SLDS Grant

	<b>Name</b>	<b>Title</b>	<b>SLDS Role</b>	<b>% Time Committed To SLDS</b>	<b>Organization</b>
9	<b>Shula Nedley</b>	Director - Bureau of Assessment and Accountability	Accountability and Assessment Subject Matter Expert	15%	PDE
10	<b>Pat Dilella</b>	Senior Project Manager Information Systems	Active Member of PIMS Advisory and Pilot LEA Group	40%	Philadelphia School District (largest district in PA)
11	<b>Kirsty Brown</b>	Special Assistant, Planning, Research & Evaluation Office of Child Development & Early Learning, Pennsylvania	OCDEL Subject Matter Expert	20%	PDE
12	<b>Cheryl Martin</b>	IT Portfolio Manager Children and Family Services	OCDEL Subject Matter Expert	20%	PDE
13	<b>Sarah Hollister</b>	Policy Analyst – Office of Policy Pennsylvania Department of Education	PK – 12 Subject Matter Expert	10%	PDE
14	<b>Scott Fairholm</b>	Deputy CIO - Commonwealth of Pennsylvania	Governance for PDE including SLDS Initiative	10%	Governor's Office of Administration, Office of Information Technology
15	<b>Shara Bunis</b>	Portfolio Manager - Senior Project Manager	Oversight of SLDS Project for the Governor's Office	25%	Governor's Office of Administration, Office of Information Technology

## Pennsylvania SLDS Grant

In addition, the following personnel will support the overall development and sustainability of the SLDS initiative.

<b>Name</b>	<b>Relevant Function</b>	<b>% Time Commitment</b>	<b>Organization</b>
<b>Belinda Carpenter</b>	Database Administrator	50%	PDE, Bureau of Information Services
<b>Roger Sitz</b>	Database Administrator	50%	PDE, Bureau of Information Services
<b>Michele Hiester</b>	Data Quality and LEA Outreach	100%	PDE, Bureau of Information Services
<b>Sharon Reed</b>	User Provisioning	100%	PDE, Bureau of Information Services
<b>Ron Hoerner</b>	Data Quality and Reporting Services	50%	PDE, Division of Data Quality and Reporting Services
<b>Joanne Bobek</b>	PIMS Users Manual	50%	PDE, Division of Data Quality and Reporting Services
<b>May Steinbugl</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Altoona Area School District
<b>Douglas Krugger</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Erie City School District
<b>Lisa Saverio</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Hatboro-Horsham SD
<b>Peggy Dell</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Lancaster County CTC
<b>Lynn Ann Makar</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Luzerne IU 18
<b>Michael Mohn</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Nazareth Area School District
<b>Charlie Reisinger</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Penn Manor SD
<b>Diane Meck</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Pottstown SD

## Pennsylvania SLDS Grant

<b>Name</b>	<b>Relevant Function</b>	<b>% Time Commitment</b>	<b>Organization</b>
<b>Bruce Mickey</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Southern York County SD
<b>Colleen Shearborn</b>	Director - LEA IT Data Managers of Eastern PA	15%	Pennsylvania Association of School Business Officers
<b>Tom Langan</b>	Reporting Team/Developer/Analyst	100%	PDE, Bureau of Information Services
<b>Theresa Stafford</b>	Reporting Team/Developer/Analyst	100%	PDE, Bureau of Information Services
<b>Linda Benedetto</b>	Teacher Certification/Highly Qualified Teacher Subject Matter Expert	25%	PDE, Bureau of Teachers Certification
<b>Jamal Wakeem</b>	Teacher Certification/Highly Qualified Teacher Subject Matter Expert	25%	PDE, Bureau of Teachers Certification
<b>Cheryl Wenger</b>	PAsecureID Data Quality	25%	PDE, Division of Data Services
<b>Steve Simchok</b>	Career and Technical Education Subject Matter Expert	90%	PDE, Division of Data Quality and Reporting Services

## David Ream

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**Bureau of Information Systems, Pennsylvania Department of Education  
SLDS Project Manager**

### **Profile**

Fourteen years of experience in Information Systems, functioning as an Project Manager, Application Development Section Chief, a Software Engineer, a Programmer/Analyst, and a Lead Analyst, specializing in the development and support of various applications. His expertise includes various client/server programming languages, software packages, databases, and operating systems, such as Powerbuilder, Visual Basic, .NET, Access, Oracle, SQL Server, and UNIX. Additionally, Mr. Ream has industry experience in the manufacturing, human resources, education, and managed health care fields.

### **Experience**

**PIMS Project Manager  
March 2007 to Present**

**Department of Education, Bureau of Information Systems**

**PAsecureID Project Manager  
March 2006 to March 2007**

**Department of Education, Bureau of Information Systems**

**Applications Developer Administrator**

**March 2005 to March 2006**

**Department of Education, Bureau of Information Systems**

Lead analyst responsibility for four high usage applications at PDE. The four applications are: the Teacher Certification System, the Professional Education Record Management System, the e-Data web application, and the e-Campus web application.

Two of these applications, the Teacher Certification System and the Professional Education Record Management System track the teaching certificate status and the Act 48 continuing

education status, respectively, of every educator in the state of Pennsylvania. These Web-enabled applications also allow the educators and educational providers to check the status of a provider's educational plan documents, track educator progress towards the fulfillment of the continuing education requirement, allow the upload of course rosters for continuing education credit via XML, allows an education entity to apply for emergency certification for their teachers, and allows for the submission and scheduling of individual courses for continuing education credits. Currently, there is an initiative to begin submitting all the certification applications online, thereby freeing up division personnel to perform other duties.

The e-Data web applications is used to track and report the progress on all the Adult Basic Literacy and Education (ABLE) programs funded by the Pennsylvania Department of Education. This application gives the users the ability to track, confirm, and maintain the required adequate progress for all of the individuals registered for ABLE programs.

Finally, the e-Campus web application provides access to the entire catalog of ABLE professional development opportunities, and the ability for the professionals, wishing to take the offered courses, to register online. This application also allows the course instructors to communicate with and give continuing education credit to those professional attending their course.

**Technical skills applied:** SQL Server 2000, T-SQL, Crystal Reports 8.5, Visual Basic

### **SLDS Role**

- SLDS - Pennsylvania Information Management System (PIMS) Project Manager

### **Percent of Time Commitment**

- 100%

### **Education/Certifications**

- Bachelor of Science in Computer Science with a Minor in History  
The Pennsylvania State University, University Park, Pennsylvania

### **Technical Disciplines Software**

PowerBuilder, Oracle 7.3 and 8.1, PL/SQL, T-SQL, SQL, C/C++, MS Access, Lotus Notes, FORTRAN, PICK Basic, PASCAL, PC Assembler, Visual Basic, ASP, Visual InterDev, SQL Server 7 and 2000, Crystal Reports 8.5, Visual Source Safe, XML, HTML, JavaScript, ASP.Net, VB.Net

### **Hardware**

UNIX, PICK, VM/CMS, Macintosh OS, OS/2, MS-DOS, Windows 3.1/9x/NT/2000/XP

## Bob McGrath

---

**Director – Bureau of Information Systems  
Pennsylvania Department of Education**

### **Profile**

Experienced Director in Information Systems/CIO, accomplished in defining and applying complex strategies; a leader in organizational development and system change

### **Experience**

#### **Pennsylvania Department of Education**

##### **Director – Bureau of Information Systems**

###### **2006 to Present**

Leading major statewide enterprise technology initiatives to improve productivity, planning, operations and reporting throughout the PA educational enterprise with the ultimate goal of improving student achievement. Significant achievements include:

- Implemented unique statewide ID's to 1.8 million students (PAsecureID)
- Implemented PA Statewide Longitudinal Data System - PIMS
- Implemented PA Educational Portal - EdHub
- Implemented State-level, standards-based educational data model
- Implemented a Program Management Office at PDE
- Statewide broadband expansion to all PA school buildings (E-fund)
- Refreshed technology throughout the agency including new PC's for all staff in 2007
- Successfully develop and/or enhance 15 – 20 business systems per year.

#### **Pennsylvania Department of Education**

##### **Senior Project Manager – Statewide Initiatives**

###### **2003 to 2006**

Leading major statewide enterprise technology initiatives to improve productivity, planning, operations and reporting throughout the PA educational enterprise with the ultimate goal of improving student achievement

- Developed plan and design for PIMS, EdHub, PDE Data Dictionary and e-Strategic Planner
- Developed and implemented statewide educational data model
- Initiated statewide broadband expansion to all PA school buildings – Act 183 e-Fund

## **Pennsylvania Department of Labor & Industry**

### **Executive Director, Office of Information Technology/C.I.O.**

#### **1999 to 2003**

Leading all aspects of Information Technology: planning, design, engineering, systems development, operations, architectural standards, policy, customer support and organizational development

- Implemented high capacity Wide Area Network
- Implemented numerous e-gov. services, including highly recognized Web-based systems
- Lead restructuring of all technology resources from nineteen independent organizations to one
- Gained support from executive management and union leadership to restructure all IT resources
- Managed transition of people, systems and processes to eliminate redundancies, fill gaps, leverage scarce resources with minimum disruption to staff and customer service levels
- Directed multi-million dollar technology projects supporting reengineer business processes
- Directed design & implementation of Enterprise System Management processes (Help Desk; Asset and Change Management, Security) supporting our totally networked environment
- Directed L&I's implementation of Commonwealth Connect bringing a standard desktop, email, calendaring and software distribution system to more than 5,000 users in 150 facilities
- Developed and implemented an enterprise network and application server deployment strategy to provide highly dependable, highly available systems to L&I operations and their customers

#### **SLDS Role**

- Pennsylvania Information Management System (PIMS) Project Director

#### **Percent of Time Commitment**

- 20%

#### **Education/Certifications**

- Bachelor of Arts (B.A.) in Economics, St. Anselm College, Manchester, New Hampshire
- Member of the Council of Chief State School Officers, Education Information Management Advisory Consortium, GENERAL STATISTICS PERMANENT STANDING TASK FORCE 2006 -2008

## Sharon Clark

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**Division Chief – Application Development and Database Administration  
Bureau of Information Systems - Pennsylvania Department of Education**

### **Profile**

Over twenty years of experience in managing the development and implementation of database applications for the Pennsylvania Department of Education; currently leading the Department's initiative to transform its mainframe-based applications to Web-based applications.

### **Experience**

- Implemented unique statewide ID's to 1.8 million students (PAsecureID)
- Implemented PA Statewide Longitudinal Data System - PIMS
- Implemented State-level, standards-based educational data model
- Successfully develop and/or enhance 15 – 20 educational business systems per year.

### **Technology Management Division Chief**

### **Bureau of Information Systems, PA Department of Education**

#### **1986 to Present**

- Oversaw ePDE project to convert legacy mainframe systems to Web-based ones
- Wrote requests for proposals and evaluated contractors to assist with ePDE
- Prioritized, allocated, and monitored the work of the contractors and agency information technology staff assigned to ePDE
- Managed database administrators responsible for the design, implementation, monitoring, and security of the Department's databases (first IDMS, then SQL Server)
- Led various teams of application developers in the analysis, design, and implementation of major database systems to support and improve key Department operations
- Managed operating systems programmers prior to the outsourcing of the mainframe
- Coordinated with the network administration staff on server capacity and performance, security, implementation schedules, and other issues related to the deployment and operation of systems
- Directly supervised a division of ten persons, planning major goals and objectives, setting priorities, determining required resources, evaluating performance, and interviewing prospective employees
- Organized and led the Department's Innovation Team to encourage new ideas for improved customer service, efficiency, cost-effectiveness, and communications through employee-driven change

**Database Administration Section Chief**

**Bureau of Information Systems, PA Department of Education**

**1982 to 1986**

- Gathered and analyzed user requirements for data and processes
- Directed the design and implementation of databases and their associated applications
- Oversaw database security and data dictionary activities

**Database Design Analyst**

**Bureau of Information Systems, PA Department of Education**

**1980 to 1982**

- Designed database applications and assisted programmers implementing them

**Systems Designer/Programmer**

**Lancaster-Lebanon Intermediate Unit**

**1978 to 1980**

- Programmed computer applications

**Mathematics Teacher**

**Dauphin County Technical School**

**1978**

- Taught algebra II and advanced algebra to senior high students

**Awards**

- Management/Supervisory Employee of the Year, PA Department of Education, 1998

**SLDS Role**

- Pennsylvania SLDS Project Director

**Percent of Time Commitment**

- 20%

**Education/Certifications**

- B.S. Secondary Education Mathematics, Lock Haven University, Lock Haven, PA
- Graduate of the Leadership Development Institute for Women in State Government

## Deborah Rodrigues

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**Educational Statistics Supervisor – Division of Data Services  
Pennsylvania Department of Education**

### **Profile**

Expertise in data collection and analysis, managing multiple statewide data collection projects; unique combination business/teaching education/experience; highly qualified elementary teacher with 13 years in the classroom; federal auditing experience.

### **Experience**

#### **Pennsylvania Department of Education**

**Educational Statistics Supervisor – Division of Data Services/PIMS Assistant  
Project Manager**

#### **2007 to Present**

- Oversee the collection, editing and reporting of PreK – Postsecondary data collections in multiple systems, including the Pennsylvania Information Management System (PIMS) data warehouse
- Prepare and develop new and improved methods and techniques in the collection, analysis, interpretation and reporting of data
- Develop and maintain a liaison with, meet with, and conduct workshops for public school administrators and staff to ensure reporting of reliable and valid data and provide statistical support services
- Provide advice and assistance to policy makers and others in developing initiatives and formulating education policy
- Manage the unique statewide student ID system (PAsecureID)
- Ensure compliance with federal reporting requirements, including EDFacts, for PreK – grade 12 enrollment and professional personnel data

#### **Educational Statistics Associate – Division of Data Services**

#### **2004 to 2007**

- Plan, organize, coordinate and conduct studies to provide data and analysis concerning public elementary/secondary professional personnel and economically disadvantaged students
- Use statistical techniques to analyze data, detect trends and present findings
- Define the nature, scope and content of data collection surveys and analyses required to satisfy requirements of federal No Child Left Behind legislation

- Develop, collect, edit, maintain and analyze a file of data for each public school professional employee
- Plan and develop instruction manuals and electronic data collection processes and train school employees in their use

### **Saint Theresa School**

#### **Teacher/Professional Committee Member/Primary Coordinator/Mentor**

##### **1992 to 2004**

- Develop and implement reading, writing and math programs which effectively meet the needs of a heterogeneously grouped class of 25 students and assess performance
- Advocate interventions for students with special educational, social, emotional or physical needs
- Establish and maintain effective classroom behavior modification programs
- Assist and advise the principal with policy and planning as a member of the Saint Theresa School Professional Committee
- Coordinated thematic units and activities for ten primary teachers, grades PreK – two
- Provided guidance and support as a mentor for first-year teachers completing a Pennsylvania Department of Education approved Teacher Induction Program
- Communicate with parents, school administrators and outside officials, both orally and in writing, including speaking before groups as large as 500 people
- Organized and directed student activities, including service projects and social events

### **Saint Katharine Drexel Parish**

#### **Sacramental Coordinator**

##### **1991 to 1994**

- Plan, organize and implement all aspects of two sacramental programs, one elementary level and one middle school level, averaging 100 students each
- Conduct student and parent meetings, workshops and special events
- Select curriculum, train and supervise classroom teachers, prepare correspondence and resolve discipline matters

### **Naval Air Systems Command,**

#### **Auditor – Internal Review Office**

##### **1978 to 1981**

- Conduct audits, reviews and investigations and prepare reports outlining deficiencies and recommending improvements
- Conduct interviews and participate in meetings and briefings with personnel at all levels, both internal and external to the organization

- Monitor the correction of deficiencies revealed in audits conducted by outside agencies, like the General Accounting Office and the Naval Audit Service, and prepare responses to their reports
- Conduct random samples and analyze and interpret data using statistical and mathematical methodologies

### **Percent of Time Commitment**

- 100%

### **Education/Certification/Achievements**

- University of Scranton, Scranton, Pennsylvania, Bachelor of Science Degree in Accounting, cum Laude, 1977
- Wilson College Teacher Intern Program, Chambersburg, Pennsylvania, Pennsylvania Instructional I Professional Certification – Elementary , 4.0 GPA, 1995
- Common Core of Data Coordinator
- Pennsylvania Instructional II Professional Certificate – Elementary Education
- Diocese of Harrisburg Leadership Program
- Keystone Healthy Zone – Community Champion, School Coordinator, Event Winner
- Who is Who Among American Teachers – triple nominee

## Michael Derman

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**Senior Information Technology Coordinator  
Central Susquehanna Intermediate Unit**

### **Profile**

Experienced in providing support and training to LEA staff regarding a variety of technology issues and applications. Served as president of local school board for six years, member for nine.

### **Central Susquehanna Intermediate Unit**

#### **Senior Information Technology Consultant March**

##### **1994 to Present**

- Supervisor, PIMS/PAsecureID Help Desk – Co-designed, implemented, and oversee Help Desk staff providing phone and Web-based support for over 800 LEAs statewide
- PA Intermediate Technology Integration Mentor – Provide support to technology-integration coaches in 17 regional districts and one vocational-technical school
- Project Manager, CSIU EASE-e Data Warehouse Consortium Project
- Systems Analyst and Designer
  - Community System Development Data System, Special Kids Network
  - Recreation and Leisure Data System, Special Kids Network
  - Children's Health Insurance Program Outreach Enrollment Data System
- Programmer/Analyst
  - Healthy Baby/Healthy Kids Data System
  - Statewide Adoption Network Data System
  - StateWide Adoption Network Helpline Data System
  - Lead Information Line Data System
  - CONNECT Information Services Data System

#### **Assistant Director, Technology Education Center**

##### **June 1987 to June 1994**

Day-to-day administration of a 10-county educational software preview library and training center. Ordering software; designing, scheduling, and delivering training to teachers, administrators and clerical staff regarding productivity and educational-content software and regarding the integrating of hardware and software into instruction and school administration.

## **Consultant, National Forum on Education Statistics**

### **2003 to 2008**

Primary author of the *Forum Curriculum for Improving Education Data* (2007), a publication providing training outlines, activities, worksheets, and best-practices guidelines related to data quality issues and techniques. Developed online course based on the curriculum and hosted on the Schools Interoperability Framework (SiFA) University Web site.

### **SLDS Role**

- Pennsylvania Information Management System (PIMS) Help Desk Supervisor
- PIMS Application Multimedia Training Development Manager
  - Data Quality Training Developer

### **Percent of Time Commitment**

- 25%

### **Education/Certifications**

- Master of Arts, Early Childhood Education, Bucknell University, Lewisburg, Pa.
- Pennsylvania Certification in Elementary Education
- Bachelor of Arts (B.A.) in Philosophy, Bucknell University, Lewisburg, Pa.

## David A. Tandberg

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**Special Assistant – Office of Postsecondary and Higher Education - Pennsylvania Department of Education**

### **Profile**

Extensive experience in data analysis and statistics, author of several peer-reviewed articles using sophisticated quantitative methods, and experienced in coordinating the process of expanding state longitudinal data systems into state higher education systems.

### **Experience**

- Currently coordinating the expansion of the statewide ID's to postsecondary students (PAsecureID)
- Currently coordinating the expansion of the PA Statewide Longitudinal Data System – PIMS to higher education

**Special Assistant to the Deputy Secretary for Postsecondary and Higher Education, Pennsylvania Department of Education, Office Postsecondary and Higher Education (OPHE)**

### **May 2007 to Present**

- Lead the Office's effort to expand the Pennsylvania Information Management System into postsecondary and higher education.
- Responsible for improving the office's (OPHE) data efforts and data analysis abilities. Serves as the Office's primary data analyst and researcher.
- Member of the executive team in the Department of Education.
- Serves as an advisor to the Deputy Secretary. Responsible for policy development and implementation.
- Worked as the lead person in the PA Department of Education in writing a \$16 million dollar GEAR UP grant proposal currently being reviewed by the U.S. Department of Education and serve as the Department's liaison to the current GEAR UP grant.

**Research Assistant to Dr. Donald Heller, Center for the Study of Higher Education, The Pennsylvania State University**

### **January 2007 to May 2007**

- Conducted sophisticated statistical analysis.
- Collected, cleaned and analyzed longitudinal data

- Prepared a comprehensive literature review on the affects of student loans on student performance, college choice, attrition, persistence, choice of vocation, decision to pursue graduate and professional school, and other issues related to student loans.

### **Allan W. & Roberta Ostar Graduate Fellow, Grassroots Network, Alumni Association, The Pennsylvania State University**

#### **August 2006 to May 2007**

- Helped the Network successfully accomplish its strategic mission of supporting Penn States legislative efforts and increase public awareness of the benefits that Penn State brings to the Commonwealth in order to support its requests for state funding.
- Worked with Grassroots members in training and support
- Engaged in strategy development and planning
- Conducted research and data analysis for the Network.

### **Postsecondary Education Policy Analysis Fellow, State Higher Education Executive Officers**

#### **June 2006 to August 2006**

- Primarily investigated state and federal higher education finance practices and policies.
- Authored a white paper which analyzed different measures of state higher education spending (NASBO, Grapevine, U.S. Census, and SHEEO) and state general fund expenditures.
- Helped write a chapter for *The Handbook of Research in Educational Finance and Policy*, to be published by the American Education Finance Association, on higher education finance.
- Collaborated with SHEEO colleagues on developing individual higher education profiles for various states, which contain financial, economic, demographic, and higher education sector information.
- Conducted data analyses as requested using IPEDS, Grapevine, and other data sources.

#### **Awards**

- The Dissertation of the Year, 2008, Politics of Education Association
- Allan W. & Roberta Ostar Graduate Fellow, 2005 and 2006

#### **SLDS Role**

- Postsecondary Subject Matter Expert

#### **Percent of Time Commitment**

- 20%

### Education/Certifications

- Ph.D., Higher Education (Specialty: Higher Education Policy and Politics)  
Cognate: Political Science  
The Pennsylvania State University
- M.A., Political Science (Major: American Politics; Minor: Comparative Politics)  
The Pennsylvania State University
- B.A., Secondary Education/Social Studies; emphasis in Government and Philosophy  
Minor in English, Adams State College, Alamosa, CO

## Sue Mukherjee

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**Special Assistant to Secretary of Education  
State Lead, PA Science, Technology, Engineering & Math (STEM) Initiative  
Pennsylvania Department of Education**

### **Profile**

Workforce professional specializing in planning and coordinating project and policy development between multiple Commonwealth agencies including but not limited to, Governor Rendell's human capital and economic development initiative, Job Ready PA. Past work includes research-intensive projects such as international trade, minimum wage and the nurse supply-demand model for the Commonwealth. Strong communication skills embedded in program knowledge forms the foundation of work performed. Being trilingual (fluent in Hindi, Bengali and English) and comfortable with cultural diversity contributes significantly to overall workplace skills.

### **Experience**

#### **Pennsylvania Department of Education**

#### **Special Assistant to Secretary & State Lead, PA Science, Technology, Engineering and Math (STEM) Initiative**

#### **2007 to Present**

- PA's STEM Initiative is a cross-sector/cross-agency grant. A challenging project in both scope and deliverables, in less than a year it has evolved from a fledgling partnership of stakeholders to a statewide collaborative that is reaching every corner of the state securing over four new strategic partners and over \$350,000 in additional funding (\$1.3 million initiative)
- Part of a team that developed and implemented a strategic plan for Career and Technical Education entrenched in industry standards
- Working with multi sector team on expansion of Pennsylvania Information Management System (PIMS) into the postsecondary arena with special attention on integrating with workforce data
- Developed/defined (as a part of interagency team) the newest Targeted Industry Cluster for Pennsylvania – the Energy Cluster
- Workforce development projects such as development of a workforce policy on the Energy Sector, High Priority Occupation Annual Process and annual Career Guide publication

### **Policy Analyst & Executive Assistant to Deputy Secretary for Workforce Development on Statewide Initiatives, Pennsylvania Department of Labor & Industry**

#### **2004 to 2007**

Assisted in implementation of varied initiatives, programs, research and proposals that comprise or are a part of the Commonwealth's workforce development strategy such as:

- PA's Job Ready strategy team member– the first comprehensive workforce development strategy undertaken by the Commonwealth involving policy choices supported by a series of initiatives such as Workforce Advancement Grants for Education (WAGE), Industry Partnerships, Regional Career and Education Partnerships etc. (\$91 million initiative)
- Responsible for developing and implementing Job Training Equipment Grants from Unemployment Compensation funds for post secondary institutions. (\$3 million initiative)
- Responsible for coordinating the PA Youth in Transitions Project: Project with Department of Education, Welfare and the Workforce Investment Board (\$833,000 grant)
- Part of team that implemented the Career Gateway Project with Adult Basic Literacy and Education (ABLE) (\$860,000 grant)
- Pennsylvania's Plastics Grant with Pennsylvania State University, Pennsylvania's Workforce Investment Boards and private industry: (\$3.75 million initiative)

### **Pennsylvania Department of Labor & Industry**

#### **Center for Workforce Information and Analysis, Program Analyst**

#### **2001 to 2004**

Charged to ensure excellent development and communication of Labor Market Information with a broad stakeholder group. Specific areas of work and accomplishment include:

- International Trade Research with Office of Trade and Policy (under guidance of the Governor's Policy Office)
- Policy/research development supporting Minimum Wage legislation to implement Senate Bill 1090
- Responsible for leading the National Governor's Association project (Pathways to Advancement) – the research foundation for Job Ready Pennsylvania

### **Macoco Inc., (Branches: Lancaster and Harrisburg)**

#### **Owner/Operator of Macoco Inc. and Liaison with Export House (B.G. Services: India & Hong Kong)**

#### **1996 to 2001**

**Prudential Financial, SLC, Utah; Real Property (Commercial) Appraiser**

**1990 to 1995**

**UNICEF & Green Peace, SLC, Utah; Marketing Asst., fund-raising activities**

**1987 to 1991**

**Assembly of God's Church School, India; Mathematics Teacher**

**(Grades 7 through 9)**

**1985 to 1986**

### **Education/Certifications**

- Bachelor of Science (B.Sc.) in Economics (Hon), Mathematics, Statistics; M.S Operations Research, University of Calcutta, India
- Bachelor of Education (B.Ed) in Education, Xavier's Labor Relations Institute (XLRI), India
- Certificates/Course
  - Geography of Global Economics, Pennsylvania State University (Credit Course)
  - Seagate Crystal Report, Microsoft Advanced Access, Excel
  - Labor Market Analyst Certificate (US Department of Labor & Industry)
  - Local Employment Dynamics Certificate (United States Census Bureau)
  - Current Population Survey Certificate (United States Census Bureau)

### **Community/Professional Memberships:**

- Board of Trustee (2003 – 2006) for Hindu American Religious Institute (HARI)
- National Association of Workforce Professionals
- Advisory Boards of Strategic Early Warning Network and PA National Science Foundation visiting team

### **SLDS Role**

- Workforce subject matter expert

### **Percent of Time Commitment**

- 20%

## Jennifer Waltz

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**Executive Assistant to the Deputy Secretary  
Office of Elementary Education - Pennsylvania Department of Education**

### **Profile**

Experienced in education policy, research and analysis.

### **Experience**

#### **Pennsylvania Department of Education**

##### **Executive Assistant – Office of Elementary and Secondary Education**

###### **Feb. 2008 to present**

Responsible for researching and providing analysis of a variety of programs and resources; preparing the Deputy Secretary for meetings with state legislators and the State Board of Education. Duties include: analysis of proposed legislation, providing recommendations for program changes and for implementation of new programs, communicating to school districts and constituent groups about the impact of program and guideline changes.

##### **Executive Policy Specialist – PA Department of Education**

###### **May 2006 to February 2008**

Provided assistance and policy research to the Director of the Office of Policy, the Secretary of Education and his aides, and the Governor's Policy Office as requested. Duties included: developing policy recommendations for new and current programs, coordinating community forums, providing analysis on the impact of legislation, conducting studies to determine the impact of programs and projects and preparing responses for the Secretary's or Governor's signature.

##### **Executive Director, Pennsylvania Congress of Parents and Teachers (PA PTA)**

###### **October 2004 to May 2006**

Served as the primary liaison between the voluntary Board of Managers and staff. Managed all business and support functions of the Pennsylvania PTA. Major duties included: managing the office and budget, coordinating events and meetings, representing the PA PTA at meetings with other organizations focused on education advocacy issues, establishing partnerships and developing publications.

### **Communications Representative, Capital BlueCross**

#### **August 2001 to October 2004**

Served as the internal communications coordinator. Major duties included: Planning employee events, customer appreciation events and designing promotional material, writing, designing and editing a weekly internal publication.

### **Communications Intern, Capital BlueCross**

#### **May 2001 to August 2001**

Worked primarily with employee communications projects and events. Assisted in planning the Take Our Daughters and Sons to Work Day and the Big 33 Golf Outing. Wrote and designed several issues of the employee newsletter as well as designed other promotional materials.

### **SLDS Role**

- PK-12 subject matter expert

### **Percent of Time Commitment**

- 20%

### **Education/Certifications**

- Bachelor of Arts (B.A.) in Communications, Elizabethtown College, PA

## Shula Nedley

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**Bureau Director**

**Bureau of Assessment & Accountability, Pennsylvania Department of Education**

### **Profile**

Experienced in education policy, research and analysis.

### **Experience**

**Pennsylvania Department of Education**

**Bureau Director, Bureau of Assessment and Accountability**

**October 2005 to Present**

Responsible for Pennsylvania's assessment and accountability systems. Manage the Division of Assessment and Division of Performance Analysis & Reporting.

**Director, Data In Action**

**September 2003 to September 2005**

Independent consulting, assisting school districts, regional educational service agencies and universities in designing appropriate assessment and data analysis systems for school districts; and providing professional development in the areas of data-driven decision making, PSSA interpretation, assessment interpretation, and local assessment development. Also conduct program evaluation and evaluation of professional development. Partial client list: PA Department of Education, Lancaster-Lebanon Intermediate Unit, Appalachian Intermediate Unit, BLaST Intermediate Unit, Moon Area School District.

**Partnership for Educational Excellence Network (PEEN)**

**August 2002 to August 2003**

Serve as a liaison between the Pennsylvania Department of Education and Pennsylvania's 29 Intermediate Units (LEAs) to provide professional development and technical assistance in the areas of assessment and data-driven decision making to assist school districts in the implementation of state and federal programs.

**Program Officer, Office of Assessment, Evaluation, and Research**

**Pittsburgh Board of Public Education, Pittsburgh, PA**

**May 2001 to August 2002**

Responsible directing, coordinating, and implementing all assessment, program evaluation, and research activities within the School District. Responsible for designing this *new* Office with the mission of supporting the schools and District in data-based decision making for all stakeholders (a) through the measurement of student achievement, (b) through the evaluation of educational programs and (c) by conducting research to inform the Superintendent's Agenda in Action.

**Assessment Coordinator/Data Analyst**

**Pittsburgh Board of Public Education, Pittsburgh,  
PA Unit of Teaching, Learning, and Assessment  
May 1998 to May 2001**

Responsibilities include continuing the work conducted as a School Support Specialist and Data Analyst and continuing to support schools and central office in the appropriate assessment of student achievement and the appropriate use of student assessment results as well as serve as Assessment Coordinator for the District.

As the Assessment Coordinator for the District: designed and implemented a new standards-based assessment system. Worked with central office and school staff to design a new assessment system (5/98 to 5/99). Work with contractors (i.e., test publishers) to customize appropriate assessment materials for students and the community of the Pittsburgh Public Schools. Work with parents and school staff on (a) standards-based assessment (e.g., What is it?, Why do we need one?, What does the Commonwealth mandate?, etc.); (b) appropriate interpretation and use of test results; and (c) the use of student achievement results to plan for student and school improvement.

**School Support Specialist and Data Analyst  
Pittsburgh Board of Public Education, Pittsburgh, PA  
Office of Educational Design and Assessment and Office of School Affairs  
November 1993 to May 1998**

Assisted schools in the appropriate use of assessment tools and data. Advised central staff on appropriate use of assessment and other data which inform the accountability systems for both District and Title I. Designed and conducted evaluation research for various departments, projects, and initiatives, as needed. Served on District's Internal Review Board to evaluate requests to conduct research within the school system. Designed and maintained a school-level student data base for Title I evaluation requirements which included student assessment results and teacher assessment tools. Provided support to curriculum specialists in selecting and designing appropriate performance assessments in various content areas. Proficient user of a variety of software to support the analysis of data and maintenance and analysis of student records (e.g., SPSS) as well as standard word processing, spreadsheet, and report presentation software (e.g., Microsoft Word, Excel, and PowerPoint).

**Evaluation Consultant  
CTB Macmillan/McGraw-Hill, Pittsburgh, PA  
(Corporate Office in Monterey, CA)  
August 1990 to October 1993**

Responsible for sales and service of educational assessment tools to school districts in Western Pennsylvania and West Virginia. Assisted administrative and teaching staff in designing effective and appropriate assessment systems. Additionally, worked with administrators to implement technology to meet their assessment, instructional, and administrative needs.

**Director of Testing**

**Pittsburgh Board of Public Education, Pittsburgh, PA**

**Division of Research, Evaluation, and Test Development**

**August 1983 to August 1990**

Responsible for all test development activities within the District, including the design and implementation of an extensive criterion-referenced monitoring program and a syllabus examination program. Other responsibilities included providing assistance to educational professionals regarding analysis and use of data for instructional planning; developing and directing workshops for instructional staff in areas related to testing and use of testing information; and analyzing, presenting, and interpreting test data for a wide variety of audiences.

**Research Consultant**

**University of Pittsburgh, Pittsburgh, PA**

**Office of Measurement and Evaluation**

**February 1982 to February 1983**

Provided statistical, measurement, and research design consulting service to masters and doctoral level students, faculty, and staff from all areas of the University.

**Test Center Supervisor**

**University of Pittsburgh, Pittsburgh, PA**

**Office of Measurement and Evaluation**

**September 1982 to September 1983**

Responsible for the administration of national standardized admissions and certification exams. Served as liaison between the University of Pittsburgh and the testing companies, such as the Educational Testing Service, American College Testing, and The Psychological Corporation.

**Graduate Research Assistant**

**University of Pittsburgh, Pittsburgh, PA**

**Learning Research and Development Center (LRDC)**

**September 1978 to January 1982**

Engaged in theoretical research in the area of educational and psychological measurement, exploring such topics as measuring change and alternative test scoring methods that acknowledge partial knowledge. Responsible for data management, input, documentation, and analysis for projects conducted by the Evaluation Unit, which was involved in school district based evaluation. Provided psychometric assistance for other Research Units at LRDC.

## **Percent of Time Commitment**

- 15%

## **Education/Certifications**

- 1984, Ph.D., Educational Research Methodology-University of Pittsburgh, Pittsburgh, PA
- 1980, M.A., Educational Research Methodology, University of Pittsburgh, Pittsburgh, PA
- 1977, B.S., Psychology, University of Pittsburgh, Pittsburgh, PA

## Patricia M. DiLella

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**Senior Project Manager – Office of Information Technology  
School District of Philadelphia**

### **Profile**

Business executive with over twenty years in industry, specializing in reengineering business processes to improve customer service and the bottom line, systems implementation, and operations management. Take charge attitude, strong management skills, high performer, change agent, organizational and project management skills, recognized as being an inspiring and energetic leader, creating loyal teams, having tenacity to see work through to completion and as being a strong team member.

### **School District of Philadelphia**

#### **Senior Project Manager – Information Systems**

##### **2006 to Present**

Leading major District enterprise technology initiatives to improve productivity, planning, operations and reporting throughout Philadelphia, the 8<sup>th</sup> largest School District in the United States, with the ultimate goal of improving student achievement. Significant achievements;

- Implemented unique statewide ID's to 350,000 students (PAsecureID)
- Implemented Philadelphia's PA Statewide Longitudinal Data System – PIMS
- Implemented Smart Card Identification system in 60 high schools covering 56,000 students
- Responsible for enterprise Student Information System housing over 300,000 students
- Responsible for Technology Help Desk handling 23,000 clients in over 300 sites

#### **Project Manager – Systems Analysis**

##### **2002 to 2006**

- Implemented new Special Education case management/revenue recovery processes and systems for 5,000 users that would impact 30,000 students
- Implemented Enterprise Data Warehouse initiative – District wide
- Managed consultant contract and work to determine strategic direction for current financial/human resources/payroll system, data warehouse and new student information system.

**EXCELACOM, Inc. Arlington, VA**

**Chief Operations Officer**

**2001 to 2002**

- Personally established, grew and managed customer relationships for new company
- Successfully negotiated and implemented first contract with IT customer to use offshore Operations Center - \$250,000 annual revenue
- Created US headquarters location
- Executed contract and joint venture agreement, immigration/visa process, administration to establish offshore Operations Center in Chennai, India

**Verizon Communications, Philadelphia, PA**

**1968-2000**

**Senior Director**

Enterprise Business Solutions (1995-2000).

**Senior Manager**

**1994 to 1995**

Directed business process reengineering initiatives in the areas of customer ordering and billing.

**1968 to 199**

Held various management positions.

**SLDS Role**

- Largest client and user of Pennsylvania Information Management System (PIMS)

**Percent of Time Commitment**

- 50%

**Education/Certifications**

- M.S. - Training & Organization Development, St. Joseph's University, Philadelphia 1993
- B.S. - Business Management, St. Joseph's University, Philadelphia 1981

## Kirsty Brown

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**Special Assistant, Planning, Research & Evaluation  
Office of Child Development & Early Learning, Pennsylvania**

### **Profile**

Experienced researcher and administrator with expertise in early childhood education research and policy issues.

### **Experience**

#### **OCDEL, PA. Departments of Education & Welfare**

**Special Assistant--Planning, Research & Evaluation**

##### **2007 to Present**

Developing evaluation process for OCDEL programs; and coordinating efforts to build the Early Learning Network, a system to bring together existing OCDEL data and incorporate new data to enhance continuous program quality improvement efforts.

Significant achievements include:

- Streamlining research request process from outside researchers.
- Developing system to encourage external evaluation of our programs.
- Identifying and meeting data needs for OCDEL programs and researchers.
- Participating in Quality Data Systems pilot group to examine possibility of including early childhood education data systems.

### **Research Director**

#### **Center for Strategic Urban Community Leadership, NJ**

##### **2006 to 2007**

- Responsible for planning all elements of research program for Early Learning Research Academy, a model lab school for children from birth to age 5, including generating funding, writing proposals, budgeting projects, training assessment staff, hiring researchers, implementing systems
- Edited all materials generated at CSUCL, including Web site, promotional materials, newsletter, white papers, grant proposals, annual reports

## **Assistant Director**

### **National Institute for Early Education Research, NJ**

#### **2000 to 2006**

- Wrote several successful proposals for grants to support the Institute, including more than \$11.7 M total from The Pew Charitable Trusts
- Wrote and edited policy briefs, proposals, white papers, Web site pages.
- Managed details of establishing Institute, including developing and managing budget; facilitating Web site development process; relocating staff and equipment; recruiting and managing staff; developing subcontracting system; and meeting research and reporting requirements of funding organizations.

#### **Program Development Administrator**

- Prepared successful proposal for \$5.3 M grant to develop NIEER.
- Participated in policy analysis related to early childhood education issues.

## **Graduate Assistant**

### **Consortium for Policy Research in Education, PA**

#### **1999 to 2000**

- Policy analysis of impact of federal special education standards on schools.
- Analyzed national case study data from teacher interviews and surveys on school/district implementation of state standards and accountability regulations.

## **Research Associate**

### **Center for Early Education Research at Rutgers, NJ**

#### **1998 to 1999**

- Wrote and edited publications promoting the organization, and research papers
- Participated in policy analysis related to implementation of New Jersey's Supreme Court Abbott decision and early childhood education issues.
- Co-authored paper on access to dental care for low-income children.
- Participated in Tri-State Network on early childhood education. (CT, NY, NJ)

**Editor**

**Educational Testing Service, NJ**

**1992 to 1995; 1997 to 1999**

- Edited a variety of publications including policy reports, business publications, newsletters, bulletins, test questions, and research reports

**Editor**

**Delaware Valley Magazine, PA**

**1991 to 1992**

- Researched and wrote articles on topics of local interest

**Editor**

**Shape Magazine**

**1989 to 1991**

- As associate editor, commissioned and edited feature articles and columns on health, nutrition, and travel. Developed and wrote special features.
- As copy editor, trained and supervised interns in fact checking and research.

**Editor**

**Toppan Moore Co., Tokyo, Japan**

**1986 to 1988**

- Developed, wrote, and edited internationally distributed corporate magazine.
- Developed and narrated scripts for corporate videotapes; prepared and edited technical bulletins, instruction manuals, and annual report.

**SLDS Role**

- Early Learning Network (ELN) Project Manager

**Percent of Time Commitment**

- 20%

**Education/Certifications**

- XXX

## Cheryl Martin

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### Information Technology Portfolio Manager for Children and Family Services

#### Profile

- Extensive experience in managing and implementing large information technology projects within the Health and Human Services Community of Practice in Pennsylvania
- Proficient in budgeting, cost estimation and analysis of public financing options for large-scale program and information technology initiatives
- Skilled in quantitative and qualitative investigation techniques for measuring program outcomes and project metrics
- Have successfully minimized project risks and managed multiple cross-agency (Education and Public Welfare) initiatives consistently delivering quality projects on time and within budget

#### Pennsylvania Department of Public Welfare

### Information Technology Portfolio Manager /Children and Family Services

#### 2007 to Present

- Initiate and manage the recurring information systems portfolio prioritization process for PELICAN, child welfare and other children and family services. This process includes working across agencies including the Departments of Education as well as outside stakeholders such as professionals from the early learning/child development and juvenile justice communities.
- Manage the IT governance strategy for program offices and stakeholders within the child and family portfolio. Set the agenda, resolve issues and mitigate risks as chair of the monthly steering team meetings.
- Review DPW IT plans/requests to determine their feasibility, the efficient use of resources, and consistency with statewide initiatives.
- Research IT issues, identify potential policy conflicts, prepare/present summary reports, and identify IT opportunities throughout the organization. To that end, published *Technology Advances Child Care System* in the December 2007 issue of Policy and Practice – The Magazine of the American Public Human Services Association. Presented a workshop on the same topic at the Information Systems Management conference in Boston, 2007

### **Project Manager & Division Chief/System Support, and Data Management**

#### **2003 to 2007**

- Led the Child Care Management Information System (CCMIS) now called Pennsylvania's Enterprise to Link Information for Children across Networks (**PELICAN**) project through major program integration efforts since 2003. PELICAN automates Pennsylvania's subsidized child care business practices including intake, eligibility determinations, provider relations, and funds/payment management and has expanded to include a Provider Certification System, a Pennsylvania Pre-K Counts System, Early Intervention and an Early Learning Network to include child based assessments and program quality indicators.
- Manager of the DPW Provider Certification Project, PA Pre-K Counts and the Early Learning Network Feasibility Initiative – Responsibilities included coordinating 4 program offices and vendor management starting with work order development, and then managing through the software development life cycle including requirements gathering, general system design, detailed system design, testing training and post implementation.

### **Human Services Policy, Research and Evaluation Consultant**

#### **2001 to 2003**

- Managed cross-office teams to coordinate information system development, policy formation, budgetary requests, eligibility practices and consistent consumer-centered practices. Coordinated teams that were comprised of professionals from the Departments of Health, Public Welfare, Aging as well as consumers/advocates. Teams provided guidance in the areas of overall system design and development streamlining eligibility, continuous quality improvement.
- Conducted research studies across the Department of Public Welfare's six program offices. Performed advanced professional and analytical work of a quantitative and qualitative nature in the areas of human services involving research, forecasting, demonstration, planning, policy and program development, analysis and evaluation.

### **Pennsylvania Department of Aging**

#### **Aging Services Consultant**

#### **1990 to 2001**

- Worked with the Secretary of Aging to conduct research and perform analysis of financing options for long term living and system development.
- Coordinated and managed the drafting, development and implementation of the Medicaid waiver for financing people over the age of 60 in home and community settings rather than in nursing facilities.
- Project manager for the system development and implementation for the statewide information system for the over 60 Wavier.

## **Pennsylvania Governor's Office of Administration**

### **Pennsylvania Management Associate**

#### **1988 to 1989**

- Provided consultative services in 8 different agencies under the Governor's jurisdiction. Projects included an analysis of the benefits available to commonwealth employees, proposed an organizational restructuring for the Pennsylvania Department of Insurance and performed an information systems analysis for the Department of Health.

#### **SLDS Role**

- Project Consultant

#### **Percent of Time Commitment**

- 20%

#### **Education/Certifications**

- Indiana University of Pennsylvania B.S Management
- University of Pittsburgh, Graduate School of Public and International Affairs (GSPIA) Master of Public Administration
- Elizabethtown College, Post B.S. Certificate in Accounting – 27 credits in Accounting/Business Administration
- Elizabethtown College, Post B.S. Certificate in Information Systems – Completed 12 credits and continuing course work in Information Systems and Computer Science.

## Sarah Hollister

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**Policy Analyst – Office of Policy  
Pennsylvania Department of Education**

### **Profile**

Experience in data analysis and application of data to policy creation and system reform.

### **Experience**

#### **Pennsylvania Department of Education**

**Policy Analyst- Office of Policy**

**April 2008 to Present**

Responsibilities include:

- Analyze proposed state legislation
- Review PDE policies to ensure best practice
- Review national education policies and procedures
- Develop performance measures to assess PDE progress
- Communicate with key stakeholders about PDE initiatives
- Collaborate with the Governor's Office on education initiatives

#### **PMHCC- Inc, Best Practices Institute**

**Project Associate – Department of Human Services, Philadelphia**

**August 2007 to April 2008**

Assisted Commissioner's Office of Philadelphia's child welfare agency with system wide reform. Responsibilities included:

- Provided staffing and support to Commissioner, Commissioner's Chief of Staff, and Action Plan Project Managers
- Managed internal and external reporting related to reform work
- Coordinated DHS' Action Plan consultants
- Integrated Action Plan activities with ongoing work of DHS
- Facilitated community input and communication with various stakeholders

- Researched and reported on other child welfare agencies' reforms

### **Youth United for Change**

#### **Community Organizer/Policy Advocate Intern**

#### **September 2006 to May 2007**

Organized students to improve their education and school environments.

Responsibilities included:

- Collaborated with area education advocacy organizations to promote public school improvement
- Researched high school education models
- Researched history of Pennsylvania state education funding
- Facilitated community meetings to support high school restructuring
- Organized and facilitated training and leadership sessions for high school students

#### **SLDS Role**

- PK-12 Subject Matter Expert

#### **Percent of Time Commitment**

- 10%

#### **Education/Certifications**

- Master of Law and Social Policy, Bryn Mawr College, Bryn Mawr Pennsylvania
- Master of Social Service, Bryn Mawr College, Bryn Mawr Pennsylvania
- Bachelor of Science, Indiana University, Bloomington, IN

## **Scott Fairholm**

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**Deputy Chief information Officer – Governor’s Office of Administration  
Commonwealth of Pennsylvania**

### **Experience**

#### **Government Technology Leader**

Senior executive with fifteen years progressively responsible experience leading complex public sector organizations and managing statewide and national technology projects. Unique combination policy and technology expertise. Extensive experience working with legislators, judges, senior government officials, industry leaders, and staff; creating high performance organizations; and achieving results.

#### **Deputy Chief information Officer, Health and Human Services Agencies**

**Commonwealth of Pennsylvania, Governor’s Office of Administration**

#### **March 2008 to Present**

Responsible for leading and coordinating information technology services in the Commonwealth in accordance with policy, planning, and budget directives adopted by the Enterprise Information Technology Governance Board.

#### **National Center for State Courts, Williamsburg, VA**

#### **National Technology Policy Advisor (January 2006 to Present)**

#### **Director, Technology Services (August 2002 to December 2005)**

#### **August 2002 to March 2008**

Primary liaison between state courts, federal agencies, industry, and other national organizations on justice information sharing, public safety, privacy and security, intelligence, Global justice and public safety data models, enterprise architecture, Health IT, and other programs. Introduced Service Oriented Architecture (SOA) to U.S. Department of Justice Global Justice Information Sharing Initiative advisory committee and co-authored A Framework of Justice Information Sharing: Service-Oriented Architecture, the Global Justice Reference Architecture, and supporting guidelines. Regular speaker at national justice conferences and training events. Obtained and managed \$8M+ in federal grants. Directed multiple information sharing and national technical assistance projects. Developed national court technology standards. Provided executive staff support, IT governance and strategic direction to the Joint Technology Committee

of the National Association of State Court Administrators and National Association of Court. Created/sponsored national association of state and local court CIOs.

### **Virginia Department of Information Technology, Richmond, VA**

#### **Agency Head (Chief Technology Officer)**

##### **February 2001 to January 2002**

Lead centralized statewide technology agency/data center with 325+ employees and \$100M+ revenue. Advised the Governor and Secretary of Technology on technology policy, investments, operations and budgets for the state's 2,500 IT professionals and \$902M technology spend across 130 state agencies. Sponsored state agency and local government CIO advisory committee. Managed centralized information technology procurements and set statewide technology procurement policies. Managed Virginia's statewide telecommunications network. Directed the state's centralized data center. Oversaw enterprise consulting services, technology training, and distance learning services. Helped state receive national recognition as one of six states to receive an "A" for information technology in the Governing Magazine's Government Performance Project in 2001; Best State Internet Portal in 2002 by the Center for Digital Government (CDG), up from 4th place in 2001; and 6th place (2001), up from 28th in CDG's Digital State Survey – the annual ranking of how states use technology to deliver services to citizens.

### **Virginia Department of Technology Planning/Council on Information Management, Richmond, VA**

#### **Information Technology Manager**

##### **July 1995 to February 2001**

Senior technology policy advisor to Virginia's Electronic Government and Year 2000 project management offices. Established Virginia's eGovernment strategy. Developed statewide quality assurance program, performance metrics, and "Priority Business Activity" model used to manage \$211M Y2K compliance efforts. Facilitated business continuity and contingency planning with agency heads and cabinet secretaries. Conducted outreach to local governments, community groups and the private sector. Implemented Y2K rollover information/event management fusion center. Introduced IT Investment Management principles into the Commonwealth's IT governance. Developed statewide portfolio based IT strategic plan. Reviewed and approved technology strategic plans and major procurements for agencies and universities totaling \$800M+ annually. Assessed agency and institution information technology budget requests and developed budget priorities. Developed statewide information technology policies, standards and guidelines. Served as liaison to Education Advisory Committee, institutions of higher education, Department of Education, and K-12 schools.

### **SLDS Role**

- Manage Governance across all agencies in the Health and Human Services Community of Practice agencies, including Education, Welfare, Labor and Health

### **Percent of Time Commitment**

- 10%

### **Education/Certifications**

- Virginia Executive Institute, Richmond, VA, Virginia's senior leadership development program
- George Mason University, Arlington, VA (nights), Masters of Public Administration, International Management Track, 4.0 GPA
- Brigham Young University, Provo, UT, Bachelor of Arts International Relations, Analytic philosophy minor, Cum Laude. Internship – U.S. Department of State, Office of Legislative Affairs, 1988. Secret security clearance.

### **Boards/Committees**

- Global Privacy and Information Quality Working Group (1/07 – Present)
- Global Technical Privacy Task Force (10/06 – 11/07)
- Global Infrastructure and Standards Working Group Services Committee, Chair (1/05 – Present)
- Global Infrastructure and Standards Working Group Enterprise Architecture Committee (1/05 – Present)
- Global Security Working Group (1/05 – Present)
- Global Justice XML Training and Technical Assistance Committee (1/04 – Present)
- Global Infrastructure and Standards Working Group XML Structure Task Force (1/04 – 1/05)
- IJIS Fusion Center Working Group (11/06 – Present)
- IJIS Security and Privacy Committee (1/04 – 1/06)
- US DOJ/DHS National Information Exchange Model Business Architecture Committee (9/06 – Present)
- OASIS (1/06 to Present)
- National Association of State CIOs (NASCIO) Enterprise Architecture Committee (2/01 – Present)
- Virginia Information Providers Network Board (2/01 – 1/02)
- Virginia Council on Technology Services (2/01 – 1/02)
- Virginia Council on Information Management Education Advisory Committee (7/95 – 6/97)

## Shara Bunis

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**Senior Project Manager/Portfolio Manager,  
Health and Human Resource Agencies  
Governor's Office of Administration, Commonwealth of Pennsylvania**

### **Profile**

Senior Project Manager and Consultant leading statewide and national technology projects. Extensive experience working with educational data systems, particularly SLDS and the solution components often used to develop and support SLDS.

### **Experience**

#### **Managing Director**

#### **Accent on IT**

#### **September 2001 to Present**

Responsible for managing and directing all aspects of providing consulting services to government and not-for-profits entities. Clients include:

- National Center for State Courts: Provided program and project management for the *Justice Information Sharing Program (JISP)*. JISP promoted a coordinated effort to develop standards-based electronic information exchange models that allow the courts and the justice community access to timely, accurate, and complete information in a secure and trusted environment.
- Council of Chief State School Officers: Provided services as a Team Leader for the *Performance Based Data Management Initiative* (now called ED Facts) on behalf of the US Department of Education. Conducted site visits to state education agencies to review data and technology capacities related to the Education Data Exchange Network (EDEN). Provided customer support to state education agencies during the EDEN data submission process.
- United States Department of Education: Provided services related to reviewing state education agency submitted grant applications for statewide longitudinal data system implementation.
- eScholar, Inc: Provided services to state and local level education entities in support of data warehousing and decision support system implementation.
- Virginia Department of Social Services: Provided business process re-engineering services and development of related education and training materials.
- Virginia Department of Health: Provided services for developing technical requirements development for the Hepatitis B tracking system.

- **Center for Holistic Wellness:** Directed all aspects of providing health counseling services and advancing public awareness of health and wellness issues through public speaking, cooking/nutrition classes and direct client counseling
- **Health InSyncs:** Responsible for assisting with the daily office operations, conducting FDA studies, and implementing technology systems for office and inventory management.
- **Martha Graham Center of Contemporary Dance:** Provided enterprise-wide IT planning assistance and Web site development and maintenance.

### **Senior Project Manager**

*CACI, Inc.*

*January 2002 to November 2002*

Worked with the Fairfax County Human Services to provide advisement on IT strategic planning and investment management processes. Accountable for design, implementation, and quality assurance of the project. Provided technical and process leadership, produced and presented project deliverables and status reports.

### **Specialist K-12 Education**

**Cognos Corporation, Burlington, Massachusetts**

**August 2000 to June 2001**

Reporting directly to the Public Sector Vice President for Marketing and Sales, primary responsibility was to drive and support the pipeline in the K-12 vertical market. Worked with sales team on business development and marketing strategies. Also provided pre-sales support.

### **Executive Manager of Special Projects**

**Office of the Chief Information Officer**

**New York State Education Department, Albany, New York**

**July 1997 to August 2000**

Reporting directly to the CIO; responsible for moving forward projects and policies toward meeting New York State and Education Department strategic information technology and educational technology goals. Areas of responsibility were diverse and included such activities as managing intergovernmental technology projects, chairing policy and decision-making committees addressing statewide initiatives, and providing written and verbal reports to senior management and legislative officials.

## **Education Program Assistant II**

### **Office of Elementary, Middle, Secondary and Continuing Education**

#### **September 1994 to July 1997**

Assignments carried the responsibility of effectively using assessment data, and other educational indicators to support strategic planning related to school accountability and school improvement. Included developing standard educational objectives and criteria, providing program evaluation and guidance to low performing schools, and implementing training activities in support of new initiatives.

## **Certification Specialist**

### **Division of Teacher Certification**

#### **November 1988 to September 1994**

Responsible for evaluation of applicants' transcripts and/or work experiences to assess compliance with minimum certification requirements to determine eligibility for teaching and administrative certification.

## **SLDS Role**

- Oversee large strategic initiatives within the HHS community of Practice agencies, particularly in the educational program areas. PIMS and PAsecureID are the highest priority initiatives in my portfolio. Coordinate governance across all agencies in the Health and Human Services Community of Practice agencies, including Education, Welfare, Labor and Health

## **Percent of Time Commitment**

- 20%

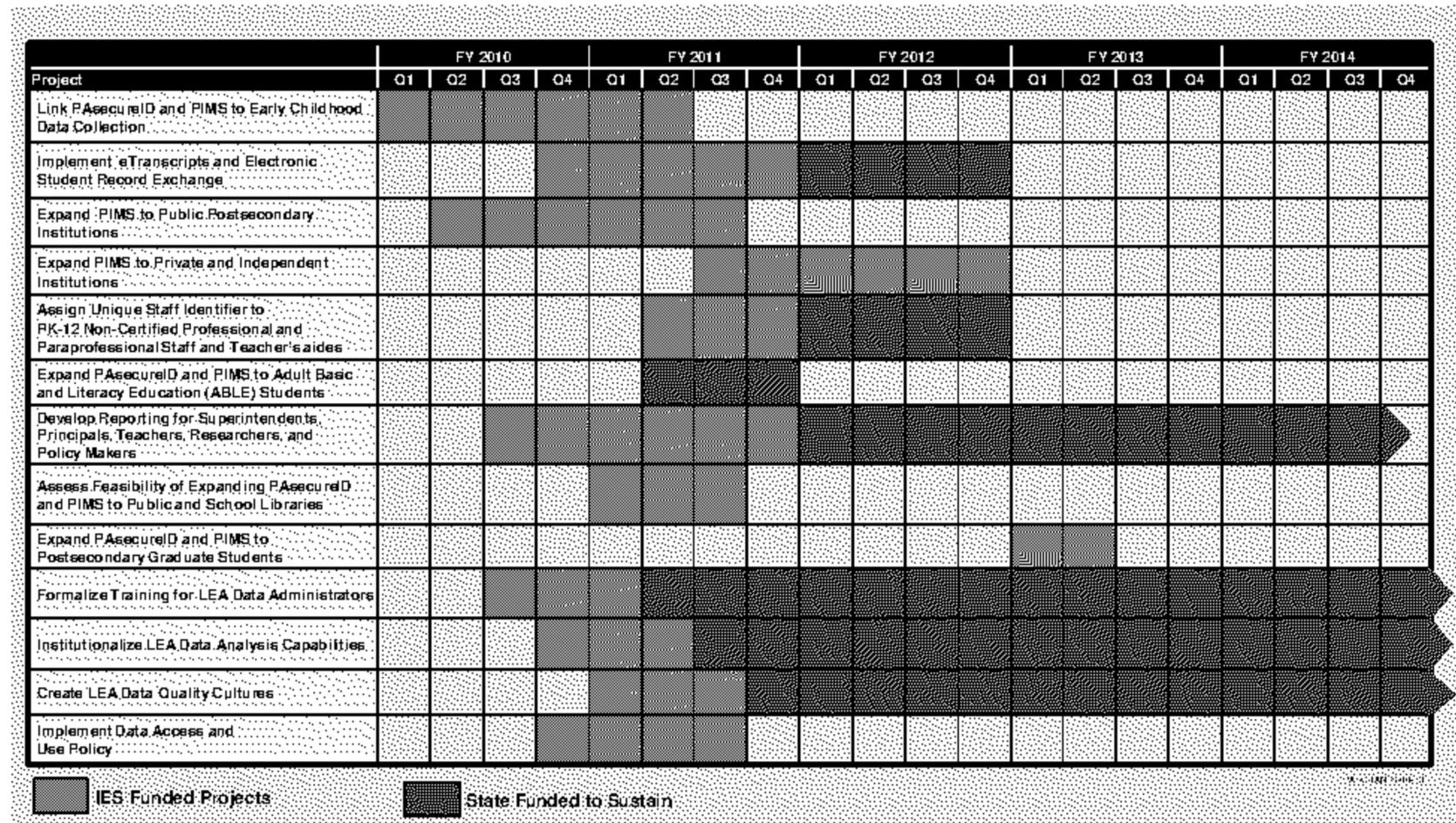
## **Education/Certifications**

- Bachelor of Arts in Psychology, 12/82, M.S. in Educational Psychology and Statistics, 8/95, State University of New York at Albany, Albany, New York
- Certificate in Holistic Health Counseling, 6/07, Columbia University, NYC, New York (through the Institute for Integrative Nutrition)
- Permanent New York State Public School Teacher Certification: Nursery, Kindergarten & Grades 1-6, Mathematics 7-9, Biology 7-12, Chemistry 7-12, General Science 7-12
- Board Certified Health Counselor, AADP

# Timeline

PDE is confident that the previously described projects can be successfully implemented within the 5 year grant period. The same factors that have enabled PDE to achieve its initial SLDS success - leadership, project management capabilities, governance structure, and organizational commitment - will enable it to produce the outcomes described for each project.

The following chart presents the planned timeline for implementing each project. Please see Section 8 – Budget Narrative for a larger version.



**Figure 7-1. Overall Timeline**

This overall timeline is based on the specific workplans for each individual project. The high level work plan for each project is presented below.

<b>Project</b>	Link PAsecureID and PIMS to Early Childhood Data Collection
<b>Estimated Timeframe</b>	18 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Develop MCI/PAsecureID matching process</li> <li>• Define data mart requirements</li> <li>• Design data mart</li> <li>• Develop data mart</li> <li>• Test data mart</li> <li>• Develop reports</li> <li>• Provide training and implementation support</li> </ul>

## Pennsylvania SLDS Grant

<b>Project</b>	Implement eTranscripts and Electronic Student Record Exchange
<b>Estimated Timeframe</b>	15 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Develop transcript and student record requirements</li> <li>• Evaluate alternative solutions</li> <li>• Select most appropriate solution</li> <li>• Convene an advisory group of school district and higher education representatives to provide guidance and oversight to the project</li> <li>• Identify core data elements to be included in the student record/transcript and the format for record extract</li> <li>• Communicate required extract format to student information system vendors</li> <li>• Conduct training</li> <li>• Communicate the features and benefits of the system to LEAs, postsecondary institutions, and other stakeholders</li> <li>• Register and authenticate users</li> </ul>

<b>Project</b>	Expand PIMS to Public Postsecondary Institutions
<b>Estimated Timeframe</b>	18 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Prepare and publish data submission schedule</li> <li>• Communicate required extract format to student information system vendors</li> <li>• Prepare and publish user manual</li> <li>• Provide data submission training to institutions and their vendors</li> <li>• Develop reporting requirements</li> <li>• Provide reporting training</li> <li>• Provide communication, outreach, and support to institutions and their student information system vendors</li> <li>• Conduct data submissions</li> </ul>

<b>Project</b>	Expand PAsecureID and PIMS to Private and Independent Postsecondary Institutions
<b>Estimated Timeframe</b>	18 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Prepare and publish data submission schedule</li> <li>• Communicate required extract format to student information system vendors</li> <li>• Prepare and publish user manual</li> <li>• Provide data submission training to institutions and their vendors</li> </ul>

## Pennsylvania SLDS Grant

	<ul style="list-style-type: none"> <li>• Develop reporting requirements</li> <li>• Provide reporting training</li> <li>• Provide communication, outreach, and support to institutions and their student information system vendors</li> <li>• Conduct data submissions</li> </ul>
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<b>Project</b>	Assign Unique Staff Identifier to PK-12 Non-Certified Professional and Paraprofessional Staff and Teacher's Aides
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Create working group of PDE and LEA users to guide application development</li> <li>• Develop user requirements based on working group feedback</li> <li>• Develop high level design and review with working group</li> <li>• Develop detailed design</li> <li>• Build the application</li> <li>• Test the application</li> <li>• Train users</li> <li>• Deploy the application</li> </ul>

<b>Project</b>	Expand PAsecureID and PIMS to Include Adult Basic and Literacy Education (ABLE) Students
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<p>An automated process will be developed in the SLDS that:</p> <ul style="list-style-type: none"> <li>• Produces an extract of ABLE students with PAsecureIDs from eData, PDE's support system for the ABLE program</li> <li>• Identifies ABLE students in PIMS based on PAsecureID match</li> <li>• Loads assessment data for ABLE students into PIMS</li> <li>• Indicates participation in ABLE program in PIMS</li> </ul> <p>In addition, reports will be developed specifically for ABLE data.</p>

<b>Project</b>	Develop Reporting for Superintendents, Principals, Teachers, Researchers, and Policy Makers
<b>Estimated Timeframe</b>	18 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Develop user reporting requirements</li> <li>• Develop user requirements for dashboards</li> <li>• Design dashboards</li> <li>• Develop dashboards and reports</li> </ul>

## Pennsylvania SLDS Grant

	<ul style="list-style-type: none"> <li>• Test dashboards and reports</li> <li>• Conduct training</li> <li>• Implementation dashboards and reports</li> </ul>
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<b>Project</b>	Assess Feasibility of Expanding PAsecureID and PIMS to School and Public Libraries
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Inventory library management systems in Pennsylvania and their relevant functionality, integration with LEA student information systems, SIF compliance, etc.</li> <li>• Review existing information and data collection systems and processes at school and public libraries</li> <li>• Assess applicability of privacy and confidentiality laws that govern student library usage</li> <li>• Determine library-specific data elements</li> <li>• Assess technical and legal challenges associated with use of PAsecureID in library cards</li> <li>• Develop plan to integrate school and public library data into PIMS</li> </ul>

<b>Project</b>	Expand PAsecureID and PIMS to Include Graduate Students
<b>Estimated Timeframe</b>	6 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Revisit data dictionary and identify new data elements for graduate students</li> <li>• Develop enhancements to the data model</li> <li>• Prepare/publish user manual</li> <li>• Provide template training to institutions and their vendors</li> <li>• Provide communication, outreach, and support to institutions and their vendors</li> <li>• Conduct first statewide data submission for graduate student data</li> </ul>

<b>Project</b>	Formalize Training for LEA Data Administrators
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<p>Training delivery and support:</p> <ul style="list-style-type: none"> <li>• Develop an online self-paced tutorial incorporating narrated and animated slide shows as well as screencasts (files that demonstrate, through animation and narration, the mouse movements, etc., involved in performing computer functions) to provide introductory instruction. No instructor is necessary for these.</li> </ul>

## Pennsylvania SLDS Grant

	<ul style="list-style-type: none"> <li>• Conduct Web-based workshops. Such training can accommodate up to 50 people at a time and requires two staff people: one to deliver the content (subject-matter expert) and the other to monitor and screen questions (moderator).</li> </ul> <p>Four main areas of training and support:</p> <ul style="list-style-type: none"> <li>• Introduction to Collecting and Submitting Data for PIMS</li> <li>• Working Through Common PIMS and PAsecureID Issues</li> <li>• Understanding PIMS Templates</li> <li>• Specialized Data Collection and Submission Issues</li> </ul>
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<b>Project</b>	Institutionalize LEA Data Analysis Capabilities
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Prepare data analysis training curriculum for administrators that will fulfill part of the Pennsylvania Inspired Leadership (PIL) legislative mandate.</li> <li>• Deploy data analysis training curriculum</li> <li>• Develop multimedia online presentations that can serve both to introduce and reinforce the basic concepts involved in the training</li> <li>• Develop reports that will assist LEAs in instructional and curricular decision making process</li> </ul>

<b>Project</b>	Create LEA Data Quality Cultures
<b>Estimated Timeframe</b>	9 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Identify and prioritize data quality issues</li> <li>• Evaluate and select metadata tool</li> <li>• Implement front-end edits in PIMS where appropriate</li> <li>• Prepare data-quality training curriculum</li> <li>• Deliver on-site data-quality training to LEAs</li> </ul>

<b>Project</b>	Implement Data Access and Use Policy
<b>Estimated Timeframe</b>	12 months
<b>Major Tasks</b>	<ul style="list-style-type: none"> <li>• Develop long-term SLDS security strategy</li> <li>• Assess options for SLDS integration with EdHub</li> <li>• Identify key processes and procedures that are impacted by Data Access and Use Policy for PK-12</li> <li>• Modify selected processes and procedures</li> <li>• Develop Data Access and Use Policies for Postsecondary and Early Childhood</li> </ul>

## Appendix A – Optional Attachments

Appendix A includes the following sections:

- Description of PDE funded projects
- Letter from Pennsylvania Secretary of Education to Pennsylvania Secretary of Labor and Industry
- Pennsylvania SLDS stakeholder groups
- Letters of support from stakeholder organizations
- Description of Pennsylvania Inspired Leadership (PIL) Program and its alignment with LEA Data Quality Initiatives
- Summary of Postsecondary Data Requirements

### **Description of PDE Funded SLDS Projects**

The following section describes SLDS projects solely funded by the Pennsylvania Department of Education.

#### ***Link PAsecureID and PIMS to Workforce Sector***

PDE needs to develop the capability to collect, analyze and report information on uniquely identified graduates from PA post-secondary institutions in the workforce.

In order to achieve this objective, PDE will track, report, and analyze employment and wage data on post-secondary graduates over time. Specifically we will link higher education data to Pennsylvania Department of Labor and Industry data (wage record data from Unemployment Insurance and possibly workforce development training data from the newly developed Comprehensive Workforce Development System). Including employment and wage data in PIMS will allow powerful analysis to occur regarding postsecondary program effectiveness.

#### ***Analyze EdFacts Requirements in Order to Optimize Support Provided by SLDS***

PDE is currently unable to submit all EdFacts files with consistency, accuracy and timeliness. Additionally, PDE has not completely resolved the problem of multiple agency interpretations of enterprise data elements.

PDE will address these issues by conducting a comprehensive gap analysis to identify areas where PIMS is unable to meet EdFacts reporting requirements. Based on the results of this analysis, PDE expects to make the following improvements:

- PIMS data collections will support EdFacts reporting requirements to the highest degree possible.
- EdFacts coordination will be formalized under the new PDE Center for Data Quality and Information Services.
- PDE will identify an individual owner of each element responsible for maintaining the metadata for that element.

- All PDE data elements must be identified with a single, clear definition that is agreed upon by all stakeholders within PDE's metadata facility.
- Business rules and policy should be agreed upon by all stakeholders within PDE and then documented in the PDE metadata facility.
- PDE will share metadata with all stakeholders and provide training to ensure that the original source of the data is accurate and complete.

### ***Lead Collaborative Effort to Establish National Unique ID for Students***

Pennsylvania shares a common approach and software product with 8 other states and the US Department of Education (PA, SC, WY, NE, IA, MO, NM, KS, GA and the USED Migrant Student Information Exchange). A formal consortium of states will collaborate to identify obstacles to implementing a multi-state student ID, work to develop solutions to those obstacles, and design and conduct a pilot.

### ***Support LEAs that are Early Adopters of SIF***

Having completed a successful pilot of SIF, PDE seeks to support LEAs who wish to formally adopt SIF. Specifically, PDE will fund necessary software licenses at the state level for the LEAs that desire an early implementation of SIF Student Locator Framework. Through this initiative, PDE will continue to work with districts using Student Locator Framework to automate assignment of PAsecureIDs.

### ***Improve PDE Data Governance Structure and Processes***

PDE needs to analyze the current data governance processes and procedures, identify the desired design for data governance, and implement an improved and more robust data governance organization.

PDE will develop and implement procedures for continuous quality improvement of data and governance. The procedures will include review of existing goals and metrics, strategy for evolving metrics to meet organizational needs, development of a compliance framework for monitoring and a published schedule for periodic and consistent review of procedures, goals and overall governance strategy. There will be five phases:

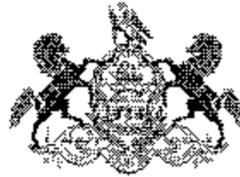
- Assess data governance
- Define data governance Framework
- Design data governance organization
- Transition to data governance organization
- Assemble external stakeholder groups from all major roles and educational sectors

At the end of this data governance initiative PDE will have:

- Procedures for continuous quality improvement of data and governance. The procedures will include review of existing goals and metrics, strategy for evolving metrics to meet organizational needs, development of a compliance framework for monitoring and a published schedule for periodic and consistent review of procedures, goals and overall governance strategy.

- The Commonwealth will have cross agency governance and an articulated process for decision making and quality assurance regarding data quality
- Policies will be identified, documented and distributed regarding issue escalation and resolution for data governance concerns
- Data standards and metrics will be identified and documented based on organizational goals
- A Data Governance organization of program area data stewards will meet regularly and report issues and concerns and make recommendations to the executive governance group

### Letter from Pennsylvania Secretary of Education to Pennsylvania Secretary of Labor and Industry



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

September 18, 2008

The Honorable Sandi Vito  
Acting Secretary  
Department of Labor and Industry  
7<sup>th</sup> & Forster Streets  
Harrisburg, PA 17121

Dear Secretary Vito:

Pennsylvania Department of Education (PDE) is quickly expanding Pennsylvania Information Management System (PIMS) into the postsecondary arena, which will provide the Commonwealth with the ability to develop an understanding of the factors that predict attendance, performance and retention of college students. However, we realize that equally important to relevance of this emerging longitudinal database is enhancing the pertinence of postsecondary and higher education programs to the labor market and the economic realities of Pennsylvania.

To ensure this connectivity staff from both our Departments has been researching ways to operationalize a plan that will ultimately link the PIMS data system to Labor & Industry's Wage Records. I am pleased that this first step at arriving at a comprehensive, longitudinal reporting framework has started, and members of both our Departments are working on this project collaboratively. In fact we have requested Mr. Deep Gupta and Mr. Randy Murphy from Labor & Industry's Center for Workforce Information & Analysis be cited as labor market experts in a grant PDE is currently putting together.

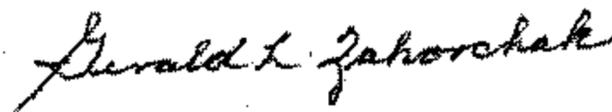
I firmly believe this connection will build upon other initiatives such as Labor & Industry's Comprehensive Workforce Development System (CWDS). Connecting with this data system would provide important outcomes for all individuals on whom public dollars are being spent.

However, two major obstacles to implementation of this early childhood through a workforce longitudinal data system are as follows:

1. The cost implication of the expansion of PIMS into Wage Records and
2. The fact that the PIMS system does not currently collect Social Security Numbers (SSN) of students while the Wage Record dataset is dependant on individual SSNs.

A recent meeting with the Center for Workforce Information & Analysis (CWIA, L&I) highlighted the critical need for PDE to collect the last five digits of a student's SSN to enable this system to emerge, and we are working on resolving this. Additionally, I wanted to propose further conversation between our Departments to overcome the 'cost hurdle' too. As the legal counsels of both Education and L&I continue to work collaboratively to overcome the SSN challenge, I would request that our interagency working group work to arrive at a requirements analysis and a firm estimate of costs for data expansion between our two Departments and more importantly how we could arrive at a cost-sharing agreement.

Again, I sincerely believe that this important work will help the Commonwealth acquire the ability to measure performance outcomes of both the education and the training systems. Our work will also advance the efforts of other states and the United States Department of Education. I look forward to hearing from you; please do not hesitate to contact me directly to discuss this further.



## **Pennsylvania Postsecondary SLDS Stakeholder Groups**

The following section identifies the members of the Statewide Data Council and the members of the National Advisory Group. These groups will contribute to the expansion of PTMS to postsecondary institutions.

### ***Pennsylvania Statewide Data Council***

<b>Advisory Council Members</b>	<b>Position</b>	<b>Location</b>	<b>E-mail</b>
<b>PASSHE Institutions</b>			
Barbara Moore	Director of Institutional Research; Planning; and Assessment	Indiana University of Pennsylvania	<a href="mailto:Barbara.Moore@iup.edu">Barbara.Moore@iup.edu</a>
Erinn Lake	Assistant VP for Planning; Research and Continuous Improvement	Edinboro University	<a href="mailto:lakee@edinboro.edu">lakee@edinboro.edu</a>
Rick Ruth	Vice President for Information Technology and Services	Shippensburg University	<a href="mailto:rer@ship.edu">rer@ship.edu</a>
Lisa Shibley		Millersville University	<a href="mailto:Lisa.Shibley@millersville.edu">Lisa.Shibley@millersville.edu</a>
<b>PASSHE System Office</b>			
Tracy Bendinsky	Senior System Research Analyst	PASSHE System Office	<a href="mailto:tbendinsky@passhe.edu">tbendinsky@passhe.edu</a>
Jim Moran	Senior Associate Vice Chancellor/Chief Academic Officer	PASSHE System Office	<a href="mailto:jmoran@passhe.edu">jmoran@passhe.edu</a>
Kathleen Howley	Assistant Vice Chancellor for Academic and Student Affairs	PASSHE System Office	<a href="mailto:khowley@passhe.edu">khowley@passhe.edu</a>
Georgia Prell	SYTEC		<a href="mailto:gprell@sytec.org">gprell@sytec.org</a>
<b>Community Colleges</b>			

## Pennsylvania SLDS Grant

Advisory Council Members	Position	Location	E-mail
Tom Hawk	VP for Planning and Finance	Community College of Philadelphia	<a href="mailto:thawk@ccp.edu">thawk@ccp.edu</a>
Glen Lum	Director of Institutional Research	Harrisburg Area Community College	<a href="mailto:gdlum@hacc.edu">gdlum@hacc.edu</a>
Helene Whitaker	VP Administration	Northampton Community College	<a href="mailto:HWhitaker@northampton.edu">HWhitaker@northampton.edu</a>
Judy Garbinski	VP for Learning and Assessment	Community College of Beaver County	<a href="mailto:judy.garbinski@ccbc.edu">judy.garbinski@ccbc.edu</a>
Celeste Schwartz	VP for Information Technology	Montgomery County Community College	<a href="mailto:cschwartz@mc3.edu">cschwartz@mc3.edu</a>
Danielle Bush Gerko	Director of Information Technology	Pennsylvania Highlands Community College	<a href="mailto:dgerko@pennhighlands.edu">dgerko@pennhighlands.edu</a>
Tracy Polinsky	Director of Institutional Effectiveness	Pennsylvania Highlands Community College	<a href="mailto:TPolinsky@pennhighlands.edu">TPolinsky@pennhighlands.edu</a>
<b>PCCC</b>			
Diane Bosak	Executive Director	Pennsylvania Commission for Community Colleges	<a href="mailto:dbosak@pacommunitycolleges.org">dbosak@pacommunitycolleges.org</a>
Keith Bailey	Director of Research	Pennsylvania Commission for Community Colleges	<a href="mailto:kbailey@pacommunitycolleges.org">kbailey@pacommunitycolleges.org</a>
<b>PDE – K-12</b>			
Dominique Raymond	Special Asst. to the Secretary	PDE - K-12	<a href="mailto:draymond@state.pa.us">draymond@state.pa.us</a>
<b>PDE – PHE</b>			
David Tandberg	Special Asst. to the Deputy Secretary	PDE - OPHE	<a href="mailto:dtandberg@state.pa.us">dtandberg@state.pa.us</a>
Kate Shaw	Deputy Secretary, Postsecondary/Higher Ed.	PDE - OPHE	<a href="mailto:katshaw@state.pa.us">katshaw@state.pa.us</a>

## Pennsylvania SLDS Grant

Advisory Council Members	Position	Location	E-mail
Sandy Edmunds	Director, Office of Access Initiatives	PDE - OPHE	<a href="mailto:sedmunds@state.pa.us">sedmunds@state.pa.us</a>
Sue Mukherjee	Special Asst. to the Secretary/STEM Lead	PDE - OPHE	<a href="mailto:smukherjee@state.pa.us">smukherjee@state.pa.us</a>
Mike Dotts	Higher Education Associate	PDE - OPHE	<a href="mailto:rdotts@state.pa.us">rdotts@state.pa.us</a>
Julie Rutledge	Higher Education Associate	PDE - OPHE	<a href="mailto:jurutledge@state.pa.us">jurutledge@state.pa.us</a>
<b>PDE – BIS</b>			
David Ream	Development Administrator	PDE BIS	<a href="mailto:davream@state.pa.us">davream@state.pa.us</a>
<b>PDE - Data Services</b>			
Deborah Rodriguez	Educational Statistics Supervisor	PDE - Data Services	<a href="mailto:derodrigue@state.pa.us">derodrigue@state.pa.us</a>
<b>ABLE</b>			
Barb Van Horn	Data Analyst/Senior Research Assistant	Penn State	<a href="mailto:blv1@psu.edu">blv1@psu.edu</a>
<b>Other</b>			
Joe Merlino	Director and PI	Math Science Partnership of Greater Philadelphia	<a href="mailto:merlino@lasalle.edu">merlino@lasalle.edu</a>
Lori Shorr	Chief Education Officer	City of Philadelphia	<a href="mailto:lori.shorr@phila.gov">lori.shorr@phila.gov</a>

### ***PIMS Postsecondary National Advisory Group***

#### **National Experts**

- Don Heller, Ed.D. – Professor of Higher Education, Director and Senior Scientist, Center for the Study of Higher Education Penn State University
- Peter Ewell, Ph.D. – Vice President, National Center for Higher Education Management Systems (NCHEMS), Boulder, Colorado
- Tom Bailey, Ph.D. - George and Abby O'Neill Professor of Economics and Education; Director, National Center for Postsecondary Research; Director, Community College

Research Center; Director, Institute on Education and the Economy, Teachers College, Columbia University

- Pat Terenzini, Ph.D. – Distinguished Professor and Senior Scientist, Center for the Study of Higher Education, Penn State University
- Joni Finney, Ph.D. – Practice Professor of Education, University of Pennsylvania
- Bridget Terry Long, Ph.D. – Associate Professor of Economics and Education, Harvard University
- Elizabeth Laird - Research Associate, National Center for Educational Achievement and the Data Quality Campaign

### **Guests**

- Erin Walsh – Doctoral Candidate in Higher Education, University of Pennsylvania
- James Moran, Ph.D. - Senior Associate Vice Chancellor/Chief Academic Officer, Pennsylvania State System of Higher Education

### **From PDE**

- Kate Shaw, Ph.D. – Deputy Secretary for Postsecondary and Higher Education
- David Tandberg, Ph.D. – Special Assistant to the Deputy Secretary
- Sue Mukherjee – Special Assistant to the Secretary
- Mike Dotts – Higher Education Associate
- Julie Rutledge – Higher Education Associate
- Abby Smith – Policy Specialist
- Sandy Edmunds – Director of Access Initiatives
- David Ream – PIMS Project Director

### **Contractors from Deloitte**

- Philip Benowitz
- Alan Hartwig
- David Gross
- Blake Kiefer

## Letters of Support from Stakeholder Organizations



**RMC Research Corporation**  
1000 Market Street, Building 2  
Portsmouth, NH 03801

Phone: 603.422.8888, 800.258.0302  
Fax: 603.436.9168  
[www.RMCResearchCorporation.com](http://www.RMCResearchCorporation.com)

Statewide Longitudinal Data System Grant Committee  
Institute of Education Sciences, National Center for Educational Statistics  
1900 K Street NW  
Washington, DC 20006

September 22, 2008

### **Re: Letter of Support for Pennsylvania's Statewide Longitudinal Data System**

Dear IES Evaluation Committee Members:

I write to offer my support for the Pennsylvania Department of Education's (PDE) application for Student Longitudinal Data System (SLDS) grant funding. With the support of Secretary Gerald Zahorchak I have conducted research at PDE to develop a monograph on Pennsylvania's statewide system of support (SSOS). This project is performed through a contract with the Center on Innovation and Improvement. The project has included interviewing 28 PDE and intermediate unit professionals, including Secretary Zahorchak. Interviews have included Robert McGrath, PA SLDS Project Director and David Ream, PA SLDS Technical Coordinator.

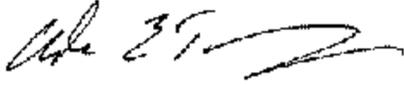
While I am more qualified to comment on what makes a strong system of support than I am to comment on what makes a strong SLDS, my research in PA makes four points clear to me.

- 1.) PDE agents have a clear vision for how the SLDS will enable it to become better data informed, rather than anecdote and intuition driven, in its policymaking. PDE agents understand how the SLDS can enable better identification of what works and what does not, so that finite resources are increasingly allocated with strategic purpose.
- 2.) PDE personnel understand their SLDS as more than a tool for researchers and monitoring agents. PDE sees the SLDS as a vehicle to A) enhance the effectiveness of technical assistance agents across its network to effect school improvement and B) strengthen the ability of educators in the field to use data to improve decisions.
- 3.) PDE is developing a SLDS that, if enacted according to plans, will add capacity to districts across the state, especially rural and financially strained districts. PDE plans to build a data system that both delivers robust information to policymakers and is accessible to educators in the field. For instance, PDE plans to build the securities and operability to allow districts to integrate specific local data into the state system, using the state system as a platform, rather than scrambling and expending limited resources to build its own system de novo.
- 4.) Last, I offer that PDE agents impress me as understanding the relevance of a SLDS to a SSOS that fosters continuous improvement for all schools across a state. Moreover, my interviews indicate that

PDE owns the commitment to its SLDS to shepherd it through the technical and adaptive challenges that even the strongest plan is sure to face.

I would be pleased to speak with you further about these reflections if I may be helpful.

Sincerely,



Adam Tanney  
Research Associate



### PENNSYLVANIA COMMISSION FOR COMMUNITY COLLEGES

800 North Third Street, Suite 405 • Harrisburg, Pennsylvania 17102  
phone (717) 232-7584 • fax (717) 233-4723 • [www.pacommunitycolleges.org](http://www.pacommunitycolleges.org)

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September 23, 2008

Statewide Longitudinal Data System Grant Committee  
Institute for Educational Sciences  
National Center for Educational Statistics  
1900 K Street NW Washington, DC 20006

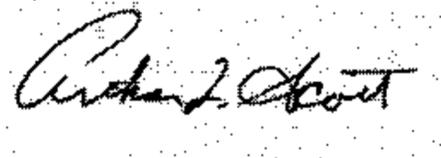
Dear IES Evaluation Committee Members:

On behalf of the Presidents of the 14 community colleges, the Commission strongly supports the expansion of the Pennsylvania Department of Education's State Longitudinal Data System, which includes its extension into postsecondary and graduation education programs.

The proposed data system is a necessary step for Pennsylvania and our community colleges believe it is an important mechanism for being able to more adequately examine the transfer or stop-outs of our students. The system will connect a student's educational experience from infancy through adulthood allowing for the significant enhancement of Pennsylvania's abilities to better prepare its students for post-secondary success.

We request that the Institute for Educational Sciences give this grant submission the highest consideration for funding and implementation. Thank you for your consideration.

Sincerely,



Art Scott  
President, Northampton Community College  
& Chair, Data Work Group of the Commission



Pennsylvania Association for the Education Young Children  
301 Market Street 8<sup>th</sup> Floor  
Harrisburg, PA 17101  
Phone/Fax: 717-213-0581      Toll free: 888-272-9267  
[www.pennaeyc.org](http://www.pennaeyc.org)

September 23, 2008

Statewide Longitudinal Data System Grant Committee  
Institute for Educational Sciences  
National Center for Educational Statistics  
1900 K Street NW Washington, DC 20006

Dear IES Evaluation Committee Members:

On behalf of the Board of Directors of the Pennsylvania Association for the Education of Young Children (PennAEYC), I am writing to you today in support of the Pennsylvania Department of Education's State Longitudinal Data System grant proposal. PennAEYC's 5200 members act on behalf of the rights, needs and well being of children in the Commonwealth of Pennsylvania, birth-eight. We are deeply committed to raising the bar on quality standards for all early childhood education programs in Pennsylvania. The Early Learning Network supports this goal by ensuring accountability for child outcomes on all publicly supported early childhood programs.

This proposal will allow Pennsylvania to further actualize its vision of creating a seamless data system for all of its children starting with infancy through postsecondary and graduate education. Such a system opens the door to further understanding of both student success and areas of greater need.

We offer our full support of this proposal which we believe will significantly strengthen the longitudinal data system so critical to the continued success of Pennsylvania's students.

Sincerely,

Sharon Easterling  
PennAEYC



Office of the Chancellor | Dixon University Center | 2986 North Second Street | Harrisburg, PA 17110-1201  
717-720-6000 | [www.passhe.edu](http://www.passhe.edu)

September 24, 2008

Statewide Longitudinal Data System Grant Committee  
Institute for Educational Sciences  
National Center for Educational Statistics  
1900 K Street NW  
Washington, DC 20006

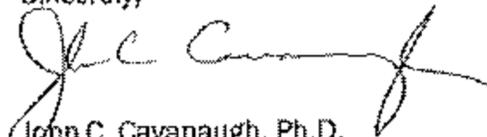
Dear IES Evaluation Committee Members:

The Pennsylvania State System of Higher Education (PASSHE) strongly supports the expansion of the Pennsylvania Department of Education's State Longitudinal Data System. This expansion includes its extension into postsecondary and graduate education programs.

The proposed data system is a necessary step for the Commonwealth of Pennsylvania. It would connect a student's educational experience from infancy through adulthood, allowing for a significant enhancement of the Commonwealth's ability to prepare its students for postsecondary success.

On behalf of PASSHE and its 110,000 students, we ask the Institute for Educational Sciences to give this grant submission the highest consideration for funding and implementation.

Sincerely,



John C. Cavanaugh, Ph.D.  
Chancellor

### **Pennsylvania Inspired Leaders (PIL) Aligned to LEA Data Quality and Data Analysis**

PDE has instituted the Pennsylvania Inspired Leaders (PIL) initiative where Chief School Administrators and their assistants are required to take specified courses that are targeted for Professional Development for our school leadership to keep their certification. PDE is working to add the recently released NCES online courses on Data Quality to that curriculum. This NCES Forum Curriculum for Improving Educational Data is a resource for LEA's. It was developed in cooperation with the Schools Interoperability Framework Association, the Council of Chief State School Officers and the Central Susquehanna Intermediate Unit (CSIU), a Pennsylvania Regional Education Agency. By including these vital courses in the PIL Professional Development curriculum Pennsylvania's goals for Professional Development for school leaders and a Data Quality movement in our LEA's are both served incredibly well. This initiative would be the first large-scale implementation of the Forum Curriculum for Improving Education Data in the nation and we expect the content and strategy for instruction that is implemented in Pennsylvania will become a model for other states.

The Pennsylvania Inspired Leadership Initiative is a state-wide, standards-based leadership development and support system for school leaders. The cohort-based program is delivered through a regional collaboration of Intermediate Units and other partners.

As per the PIL legislation, administrators in PA are required to complete programs (Courses) that includes development in PIL standards. These requirements are in addition to legislative (ACT 48) requirements.

The following amendments in the school code were proposed:

- Superintendents are required to complete a graduate program in education that includes development in the PIL standards.
- All principals or assistant principals appointed after January 1, 2008 are required to complete an induction program, consisting of the three core standards of PIL, within five years of appointment.
- A Limit of required participation in the induction program was set at 36 hours per year, all hours of which are to be applied to continuing professional education requirements (Act 48).
- All school and system leaders are to be required to participate in professional development programs based on the PIL nine standards.
- PA Department of Education is required to design and offer continuing professional education programs at no cost to school and system leaders.
- PA Department of Education shall approve other Providers to offer induction and continuing professional development programs for school and system leaders and shall annually publish a list of such approved providers.

## Summary of Postsecondary Data Requirements

The Pennsylvania Department of Education (PDE) has worked to develop the data requirements for the expansion of the Pennsylvania Information Management System (PIMS) to postsecondary institutions. To accomplish this, the following major activities took place between May and August 2008:

- Nine existing PDE postsecondary data collections were identified that collect data from the community colleges and/or PASSHE universities. Note that many of these collections also include data from other postsecondary institutions.
- Internal focus groups were held with the programmatic owners of these data collections to understand the rationale behind each collection, the scope and frequency, and the data itself. Additionally, PDE discussed and recorded data needs not currently being met with these data collection owners.
- Separate requirements sessions regarding critical data elements were held with the PDE Office of Postsecondary and Higher Education (OPHE). Additionally, research or other reference data collections/dictionaries provided were reviewed.
- PDE created the Postsecondary Statewide Data Council (PSDC), an advisory group of select individuals representing the community colleges and PASSHE (both the system office and universities) knowledgeable about data and data systems. The purpose of this group is to assist PDE as it develops the requirements for the postsecondary implementation of PIMS. Specifically, this group will provide input and advice relative to the needs of the institutions.
- A meeting with the PSDC was held on July 9<sup>th</sup> to provide this group with an overview of PIMS, explain PDE's plans for the PIMS expansion and, most notably, to conduct group discussions. Discussions occurred regarding research questions the database should be able to answer, critical data elements that should be included and potential uses for the data.
- Based on the existing nine data collections, input from the PSDC, input from OPHE and the review of the research provided, a dictionary of postsecondary data elements and associated data definitions was compiled.
- Finally, each element in the data dictionary was reviewed with OPHE as well as individuals representing the National Center for Higher Education Management Systems (NCHEMS). Changes were recorded as necessary.

This PIMS Postsecondary data dictionary presents the data elements for the initial release of PIMS for Postsecondary. The data dictionary includes approximately 350 data elements that include data on:

- Institutions – Demographics, characteristics, summary statistics, etc.
- Faculty – Demographics and course sections taught
- Students – Demographics, high school educational background, enrollments, tests / licenses / certificates, transfers, financial aid, program participation, etc.
- Courses – Courses offered, course sections and the faculty who teach them, and students enrolled in courses

The following table shows an example of one page of the PIMS Postsecondary Data Dictionary.

# Pennsylvania SLDS Grant

Data Element Name	O / R / CR	Data Element Definition	Option Set	Data Source	Questions / Notes	Existing Data Collection	Data Type
Institution AUN Code	R	Institution's PDE Administrative Unit Number (AUN).		Institutions		N/A	AN
Academic Year	R	Academic year of data submission. Format is YYYY where YYYY represents the latter year. For example, 2008-2009 would be represented as 2009.		Institutions		New	N(0)
Term	R	Academic term of data submission.	1 - Fall Semester 2 - Spring Semester 3 - Summer Semester	Institutions	Additional values will be necessary in the future when institutions with non semester-based calendars are included in PIMS.	New	AN
Pennsylvania Institutional Category Code	R	Pennsylvania institutional category.	1 - State University 2 - State-Related University 3 - Private State-Aided Institution 4 - Community College 5 - Private College or University 6 - Private Two-Year College 7 - College of Technology	Institutions		N/A	AN
Undergraduate Institution Classification Code	R	Undergraduate institution classification.	1 - Coeducational college 2 - Men's college 3 - Women's college	Institutions		New	AN

## Appendix B – Resumes of Key Personnel

The following table identifies the key personnel that will contribute a significant amount of their time to the SLDS project. Their resumes are presented later in this appendix.

	<b>Name</b>	<b>Title</b>	<b>SLDS Role</b>	<b>% Time Committed To SLDS</b>	<b>Organization</b>
1	<b>Dave Ream</b>	SLDS Project Manager	SLDS Project Manager	100%	PDE - Bureau of Information Systems
2	<b>Bob McGrath</b>	Director - Bureau of Information Systems	SLDS Project Director	20%	PDE
3	<b>Sharon Clark</b>	Chief - Division of Applications Development	SLDS Application Manager	15%	PDE - Bureau of Information Systems
4	<b>Deborah Rodrigues</b>	Educational Statistics Manager	PAsecureID Manager/SLDS Assistant Project Manager	100%	PDE - Office of Data Quality and Information Systems
5	<b>Mike Derman</b>	Senior Information Technology Project Coordinator	PIMS Help Desk Manager/PIMS Training Curriculum and Data Quality Curriculum Development Manager	100%	Central Susquehanna Intermediate Unit, PA
6	<b>David Tandberg</b>	Special Assistant to the Deputy Secretary for Postsecondary and Higher Education	Postsecondary Subject Matter Expert	20%	PDE
7	<b>Sue Mukherjee</b>	Special Assistant to Secretary of Education State Lead, PA Science, Technology, Engineering & Math (STEM)	Workforce Subject Matter Expert	20%	PDE
8	<b>Jennifer Waltz</b>	Please enter title	PK-12 Subject Matter Expert	20%	PDE

## Pennsylvania SLDS Grant

	<b>Name</b>	<b>Title</b>	<b>SLDS Role</b>	<b>% Time Committed To SLDS</b>	<b>Organization</b>
9	<b>Shula Nedley</b>	Director - Bureau of Assessment and Accountability	Accountability and Assessment Subject Matter Expert	15%	PDE
10	<b>Pat Dilella</b>	Senior Project Manager Information Systems	Active Member of PIMS Advisory and Pilot LEA Group	40%	Philadelphia School District (largest district in PA)
11	<b>Kirsty Brown</b>	Special Assistant, Planning, Research & Evaluation Office of Child Development & Early Learning, Pennsylvania	OCDEL Subject Matter Expert	20%	PDE
12	<b>Cheryl Martin</b>	IT Portfolio Manager Children and Family Services	OCDEL Subject Matter Expert	20%	PDE
13	<b>Sarah Hollister</b>	Policy Analyst – Office of Policy Pennsylvania Department of Education	PK – 12 Subject Matter Expert	10%	PDE
14	<b>Scott Fairholm</b>	Deputy CIO - Commonwealth of Pennsylvania	Governance for PDE including SLDS Initiative	10%	Governor's Office of Administration, Office of Information Technology
15	<b>Shara Bunis</b>	Portfolio Manager - Senior Project Manager	Oversight of SLDS Project for the Governor's Office	25%	Governor's Office of Administration, Office of Information Technology

## Pennsylvania SLDS Grant

In addition, the following personnel will support the overall development and sustainability of the SLDS initiative.

<b>Name</b>	<b>Relevant Function</b>	<b>% Time Commitment</b>	<b>Organization</b>
<b>Belinda Carpenter</b>	Database Administrator	50%	PDE, Bureau of Information Services
<b>Roger Sitz</b>	Database Administrator	50%	PDE, Bureau of Information Services
<b>Michele Hiester</b>	Data Quality and LEA Outreach	100%	PDE, Bureau of Information Services
<b>Sharon Reed</b>	User Provisioning	100%	PDE, Bureau of Information Services
<b>Ron Hoerner</b>	Data Quality and Reporting Services	50%	PDE, Division of Data Quality and Reporting Services
<b>Joanne Bobek</b>	PIMS Users Manual	50%	PDE, Division of Data Quality and Reporting Services
<b>May Steinbugl</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Altoona Area School District
<b>Douglas Krugger</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Erie City School District
<b>Lisa Saverio</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Hatboro-Horsham SD
<b>Peggy Dell</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Lancaster County CTC
<b>Lynn Ann Makar</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Luzerne IU 18
<b>Michael Mohn</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Nazareth Area School District
<b>Charlie Reisinger</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Penn Manor SD
<b>Diane Meck</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Pottstown SD

## Pennsylvania SLDS Grant

<b>Name</b>	<b>Relevant Function</b>	<b>% Time Commitment</b>	<b>Organization</b>
<b>Bruce Mickey</b>	Active Member of PIMS Advisory and Pilot LEA group	25%	Southern York County SD
<b>Colleen Shearborn</b>	Director - LEA IT Data Managers of Eastern PA	15%	Pennsylvania Association of School Business Officers
<b>Tom Langan</b>	Reporting Team/Developer/Analyst	100%	PDE, Bureau of Information Services
<b>Theresa Stafford</b>	Reporting Team/Developer/Analyst	100%	PDE, Bureau of Information Services
<b>Linda Benedetto</b>	Teacher Certification/Highly Qualified Teacher Subject Matter Expert	25%	PDE, Bureau of Teachers Certification
<b>Jamal Wakeem</b>	Teacher Certification/Highly Qualified Teacher Subject Matter Expert	25%	PDE, Bureau of Teachers Certification
<b>Cheryl Wenger</b>	PAsecureID Data Quality	25%	PDE, Division of Data Services
<b>Steve Simchok</b>	Career and Technical Education Subject Matter Expert	90%	PDE, Division of Data Quality and Reporting Services

## David Ream

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**Bureau of Information Systems, Pennsylvania Department of Education  
SLDS Project Manager**

### **Profile**

Fourteen years of experience in Information Systems, functioning as an Project Manager, Application Development Section Chief, a Software Engineer, a Programmer/Analyst, and a Lead Analyst, specializing in the development and support of various applications. His expertise includes various client/server programming languages, software packages, databases, and operating systems, such as Powerbuilder, Visual Basic, .NET, Access, Oracle, SQL Server, and UNIX. Additionally, Mr. Ream has industry experience in the manufacturing, human resources, education, and managed health care fields.

### **Experience**

**PIMS Project Manager  
March 2007 to Present**

**Department of Education, Bureau of Information Systems**

**PAsecureID Project Manager  
March 2006 to March 2007**

**Department of Education, Bureau of Information Systems**

**Applications Developer Administrator**

**March 2005 to March 2006**

**Department of Education, Bureau of Information Systems**

Lead analyst responsibility for four high usage applications at PDE. The four applications are: the Teacher Certification System, the Professional Education Record Management System, the e-Data web application, and the e-Campus web application.

Two of these applications, the Teacher Certification System and the Professional Education Record Management System track the teaching certificate status and the Act 48 continuing

education status, respectively, of every educator in the state of Pennsylvania. These Web-enabled applications also allow the educators and educational providers to check the status of a provider's educational plan documents, track educator progress towards the fulfillment of the continuing education requirement, allow the upload of course rosters for continuing education credit via XML, allows an education entity to apply for emergency certification for their teachers, and allows for the submission and scheduling of individual courses for continuing education credits. Currently, there is an initiative to begin submitting all the certification applications online, thereby freeing up division personnel to perform other duties.

The e-Data web applications is used to track and report the progress on all the Adult Basic Literacy and Education (ABLE) programs funded by the Pennsylvania Department of Education. This application gives the users the ability to track, confirm, and maintain the required adequate progress for all of the individuals registered for ABLE programs.

Finally, the e-Campus web application provides access to the entire catalog of ABLE professional development opportunities, and the ability for the professionals, wishing to take the offered courses, to register online. This application also allows the course instructors to communicate with and give continuing education credit to those professional attending their course.

**Technical skills applied:** SQL Server 2000, T-SQL, Crystal Reports 8.5, Visual Basic

### **SLDS Role**

- SLDS - Pennsylvania Information Management System (PIMS) Project Manager

### **Percent of Time Commitment**

- 100%

### **Education/Certifications**

- Bachelor of Science in Computer Science with a Minor in History  
The Pennsylvania State University, University Park, Pennsylvania

### **Technical Disciplines Software**

PowerBuilder, Oracle 7.3 and 8.1, PL/SQL, T-SQL, SQL, C/C++, MS Access, Lotus Notes, FORTRAN, PICK Basic, PASCAL, PC Assembler, Visual Basic, ASP, Visual InterDev, SQL Server 7 and 2000, Crystal Reports 8.5, Visual Source Safe, XML, HTML, JavaScript, ASP.Net, VB.Net

### **Hardware**

UNIX, PICK, VM/CMS, Macintosh OS, OS/2, MS-DOS, Windows 3.1/9x/NT/2000/XP

## Bob McGrath

---

**Director – Bureau of Information Systems  
Pennsylvania Department of Education**

### **Profile**

Experienced Director in Information Systems/CIO, accomplished in defining and applying complex strategies; a leader in organizational development and system change

### **Experience**

#### **Pennsylvania Department of Education**

##### **Director – Bureau of Information Systems**

###### **2006 to Present**

Leading major statewide enterprise technology initiatives to improve productivity, planning, operations and reporting throughout the PA educational enterprise with the ultimate goal of improving student achievement. Significant achievements include:

- Implemented unique statewide ID's to 1.8 million students (PAsecureID)
- Implemented PA Statewide Longitudinal Data System - PIMS
- Implemented PA Educational Portal - EdHub
- Implemented State-level, standards-based educational data model
- Implemented a Program Management Office at PDE
- Statewide broadband expansion to all PA school buildings (E-fund)
- Refreshed technology throughout the agency including new PC's for all staff in 2007
- Successfully develop and/or enhance 15 – 20 business systems per year.

#### **Pennsylvania Department of Education**

##### **Senior Project Manager – Statewide Initiatives**

###### **2003 to 2006**

Leading major statewide enterprise technology initiatives to improve productivity, planning, operations and reporting throughout the PA educational enterprise with the ultimate goal of improving student achievement

- Developed plan and design for PIMS, EdHub, PDE Data Dictionary and e-Strategic Planner
- Developed and implemented statewide educational data model
- Initiated statewide broadband expansion to all PA school buildings – Act 183 e-Fund

## **Pennsylvania Department of Labor & Industry**

### **Executive Director, Office of Information Technology/C.I.O.**

#### **1999 to 2003**

Leading all aspects of Information Technology: planning, design, engineering, systems development, operations, architectural standards, policy, customer support and organizational development

- Implemented high capacity Wide Area Network
- Implemented numerous e-gov. services, including highly recognized Web-based systems
- Lead restructuring of all technology resources from nineteen independent organizations to one
- Gained support from executive management and union leadership to restructure all IT resources
- Managed transition of people, systems and processes to eliminate redundancies, fill gaps, leverage scarce resources with minimum disruption to staff and customer service levels
- Directed multi-million dollar technology projects supporting reengineer business processes
- Directed design & implementation of Enterprise System Management processes (Help Desk; Asset and Change Management, Security) supporting our totally networked environment
- Directed L&I's implementation of Commonwealth Connect bringing a standard desktop, email, calendaring and software distribution system to more than 5,000 users in 150 facilities
- Developed and implemented an enterprise network and application server deployment strategy to provide highly dependable, highly available systems to L&I operations and their customers

#### **SLDS Role**

- Pennsylvania Information Management System (PIMS) Project Director

#### **Percent of Time Commitment**

- 20%

#### **Education/Certifications**

- Bachelor of Arts (B.A.) in Economics, St. Anselm College, Manchester, New Hampshire
- Member of the Council of Chief State School Officers, Education Information Management Advisory Consortium, GENERAL STATISTICS PERMANENT STANDING TASK FORCE 2006 -2008

## Sharon Clark

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**Division Chief – Application Development and Database Administration  
Bureau of Information Systems - Pennsylvania Department of Education**

### **Profile**

Over twenty years of experience in managing the development and implementation of database applications for the Pennsylvania Department of Education; currently leading the Department's initiative to transform its mainframe-based applications to Web-based applications.

### **Experience**

- Implemented unique statewide ID's to 1.8 million students (PAsecureID)
- Implemented PA Statewide Longitudinal Data System - PIMS
- Implemented State-level, standards-based educational data model
- Successfully develop and/or enhance 15 – 20 educational business systems per year.

### **Technology Management Division Chief**

### **Bureau of Information Systems, PA Department of Education**

#### **1986 to Present**

- Oversaw ePDE project to convert legacy mainframe systems to Web-based ones
- Wrote requests for proposals and evaluated contractors to assist with ePDE
- Prioritized, allocated, and monitored the work of the contractors and agency information technology staff assigned to ePDE
- Managed database administrators responsible for the design, implementation, monitoring, and security of the Department's databases (first IDMS, then SQL Server)
- Led various teams of application developers in the analysis, design, and implementation of major database systems to support and improve key Department operations
- Managed operating systems programmers prior to the outsourcing of the mainframe
- Coordinated with the network administration staff on server capacity and performance, security, implementation schedules, and other issues related to the deployment and operation of systems
- Directly supervised a division of ten persons, planning major goals and objectives, setting priorities, determining required resources, evaluating performance, and interviewing prospective employees
- Organized and led the Department's Innovation Team to encourage new ideas for improved customer service, efficiency, cost-effectiveness, and communications through employee-driven change

**Database Administration Section Chief**

**Bureau of Information Systems, PA Department of Education**

**1982 to 1986**

- Gathered and analyzed user requirements for data and processes
- Directed the design and implementation of databases and their associated applications
- Oversaw database security and data dictionary activities

**Database Design Analyst**

**Bureau of Information Systems, PA Department of Education**

**1980 to 1982**

- Designed database applications and assisted programmers implementing them

**Systems Designer/Programmer**

**Lancaster-Lebanon Intermediate Unit**

**1978 to 1980**

- Programmed computer applications

**Mathematics Teacher**

**Dauphin County Technical School**

**1978**

- Taught algebra II and advanced algebra to senior high students

**Awards**

- Management/Supervisory Employee of the Year, PA Department of Education, 1998

**SLDS Role**

- Pennsylvania SLDS Project Director

**Percent of Time Commitment**

- 20%

**Education/Certifications**

- B.S. Secondary Education Mathematics, Lock Haven University, Lock Haven, PA
- Graduate of the Leadership Development Institute for Women in State Government

## Deborah Rodrigues

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**Educational Statistics Supervisor – Division of Data Services  
Pennsylvania Department of Education**

### **Profile**

Expertise in data collection and analysis, managing multiple statewide data collection projects; unique combination business/teaching education/experience; highly qualified elementary teacher with 13 years in the classroom; federal auditing experience.

### **Experience**

#### **Pennsylvania Department of Education**

**Educational Statistics Supervisor – Division of Data Services/PIMS Assistant  
Project Manager**

#### **2007 to Present**

- Oversee the collection, editing and reporting of PreK – Postsecondary data collections in multiple systems, including the Pennsylvania Information Management System (PIMS) data warehouse
- Prepare and develop new and improved methods and techniques in the collection, analysis, interpretation and reporting of data
- Develop and maintain a liaison with, meet with, and conduct workshops for public school administrators and staff to ensure reporting of reliable and valid data and provide statistical support services
- Provide advice and assistance to policy makers and others in developing initiatives and formulating education policy
- Manage the unique statewide student ID system (PAsecureID)
- Ensure compliance with federal reporting requirements, including EDFacts, for PreK – grade 12 enrollment and professional personnel data

#### **Educational Statistics Associate – Division of Data Services**

#### **2004 to 2007**

- Plan, organize, coordinate and conduct studies to provide data and analysis concerning public elementary/secondary professional personnel and economically disadvantaged students
- Use statistical techniques to analyze data, detect trends and present findings
- Define the nature, scope and content of data collection surveys and analyses required to satisfy requirements of federal No Child Left Behind legislation

- Develop, collect, edit, maintain and analyze a file of data for each public school professional employee
- Plan and develop instruction manuals and electronic data collection processes and train school employees in their use

### **Saint Theresa School**

#### **Teacher/Professional Committee Member/Primary Coordinator/Mentor**

##### **1992 to 2004**

- Develop and implement reading, writing and math programs which effectively meet the needs of a heterogeneously grouped class of 25 students and assess performance
- Advocate interventions for students with special educational, social, emotional or physical needs
- Establish and maintain effective classroom behavior modification programs
- Assist and advise the principal with policy and planning as a member of the Saint Theresa School Professional Committee
- Coordinated thematic units and activities for ten primary teachers, grades PreK – two
- Provided guidance and support as a mentor for first-year teachers completing a Pennsylvania Department of Education approved Teacher Induction Program
- Communicate with parents, school administrators and outside officials, both orally and in writing, including speaking before groups as large as 500 people
- Organized and directed student activities, including service projects and social events

### **Saint Katharine Drexel Parish**

#### **Sacramental Coordinator**

##### **1991 to 1994**

- Plan, organize and implement all aspects of two sacramental programs, one elementary level and one middle school level, averaging 100 students each
- Conduct student and parent meetings, workshops and special events
- Select curriculum, train and supervise classroom teachers, prepare correspondence and resolve discipline matters

### **Naval Air Systems Command,**

#### **Auditor – Internal Review Office**

##### **1978 to 1981**

- Conduct audits, reviews and investigations and prepare reports outlining deficiencies and recommending improvements
- Conduct interviews and participate in meetings and briefings with personnel at all levels, both internal and external to the organization

- Monitor the correction of deficiencies revealed in audits conducted by outside agencies, like the General Accounting Office and the Naval Audit Service, and prepare responses to their reports
- Conduct random samples and analyze and interpret data using statistical and mathematical methodologies

### **Percent of Time Commitment**

- 100%

### **Education/Certification/Achievements**

- University of Scranton, Scranton, Pennsylvania, Bachelor of Science Degree in Accounting, cum Laude, 1977
- Wilson College Teacher Intern Program, Chambersburg, Pennsylvania, Pennsylvania Instructional I Professional Certification – Elementary , 4.0 GPA, 1995
- Common Core of Data Coordinator
- Pennsylvania Instructional II Professional Certificate – Elementary Education
- Diocese of Harrisburg Leadership Program
- Keystone Healthy Zone – Community Champion, School Coordinator, Event Winner
- Who is Who Among American Teachers – triple nominee

## Michael Derman

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**Senior Information Technology Coordinator  
Central Susquehanna Intermediate Unit**

### **Profile**

Experienced in providing support and training to LEA staff regarding a variety of technology issues and applications. Served as president of local school board for six years, member for nine.

### **Central Susquehanna Intermediate Unit**

#### **Senior Information Technology Consultant March**

##### **1994 to Present**

- Supervisor, PIMS/PAsecureID Help Desk – Co-designed, implemented, and oversee Help Desk staff providing phone and Web-based support for over 800 LEAs statewide
- PA Intermediate Technology Integration Mentor – Provide support to technology-integration coaches in 17 regional districts and one vocational-technical school
- Project Manager, CSIU EASE-e Data Warehouse Consortium Project
- Systems Analyst and Designer
  - Community System Development Data System, Special Kids Network
  - Recreation and Leisure Data System, Special Kids Network
  - Children's Health Insurance Program Outreach Enrollment Data System
- Programmer/Analyst
  - Healthy Baby/Healthy Kids Data System
  - Statewide Adoption Network Data System
  - StateWide Adoption Network Helpline Data System
  - Lead Information Line Data System
  - CONNECT Information Services Data System

#### **Assistant Director, Technology Education Center**

##### **June 1987 to June 1994**

Day-to-day administration of a 10-county educational software preview library and training center. Ordering software; designing, scheduling, and delivering training to teachers, administrators and clerical staff regarding productivity and educational-content software and regarding the integrating of hardware and software into instruction and school administration.

## **Consultant, National Forum on Education Statistics**

### **2003 to 2008**

Primary author of the *Forum Curriculum for Improving Education Data* (2007), a publication providing training outlines, activities, worksheets, and best-practices guidelines related to data quality issues and techniques. Developed online course based on the curriculum and hosted on the Schools Interoperability Framework (SiFA) University Web site.

### **SLDS Role**

- Pennsylvania Information Management System (PIMS) Help Desk Supervisor
- PIMS Application Multimedia Training Development Manager
  - Data Quality Training Developer

### **Percent of Time Commitment**

- 25%

### **Education/Certifications**

- Master of Arts, Early Childhood Education, Bucknell University, Lewisburg, Pa.
- Pennsylvania Certification in Elementary Education
- Bachelor of Arts (B.A.) in Philosophy, Bucknell University, Lewisburg, Pa.

## David A. Tandberg

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**Special Assistant – Office of Postsecondary and Higher Education - Pennsylvania Department of Education**

### **Profile**

Extensive experience in data analysis and statistics, author of several peer-reviewed articles using sophisticated quantitative methods, and experienced in coordinating the process of expanding state longitudinal data systems into state higher education systems.

### **Experience**

- Currently coordinating the expansion of the statewide ID's to postsecondary students (PAsecureID)
- Currently coordinating the expansion of the PA Statewide Longitudinal Data System – PIMS to higher education

**Special Assistant to the Deputy Secretary for Postsecondary and Higher Education, Pennsylvania Department of Education, Office Postsecondary and Higher Education (OPHE)**

### **May 2007 to Present**

- Lead the Office's effort to expand the Pennsylvania Information Management System into postsecondary and higher education.
- Responsible for improving the office's (OPHE) data efforts and data analysis abilities. Serves as the Office's primary data analyst and researcher.
- Member of the executive team in the Department of Education.
- Serves as an advisor to the Deputy Secretary. Responsible for policy development and implementation.
- Worked as the lead person in the PA Department of Education in writing a \$16 million dollar GEAR UP grant proposal currently being reviewed by the U.S. Department of Education and serve as the Department's liaison to the current GEAR UP grant.

**Research Assistant to Dr. Donald Heller, Center for the Study of Higher Education, The Pennsylvania State University**

### **January 2007 to May 2007**

- Conducted sophisticated statistical analysis.
- Collected, cleaned and analyzed longitudinal data

- Prepared a comprehensive literature review on the affects of student loans on student performance, college choice, attrition, persistence, choice of vocation, decision to pursue graduate and professional school, and other issues related to student loans.

### **Allan W. & Roberta Ostar Graduate Fellow, Grassroots Network, Alumni Association, The Pennsylvania State University**

#### **August 2006 to May 2007**

- Helped the Network successfully accomplish its strategic mission of supporting Penn States legislative efforts and increase public awareness of the benefits that Penn State brings to the Commonwealth in order to support its requests for state funding.
- Worked with Grassroots members in training and support
- Engaged in strategy development and planning
- Conducted research and data analysis for the Network.

### **Postsecondary Education Policy Analysis Fellow, State Higher Education Executive Officers**

#### **June 2006 to August 2006**

- Primarily investigated state and federal higher education finance practices and policies.
- Authored a white paper which analyzed different measures of state higher education spending (NASBO, Grapevine, U.S. Census, and SHEEO) and state general fund expenditures.
- Helped write a chapter for *The Handbook of Research in Educational Finance and Policy*, to be published by the American Education Finance Association, on higher education finance.
- Collaborated with SHEEO colleagues on developing individual higher education profiles for various states, which contain financial, economic, demographic, and higher education sector information.
- Conducted data analyses as requested using IPEDS, Grapevine, and other data sources.

#### **Awards**

- The Dissertation of the Year, 2008, Politics of Education Association
- Allan W. & Roberta Ostar Graduate Fellow, 2005 and 2006

#### **SLDS Role**

- Postsecondary Subject Matter Expert

#### **Percent of Time Commitment**

- 20%

### **Education/Certifications**

- Ph.D., Higher Education (Specialty: Higher Education Policy and Politics)  
Cognate: Political Science  
The Pennsylvania State University
- M.A., Political Science (Major: American Politics; Minor: Comparative Politics)  
The Pennsylvania State University
- B.A., Secondary Education/Social Studies; emphasis in Government and Philosophy  
Minor in English, Adams State College, Alamosa, CO

## Sue Mukherjee

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**Special Assistant to Secretary of Education  
State Lead, PA Science, Technology, Engineering & Math (STEM) Initiative  
Pennsylvania Department of Education**

### **Profile**

Workforce professional specializing in planning and coordinating project and policy development between multiple Commonwealth agencies including but not limited to, Governor Rendell's human capital and economic development initiative, Job Ready PA. Past work includes research-intensive projects such as international trade, minimum wage and the nurse supply-demand model for the Commonwealth. Strong communication skills embedded in program knowledge forms the foundation of work performed. Being trilingual (fluent in Hindi, Bengali and English) and comfortable with cultural diversity contributes significantly to overall workplace skills.

### **Experience**

#### **Pennsylvania Department of Education**

#### **Special Assistant to Secretary & State Lead, PA Science, Technology, Engineering and Math (STEM) Initiative**

#### **2007 to Present**

- PA's STEM Initiative is a cross-sector/cross-agency grant. A challenging project in both scope and deliverables, in less than a year it has evolved from a fledgling partnership of stakeholders to a statewide collaborative that is reaching every corner of the state securing over four new strategic partners and over \$350,000 in additional funding (\$1.3 million initiative)
- Part of a team that developed and implemented a strategic plan for Career and Technical Education entrenched in industry standards
- Working with multi sector team on expansion of Pennsylvania Information Management System (PIMS) into the postsecondary arena with special attention on integrating with workforce data
- Developed/defined (as a part of interagency team) the newest Targeted Industry Cluster for Pennsylvania – the Energy Cluster
- Workforce development projects such as development of a workforce policy on the Energy Sector, High Priority Occupation Annual Process and annual Career Guide publication

### **Policy Analyst & Executive Assistant to Deputy Secretary for Workforce Development on Statewide Initiatives, Pennsylvania Department of Labor & Industry**

#### **2004 to 2007**

Assisted in implementation of varied initiatives, programs, research and proposals that comprise or are a part of the Commonwealth's workforce development strategy such as:

- PA's Job Ready strategy team member– the first comprehensive workforce development strategy undertaken by the Commonwealth involving policy choices supported by a series of initiatives such as Workforce Advancement Grants for Education (WAGE), Industry Partnerships, Regional Career and Education Partnerships etc. (\$91 million initiative)
- Responsible for developing and implementing Job Training Equipment Grants from Unemployment Compensation funds for post secondary institutions. (\$3 million initiative)
- Responsible for coordinating the PA Youth in Transitions Project: Project with Department of Education, Welfare and the Workforce Investment Board (\$833,000 grant)
- Part of team that implemented the Career Gateway Project with Adult Basic Literacy and Education (ABLE) (\$860,000 grant)
- Pennsylvania's Plastics Grant with Pennsylvania State University, Pennsylvania's Workforce Investment Boards and private industry: (\$3.75 million initiative)

### **Pennsylvania Department of Labor & Industry**

#### **Center for Workforce Information and Analysis, Program Analyst**

#### **2001 to 2004**

Charged to ensure excellent development and communication of Labor Market Information with a broad stakeholder group. Specific areas of work and accomplishment include:

- International Trade Research with Office of Trade and Policy (under guidance of the Governor's Policy Office)
- Policy/research development supporting Minimum Wage legislation to implement Senate Bill 1090
- Responsible for leading the National Governor's Association project (Pathways to Advancement) – the research foundation for Job Ready Pennsylvania

### **Macoco Inc., (Branches: Lancaster and Harrisburg)**

#### **Owner/Operator of Macoco Inc. and Liaison with Export House (B.G. Services: India & Hong Kong)**

#### **1996 to 2001**

**Prudential Financial, SLC, Utah; Real Property (Commercial) Appraiser**

**1990 to 1995**

**UNICEF & Green Peace, SLC, Utah; Marketing Asst., fund-raising activities**

**1987 to 1991**

**Assembly of God's Church School, India; Mathematics Teacher**

**(Grades 7 through 9)**

**1985 to 1986**

### **Education/Certifications**

- Bachelor of Science (B.Sc.) in Economics (Hon), Mathematics, Statistics; M.S Operations Research, University of Calcutta, India
- Bachelor of Education (B.Ed) in Education, Xavier's Labor Relations Institute (XLRI), India
- Certificates/Course
  - Geography of Global Economics, Pennsylvania State University (Credit Course)
  - Seagate Crystal Report, Microsoft Advanced Access, Excel
  - Labor Market Analyst Certificate (US Department of Labor & Industry)
  - Local Employment Dynamics Certificate (United States Census Bureau)
  - Current Population Survey Certificate (United States Census Bureau)

### **Community/Professional Memberships:**

- Board of Trustee (2003 – 2006) for Hindu American Religious Institute (HARI)
- National Association of Workforce Professionals
- Advisory Boards of Strategic Early Warning Network and PA National Science Foundation visiting team

### **SLDS Role**

- Workforce subject matter expert

### **Percent of Time Commitment**

- 20%

## Jennifer Waltz

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**Executive Assistant to the Deputy Secretary  
Office of Elementary Education - Pennsylvania Department of Education**

### **Profile**

Experienced in education policy, research and analysis.

### **Experience**

#### **Pennsylvania Department of Education**

##### **Executive Assistant – Office of Elementary and Secondary Education**

###### **Feb. 2008 to present**

Responsible for researching and providing analysis of a variety of programs and resources; preparing the Deputy Secretary for meetings with state legislators and the State Board of Education. Duties include: analysis of proposed legislation, providing recommendations for program changes and for implementation of new programs, communicating to school districts and constituent groups about the impact of program and guideline changes.

##### **Executive Policy Specialist – PA Department of Education**

###### **May 2006 to February 2008**

Provided assistance and policy research to the Director of the Office of Policy, the Secretary of Education and his aides, and the Governor's Policy Office as requested. Duties included: developing policy recommendations for new and current programs, coordinating community forums, providing analysis on the impact of legislation, conducting studies to determine the impact of programs and projects and preparing responses for the Secretary's or Governor's signature.

##### **Executive Director, Pennsylvania Congress of Parents and Teachers (PA PTA)**

###### **October 2004 to May 2006**

Served as the primary liaison between the voluntary Board of Managers and staff. Managed all business and support functions of the Pennsylvania PTA. Major duties included: managing the office and budget, coordinating events and meetings, representing the PA PTA at meetings with other organizations focused on education advocacy issues, establishing partnerships and developing publications.

## **Communications Representative, Capital BlueCross**

### **August 2001 to October 2004**

Served as the internal communications coordinator. Major duties included: Planning employee events, customer appreciation events and designing promotional material, writing, designing and editing a weekly internal publication.

## **Communications Intern, Capital BlueCross**

### **May 2001 to August 2001**

Worked primarily with employee communications projects and events. Assisted in planning the Take Our Daughters and Sons to Work Day and the Big 33 Golf Outing. Wrote and designed several issues of the employee newsletter as well as designed other promotional materials.

## **SLDS Role**

- PK-12 subject matter expert

## **Percent of Time Commitment**

- 20%

## **Education/Certifications**

- Bachelor of Arts (B.A.) in Communications, Elizabethtown College, PA

## Shula Nedley

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**Bureau Director**

**Bureau of Assessment & Accountability, Pennsylvania Department of Education**

### **Profile**

Experienced in education policy, research and analysis.

### **Experience**

**Pennsylvania Department of Education**

**Bureau Director, Bureau of Assessment and Accountability**

**October 2005 to Present**

Responsible for Pennsylvania's assessment and accountability systems. Manage the Division of Assessment and Division of Performance Analysis & Reporting.

**Director, Data In Action**

**September 2003 to September 2005**

Independent consulting, assisting school districts, regional educational service agencies and universities in designing appropriate assessment and data analysis systems for school districts; and providing professional development in the areas of data-driven decision making, PSSA interpretation, assessment interpretation, and local assessment development. Also conduct program evaluation and evaluation of professional development. Partial client list: PA Department of Education, Lancaster-Lebanon Intermediate Unit, Appalachian Intermediate Unit, BLaST Intermediate Unit, Moon Area School District.

**Partnership for Educational Excellence Network (PEEN)**

**August 2002 to August 2003**

Serve as a liaison between the Pennsylvania Department of Education and Pennsylvania's 29 Intermediate Units (LEAs) to provide professional development and technical assistance in the areas of assessment and data-driven decision making to assist school districts in the implementation of state and federal programs.

**Program Officer, Office of Assessment, Evaluation, and Research**

**Pittsburgh Board of Public Education, Pittsburgh, PA**

**May 2001 to August 2002**

Responsible directing, coordinating, and implementing all assessment, program evaluation, and research activities within the School District. Responsible for designing this *new* Office with the mission of supporting the schools and District in data-based decision making for all stakeholders (a) through the measurement of student achievement, (b) through the evaluation of educational programs and (c) by conducting research to inform the Superintendent's Agenda in Action.

**Assessment Coordinator/Data Analyst**

**Pittsburgh Board of Public Education, Pittsburgh,  
PA Unit of Teaching, Learning, and Assessment  
May 1998 to May 2001**

Responsibilities include continuing the work conducted as a School Support Specialist and Data Analyst and continuing to support schools and central office in the appropriate assessment of student achievement and the appropriate use of student assessment results as well as serve as Assessment Coordinator for the District.

As the Assessment Coordinator for the District: designed and implemented a new standards-based assessment system. Worked with central office and school staff to design a new assessment system (5/98 to 5/99). Work with contractors (i.e., test publishers) to customize appropriate assessment materials for students and the community of the Pittsburgh Public Schools. Work with parents and school staff on (a) standards-based assessment (e.g., What is it?, Why do we need one?, What does the Commonwealth mandate?, etc.); (b) appropriate interpretation and use of test results; and (c) the use of student achievement results to plan for student and school improvement.

**School Support Specialist and Data Analyst  
Pittsburgh Board of Public Education, Pittsburgh, PA  
Office of Educational Design and Assessment and Office of School Affairs  
November 1993 to May 1998**

Assisted schools in the appropriate use of assessment tools and data. Advised central staff on appropriate use of assessment and other data which inform the accountability systems for both District and Title I. Designed and conducted evaluation research for various departments, projects, and initiatives, as needed. Served on District's Internal Review Board to evaluate requests to conduct research within the school system. Designed and maintained a school-level student data base for Title I evaluation requirements which included student assessment results and teacher assessment tools. Provided support to curriculum specialists in selecting and designing appropriate performance assessments in various content areas. Proficient user of a variety of software to support the analysis of data and maintenance and analysis of student records (e.g., SPSS) as well as standard word processing, spreadsheet, and report presentation software (e.g., Microsoft Word, Excel, and PowerPoint).

**Evaluation Consultant  
CTB Macmillan/McGraw-Hill, Pittsburgh, PA  
(Corporate Office in Monterey, CA)  
August 1990 to October 1993**

Responsible for sales and service of educational assessment tools to school districts in Western Pennsylvania and West Virginia. Assisted administrative and teaching staff in designing effective and appropriate assessment systems. Additionally, worked with administrators to implement technology to meet their assessment, instructional, and administrative needs.

**Director of Testing**

**Pittsburgh Board of Public Education, Pittsburgh, PA**

**Division of Research, Evaluation, and Test Development**

**August 1983 to August 1990**

Responsible for all test development activities within the District, including the design and implementation of an extensive criterion-referenced monitoring program and a syllabus examination program. Other responsibilities included providing assistance to educational professionals regarding analysis and use of data for instructional planning; developing and directing workshops for instructional staff in areas related to testing and use of testing information; and analyzing, presenting, and interpreting test data for a wide variety of audiences.

**Research Consultant**

**University of Pittsburgh, Pittsburgh, PA**

**Office of Measurement and Evaluation**

**February 1982 to February 1983**

Provided statistical, measurement, and research design consulting service to masters and doctoral level students, faculty, and staff from all areas of the University.

**Test Center Supervisor**

**University of Pittsburgh, Pittsburgh, PA**

**Office of Measurement and Evaluation**

**September 1982 to September 1983**

Responsible for the administration of national standardized admissions and certification exams. Served as liaison between the University of Pittsburgh and the testing companies, such as the Educational Testing Service, American College Testing, and The Psychological Corporation.

**Graduate Research Assistant**

**University of Pittsburgh, Pittsburgh, PA**

**Learning Research and Development Center (LRDC)**

**September 1978 to January 1982**

Engaged in theoretical research in the area of educational and psychological measurement, exploring such topics as measuring change and alternative test scoring methods that acknowledge partial knowledge. Responsible for data management, input, documentation, and analysis for projects conducted by the Evaluation Unit, which was involved in school district based evaluation. Provided psychometric assistance for other Research Units at LRDC.

## **Percent of Time Commitment**

- 15%

## **Education/Certifications**

- 1984, Ph.D., Educational Research Methodology-University of Pittsburgh, Pittsburgh, PA
- 1980, M.A., Educational Research Methodology, University of Pittsburgh, Pittsburgh, PA
- 1977, B.S., Psychology, University of Pittsburgh, Pittsburgh, PA

## Patricia M. DiLella

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**Senior Project Manager – Office of Information Technology  
School District of Philadelphia**

### **Profile**

Business executive with over twenty years in industry, specializing in reengineering business processes to improve customer service and the bottom line, systems implementation, and operations management. Take charge attitude, strong management skills, high performer, change agent, organizational and project management skills, recognized as being an inspiring and energetic leader, creating loyal teams, having tenacity to see work through to completion and as being a strong team member.

### **School District of Philadelphia**

#### **Senior Project Manager – Information Systems**

##### **2006 to Present**

Leading major District enterprise technology initiatives to improve productivity, planning, operations and reporting throughout Philadelphia, the 8<sup>th</sup> largest School District in the United States, with the ultimate goal of improving student achievement. Significant achievements;

- Implemented unique statewide ID's to 350,000 students (PAsecureID)
- Implemented Philadelphia's PA Statewide Longitudinal Data System – PIMS
- Implemented Smart Card Identification system in 60 high schools covering 56,000 students
- Responsible for enterprise Student Information System housing over 300,000 students
- Responsible for Technology Help Desk handling 23,000 clients in over 300 sites

#### **Project Manager – Systems Analysis**

##### **2002 to 2006**

- Implemented new Special Education case management/revenue recovery processes and systems for 5,000 users that would impact 30,000 students
- Implemented Enterprise Data Warehouse initiative – District wide
- Managed consultant contract and work to determine strategic direction for current financial/human resources/payroll system, data warehouse and new student information system.

**EXCELACOM, Inc. Arlington, VA**

**Chief Operations Officer**

**2001 to 2002**

- Personally established, grew and managed customer relationships for new company
- Successfully negotiated and implemented first contract with IT customer to use offshore Operations Center - \$250,000 annual revenue
- Created US headquarters location
- Executed contract and joint venture agreement, immigration/visa process, administration to establish offshore Operations Center in Chennai, India

**Verizon Communications, Philadelphia, PA**

**1968-2000**

**Senior Director**

Enterprise Business Solutions (1995-2000).

**Senior Manager**

**1994 to 1995**

Directed business process reengineering initiatives in the areas of customer ordering and billing.

**1968 to 199**

Held various management positions.

**SLDS Role**

- Largest client and user of Pennsylvania Information Management System (PIMS)

**Percent of Time Commitment**

- 50%

**Education/Certifications**

- M.S. - Training & Organization Development, St. Joseph's University, Philadelphia 1993
- B.S. - Business Management, St. Joseph's University, Philadelphia 1981

## Kirsty Brown

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**Special Assistant, Planning, Research & Evaluation  
Office of Child Development & Early Learning, Pennsylvania**

### **Profile**

Experienced researcher and administrator with expertise in early childhood education research and policy issues.

### **Experience**

#### **OCDEL, PA. Departments of Education & Welfare**

**Special Assistant--Planning, Research & Evaluation**

##### **2007 to Present**

Developing evaluation process for OCDEL programs; and coordinating efforts to build the Early Learning Network, a system to bring together existing OCDEL data and incorporate new data to enhance continuous program quality improvement efforts.

Significant achievements include:

- Streamlining research request process from outside researchers.
- Developing system to encourage external evaluation of our programs.
- Identifying and meeting data needs for OCDEL programs and researchers.
- Participating in Quality Data Systems pilot group to examine possibility of including early childhood education data systems.

### **Research Director**

#### **Center for Strategic Urban Community Leadership, NJ**

##### **2006 to 2007**

- Responsible for planning all elements of research program for Early Learning Research Academy, a model lab school for children from birth to age 5, including generating funding, writing proposals, budgeting projects, training assessment staff, hiring researchers, implementing systems
- Edited all materials generated at CSUCL, including Web site, promotional materials, newsletter, white papers, grant proposals, annual reports

**Assistant Director**

**National Institute for Early Education Research, NJ**

**2000 to 2006**

- Wrote several successful proposals for grants to support the Institute, including more than \$11.7 M total from The Pew Charitable Trusts
- Wrote and edited policy briefs, proposals, white papers, Web site pages.
- Managed details of establishing Institute, including developing and managing budget; facilitating Web site development process; relocating staff and equipment; recruiting and managing staff; developing subcontracting system; and meeting research and reporting requirements of funding organizations.

**Program Development Administrator**

- Prepared successful proposal for \$5.3 M grant to develop NIEER.
- Participated in policy analysis related to early childhood education issues.

**Graduate Assistant**

**Consortium for Policy Research in Education, PA**

**1999 to 2000**

- Policy analysis of impact of federal special education standards on schools.
- Analyzed national case study data from teacher interviews and surveys on school/district implementation of state standards and accountability regulations.

**Research Associate**

**Center for Early Education Research at Rutgers, NJ**

**1998 to 1999**

- Wrote and edited publications promoting the organization, and research papers
- Participated in policy analysis related to implementation of New Jersey's Supreme Court Abbott decision and early childhood education issues.
- Co-authored paper on access to dental care for low-income children.
- Participated in Tri-State Network on early childhood education. (CT, NY, NJ)

**Editor**

**Educational Testing Service, NJ**

**1992 to 1995; 1997 to 1999**

- Edited a variety of publications including policy reports, business publications, newsletters, bulletins, test questions, and research reports

**Editor**

**Delaware Valley Magazine, PA**

**1991 to 1992**

- Researched and wrote articles on topics of local interest

**Editor**

**Shape Magazine**

**1989 to 1991**

- As associate editor, commissioned and edited feature articles and columns on health, nutrition, and travel. Developed and wrote special features.
- As copy editor, trained and supervised interns in fact checking and research.

**Editor**

**Toppan Moore Co., Tokyo, Japan**

**1986 to 1988**

- Developed, wrote, and edited internationally distributed corporate magazine.
- Developed and narrated scripts for corporate videotapes; prepared and edited technical bulletins, instruction manuals, and annual report.

**SLDS Role**

- Early Learning Network (ELN) Project Manager

**Percent of Time Commitment**

- 20%

**Education/Certifications**

- XXX

## Cheryl Martin

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### Information Technology Portfolio Manager for Children and Family Services

#### Profile

- Extensive experience in managing and implementing large information technology projects within the Health and Human Services Community of Practice in Pennsylvania
- Proficient in budgeting, cost estimation and analysis of public financing options for large-scale program and information technology initiatives
- Skilled in quantitative and qualitative investigation techniques for measuring program outcomes and project metrics
- Have successfully minimized project risks and managed multiple cross-agency (Education and Public Welfare) initiatives consistently delivering quality projects on time and within budget

#### Pennsylvania Department of Public Welfare

### Information Technology Portfolio Manager /Children and Family Services

#### 2007 to Present

- Initiate and manage the recurring information systems portfolio prioritization process for PELICAN, child welfare and other children and family services. This process includes working across agencies including the Departments of Education as well as outside stakeholders such as professionals from the early learning/child development and juvenile justice communities.
- Manage the IT governance strategy for program offices and stakeholders within the child and family portfolio. Set the agenda, resolve issues and mitigate risks as chair of the monthly steering team meetings.
- Review DPW IT plans/requests to determine their feasibility, the efficient use of resources, and consistency with statewide initiatives.
- Research IT issues, identify potential policy conflicts, prepare/present summary reports, and identify IT opportunities throughout the organization. To that end, published *Technology Advances Child Care System* in the December 2007 issue of Policy and Practice – The Magazine of the American Public Human Services Association. Presented a workshop on the same topic at the Information Systems Management conference in Boston, 2007

### **Project Manager & Division Chief/System Support, and Data Management**

#### **2003 to 2007**

- Led the Child Care Management Information System (CCMIS) now called Pennsylvania's Enterprise to Link Information for Children across Networks (**PELICAN**) project through major program integration efforts since 2003. PELICAN automates Pennsylvania's subsidized child care business practices including intake, eligibility determinations, provider relations, and funds/payment management and has expanded to include a Provider Certification System, a Pennsylvania Pre-K Counts System, Early Intervention and an Early Learning Network to include child based assessments and program quality indicators.
- Manager of the DPW Provider Certification Project, PA Pre-K Counts and the Early Learning Network Feasibility Initiative – Responsibilities included coordinating 4 program offices and vendor management starting with work order development, and then managing through the software development life cycle including requirements gathering, general system design, detailed system design, testing training and post implementation.

### **Human Services Policy, Research and Evaluation Consultant**

#### **2001 to 2003**

- Managed cross-office teams to coordinate information system development, policy formation, budgetary requests, eligibility practices and consistent consumer-centered practices. Coordinated teams that were comprised of professionals from the Departments of Health, Public Welfare, Aging as well as consumers/advocates. Teams provided guidance in the areas of overall system design and development streamlining eligibility, continuous quality improvement.
- Conducted research studies across the Department of Public Welfare's six program offices. Performed advanced professional and analytical work of a quantitative and qualitative nature in the areas of human services involving research, forecasting, demonstration, planning, policy and program development, analysis and evaluation.

### **Pennsylvania Department of Aging**

#### **Aging Services Consultant**

#### **1990 to 2001**

- Worked with the Secretary of Aging to conduct research and perform analysis of financing options for long term living and system development.
- Coordinated and managed the drafting, development and implementation of the Medicaid waiver for financing people over the age of 60 in home and community settings rather than in nursing facilities.
- Project manager for the system development and implementation for the statewide information system for the over 60 Wavier.

## **Pennsylvania Governor's Office of Administration**

### **Pennsylvania Management Associate**

#### **1988 to 1989**

- Provided consultative services in 8 different agencies under the Governor's jurisdiction. Projects included an analysis of the benefits available to commonwealth employees, proposed an organizational restructuring for the Pennsylvania Department of Insurance and performed an information systems analysis for the Department of Health.

#### **SLDS Role**

- Project Consultant

#### **Percent of Time Commitment**

- 20%

#### **Education/Certifications**

- Indiana University of Pennsylvania B.S Management
- University of Pittsburgh, Graduate School of Public and International Affairs (GSPIA) Master of Public Administration
- Elizabethtown College, Post B.S. Certificate in Accounting – 27 credits in Accounting/Business Administration
- Elizabethtown College, Post B.S. Certificate in Information Systems – Completed 12 credits and continuing course work in Information Systems and Computer Science.

## Sarah Hollister

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**Policy Analyst – Office of Policy  
Pennsylvania Department of Education**

### **Profile**

Experience in data analysis and application of data to policy creation and system reform.

### **Experience**

#### **Pennsylvania Department of Education**

**Policy Analyst- Office of Policy**

**April 2008 to Present**

Responsibilities include:

- Analyze proposed state legislation
- Review PDE policies to ensure best practice
- Review national education policies and procedures
- Develop performance measures to assess PDE progress
- Communicate with key stakeholders about PDE initiatives
- Collaborate with the Governor's Office on education initiatives

#### **PMHCC- Inc, Best Practices Institute**

**Project Associate – Department of Human Services, Philadelphia**

**August 2007 to April 2008**

Assisted Commissioner's Office of Philadelphia's child welfare agency with system wide reform. Responsibilities included:

- Provided staffing and support to Commissioner, Commissioner's Chief of Staff, and Action Plan Project Managers
- Managed internal and external reporting related to reform work
- Coordinated DHS' Action Plan consultants
- Integrated Action Plan activities with ongoing work of DHS
- Facilitated community input and communication with various stakeholders

- Researched and reported on other child welfare agencies' reforms

### **Youth United for Change**

#### **Community Organizer/Policy Advocate Intern**

#### **September 2006 to May 2007**

Organized students to improve their education and school environments.

Responsibilities included:

- Collaborated with area education advocacy organizations to promote public school improvement
- Researched high school education models
- Researched history of Pennsylvania state education funding
- Facilitated community meetings to support high school restructuring
- Organized and facilitated training and leadership sessions for high school students

#### **SLDS Role**

- PK-12 Subject Matter Expert

#### **Percent of Time Commitment**

- 10%

#### **Education/Certifications**

- Master of Law and Social Policy, Bryn Mawr College, Bryn Mawr Pennsylvania
- Master of Social Service, Bryn Mawr College, Bryn Mawr Pennsylvania
- Bachelor of Science, Indiana University, Bloomington, IN

## **Scott Fairholm**

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**Deputy Chief information Officer – Governor’s Office of Administration  
Commonwealth of Pennsylvania**

### **Experience**

#### **Government Technology Leader**

Senior executive with fifteen years progressively responsible experience leading complex public sector organizations and managing statewide and national technology projects. Unique combination policy and technology expertise. Extensive experience working with legislators, judges, senior government officials, industry leaders, and staff; creating high performance organizations; and achieving results.

#### **Deputy Chief information Officer, Health and Human Services Agencies**

**Commonwealth of Pennsylvania, Governor’s Office of Administration**

#### **March 2008 to Present**

Responsible for leading and coordinating information technology services in the Commonwealth in accordance with policy, planning, and budget directives adopted by the Enterprise Information Technology Governance Board.

#### **National Center for State Courts, Williamsburg, VA**

#### **National Technology Policy Advisor (January 2006 to Present)**

#### **Director, Technology Services (August 2002 to December 2005)**

#### **August 2002 to March 2008**

Primary liaison between state courts, federal agencies, industry, and other national organizations on justice information sharing, public safety, privacy and security, intelligence, Global justice and public safety data models, enterprise architecture, Health IT, and other programs. Introduced Service Oriented Architecture (SOA) to U.S. Department of Justice Global Justice Information Sharing Initiative advisory committee and co-authored A Framework of Justice Information Sharing: Service-Oriented Architecture, the Global Justice Reference Architecture, and supporting guidelines. Regular speaker at national justice conferences and training events. Obtained and managed \$8M+ in federal grants. Directed multiple information sharing and national technical assistance projects. Developed national court technology standards. Provided executive staff support, IT governance and strategic direction to the Joint Technology Committee

of the National Association of State Court Administrators and National Association of Court. Created/sponsored national association of state and local court CIOs.

### **Virginia Department of Information Technology, Richmond, VA**

#### **Agency Head (Chief Technology Officer)**

##### **February 2001 to January 2002**

Lead centralized statewide technology agency/data center with 325+ employees and \$100M+ revenue. Advised the Governor and Secretary of Technology on technology policy, investments, operations and budgets for the state's 2,500 IT professionals and \$902M technology spend across 130 state agencies. Sponsored state agency and local government CIO advisory committee. Managed centralized information technology procurements and set statewide technology procurement policies. Managed Virginia's statewide telecommunications network. Directed the state's centralized data center. Oversaw enterprise consulting services, technology training, and distance learning services. Helped state receive national recognition as one of six states to receive an "A" for information technology in the Governing Magazine's Government Performance Project in 2001; Best State Internet Portal in 2002 by the Center for Digital Government (CDG), up from 4th place in 2001; and 6th place (2001), up from 28th in CDG's Digital State Survey – the annual ranking of how states use technology to deliver services to citizens.

### **Virginia Department of Technology Planning/Council on Information Management, Richmond, VA**

#### **Information Technology Manager**

##### **July 1995 to February 2001**

Senior technology policy advisor to Virginia's Electronic Government and Year 2000 project management offices. Established Virginia's eGovernment strategy. Developed statewide quality assurance program, performance metrics, and "Priority Business Activity" model used to manage \$211M Y2K compliance efforts. Facilitated business continuity and contingency planning with agency heads and cabinet secretaries. Conducted outreach to local governments, community groups and the private sector. Implemented Y2K rollover information/event management fusion center. Introduced IT Investment Management principles into the Commonwealth's IT governance. Developed statewide portfolio based IT strategic plan. Reviewed and approved technology strategic plans and major procurements for agencies and universities totaling \$800M+ annually. Assessed agency and institution information technology budget requests and developed budget priorities. Developed statewide information technology policies, standards and guidelines. Served as liaison to Education Advisory Committee, institutions of higher education, Department of Education, and K-12 schools.

### **SLDS Role**

- Manage Governance across all agencies in the Health and Human Services Community of Practice agencies, including Education, Welfare, Labor and Health

### **Percent of Time Commitment**

- 10%

### **Education/Certifications**

- Virginia Executive Institute, Richmond, VA, Virginia's senior leadership development program
- George Mason University, Arlington, VA (nights), Masters of Public Administration, International Management Track, 4.0 GPA
- Brigham Young University, Provo, UT, Bachelor of Arts International Relations, Analytic philosophy minor, Cum Laude. Internship – U.S. Department of State, Office of Legislative Affairs, 1988. Secret security clearance.

### **Boards/Committees**

- Global Privacy and Information Quality Working Group (1/07 – Present)
- Global Technical Privacy Task Force (10/06 – 11/07)
- Global Infrastructure and Standards Working Group Services Committee, Chair (1/05 – Present)
- Global Infrastructure and Standards Working Group Enterprise Architecture Committee (1/05 – Present)
- Global Security Working Group (1/05 – Present)
- Global Justice XML Training and Technical Assistance Committee (1/04 – Present)
- Global Infrastructure and Standards Working Group XML Structure Task Force (1/04 – 1/05)
- IJIS Fusion Center Working Group (11/06 – Present)
- IJIS Security and Privacy Committee (1/04 – 1/06)
- US DOJ/DHS National Information Exchange Model Business Architecture Committee (9/06 – Present)
- OASIS (1/06 to Present)
- National Association of State CIOs (NASCIO) Enterprise Architecture Committee (2/01 – Present)
- Virginia Information Providers Network Board (2/01 – 1/02)
- Virginia Council on Technology Services (2/01 – 1/02)
- Virginia Council on Information Management Education Advisory Committee (7/95 – 6/97)

## Shara Bunis

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**Senior Project Manager/Portfolio Manager,  
Health and Human Resource Agencies  
Governor's Office of Administration, Commonwealth of Pennsylvania**

### **Profile**

Senior Project Manager and Consultant leading statewide and national technology projects. Extensive experience working with educational data systems, particularly SLDS and the solution components often used to develop and support SLDS.

### **Experience**

#### **Managing Director**

#### **Accent on IT**

#### **September 2001 to Present**

Responsible for managing and directing all aspects of providing consulting services to government and not-for-profits entities. Clients include:

- National Center for State Courts: Provided program and project management for the *Justice Information Sharing Program (JISP)*. JISP promoted a coordinated effort to develop standards-based electronic information exchange models that allow the courts and the justice community access to timely, accurate, and complete information in a secure and trusted environment.
- Council of Chief State School Officers: Provided services as a Team Leader for the *Performance Based Data Management Initiative* (now called ED Facts) on behalf of the US Department of Education. Conducted site visits to state education agencies to review data and technology capacities related to the Education Data Exchange Network (EDEN). Provided customer support to state education agencies during the EDEN data submission process.
- United States Department of Education: Provided services related to reviewing state education agency submitted grant applications for statewide longitudinal data system implementation.
- eScholar, Inc: Provided services to state and local level education entities in support of data warehousing and decision support system implementation.
- Virginia Department of Social Services: Provided business process re-engineering services and development of related education and training materials.
- Virginia Department of Health: Provided services for developing technical requirements development for the Hepatitis B tracking system.

- **Center for Holistic Wellness:** Directed all aspects of providing health counseling services and advancing public awareness of health and wellness issues through public speaking, cooking/nutrition classes and direct client counseling
- **Health InSyncs:** Responsible for assisting with the daily office operations, conducting FDA studies, and implementing technology systems for office and inventory management.
- **Martha Graham Center of Contemporary Dance:** Provided enterprise-wide IT planning assistance and Web site development and maintenance.

### **Senior Project Manager**

*CACI, Inc.*

*January 2002 to November 2002*

Worked with the Fairfax County Human Services to provide advisement on IT strategic planning and investment management processes. Accountable for design, implementation, and quality assurance of the project. Provided technical and process leadership, produced and presented project deliverables and status reports.

### **Specialist K-12 Education**

**Cognos Corporation, Burlington, Massachusetts**

**August 2000 to June 2001**

Reporting directly to the Public Sector Vice President for Marketing and Sales, primary responsibility was to drive and support the pipeline in the K-12 vertical market. Worked with sales team on business development and marketing strategies. Also provided pre-sales support.

### **Executive Manager of Special Projects**

**Office of the Chief Information Officer**

**New York State Education Department, Albany, New York**

**July 1997 to August 2000**

Reporting directly to the CIO; responsible for moving forward projects and policies toward meeting New York State and Education Department strategic information technology and educational technology goals. Areas of responsibility were diverse and included such activities as managing intergovernmental technology projects, chairing policy and decision-making committees addressing statewide initiatives, and providing written and verbal reports to senior management and legislative officials.

## **Education Program Assistant II**

### **Office of Elementary, Middle, Secondary and Continuing Education**

#### **September 1994 to July 1997**

Assignments carried the responsibility of effectively using assessment data, and other educational indicators to support strategic planning related to school accountability and school improvement. Included developing standard educational objectives and criteria, providing program evaluation and guidance to low performing schools, and implementing training activities in support of new initiatives.

## **Certification Specialist**

### **Division of Teacher Certification**

#### **November 1988 to September 1994**

Responsible for evaluation of applicants' transcripts and/or work experiences to assess compliance with minimum certification requirements to determine eligibility for teaching and administrative certification.

## **SLDS Role**

- Oversee large strategic initiatives within the HHS community of Practice agencies, particularly in the educational program areas. PIMS and PAsecureID are the highest priority initiatives in my portfolio. Coordinate governance across all agencies in the Health and Human Services Community of Practice agencies, including Education, Welfare, Labor and Health

## **Percent of Time Commitment**

- 20%

## **Education/Certifications**

- Bachelor of Arts in Psychology, 12/82, M.S. in Educational Psychology and Statistics, 8/95, State University of New York at Albany, Albany, New York
- Certificate in Holistic Health Counseling, 6/07, Columbia University, NYC, New York (through the Institute for Integrative Nutrition)
- Permanent New York State Public School Teacher Certification: Nursery, Kindergarten & Grades 1-6, Mathematics 7-9, Biology 7-12, Chemistry 7-12, General Science 7-12
- Board Certified Health Counselor, AADP

# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1235-PA SLDS - Budget Narrative - Section 8.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1236-PA SLDS Budget Info ED - 524.pdf**

## Budget Narrative

We believe the budget estimates included in this grant application are reasonable and conservative. Estimates were developed based on discussions with other states and our understanding of the marketplace.

PDE's budget estimates do not include any salary and expenses for Commonwealth of Pennsylvania employees. Our estimates include contractor related costs including for software licenses, hardware, professional services (including consultants and developers), etc. Estimates for professional services are based on the project descriptions in Section 6 and the high level work plans in Section 7. Recurring costs items such as annual software support and maintenance have not been included in the estimates and will be absorbed by PDE as part of its focus on SLDS sustainability.

The detailed cost components for each project are discussed below.

- a. Link PAsecureID and PIMS to Early Childhood Data Collection* \$800,000  
The cost elements for this project include over 3,000 hours of professional services, software costs of \$150,000, and hardware costs of \$50,000. The services estimate reflects experience with PAsecureID and PIMS as well as relevant early childhood systems and data. The types of professionals will include developers, data analysts, data warehouse analysts, and system architects.
- b. Implement eTranscripts and Electronic Student Record Exchange* \$800,000  
The cost elements for this project consist of software license payments for two years and implementation services. After two years PDE will assume responsibility for sustaining the system.
- c. Continue Expansion of PIMS to Public Postsecondary Institutions* \$1,900,000  
The cost elements for this project include over 7,000 hours of professional services, software costs of \$400,000 for additional licenses for PAsecureID and PIMS, and hardware costs of \$75,000. The services estimate reflects experience with PAsecureID and PIMS as well as relevant early childhood systems and data. The types of professionals will include developers, data analysts, data warehouse analysts, and system architects.
- d. Expand PIMS to Private and Independent Institutions* \$1,350,000  
The cost elements for this project include over 5,000 hours of professional services, software costs of \$300,000 for additional licenses for PAsecureID and PIMS, and hardware costs of \$50,000. These estimates reflect the postsecondary data requirements recently developed by PDE. The types of professionals will include developers, data analysts, data warehouse analysts, and system architects.
- e. Assign Unique Staff Identifier to PK-12 Non-Certified Professional and Paraprofessional Staff and Teacher's Aides* \$300,000

This cost includes professional services for the design, development, testing and deployment of a new application. The estimates are based on PDE's extensive experience building applications including its existing Professional Personnel ID (PPID) system. The types of professionals will include developers, analysts, system architects, and programmatic experts. In 2012 PDE staff will assume full support of this SLDS component.

f. Expand PAsecureID and PIMS to Adult Basic and Literacy Education (ABLE) Students \$250,000

The cost elements for this project include over 500 hours of professional services and software costs of \$100,000 for additional licenses for PAsecureID. These estimates are based on PDE's extensive experience using its eData, PAsecureID, and PIMS applications.

g. Develop Reporting for Superintendents, Principals, Teachers, Researchers, and Policy Makers \$1,200,000

The cost elements for this project include over 3,000 hours of professional services, software costs of \$500,000, and hardware costs of \$100,000. These estimates are based on the continued use of the Cognos Business Intelligence Suite for reporting and dashboards and reflect significant experience with this software product. The types of professionals will include developers, data analysts, data warehouse analysts, and system architects. In 2012 PDE staff will assume full support of this SLDS component.

h. Assess Feasibility of Expanding PAsecureID and PIMS to Public and School Libraries \$300,000

The cost for this project includes over 1,500 hours of professional services to develop a plan to collect and load library data into PIMS. The scope of this assessment is based on recent discussions with the Pennsylvania Office of Commonwealth Libraries during which specific potential opportunities for data sharing and integration were identified.

i. Expand PAsecureID and PIMS to Postsecondary Graduate Students \$450,000

The cost elements for this project include nearly 1,000 hours of professional services and software costs of \$200,000 for additional licenses for PAsecureID and PIMS. These estimates are based on the continued use of the Cognos Business Intelligence Suite for reporting and dashboards and reflect significant experience with this software product.

j. Formalize Training for LEA Data Administrators \$250,000

The cost for this project is based on an estimate provided by one of Pennsylvania's Regional Education Agencies. This estimate includes the development of the curriculum, the development of an online tutorial application, and the delivery of 10 web-based workshops with two staff.

k. Institutionalize LEA Data Analysis Capabilities \$250,000

The cost for this project is based on an estimate provided by one of Pennsylvania's Regional Education Agencies. This estimate includes the development of the curriculum using PIL (Appendix A), the development of multiple web-based courses, and the development of several multimedia online presentations.

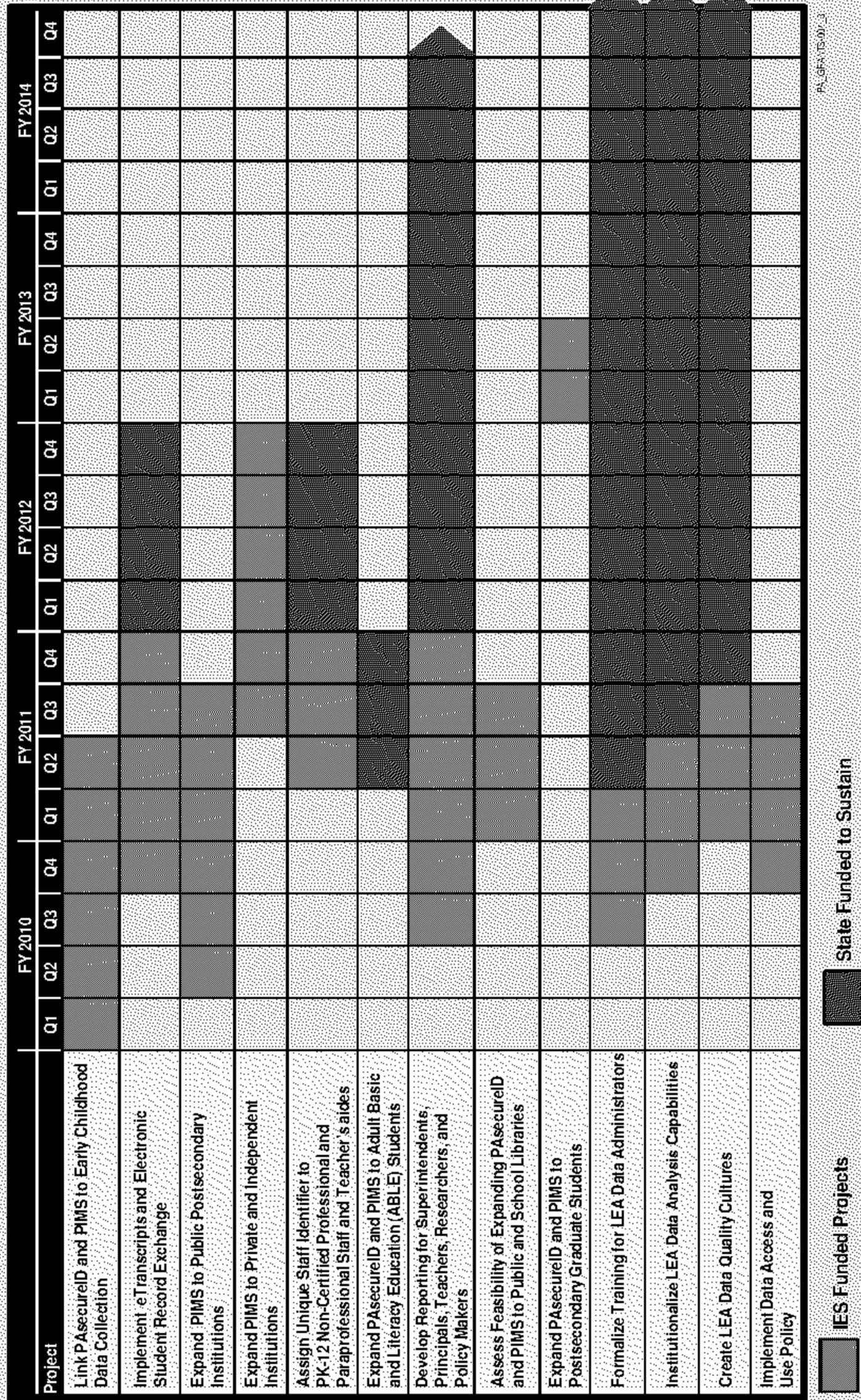
**l. Create LEA Data Quality Cultures** **\$250,000**

The cost for this project is based on an estimate provided by one of Pennsylvania's Regional Education Agencies. This estimate includes the evaluation and selection of a metadata tool for PDE and the LEAs, the development of data quality training curriculum using PIL (Appendix A), the delivery of train-the-trainer training, and the development training materials.

**m. Implement Data Access and Use Policy** **\$250,000**

The cost elements for this project include nearly 1,500 hours of professional services to develop a long-term SLDS security strategy, integrate the SLDS with EdHub, redesign processes impacted by Data Access and Use Policy, and draft new policies for postsecondary and early childhood. The types of professionals will range from developers to security architects to operations consultants. In 2012 PDE staff will assume full responsibility for administering the PDE Data Access and Use Policy.

# Pennsylvania SLDS Grant



PLUGFA (5-0)-3

■ IES Funded Projects  
 ■ State Funded to Sustain

Figure 7-1. Overall Timeline

**PA SLDS Grant 2009**

**Budget Information - Non construction Programs (ED - 524)-Section C**

		Total		FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
	Link PAsecureID and PIMS to Early Childhood							
a	Data Collection	\$800,000	\$533,333	\$266,667				
b	Implement eTranscripts	\$800,000	\$160,000	\$640,000				
c	Expand PIMS to Public Postsecondary Institutions	\$1,900,000	\$950,000	\$475,000	\$475,000			
d	Expand PIMS to Private and Independent Institutions	\$1,350,000	\$675,000	\$675,000				
e	Assign Unique Staff Identifier to PK-12 Non-Certified Professional and Paraprofessional Staff and Teacher's Aides	\$300,000		\$300,000				
f	Expand PAsecureID and PIMS to Adult Basic and Literacy Education (ABLE) Students	\$250,000		\$250,000				
g	Develop Reporting for Superintendents, Principals, Teachers, Researchers, and Policy Makers	\$1,200,000	\$800,000	\$400,000				
h	Assess Feasibility of Expanding PAsecureID and PIMS to Public and School Libraries	\$300,000		\$300,000				
i	Expand PAsecureID and PIMS to Postsecondary Graduate Students	\$450,000			\$300,000	\$150,000		
j	Administrators	\$250,000	\$166,667	\$83,333				
k	Institutionalize LEA Data Analysis Capabilities	\$250,000	\$83,333	\$166,667				
l	Create LEA Data Quality Cultures	\$250,000	\$125,000	\$125,000				
n	Implement Data Access and Use Policy	\$250,000	\$125,000	\$125,000				
	<b>Total Contractual</b>	<b>\$8,350,000</b>	<b>\$3,618,333</b>	<b>\$3,806,667</b>	<b>\$475,000</b>	<b>\$300,000</b>	<b>\$150,000</b>	
	<b>Travel</b>	<b>\$50,000</b>	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	<b>Supplies</b>	<b>\$30,000</b>	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	<b>Other</b>	<b>\$80,000</b>	\$20,000	\$20,000	\$15,000	\$15,000	\$15,000	\$10,000
	<b>Total SLDS Grant Request</b>	<b>\$8,510,000</b>	<b>\$3,654,333</b>	<b>\$3,842,667</b>	<b>\$506,000</b>	<b>\$331,000</b>	<b>\$176,000</b>	

Robert McGrath - 9/24/2008