

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

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS  
CFDA # 84.384A  
PR/Award # R384A100047**

Closing Date: NOV 19, 2009

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

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission		
<input type="checkbox"/> Preapplication	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> New	
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Continuation	* Other (Specify)
	<input type="checkbox"/> Revision	
* 3. Date Received: 12/4/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: N/A	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Department of Education of Puerto Rico		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 660433481	* c. Organizational DUNS: 090142522	
<b>d. Address:</b>		
* Street1:	PO Box 190759	
Street2:		
* City:	San Juan	
County:		
State:	PR	
Province:		
* Country:	USA	
* Zip / Postal Code:	00919	
<b>e. Organizational Unit:</b>		
Department Name: Office of the Secretary	Division Name:	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:	Mr.	* First Name: Richard
Middle Name:		

\* Last Name: Martinez

Suffix:

Title: Special Aide to the Secretary

Organizational Affiliation:

\* Telephone Number: (787)773-5821 Fax Number: (787)250-0275

\* Email: MARTINEZR@DE.GOBIERNO.PR

**Application for Federal Assistance SF-424**

Version 02

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

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

ED-GRANTS-072909-001

Title:

Grants for Statewide Longitudinal Data Systems under ARRA

**13. Competition Identification Number:**

Title:

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

Puerto Rico - islandwide

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

Puerto Rico Statewide Longitudinal Data System (PR-SLDS)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: PR98

\* b. Program/Project: PR98

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 6/1/2010

\* b. End Date: 9/24/2012

**18. Estimated Funding (\$):**

a. Federal	\$ 10614548
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 10614548

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

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

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

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

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

Yes  No

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

**\*\* I AGREE**

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

**Authorized Representative:**

Prefix: Mr. \* First Name: Edward  
Middle Name:  
\* Last Name: Moreno  
Suffix:

Title: Acting Secretary of Education

\* Telephone Number: (787)773-5800 Fax Number: (787)250-0275

\* Email: MORENO\_E@DE.GOBIERNO.PR

\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Department of Education of Puert...

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	\$ 1,349,419	\$ 1,719,666	\$ 1,968,417	\$ 0	\$ 0	\$ 5,037,502
2. Fringe Benefits	\$ 310,366	\$ 395,523	\$ 452,736	\$ 0	\$ 0	\$ 1,158,625
3. Travel	\$ 16,562	\$ 16,562	\$ 16,562	\$ 0	\$ 0	\$ 49,686
4. Equipment	\$ 0	\$ 430,000	\$ 0	\$ 0	\$ 0	\$ 430,000
5. Supplies	\$ 85,000	\$ 36,000	\$ 36,000	\$ 0	\$ 0	\$ 157,000
6. Contractual	\$ 250,000	\$ 2,335,647	\$ 600,000	\$ 0	\$ 0	\$ 3,185,647
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 300,000	\$ 0	\$ 150,000	\$ 0	\$ 0	\$ 450,000
9. Total Direct Costs (lines 1-8)	\$ 2,311,347	\$ 4,933,398	\$ 3,223,715	\$ 0	\$ 0	\$ 10,468,460
10. Indirect Costs*	\$ 39,133	\$ 49,870	\$ 57,084	\$ 0	\$ 0	\$ 146,087
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 2,350,480	\$ 4,983,268	\$ 3,280,799	\$ 0	\$ 0	\$ 10,614,547

**\*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): \_\_\_\_\_ The Indirect Cost Rate is 2.9%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Department of Education of Puert...

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

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

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Edward Moreno

**Title:** Interim Secretary of Education

**Date Submitted:** 12/02/2009

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Puerto Rico Department of Education Address: PO Box 190759 City: San Juan State: PR Zip Code + 4: 00919-0759  <b>Congressional District, if known: 01</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> United States Department of Education	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: 84.384	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Edward Moreno Title: Acting Secretary of Education Applicant: Department of Education of Puerto Rico Date: 12/02/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

<b>APPLICANT'S ORGANIZATION</b>
Department of Education of Puerto Rico
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
Prefix: Mr      First Name: Edward      Middle Name:
Last Name: Moreno      Suffix:
Title: Acting Secretary of Education
Signature: _____      Date: 12/02/2009

ED 80-0013

03/04

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix:      \* First Name:                  Middle Name:                  \* Last Name:                  Suffix:  
Mr.            Richard                                                                                                    Martinez

Address:

\* Street1:                  Calle Federico Costa #150  
Street2:  
\* City:                          San Juan  
County:  
\* State:                          PR \* Zip / Postal Code: 00919 \* Country: USA

\* Phone Number (give area                  Fax Number (give area  
code)    code)  
(787)773-5821    (787)250-0275

Email Address:

MARTINEZR@DE.GOBIERNO.PR

**2. Applicant Experience**

Novice Applicant                           Yes                   No                   Not applicable

**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:**

**Attachment:**

Title :  
File :

# **Project Narrative**

## **Project Narrative - Project Abstract**

Attachment 1:

Title: **Project Abstract Final** Pages: **1** Uploaded File: **C:\Users\gfernandez\Documents\Project Abstract Final.pdf**

## 5. *Abstract*

The Government of Puerto Rico has chartered the Puerto Rico Department of Education (PRDE), the Puerto Rico Council on Higher Education (PRCHE), the Puerto Rico General Council of Education (PRGCE), which covers private schools at level Pk-12 as well as postsecondary vocational education, the Puerto Rico Department of Labor and Human Resources (PRDLHR) and the Puerto Rico Institute of Statistics (PRIS), with the development of the State Wide Longitudinal System. The project, titled the *Puerto Rico Statewide Longitudinal Data System* (PR-SLDS) shall be built leveraging the existing investments in technology, such as the Student Information System (SIS) and Data Warehousing Technologies, in addition to providing the necessary infrastructure, systems and interoperability mechanisms to support data sharing / analysis across key information stakeholders. Finally, the project calls for the development of the “Information Portal” required to ensure the dissemination of information across a wide array of information stakeholders. The proposed project encompasses a three year effort which covers the following objectives:

- Establishment of the Data Governance Structure and Data Management capabilities required across agencies, to promote and sustain the use of SLDS data for improved decision making.
- Establishment of the necessary technology infrastructure and systems to support the integration of Pk-12 data across public and private schools, the necessary infrastructure / systems for data collection across all levels of the postsecondary system, the necessary interoperability mechanisms across the Pk-20 landscape and the required data repository to support the development of the SLDS.
- Development of the required data repository and Business Intelligence Tools (BI) to support the implementation of a Statewide Longitudinal Data System (SLDS).
- Establishment of a portal with the necessary dashboards and reporting tools for dissemination of information to the diverse group of information stakeholders across the island.

The PR-SLDS outcomes upon completion will include longitudinal information covering a wide array of areas, such as statewide school and postsecondary student counts, unique student identifiers, participation in programs, assessment data, curriculum, teacher certification, transition into postsecondary institutions and transition into the labor market. As a result, the wide array of information stakeholders will have access to critical information on Puerto Rico’s student population. Stakeholders are policymakers, administrators, teachers, parents, students, analysts, researchers and universities. This information includes the process in which the students go through the primary, secondary and postsecondary schools, eventually incorporating themselves into the labor market. This will help drive informed decision making, improved use of state and federally funded programs, accountability and school improvements. In all, the development of the PR-SLDS will help drive significant opportunities for Puerto Rico to improve the education process and drive improved overall student academic achievement.

The funding requested for this three-year effort is \$10,614,548

# Project Narrative

## Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **20** Uploaded File: **PR SLDS Project Narrative Final[1].pdf**

Puerto Rico Department of Education

# Application for Grant for Statewide, Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

November 2009

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## **Project Narrative**

### **A. Need for Project**

The Puerto Rico Department of Education (PRDE) is requesting the assistance of the Institute of Education Sciences (IES), through its Statewide Longitudinal Data System (SLDS) Grant Program, in order to develop a true SLDS for the island. Although Puerto Rico some of the SLDS components already in place, they need to be integrated for effective decision-making in both the educational and labor arenas.

#### ***Why is an SLDS so Essential for Puerto Rico?***

Puerto Rico, in its fourth year of economic recession, faces great educational and employment challenges. Approximately 750 of the 1,519 schools in our public school system have been identified as in need of improvement, corrective action or restructuring. The island is also currently dealing with a 16.4% unemployment rate. Puerto Rico needs an informed, cost-efficient strategy to manage its human resources, providing its young people with a world-class education in conjunction with an attractive and responsive labor market. A fully integrated SLDS will go a long way in helping to achieve long-term success, since it would allow decision-makers to gauge the efficacy of curriculum and teaching initiatives in a timely fashion, while monitoring the interaction between educational plans and the job market. An SLDS will help the government of Puerto Rico achieve a balanced and sustainable economic development, while fostering in its population the kind of personal and professional growth associated with a quality education.

#### ***Who is Involved in Puerto Rico's SLDS Initiative?***

Although the PRDE is the principal proponent in this effort, it is by no means the only one. This application represents a committed partnership amongst representatives of the main stakeholder organizations, which are:

- The Governor's Office

The government structure of the Commonwealth of Puerto Rico is similar to those of other US states in terms of management of Federal funds. The Governor, as leader of the Commonwealth's executive branch, has authority over the island's internal affairs. The executive branch includes departments such as: Department of Education, Department of Health, Department of Labor, Department of Commerce, Department of Treasury, Department of Agriculture, and the Department of Transportation and Public Works.

- The Puerto Rico Department of Education (PRDE)

The Puerto Rico Department of Education (PRDE) is a unitary educational system which acts as both the State educational agency (SEA) and the local educational agency (LEA). The PRDE is made up mainly of three administrative levels: the central-level, (7) educational regions, and 1,499 schools (66% of the total schools in PR). The PRDE is the sole SEA/LEA

operating in Puerto Rico. In terms of dimensions, the PRDE currently encompasses 75% of the total Pk-12 student population and 80% of the teachers in PR.

– The Puerto Rico Council on Higher Education (PRCHE)

The Law 17, approved on the 16th of July 1993, grants the PRCHE the responsibility for licensing all programs and institutions of higher education (i.e. associates degree or higher) both public and private.

– The Puerto Rico General Council of Education (PRGCE), which covers private schools at level Pk-12, as well as vocational postsecondary education

The Law 148, approved July 15, 1999, grants the PRGCE the power to issue licenses to establish and operate private schools at preschool, elementary, secondary, vocational, technical and highly skilled, and postsecondary of non-university nature levels. It also grants the PRGCE the power to accredit schools of the public education system and private schools, that request it, through procedures which verify that they operate at satisfactory levels of excellence.

– The Puerto Rico Department of Labor and Human Resources (PRDLHR)

The PRDLHR is an executive department of the Government of Puerto Rico; it was created by the Law 15 of 1931, and then its existence was recognized at the moment of the approval of the Constitution of the Commonwealth of Puerto Rico in 1952. The department is responsible for public policy and management of labor legislation, occupational safety, unemployment insurance benefits, re-employment services, human resources training, and some economic statistics.

– Puerto Rico Institute of Statistics

The Puerto Rico Institute of Statistics is a recently-minted state government organization charged with the responsibility of developing the statistical policy of Puerto Rico and coordinating the production of Puerto Rico government statistics, with the objective of ensuring universal and timely access to reliable and comprehensive statistical information on Puerto Rico. The work of the Institute is both inter-disciplinary and research-oriented in nature.

As evidenced in Appendix D, many other stakeholder groups support this effort and are ready to participate in its implementation.

### ***Status of Puerto Rico's SLDS Initiative***

The Puerto Rico Department of Education has already made investments conducive to the development of the foundation work for a PR-SLDS. In 2005-2006 the local government invested \$39 million in the development of the Student Information System in 1,523 schools in Puerto Rico. In addition, approximately \$1.5 million has been invested in the development of a comprehensive data warehouse solution which articulated information across sources and

addresses compliance reporting such as EDFacts. On the other hand this system does not currently monitor private school students or postsecondary level data. The island does not have a comprehensive individual achievement mechanism for levels 12 through 16, although it has started efforts to gather this data from local postsecondary entities. The PRDLHR has most Puerto Rican employees in its unemployment insurance system, but is not integrated with the public school system and does not include postsecondary level data. This ARRA grant would be the first grant Puerto Rico receives from the IES for the development of a SLDS. For more information on current implementation status for the required data system capabilities and elements, please refer to Appendix C of this application.

## **B. PR-SLDS Project Outcomes**

The proposed project will leverage the existing investment in the Student Information System (SIS) and build upon its capabilities. In addition, data specifications aligned with national standards will be incorporated and data quality standards and processes will be developed to ensure alignment and data exchange across Pk-12 and higher education institutions. In addition, interoperability improvements will be incorporated to ensure the necessary integration across the Pk-20 landscape in Puerto Rico. The key objectives encompassed within this three year effort are the following:

- Establishment of a Data Governance structure along with related processes and tools.
- Establishment of the necessary technology infrastructure and systems to support the integration of Pk-12 data across public and private schools, the necessary infrastructure / systems for data collection at all levels of the postsecondary system, the necessary interoperability mechanisms across the Pk-20 landscape and the required data repository to support the development of the PR-SLDS.
- Development of the required data repository and Business Intelligence Tools (BI) to support the implementation of a PR-SLDS.
- Development of the required Information Portal to support the diverse set of information stakeholders.

### ***Background:***

#### ***Pk-12 School System:***

The current SIS used within the public education system (i.e. SIE) supports all of its 1,519 schools, over 42,000 teaching staff and 492,296 students. The current system encompasses the following information: student demographics, participation in programs, individual assessment information, and classroom level information including teacher certification among other areas. In addition, the system currently generates a unique student identification at the time of

enrollment. However, at this point this capability is limited to the 1,519 schools within the public system. An essential part of this project is the expansion of the current SIS to incorporate relevant information from the private schools system, which currently serves 161,697 students across 771 institutions on the island.

***Postsecondary / Higher Education Institutions:***

At present, the Puerto Rico Council on Higher Education and the Puerto Rico General Council of Education, which cover private schools at level K-12 as well as postsecondary education have limited infrastructure and systems to support the development of the PR-SLDS. Currently, there are only three statewide data collection systems in Puerto Rico: The Integrated Postsecondary Education Data System (IPEDS) of the National Center for Educational Statistics (NCES), The Transfer Out Reporting System (TORS), which measures inter-institutions transfers, and the Payroll Student Financial Aid System (*Sistema de Nómina de Ayuda Financiera a Estudiantes - SINAFE*), which measures financial aid payments to students. While IPEDS covers all Title IV institutions in Puerto Rico, it is not Student Unit Record (SUR) based, does not include many important and interesting variables and is not well suited to the higher education environment of Puerto Rico. On the other hand, both TORS and SINAFE are very limited in their scope and do not cover the whole universe of institutions and students.

As part of this initiative, a needs assessment will be conducted to determine the required infrastructure and systems to support the development of the PR-SLDS and the staffing structure required.

***Department of Labor & Human Resources:***

As with the PRCHE and PRGCE, the current systems deployed at the Department of Labor are not fully supportive of a SLDS. At present, these systems are very limited in terms of the basic information and are also limited in terms of available staffing to incorporate under the SLDS initiative.

The proposed project will establish the groundwork across these key information stakeholders in order to get improved data governance, information sharing, and development of the SLDS and the ongoing sustainability of the system.

As part of this groundwork, it is extremely important to establish the necessary Governance and Data Management Structure spanning across these organizations to ensure the establishment of standards, the on-going administration / monitoring of information, the training to key information stakeholders and ensuring compliance with applicable information management laws.

**Goals:**

The specific goals and objectives for the PR-SLDS are:

**Goal 1:**

Development of Statewide data governance structure, processes, and tools.

- 1.1 Establish data governance structure to develop and manage standards, drive sustainability and overall data quality and incorporate stakeholders to enable data based decision making across state leadership functions.
- 1.2 Provide leadership during the “Change Management Process” and design / develop the necessary training and orientation programs to support all information stakeholders.
- 1.3 Establish strong privacy procedures, including the proper addressing of the related laws pursuant to information privacy (i.e. FERPA) and the necessary orientation to information stakeholders.

**Outcome:**

Established governance structure, processes and tools with published standards and training programs.

**Goal 2:**

Establishment of the necessary infrastructure and systems to support the development and sustainability of a SLDS. This will encompass leveraging the existing SIS to encompass data pertaining to Pk-12 schools (both private and public;) the necessary infrastructure / systems to support the PRCHE and PRGCE and postsecondary institutions, the establishment of a secure interoperability model to ensure data sharing across key information stakeholders and the central repository of information.

- 2.1 Conduct needs assessments across key information stakeholders (PRDE, PRCHE, PRGCE, PRDLHR, postsecondary institutions) and define technical requirements for (a) infrastructure and (b) systems deployment and establish the necessary action plans.
- 2.2 Establish the necessary infrastructure and Information Technology (IT) systems to support PR-SLDS capability across the PRCHE and PRGCE entities.
- 2.3 Determine secure interoperability mechanisms to drive information sharing across platforms. These will cover Pk-12 (public & private), higher learning entities and the Department of Labor.
- 2.4 Leverage the current ED Facts methodology / design to capture information across a varied landscape of systems solutions across the private schools systems.
- 2.5 Expand the current SIS capabilities to not only manage information pertaining to the existing public school system (i.e. 1,519 schools and 492,296 students) but also to include the relevant private school information (i.e. 771 schools and 161,697) to support the development of the Pk-12 repository and drive a unique student identifying mechanism.
- 2.6 Incorporate advanced placement testing scores to student database as required by PR-SLDS data requirements.
- 2.7 Adoption of national data element standards to ensure adherence to standards and drive improved interoperability at a state level.

**Outcome:**

Establishment of the statewide Pk-12 information repository and unique identifier systems and the deployment of the required technology to support the PRCHE and PRCGE's information needs. In addition, this incorporates the necessary systems for data collection to support requirements pertaining to the PRDLHR. This will provide the baseline information required to support the development of the PR-SLDS.

**Goal 3:**

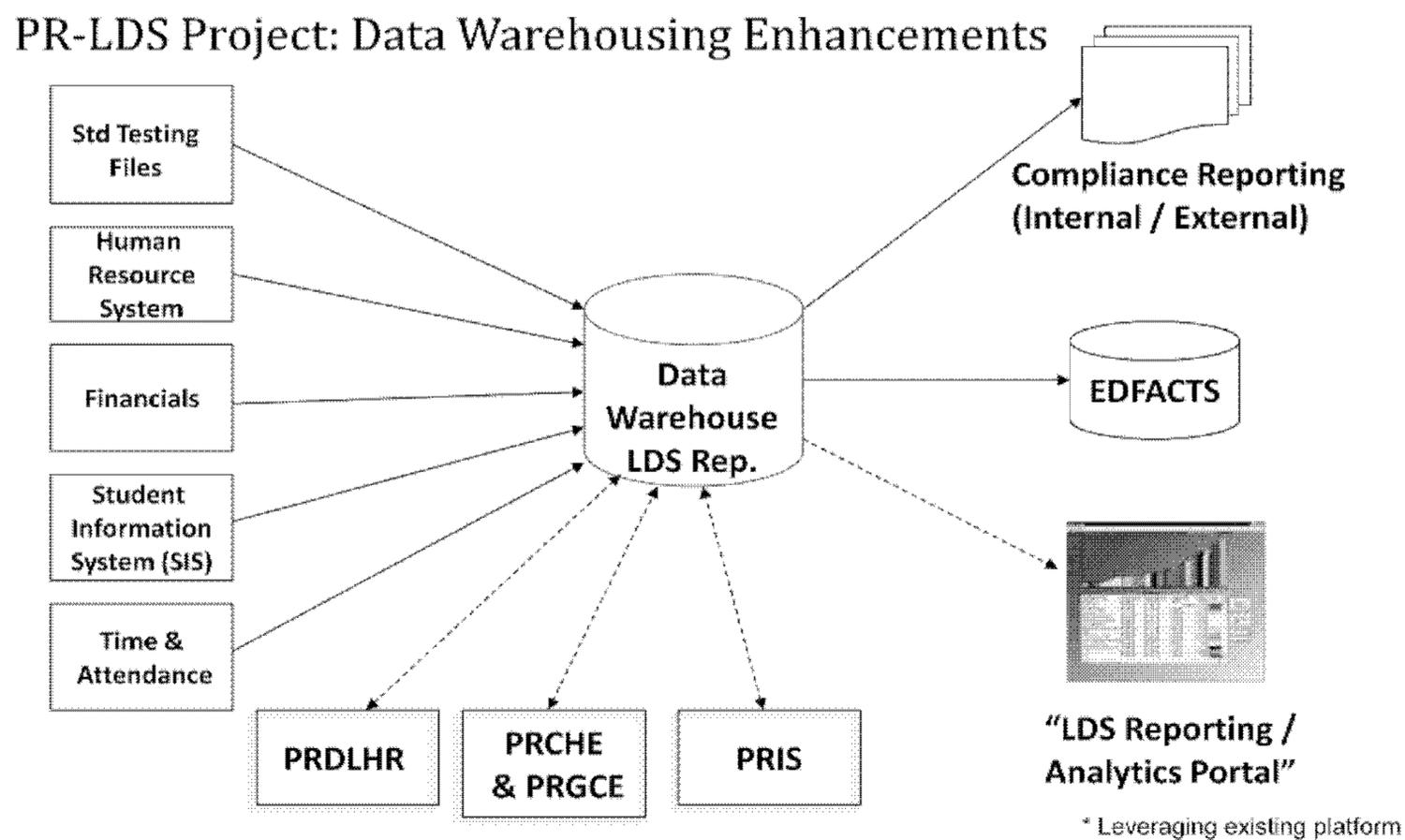
To expand the current data mining and business intelligence platform (BI) used in the Department of Education to help drive (a) the establishment of the PR-SLDS, (b) the data validation mechanisms, (c) the dashboards / reporting platform, (d) the analytical toolsets to enable improved data-based decision making across state information stakeholders.

- 3.1 Develop technical needs assessment and the required information repository to support the deployment of the PR-SLDS. This encompasses the expansion of the existing database platform to properly support longitudinal data for a student population of over 450,000 across a wide number of years.
- 3.2 Expand the existing BI platform with the required licensing to support the deployment of the LDS and to support data validation across all levels in addition to providing public access through a portal mechanism.
- 3.3 Create automated dashboards, reporting and interactive analytic / query tools to increase data analysis and data based decision making.

**Outcome:**

Development of the BI platform encompassing standard dashboards, reporting mechanisms and analytics along with the PR-SLDS data repository (see figure 1.)

**Figure 1: Overall Design of BI Platform**



**Goal 4:**

Build the PR-SLDS Information Portal to support the dissemination of information to the diverse group of information stakeholders, covering educator information, statistics, standard reporting and metrics. This portal should encompass a security enabled subsystem to provide more detailed level information to a discrete set of information stakeholders (i.e. researchers).

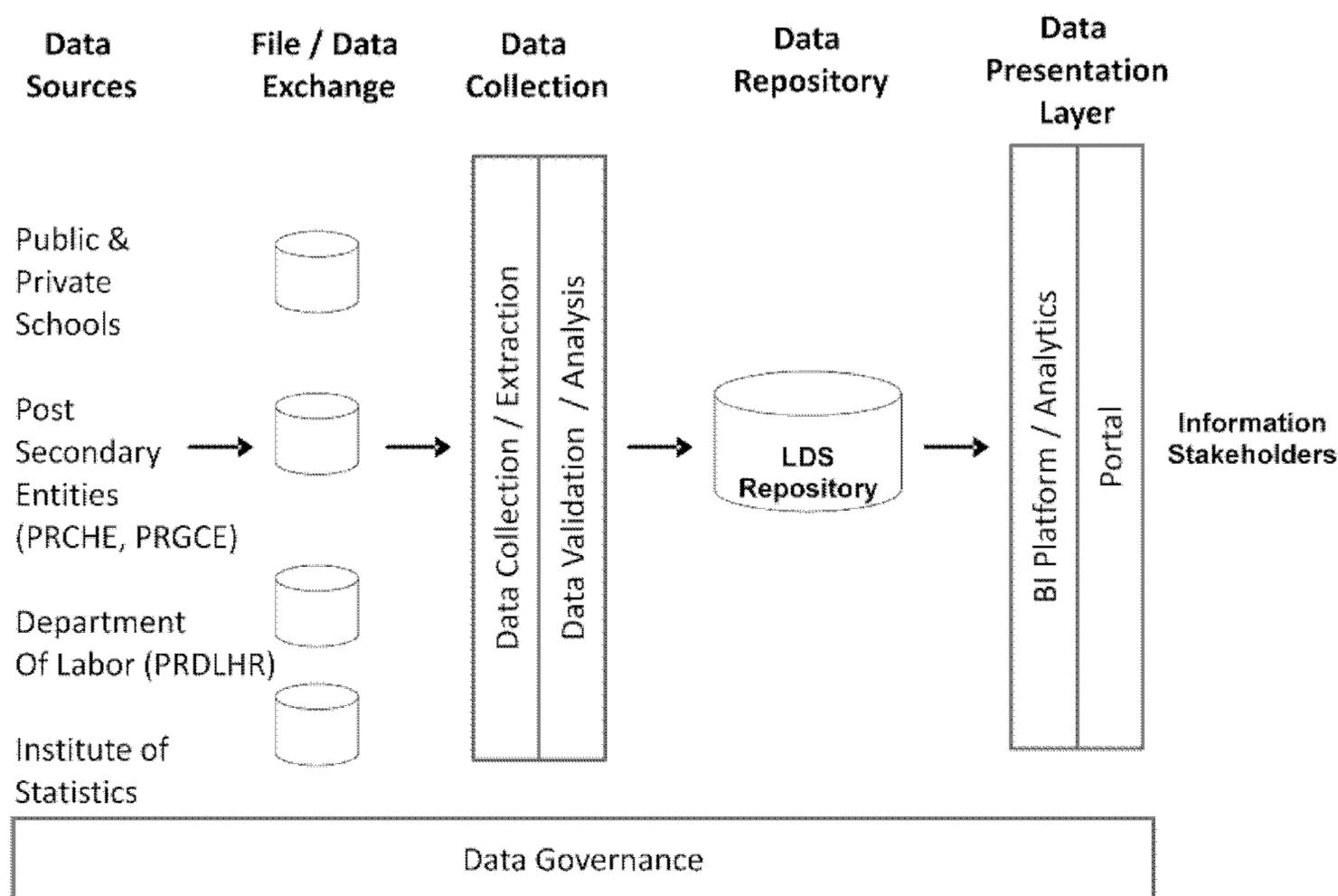
- 4.1 Complete requirements analysis / needs assessment with key information stakeholders and researchers to ensure the development of the systems design in accordance to user needs.
- 4.2 Build the information portal with public access to key metrics, statistics, and educator information to satisfy general information requirements.
- 4.3 Publish key metrics and reporting mechanisms to track students through the island's Pk-12, postsecondary and higher education systems and their transition to the labor market.

**Outcome:**

Development of a PR-SLDS Information Portal to support the dissemination of information to the diverse group of stakeholders across the public and private sectors. This portal should encompass a security-enabled subsystem to provide more detailed level information to a discrete set of information stakeholders.

Upon completion of the foundation work and objectives stated above, Puerto Rico would have developed a PR-SLDS supporting all academic levels and the integration into the labor force. Highlighted below in Figure 2 is the high level design of the PR-SLDS:

**Figure 2: Overall Design of the PR-SLDS System**



The proposed PR-SLDS project builds on the recently deployed Student Information System leveraging the investment in technology and staff development. The current SIS is used throughout the 1519 schools in the public system (which amounts to 66% of total schools and 75% of total students in PR) covering Pk-12 levels.

As part of this effort, the plan is to enhance the current SIS implementation in order to incorporate relevant information pertaining to the remaining private schools across the island. The system as it stands today is capable of supporting 8 of the 10 basic data elements as described in the Data Quality Campaign (DQC) guidelines, and provides opportunities to advance the development of the PR-SLDS. In essence, the foundation work has been laid out to support the collection and processing of the relevant information and enable *data driven decision making* across Pk-12 schools across the island.

The system will be designed so that the data can be connected between two postsecondary levels which are now disconnected. Currently in Puerto Rico the state separates postsecondary education below an associates' degree (called non university postsecondary education-NUPE) and postsecondary education from an associates' degree or higher (called university postsecondary education-UPE). Both groups of institutions are treated differently and are regulated by different agencies. Unfortunately there is no "data communication" between these

two sets of institutions although there is plenty of anecdotal evidence of a large student flow from UPEs to NUPEs and vice versa. The PR-SLDS will allow data communication to study this movement of students, to determine its dimensions, why it occurs, and what factors are associated with it. In a similar vein, the system is being designed to allow efficient data communication with the National Student Clearinghouse (NSC) to study transfers to and from the fifty states. Some communication with the NSC has been initiated on the transfer of useful information between them and the PRCHE.

The postsecondary component of the PR-SLDS will also have the capability of “communicating” with two important external data sources: the school level and the labor market. The system will be designed so that there is a seamless communication between these three levels (school, postsecondary and labor). This will allow researchers to study the transition from high school to postsecondary education and the factors associated with a successful transition, and where students are employed after they graduate. To accomplish this, the overall design will incorporate the necessary file exchange mechanisms with the PRDLHR.

To perform the necessary articulation / integration of information, the data warehousing / Business Intelligence tools will be enhanced to incorporate data dashboards and reporting, analytical and query tools, along with the necessary data downloading capabilities to support diverse information requirements (i.e. researchers) and the feeds to external systems through the portal mechanism.

Finally, the development of the information portal will be developed in accordance to the DQC guidelines, the requirements defined in the needs assessment phase of this project, and the requirements / recommendations made by the PR Institute of Statistics. This will ensure that the basic data requirements are addressed along with specific information requirements brought forward by the diverse information stakeholders.

### C. Timeline for Project Outcomes

Pre – Approval	Year 1	Year 2	Year 3
EDFACTS – LDS Proposal. PRDE (currently in process)	GOVERNANCE		
	Establish Governance Structure	Solution Development	Institute data governance process / procedures
Address Confidentiality Concerns / Applicable Laws	Establish core implementation team	Establish periodic updates with Governance teams	Full deployment of governance and data management teams
Address data collection concerns through executive order and legislation	Finalize work plans	IMPLEMENTATION	
	Define LDS facilities	Establish required infrastructure	Implement training / orientation programs across key stakeholders and other entities
Review potential candidates to fill available positions within data management / data quality teams	Complete needs assessment across entities – higher education, private schools, PRDLHR,PRCHE,PRGCE	Establish Pk-12/Postsecondary repositories	Expand LDS reach to include other IHE's
	Establish Memorandum Of Understanding with related entities	Expand / develop BI platform	Expand data marts to include IHE's / other entities
	Prepare relevant RFP's	Establish data collection / validation organization	
	Vendor selection process	Data collection from pilot participants (Public & private IHE's)	
		Testing and validation of solutions delivered	
	Portal development		

## **D. Project Management and Governance Plan**

### ***Governance:***

The outcome will be a PR-SLDS governance structure that is effective, representative of the stakeholders interests (government, institutions, and researchers), and that provides a level of continuity through time. This considers the absence of a structured and integrated state LDS in Puerto Rico.

The proposed governing structure of the PR-SLDS will be based on a Governance Committee, an Implementation Team and three advisory subcommittees: the Privacy Advisory Subcommittee, the Private Schools and Institutions' Stakeholders Advisory Subcommittee, and the Researchers Advisory Subcommittee. The Governance Committee will be the main policymaking structure. It will also have the power to approve the hiring of personnel and consultants, as well as the vendor or vendors, which it needs to carry out the execution of the PR-SLDS as specified in this proposal. The subcommittees will provide support and advice. Two subcommittees will have direct representation in the Governance Committee: the Private Schools and Institutions' Stakeholders Advisory Subcommittee, and the Researchers Advisory Subcommittee.

The governance structure is designed to ensure an optimal decision-making environment and provide some insulation from political changes where all interests are represented. It is also innovative, in that it provides a space for those outside the government, research community and private education stakeholders, to advice and participate in the decision-making processes. The Governance Committee, with all of its structure and personnel, will be housed in the Department of Education as an independent entity. By being established there, it can use the DE's personnel and infrastructure to carry out this project.

### ***Governance Committee:***

The Puerto Rico Longitudinal Data System Governance Committee is the main decision-making body of the PR-SLDS. Once it is in place its first four tasks will be to establish its charter, set up a work agenda, staff the Implementation Team, and activate the advisory subcommittees. The Governance Committee, with the help from the three advisory subcommittees, will be responsible for formulating policies to: Establish the rules and procedures under which a SUR based, longitudinal data system will be established, including benchmarks and commonalities that the different data systems will follow; a framework to integrate the patchwork of already existing data systems; a privacy policy that will govern the PR-SLDS; security protocols that will govern the PR-SLDS; rules or protocol needed for proper implementation and operation of the project.

Once the PR-SLDS is established, the Governance Committee will: formulate policy to ensure a smooth integration and data sharing between all of the system's components; ensure the quality and validity of the data collected by the PR-SLDS; Stimulate a culture of research using PR-SLDS data; encourage a research-based policy decision-making process, based on the empirical data generated by the PR-SLDS; ensure that the privacy of students, teachers and others included

in the data set is fully protected; establish rules and procedures for access to the data by government policymakers and researchers.

The Governance Committee will be composed of ten members. All its members will work without compensation. Membership is designed to ensure representation from different agencies and interests. At the same time, the structure will allow for a smooth and continuous decision-making structure through time, partially insulated from political and partisan changes in government. Its membership will be composed of: the head of each of the stakeholder agencies: the PRDE, PRCHE, PRGCE, PRDLHR; the head of the PRIS; the head of the Government Development Bank (GDB); one representative from the University of Puerto Rico (UPR); two representatives from the Private Schools and the Institutions' Stakeholders Advisory Subcommittee (one representing the schools and one representing postsecondary institutions); one representative from the Researchers Advisory Subcommittee.

### ***Implementation Team:***

The responsibility of implementing the PR-SLDS as described on this proposal will fall on a dedicated group of specialized individuals called the Implementation Team. This structure is called an implementation *team* and not a subcommittee because they will be an operational arm of the Governance Committee to effectively and in a timely manner put in place the PR-SLDS. During the implementation phase, it will have the authority to execute the decisions made by the Governance Committee, relative to the planning, design, and implementation of the PR-SLDS. Since its members have the most detailed knowledge of the day-to-day progress of the PR-SLDS, the group will update and advise the Governance Committee constantly on any matter relevant to the implementation phase of the project.

Once the planning, design, and implementation phase is completed, the initial group will evolve into a smaller Data Quality Advisory Subcommittee similar to the other advisory subcommittees. The idea is that those who stay for the second phase will have had plenty of experience with the complete implementation process and thus know the PR-SLDS extremely well.

The Implementation Team will have the only paid staff of all the governance structure. During the implementation phase it will be composed of six teams: 1) Guidance and Management Team, 2) Data Gathering and Quality Team, 3) Technical Team, 4) Data Analysis Team, 5) Liaison Team, and 6) Support Staff Team with a total staff of 35.

The implementation group will be lead by a core group of people—the Guidance and Management Team—who know the PR-SLDS very well in terms of its broad goals and implementation details. This team will be composed of a group of five that conceived the project and wrote the proposal, as described in the staffing plan. Their work will be aided by the inclusion of one project manager, with ample knowledge and experience in project management to help them guide the implementation process. The Team's main responsibilities will be to initiate the PR-SLDS project once it is approved, to manage and supervise the implementation of the PR-SLDS; to insure that the project's objectives and goals are implemented correctly; to make sure that the project stays within the time and budget constraints specified in the proposal; and to solve any problems that may occur during the planning, design, and implementation

phases. In all, they will be the group responsible for pushing and guiding the implementation process.

Since the Guidance and Management Team will be responsible for initiating the work of the PR-SLDS, its first act will be to contact the government agencies that form the Governance Committee (PRDE, PRCHE, PRCGE, PRDLHR, PRIS, UPR) in order to activate it and to brief its members on their mission. The Governance Committee will then in turn activate the three advisory subcommittees, and in consultation with the Guidance and Management Team select and hire the Implementation Group's staff.

The Data Gathering and Quality Team will be composed of seven full-time persons. Team members must have knowledge and experience in at least one of these areas: creating and managing data sets (at least three members), research methods theory (at least one member), and empirical quantitative research (at least one member). Their main responsibilities will be: to establish the rules and procedures to incorporate new and existing data into the PR-SLDS; to insure that this is done according to the structure outlined in the proposal; and to insure that the data which is incorporated into the PR-SLDS is accurate and significant (not trivial). Given that many of the existing data sources are either in paper format, or in isolated—and probably outdated—computer files, the team members will need to have a good knowledge of the project goals and a clear vision of its final structure to shape and incorporate these data in the most efficient and effective ways possible. To achieve their goals, the team will go to schools and postsecondary institutions to assess the data infrastructure and initiate the collection procedures.

The Data Analysis Team will be composed of two part-time staff members with good knowledge and experience in data analysis, research theory and empirical research (preferably quantitative). Some of these team members can be from the Research Subcommittee. This team will have two responsibilities. First, since the final shape of the data will affect the type of research and analysis that will come out of it, the team's main responsibility will be to ensure that the needs of the research community are met when selecting and preparing the variables and data that will be incorporated into the PR-SLDS, and that the data is in a format that lends itself to a wide variety of quantitative analyses. Second, halfway through implementation (after a year and a half) the Data Analysis Team will incorporate five full-time statisticians and/or analysts from the participating agencies. They will help in doing some preliminary data analysis and more importantly they will get acquainted and trained in the PR-SLDS so that when the implementation process ends, they will be responsible for helping with the data analysis in their respective agencies.

It is important to note that both, the Data Gathering and Quality and Data Analysis teams, will work to establish—in coordination with the different stakeholders—the relevant variables to be measured and included in the PR-SLDS. This stage will guide the data gathering and data quality efforts and will thus have to be completed before these works begin.

The Technical Team will be composed of five full-time and one part time staff with ample knowledge and practical experience in information technologies (IT) relevant to this type of project. This team will work in conjunction with the other teams to prepare the technical infrastructure on which to mount the PR-SLDS. They will also design the web pages needed to

disseminate the data collected in the PR-SLDS. The technical team will also directly supervise the vendor or vendors selected to establish the IT and web-based infrastructure.

The Liaison Team's main responsibility will be to serve as "data liaisons" between the PR-SLDS and the four main government agencies using the SLDS data: PRDE, PRCHE, PRGCE, and PRDLHR. There will be one liaison team member in each one of these agencies where they will reside. They will start halfway through the project. They will extract and prepare the data from the PR-SLDS as requested by the personnel of the agencies to which they are assigned.

The Liaison Team will be composed of four full-time staff. These will be people with knowledge and experience in working with complex datasets, background knowledge of the subject matter with which they are working, and critical thinking skills. Each agency will select its liaison officer in consultation with the Governance Committee.

The support staff team will be composed of five full-time staff members. Two of these will be secretarial in nature, one administrative and two assistants. They will give aid and support to the four other teams. The Governance Committee will shape the final form of this staff and how it should change during the development of the first phase.

Once the implementation phase is completed, the Guidance and Management Team will shed the project managers and support staff and together with the Data Gathering and Quality, Technical, Data Analysis, and Liaison Teams will be consolidated into a Data Quality Advisory Subcommittee. In order to keep the talent of those who served on the Guidance and Management, Data Gathering and Quality, Technical, and Data Analysis Teams they will be paid a per diem for the meetings they attend. The Liaison Team members will continue their paid work retrieving data for the agencies to which they are assigned. Three members of the Governance Committee will sit permanently on this subcommittee, to make sure that their decisions are implemented correctly.

#### ***Private Schools and Institutions' Stakeholders Advisory Subcommittee:***

The Private Schools and Institutions' Stakeholders Subcommittee will represent the interests of private sector schools and postsecondary institutions. Public education interests are already represented by the Department of Education and the University of Puerto Rico, both with representation in the Governance Committee. Their main responsibility will be to advise the Governance Committee on policy matters relating to the design, establishment, maintenance and operation of the PR-SLDS. Beyond their advisory roles, members of this subcommittee will have two permanent representatives with vote in the Governance Committee—one representing the interests of private schools and the other one representing the interests of private postsecondary institutions. In this way, the subcommittee will make sure that private institutions will have an important voice and decision-making authority from the very first stages of the PR-SLDS. This is of fundamental importance, since it is the schools and postsecondary institutions—public and private—that will provide the necessary data to populate the PR-SLDS. Private school students account for 25 percent of all elementary, middle and high school students, while private technical postsecondary students account for 94 percent of all students in

this category. Sixty eight percent of all higher education students in four year institutions are enrolled in private institutions.

Membership in this committee will be selected by the Governance Committee, in direct consultation with the Private Education Association, the Private Colleges and Universities Association. The internal organization of this subcommittee will be left for its members to decide. Two members of the Governance Committee will sit permanently in this subcommittee

***Researchers' Advisory Subcommittee:***

One of the main goals of the PR-SLDS is to stimulate research on areas related to education. To make sure that this goal is carried out effectively it is important that people with research skills and experience have a permanent voice in the governance structure. The Researchers' Subcommittee will represent the interests of the research community within the PR-SLDS. Its main responsibilities will be to advise the Governance Committee on matters relating to research, using the PR-SLDS, and to help in the development of a research culture in education and related areas in Puerto Rico. Since the final structure of the longitudinal data system will impact the type and scope of studies that researchers will be able to do, they will also advise the Governance Committee on policy matters relating to the design, establishment, maintenance and operation of the PR-SLDS. Beyond their advisory roles, members of this subcommittee will have one permanent representatives with vote in the Governance Committee.

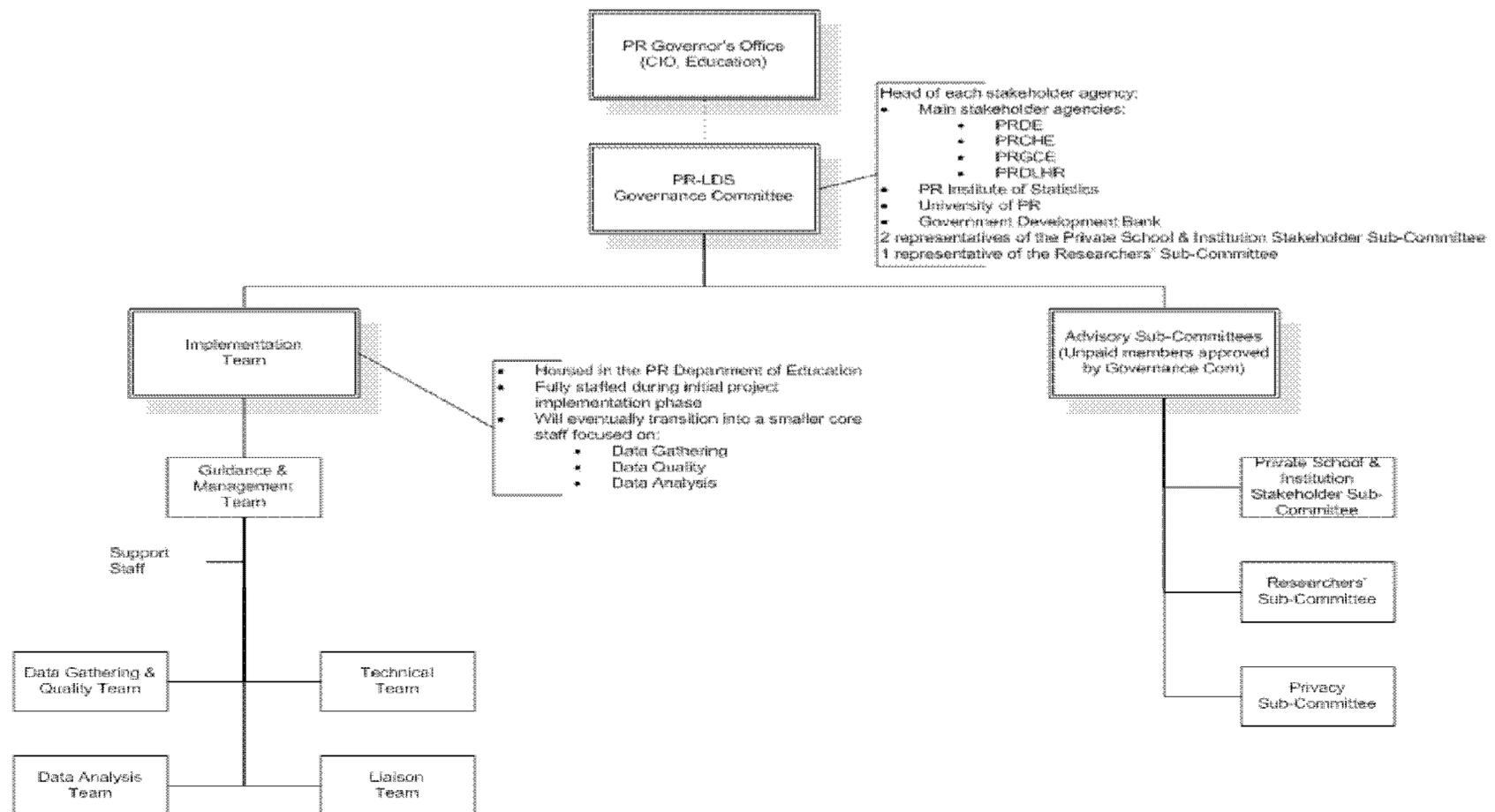
Membership will be open to one representative each from: education, social science, public policy, and business research centers organized in higher education institutions licensed to operate in Puerto Rico. The Puerto Rican Center for Higher Education Studies and Documentation, and the Department of Education's Center for Research and Innovation in Education will also have one representative each. Members of this subcommittee must have knowledge and experience in doing empirical research. The internal organization of this subcommittee will be left to its members to decide. Two members of the Governance Committee will permanently sit on this subcommittee

***Privacy Advisory Subcommittee:***

The Privacy Subcommittee will be in charge of developing a detailed public policy on privacy, consistent with FERPA and any and all other federal and state laws, with the necessary rules and procedures for implementation. It will also advise the Governance Committee, and the Implementation and Research Subcommittees, on all matters relative to privacy protection. This policy will cover all the PR-SLDS' development and operation stages, and establish privacy rules relating to research. The Privacy Subcommittee will subsequently submit their policy for formal approval to the Governance Committee. Once this policy is approved, it will be the subcommittee's responsibility to ensure it is implemented. This subcommittee will also serve as a permanent advisory board to the Governance Committee, as well as to the Implementation and Research Subcommittees on all matters relating to the protection of privacy.

The Governance Committee will appoint the subcommittee's members. They must be persons with ample knowledge on Federal and State policy laws and regulations, research privacy-protection; and privacy-protection protocols in data systems. Two members of the Governance Committee will sit permanently in this subcommittee.

***PR-SLDS Governance and Project Management Structure***



This organization ensures:

- Sustainability
- Interagency Cooperation
- Stakeholder participation
- Efficiency in Staffing

## **E. Staffing Plan**

### ***Management Plan***

The implementation team for this project is composed of members of the principal project agencies, these being the PRDE, PRGCE, PRCHE, and PRDLHR. They will compose six phase teams which will provide management level employees for project direction and oversight. The Head Project Manager has managed the deployment of critical system in the PRDE (school infrastructure, SIS, financials) and has extensive experience in large scale projects. The Director of the higher education component has ample research and data analysis experience, and has directed the Research and Documentation Division of the Puerto Rico Council on Higher Education for two and a half years. The Director of the private school and vocational postsecondary institutions will be a link between the proposal team and PRCGE agency to assure data access. The PRCGE director has experience as agency implementation leader team (procedures, policies, special fund). The PRDLHR officer has several years of experience as a legal counsel and communications/public relation specialist in the Department and will participate as a lead member in one of the six implementation teams.

Each phase will be closely monitored by the implementation / project directors across all phases of development/deployment areas. A large part of the project will be implemented by contracted technical and specialized area consultants. These tasks will cover the needs assessment as well as programming/development work required to bill the BI solutions and the interoperability systems.

Throughout the project, the implementation team / project directors will be responsible for managing the project plan, schedules, and meetings with the Governance Team and directing contracted personnel. The Governance Team will meet on a regular basis to provide guidance and feedback to the project team.

Team	Staff Name	Role	Role Description	Quantity	Goal 1 Governance	Goal 2 Pk-12 Repository	Goal 3 PR-LDS Development	Goal 4 Project Portal
Guidance & Management	Martinez, Richard	Head Project Manager	Ensure the project objectives are achieved on time and within budget. Manage all phases of the PR-LDS execution.	1	25.00%	25.00%	25.00%	25.00%
Guidance & Management	TBD	Project Manager	Assist the Head Project Manager in ensuring the project objectives are achieved on time and within budget. Manage all phases of the PR-LDS execution. Create appropriate written processes and procedures related to the PR-LDS project. Coordinate contracting and required MOU's, as well as other administrative project tasks, including reporting.	1	0.00%	33.00%	34.00%	33.00%
Guidance & Management	De Jesus, Janet	PR-LDS Coordinator & Initial Agency Liaison (PRDE)	Kick-off the project and coordinate interaction between assigned agency and the PR-LDS effort.	1	25.00%	75.00%	0.00%	0.00%
Guidance & Management	Rivera, Diocelyn	PR-LDS Coordinator & Initial Agency Liaison (PRDLHR)	Kick-off the project and coordinate interaction between assigned agency and the PR-LDS effort.	1	25.00%	0.00%	70.00%	5.00%
Guidance & Management	Gonzalez, Sonia	PR-LDS Coordinator & Initial Agency Liaison (PRGCE)	Kick-off the project and coordinate interaction between assigned agency and the PR-LDS effort.	1	25.00%	35.00%	35.00%	5.00%
Guidance & Management	Camara, Luis	PR-LDS Coordinator & Higher Education Liaison	Kick-off the project and coordinate interaction between higher education entities and the PR-LDS effort. Formulate and implement strategy to effectively incorporate higher education information into the PR-LDS.	1	25.00%	0.00%	70.00%	5.00%
Data Gathering & Quality	TBD	Data Gathering Staff	Assist in establishing the rules and procedures to incorporate new and existing data into the PR-LDS. Work with the different stakeholders to gather data effectively.	5	0.00%	60.00%	40.00%	0.00%
Data Gathering & Quality	TBD	Data Quality Staff	Ensure accuracy and significance of data before and after its incorporation into the PR-LDS through sampling and other methodology.	2	20.00%	40.00%	40.00%	0.00%
Data Analysis	TBD	Researcher	Ensure that the needs of the research community are met when selecting the data that will be incorporated into the PR-LDS and ensure that the data is in a format that lends itself to a wide variety of analyses.	2	0.00%	50.00%	50.00%	0.00%
Data Analysis	TBD	Statistician/Analyst	Perform preliminary data analysis and assist agency and Governance Committee decision makers to understand and use PR-LDS data to its fullest potential.	5	0.00%	60.00%	40.00%	0.00%
Technical	TBD	Business Intelligence Analyst	Coordinate between technical development teams and data users to ensure maximized use of tool.	3	0.00%	60.00%	40.00%	0.00%
Technical	TBD	Database Administrator	Administer the relational database management system (RDBMS), and install and implement enhancements and bug fixes provided by the vendors. Responsible for monitoring RDBMS performance, and manage backup and restore procedures.	2	0.00%	60.00%	40.00%	0.00%
Technical	TBD	Webmaster	Design, create and maintain the PR-LDS portal.	1	0.00%	0.00%	0.00%	100.00%
Liaison	TBD	Data Extraction Staff	Execute extraction routines to obtain useful data from the PR-LDS, as directed by their respective agencies or PR-LDS staff and perform some basic analyses. Serve as "data liaisons" between the PR-LDS and their agencies.	4	0.00%	50.00%	50.00%	0.00%
Support	TBD	Executive Assistant	Provide high-level administrative support by handling information requests, ensuring the flow of information, and performing administrative support functions.	2	34.00%	33.00%	33.00%	0.00%
Support	TBD	Administrative Assistant	Provide administrative support by tracking expenses, helping with reporting, document management, etc.	1	34.00%	33.00%	33.00%	0.00%
Support	TBD	Administrative Clerk	Provide general clerical support.	2	34.00%	33.00%	33.00%	0.00%
<b>Total</b>				<b>35</b>				

# Project Narrative

## Project Narrative - Appendix A, Optional Attachments

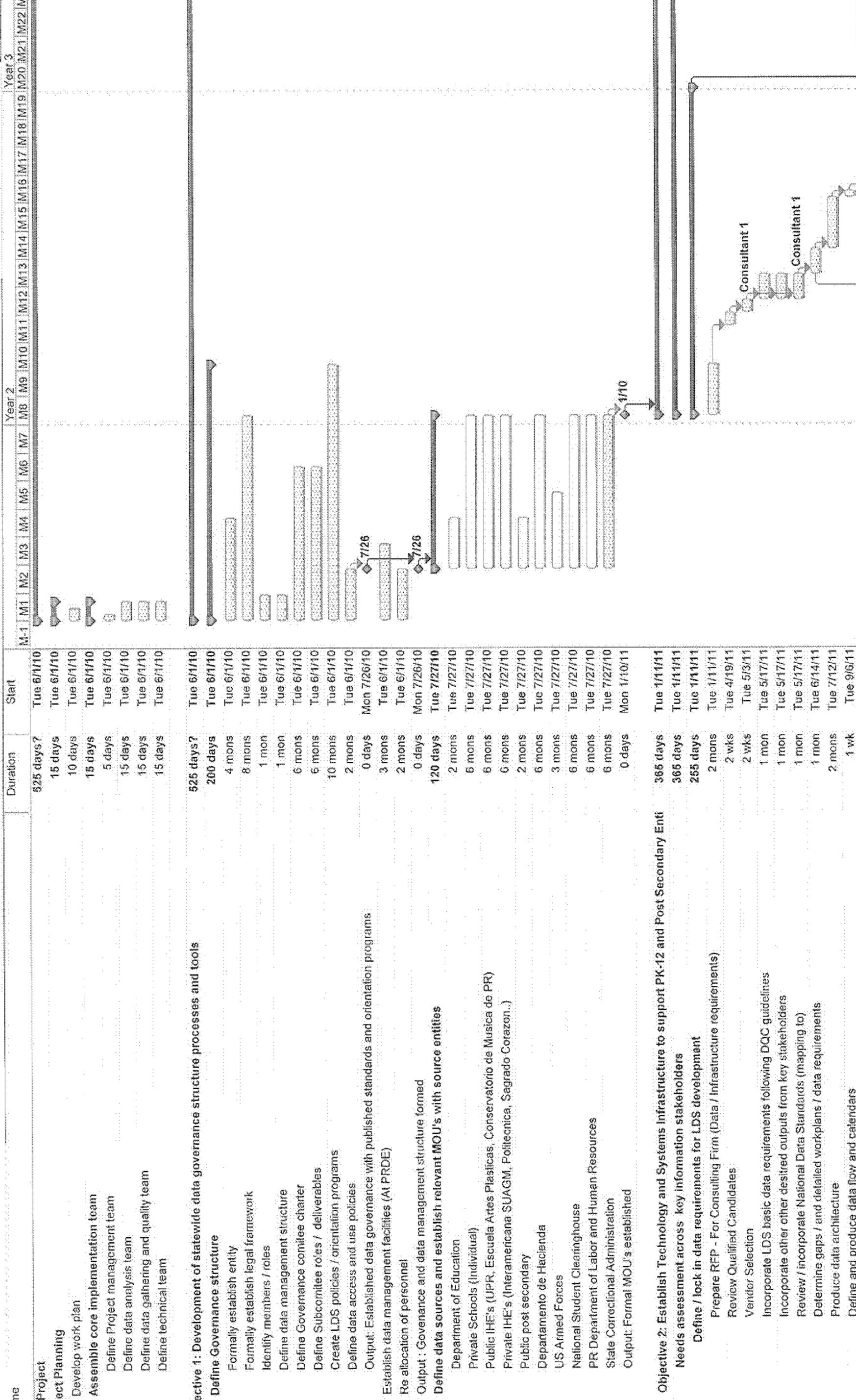
Attachment 1:

Title: **Appendix A** Pages: **4** Uploaded File: **Appendix A.pdf**

## APPENDIX A

### Current Landscape in Puerto Rico

Level	Description	Public	Private	Total	% Public	% Private
Pk-12						
	Total Schools	1,519	771	2,290	66%	34%
	Total PK-12 Students	492,296	161,697	653,993	75%	25%
	Total Teachers	42,000	10,179	52,179	80%	20%
Post-secondary						
	Post Secondary Vocational Entities	6	429	435	1%	99%
	Total Post Secondary Students	3,172	50,352	53,524	94%	6%
	Post Secondary University Level Institutions (Associate Degree or Above)	5 Institutions 18 Units	35 Institutions 63 Units	40 Institutions 81 Units	13% 22%	88% 78%
	Post Secondary University Level Institutions Students (Associate Degree or Above)	69,475	166,143	235,618	29%	71%



Task Progress Milestone Summary Project Summary External Tasks External Mile Task Split



**Objective 4: Development of the LDS Portal**

**Design**

- Analyze and define portal design requirements
- Review Portal Alternatives and Define Path (Leverage OMB Infrastructure, Expand, New)
- Define security / access requirements / rules / controls
- Identify Qualified Vendors - Send out RFQ
- Vendor Selection

**Construction**

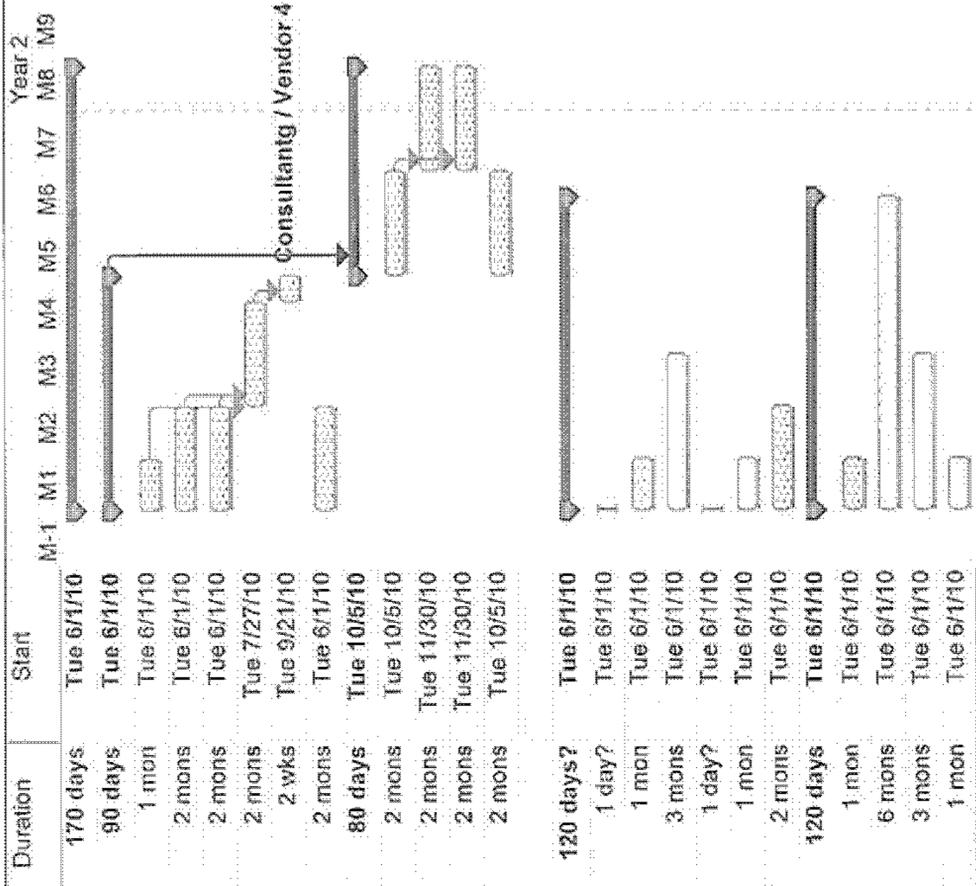
- Define links to BI platform (information extracts)
- Portal development
- Develop links to BI platform
- Implement secure portal components
- Testing

**Ensure sustainability**

- Ensure completion of data management structure (On going structure)
- Ensure required resource per agency (core stakeholders)
- Develop policies and procedures
- Ensure data security / applicable use
- Develop data submission calendars
- Develop documentation

**Develop training / orientation programs**

- Decision makers
- Educators
- Researchers
- Public (ensure updated portal)



Task  Progress  Milestone  Summary  Project Summary  External Tasks  External MileTask  Split

# Project Narrative

## Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **Appendix B** Pages: **12** Uploaded File: **Appendix B Key Personnel.pdf**

## Appendix B – Resumes of Key Personnel

# Janet de Jesús-Cancer

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## **EDUCATION**

Doctor in Education, University of Puerto Rico, 2002. Emphasis-Administration and Supervision.

Master of Planning, University of Puerto Rico, 1978. Emphasis-Educational Planning. Licence Number 243.

B.A. in Education, University of Puerto Rico, 1976. Emphasis-Mathematics.

## **PROFESSIONAL EXPERIENCE**

### **Director Statistics Division**

**(Sept 2008 – Present)**

*Responsibilities:* This position is primarily responsible for collecting and submitting quantitative data required by the U.S. Education Department. The Director acts as the EDFacts Coordinator and is accountable for organizational development and management related to data reporting.

*Key Objectives:* Meet PRDE commitments for improving data quality and reporting consistency. Develop program and school awareness of data, its' collection and use in effective decision making. Provide ad hoc analysis of federal data for PRDE Programs, other State agencies, research organizations and the public.

*Achievements:* Established Department-wide instructions and training for data collection, and reporting. Improved analysis of data quality and remediation processes and increased the number of data groups submitted to EDFacts.

### **Auxiliary Secretary of the Planning Area**

**(Oct 2005 –Aug 2008)**

*Responsibilities:* Direct and manage four divisions in Planning, including the Statistics Division, Research Division, Institutional Planning Division and the Administrative Unit.

*Key Objectives:* Coordinate data reporting with the development and implementation of essential information systems including Student Information, Data Repository and Special Education. Creates and manages the strategic PRDE Annual Plan and the data submission plan which includes planning, scheduling, collection, data quality management and submission.

## Curriculum Vitae

Janet de Jesús-Cancel, B.A.,M.P.,Ed.D.

*Achievements:* Established the processes needed to move the PRDE from a paper-based reporting organization to one that emphasized automated data submissions to ED Facts. During this period, the PRDE achieved an annual submission level of over 93% of the ED Facts transactions. Data collected for federal reporting purposes is now routinely used for facilities planning, student services forecasting and AYP Monitoring.

### **Assistant to the Secretary of the Planning Area**

**(July 2001-Sept 2005)**

*Responsibilities:* Supervise staff progress of operational activities and projects. Prepare annual operating plan and budgets.

### **Educational Researcher**

**(March 1983–June 2001)**

*Responsibilities:* Manage research projects including defining the research objective and metrics, developing the survey instruments, collecting and analyzing the data and presenting the conclusions of the research. Provide leadership and training to new researchers.

## **PUBLICATIONS**

De Jesús Cancel, J. (2002). *Incorporación de una perspectiva de género en el liderazgo educativo puertorriqueño: Aspectos sociológicos, psicológicos y educativos*. Cuaderno de Investigación en la Educación, 17, 67-86. Revista Centro de Investigaciones Educativas, Education Campus, University of Puerto Rico.

Martínez Antonetty, E. & De Jesús Cancel, J. (2000). *Liderazgo femenino: Un paradigma diferente*. Paideia Puertorriqueña, 2, 1, 117-141. Revista del Departamento de Estudios Graduados, Education Campus, University of Puerto Rico.

De Jesús Cancel, J. (2000). Alicea Castillo (Ed.). *Gerencia de base*. Administración Educativa: Técnicas, estrategias y prácticas gerenciales. Puerto Rico: Publicaciones Puertorriqueñas, 49-57.

## Diocelyn E. Rivera-Díaz, Esq.

(b)(6)

(b)(6)

### EDUCATION

Juris Doctor, Law Faculty, Inter-American University, San Juan, Puerto Rico, 92 credits (2004)

Mediation, Bureau of Alternative Dispute Resolution, P.R. Supreme Court, 2004

Public Relations Graduate Program, University of the Sacred Heart, San Juan, Puerto Rico, 30 credits, 1986-1992

B.A. with concentration in Public Relations, University of Puerto Rico, School of Public Communications, 1981-1985 (Magna Cum Laude)

### EXPERIENCE

#### **State Labor**

**Monitor Advocate** (2009) Department of Labor and Human Resources, Puerto Rico

**Lawyer** (2006-2007) Human Resources Office, (ORHELA), Commonwealth of Puerto Rico  
License Number 17317, P.R. Supreme Court (2006)

- Professional work of legal advice in the Legal Office. Legislative analysis and writing briefs, comment on projects of Law and the administrative procedure of the proposed rules by virtue of the "Uniform Administrative Procedures Act".

**Executive of Communications and Public Relations** (2006-2007) ORHELA, San Juan, P.R.

**Official of Communications and Public Relations** (2002-2005) ORHELA, San Juan, P.R.

Also in ORHELA (1996-2002):

**Director of Promotion and Services; Director of Promotion and Public Relations and Administrative Manager.**

**Reporter** 1995 La Opinión Newspaper, Caguas, Puerto Rico

**Public Relations Director** 1993-1994 Albergue Olímpico, Salinas, Puerto Rico

**Public Relations Director** 1986-1993 Fire Department, San Juan, P.R.

### SKILLS

Graphic art in computers, Internet investigation, announcer, lecturer in diverse topics, speeches and article writing.

# RESUME

## PERSONAL INFORMATION

Name: Orville Manuel Disdier Flores

(b)(6)

## EDUCATION

August 2005 – present: Ed.D., Leadership – Universidad del Turabo, Gurabo, Puerto Rico.

- Ed.Dc – All but dissertation; 42 doctoral credits completed.

May 1999: M.S., Epidemiology – Medical Sciences Campus, University of Puerto Rico, San Juan, Puerto Rico.

May 1995: B.S., Natural Sciences – University of Puerto Rico in Cayey, Puerto Rico.

## PROFESSIONAL EXPERIENCE

2008 – present: Project Manager – Health, Academia and Education Statistical Projects. Instituto de Estadísticas de Puerto Rico (Puerto Rico Statistics Institute), Hato Rey, Puerto Rico.

2005 – 2008: Assistant & Advisor to the Secretary of Health – Research and Statistical Analysis. Puerto Rico Health Department, San Juan, Puerto Rico.

2007: Professor – Biostatistics & Epidemiology. Universidad del Turabo. School of Health Sciences, Gurabo, Puerto Rico.

2003-2005: Epidemiologist – Centro de Diabetes para Puerto Rico. Pharmacy School Building first floor, Puerto Rico Medical Center, San Juan, Puerto Rico.

2004-2005: Professor – Community Health Research & Statistical Methods for Clinical Research. San Juan Bautista School of Medicine. Road 172 Caguas to Cidra, Turabo Gardens, Caguas, Puerto Rico 00725.

2001-2003: Epidemiologist/Coordinator – Puerto Rico Diabetes Data Management Center. Puerto Rico Diabetes Control, Prevention, Research and Evaluation Project. Sponsored by the Centers for Disease Control and Prevention (CDC). Medical Sciences Campus, University of Puerto Rico.

# **Luis Raúl Cámara-Fuertes, Ph.D.**

Puerto Rico Council on Higher Education  
PO Box 19900 • San Juan, PR 00910-1900  
(787) 641-7100 ext. 2061  
lu\_camara@ces.gobierno.pr

## **Professional Experience**

August 2007-Present

Director, Research and Documentation Division on Higher Education  
Puerto Rico Council on Higher Education

July 1995-August 2007

Political Science Department, University de Puerto Rico, Río Piedras.  
Courses taught: American Government, Theory of Research, Research Techniques,  
Research seminars on: Electoral Behavior, Political Socialization, Comparative Politics,  
Public Opinion.

May-August 2003

Academic and Research Faculty Advisor  
Summer Research Opportunities Program (SROP), Universidad de Michigan, Ann  
Arbor

## **Education**

1999

Ph.D. in Political Science from the University of Michigan, Ann Arbor.  
Major: American Politics. Minors: Methodology and Comparative Politics.

1995

M.A. in Political Science from the University of Michigan, Ann Arbor.  
Major: American Politics. Minors: Methodology and Comparative Politics.

1990

B.A. in Political Science from the University of Puerto Rico, Río Piedras.  
Graduated Magna Cum Laude.

## **Honors Received**

1988

Harry S. Truman Scholarship

Luis Raúl Cámara Fuertes, Ph.D.(cont.)

## **Research Grants**

2007/2008

Title: *Corruption, political accountability and elections in the municipalities of Puerto Rico.*

Source of Grant: Social Science Research Center, University of Puerto Rico, Río Piedras, Source of Grant: Institutional Research Fund (FIPI), University of Puerto Rico, Río Piedras, This research project also received funding from the Social Sciences and Humanities Research Council of Canada Standard, Research Grant, 2007-2009.

Purpose: Code the Municipal Audit Reports of the Puerto Rico Comptroller's Office; candidate financial information and election data; and municipal budget information and create datasets with the coded information. Analyze the data using mathematical models. Co PIs: Gustavo J. Bobonis (Department of Economics, U. of Toronto), Frederico Finan (Department of Economics, UCLA)

1998

Title: Puerto Rican National Identity and Status Choice: An Empirical Investigation.

Source of Grant: National Science Foundation

Purpose: Create an island-wide representative sampling frame, conduct a series of focal groups to prepare a questionnaire for a survey on political and cultural assimilation in Puerto Rico. Co PIs: Angel Israel Rivera (Political Science, University of Puerto Rico [UPR]), Ana Irma Seijo (Political Science, UPR), Walter Díaz (Political Science, UPR), Havidán Rodríguez (Sociology, UPR), María Mulero (Sociology, UPR).

## **Academic Peer Reviewed Publications**

### **Books:**

Submitted for Publication

*The Ideology of Puerto Rican Legislators.* Submitted to Publicaciones Puertorriqueñas.

2005

*The Phenomenon of Puerto Rican Voting.* Gainesville: University of Florida Press.

### **Articles:**

2009

"The Value Priorities of the Political Elites: A Test of the Postmaterialist Thesis in the Puerto Rican Legislature", *Latin American Politics and Society.* (to be published in the Winter 2009 issue)

Luis Raúl Cámara Fuertes, Ph.D. (cont.)

Submitted for Publication

“Eating Disorders Symptomatology: Prevalence Among Latino College Freshmen Students” *Journal of Clinical Psychology*. Coauthors: Reyes-Rodríguez, M., Franko, D.L., Matos-Lamourt, A., Cámara, L.R., Rodríguez-Anglero, D., Cervantes-López, S. & Suarez-Torres, A.

2008

“Lo que es igual no es ventaja: Senadores, Representantes y bicameralismo en Puerto Rico [The same thing is not an advantage: Senators, Representatives and Bicameralism in Puerto Rico”, *Revista de Ciencias Sociales* 18, 8-47.

2006

“Death Penalty in Puerto Rico”, *Centro Journal*, V18(2): 147-65 Coauthors: José Javier Colón & Héctor M. Martínez.

2004

“Social and Ideological Bases of Status Support in Puerto Rico”, *Caribbean Studies*. 32(2),145-178. Coauthor: Olga Rosas

1998

“Los legisladores y la política de privatización [Legislators and the politics of privatization]”, *Revista de Administración Pública*. 31-32(Edición Especial), 115-132. Coauthors: José Javier Colón & Jorge Benítez.

# **Sonia Gonzalez-Serrano**

Email : [sgonzalez@cge.gobierno.pr](mailto:sgonzalez@cge.gobierno.pr)

## *Education Summary*

- ✓ **MBA - University of Phoenix**, Guaynabo, Puerto Rico  
Master of Business Administration, 2006
  
- ✓ **BA – University of Phoenix**, Guaynabo, Puerto Rico  
Bachelor of Science in Business Administration, 2004

## *Experience Summary*

- ✓ **Special Assistant for President** at Puerto Rico General Council of Education  
*March 2008 at present*
  
- ✓ **Member Board of Directors** at Puerto Rico Governmental Employees Association  
*August 2007 at present*

## *Career Summary*

Member of the higher management staff of the Puerto Rico General Council of Education

Collaborate directly with the President in the administrative and technical work of the Council in the responsibility of licensing and accrediting schools within its jurisdiction

Evaluate agreements with accrediting entities

Contribute to perform administrative act for the operation of the Council

- Project Manager of the implementation Commonwealth of Puerto Rico Act 58 of 2008 to establish the procedures to administrate the Special Fund of PRGCE
- Project Manager of the implementation Commonwealth of Puerto Rico Act 254 of 2008
- Team Leader Transition Committee Work Sessions

## **SUMMARY OF QUALIFICATIONS**

Information Technology Professional with over seventeen years of professional experience in the food, beverage, banking industries and Government. Experienced in directing Information Technology operations supporting all aspects of IT governance (including Sarbanes Oxley), Project Management Offices (PMO's), Shared Services, Supply Chain operations across multiple international countries and within the US along with e-Government related operations.

## **SIGNIFICANT ACCOMPLISHMENTS**

- Revamping of the technology infrastructure, deployment of “mission critical systems” and reorganization of the IT structure to support the transformation of Puerto Rico’s Department of Education. This consists of the deployment of technology infrastructure supporting 1523 distributed sites and over 50,000 computer users, the implementation of a Student Information System supporting 517,000 students and 420,000 academic staff, the implementation of Financials, the implementation of a Time & Attendance system supporting 70,000 employees and the creation of a Data Warehousing system. In all, these initiatives are geared to establish the required technology infrastructure, streamline PRDE’s administrative operations and address compliance needs with the USDE.
- Implemented a web based “Customer Ordering” system to manage PepsiCo’s US based bottler demand. This resulted in significant improvements in customer service, accounts receivables and enabled the integration of separate customer service organizations. Received a Chairman’s award in 2003 for the completion of this initiative.
- Implemented a Supply Chain Management System to manage PepsiCo’s Domestic US Operations. Key areas include Inventory Management across US based distribution centers, Demand Planning (forecasting, ordering, distribution requirements planning), sales and financials.
- Implemented Executive Score-carding processes and systems (KPI’s) to manage key business operations across PepsiCo’s North / Latin American Concentrate locations. This project was accomplished using data warehousing technologies to enable the consolidation of information across multiple sources / systems.
- Led the development and implementation of an ERP strategy for operations located in Latin America. Implemented QAD’s MFG PRO systems supporting logistics, manufacturing operations, quality and financials in Mexico, Uruguay, Brazil, Argentina and Venezuela.
- Implemented handheld data collection systems to manage and streamline inventory management functions across PepsiCo’s manufacturing facilities and the logistics & distribution network in the United States. Employed Intermec radio frequency technologies.

## **EMPLOYMENT HISTORY**

October 2005 – Present

Special Aide to the Secretary / Former CIO – Department of Education

Responsible for directing the Information Technology function for Puerto Rico's Department of Education. This encompasses support of the largest Governmental agency in Puerto Rico and the third largest educational sector of the nation. Primary responsibilities include the formulation of the Agency's technology strategy, directing the technology function across the agency's multiple locations in addition to managing the development and introduction of Technology in support of educational programs.

Key accomplishments:

Deployment of PRDE's technology infrastructure across its 1523 schools and dependencies. This project covers the implementation of the network infrastructure supporting the 1523 schools along with providing internet access.

Deployment of the Agency's "Mission Critical" systems to streamline administrative operations and address compliance issues with the USDE. These are the implementation of the following systems: Student Information System (Schoolmax System), Financial System (Peoplesoft), Time and Attendance (KRONOS), Data Warehouse (Business Objects).

Development of the Agency's Internet Portal. The development of this portal enables communications, coordination and collaboration across the Agency's multiple locations. The portal encompasses channels to address key areas such as: Administration, Teachers, Parents, Special Education. This initiative addressed a significant need given the Agency's dimensions and coverage across Puerto Rico.

**April 1988-Feb 2005 PEPSICO INC.**

**Regional Information Technology Director – North and Latin America and Asia (2003-Feb 2005)**

Responsible for overall management of the Information Technology function for the North America, Latin America and Asia regions. Locations included Puerto Rico, Texas, Toronto, NY Support Center (US Based Logistics & Distribution), Venezuela, Brazil, Mexico, Uruguay and Argentina. Also included Concentrate operations in China and India.

Primary responsibilities are the deployment and support of "Operating Systems" supporting Supply Chain Operations across multiple locations within the sites mentioned above.

Integrated a team of experts from different countries to provide to support Infrastructure, Information Delivery & Financials, Sales and Delivery Systems, and Manufacturing Operations.

Key ERP / Technologies used are AS/400 – MAPICS XA based systems for the US / Asian operations and SUN – MFG PRO based systems for Latin America.

Member of the organization's steering team, responsible for business decisions, strategic planning development, technology, and human resources planning for the Region.

Provided technical and leadership support to multiple re-engineering projects to drive process improvement and efficiencies across North and Latin American and Asian locations.

**Regional Information Technology Director – North and Latin America (1998-2003)**

Responsible for overall management of the Information Technology function for the North America and Latin America region. Locations include Puerto Rico, Texas, Toronto, NY Support Center (US Based Logistics & Distribution), Venezuela, Brazil, Mexico, Uruguay and Argentina “Concentrate” operations.

Primary responsibilities are the deployment and support of “Operating Systems” supporting Supply Chain Operations across multiple locations within the sites mentioned above.

Integrated a team of experts from different countries to provide to support Infrastructure, Information Delivery & Financials, Sales and Delivery Systems, and Manufacturing Operations.

Key ERP / Technologies used are AS/400 – MAPICS XA based systems for the US operations and SUN – MFG PRO based systems for Latin America.

Member of the organization’s steering team, responsible for business decisions, strategic planning development, technology, and human resources planning for the Region.

Provide technical and leadership support to multiple re-engineering projects to drive process improvement and efficiencies across North and Latin American locations.

**Regional Information Technology Director – North America (1996-1998)**

Responsible for overall Information Technology functions for sites supporting the Domestic US business. This role covered Manufacturing operations in Puerto Rico, Texas, and Toronto along with the Logistics / Distribution operation including four major distribution centers in the United States.

Key technologies used were: AS/400 / MAPICS XA based systems, Microsoft based platform supporting networking / desktop tools and Intermec based bar coding systems.

**AWARDS**

PepsiCo Chairman’s Award for Innovation in deploying the “Concentrate Order Management System” across North American Bottling operations.

Certiport – 2006 Digital Literacy Champion Award

ORACLE – 2008 CIO of the Year for Latin America Award

**REFERENCES / FURTHER INFORMATION**

Oscar Cullen - Regional Finance Director, PepsiCo Concentrate Op’s 787-923-4403.

Richard Hughes - CFO PepsiCo Concentrate Op’s 203-300-3492

Rafael Aragunde - Former Secretary of Education PR 787-678-2931

Phil Maestri - Director Risk Management Service US Dept. of Education 202-205-4038

Mark Robinson- Manager Risk Management Service US Dept of Education 202-205-4038

Further information provided upon request.

# Project Narrative

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

Attachment 1:

Title: **Appendix C** Pages: **4** Uploaded File: **Appendix C Status of Longitudinal Data System.pdf**

## Appendix C – Current Status of Longitudinal System

Item	Current Implementation Status	Federal Funding in Use
1. The system must enable States to examine student progress and outcomes over time.	Currently the system has not the ability to connect and track student progress from PK-12 to postsecondary education. Also, the system does not have the functionality of communication for state workforce data.	Outcome: Develop a true longitudinal system that will measure the progress of students over time and provide timely and accurate data to all stakeholders. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.
2. The system must facilitate and enable the Exchange of data among agencies and institutions within the State and between States.	There is no interoperability across platforms in PR. As part of this effort, system interoperability will be defined and incorporated to determine standards and facilitate data exchange.	Outcomes: Create interoperability between PK-12, postsecondary education and other agency systems. PR has no state funds to support the activities related to these outcomes, so it will be funded by the grant.
3. The system must link student data with teachers.	The current PRDE SIS encompasses classroom data that covers teacher student links. Mechanism to incorporate private schools need to be develop as part of this effort.	Outcome: Expand current SIS capabilities. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.
4. The system must enable the matching teachers with information about their certification and teacher preparation programs.	PRDE currently has the capability to tract teacher certification and preparation. This is mainly for the public school system. The capacity to broaden this, need to be incorporated as part of this effort.	Outcome: Expand current PRDE SIS capabilities. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.
5. The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school	PR has in progress the implementation of business intelligence tools to generate timely reports. However PR faces some limitations because some reports are still manually generated by multiple series of queries and lack of trained personnel in business intelligence tools. Currently data that PRDE has extracted and delivered to EDFacts is not available to the system	Outcomes: Expand the use of the BI tools to the required federal and data sets. Expand the current BI platform to include LDS information via a portal mechanism. PR has no state funds to support the activities related to this

leaders on the achievement of their students.	stakeholders, research institutions, and school leaders.	outcome, so it will be funded by the grant.
6. The system must ensure the quality and integrity of the data contained in the system.	Data quality is a priority in PRDE. Significant strides have been made to ensure complete, timely and accurate data; however, there are quality issues at the school level that need to be addressed and implement through a monitoring function.	Outcome: Establish a data quality organization. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.
7. The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the SFSF and the reporting requirements included in <i>EDFacts</i> .	PRDE has implemented a deployment strategy with BI tools that allows the creation of schemas aligned with the reporting requirements of EDFacts. However some issues have to be addressed in order to submit complete, accurate and timely data to meet reporting requirements; the difference between data ownership and data management; and lack of accountable groups within the PRDE and lack of hardware support for monitoring data. Also, PRDE faces a limitation of trained personnel in BI tools.	Outcomes: Expand current reporting capabilities with reporting tools as business intelligence. Develop a statewide portal. PR has no state funds to support the activities related to these outcomes, so it will be funded by the grant.

### Required Data System Elements

1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)	All students that are attending public schools have to be enrolled in the PRDE SIS. The SIS generates a unique <i>Student Number</i> . When implementing the SDLS, students within the public school system will retain their existing IDs. PRDE has some limitations to connect the ID with some key databases related to program participation and assessment.  The Higher Education's Institutions will be encouraged to use the PRDE Student ID.	Outcomes: Align K-12 data systems with private schools and postsecondary education. Leverage the current SIS across the public and private schools. Develop procedures for protecting the security and confidentiality of the data. PR has no state funds to support the activities related to these outcomes, so it will be funded by the grant.
2. Student-level enrollment, demographic and program participation information	Currently the PRDE SIS collected student-level enrollment and demographic data during the school year. However attendance and discipline data collections still need to be enforced in the schools. Currently not collected in the SIS Title I status participation, Homeless, N & D and Gifted and Talented Participation.	Outcome: Collection of data related to program participation will be improved under the SDLS grant. PR has no state funds to support the activities related to this outcome, so it will be

		funded by the grant.
3. Student-level information about the points at which students exit, transfer in, transfer out, dropout, or complete P-16 education programs	Currently the PRDE SIS collects student-level information about points at which students transfer in and transfer out and data about missing or students that dropouts. However, PRDE cannot meet the reporting requirements of a true cohort adjusted graduation rate, due to some enhancements that have to be done in the SIS.	Outcome: Add enhancements to the PRDE SIS to include data fields needed for the cohort. PR has no state funds to support the activities related to these outcomes, so it will be funded by the grant.
4. The capacity to communicate with higher education data systems	Puerto Rico does not have the ability to connect individual student records between the P-12 and the higher education system. Interoperability will provide and facilitate a true longitudinal system and tracking student data across programs and across time.	Outcome: Develop interoperability with higher education system. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.
5. A State data audit system assessing data quality, validity and reliability	Some efforts have been done to improve the quality and accuracy of the data. However, PRDE has not a true State Audit System: validation rules, accuracy and statistical checks are needed, on-site data quality checks have to be conducted, consequences needs to be imposed and applied on school that do a poor job and training on data quality issues are still needed at the school level.	Outcomes: Develop a true State Data Audit System. Establish a data governance data quality organization. PR has no state funds to support the activities related to the proposed outcome, so it will be funded by the grant.
6. Yearly state records of individual students with respect to assessments.	PRDE has statewide test assessments for determining student performance. It is outsourced to Pearson Educational Measurement. The current BI platform in PRDE is limited in terms of measuring performance data at a given year, but does not have the capacity to measure the academic growth across the years.	Outcome: Expansion of existing system to provide capability to measure academic growth. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.
7. Information on students not tested, by grade and subject	There is a student-level record by subject area for each student who was not tested on the applicable grade level assessment test that is maintained at the SEA level. The SEA collect the following reason codes for classifying why each student was not tested: Absent, Parent choice and Illness.	Outcome: Add enhancements to the SIS in order to migrate the assessment data. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.

8. A teacher identifier system with the ability to match teachers to students	There is a unique teacher identifier for each teacher. If the teacher changes employment between schools, the same ID remains with the teacher.	Element implemented.
9. Student-level transcript information, including information on courses completed and grades earned	<p>PRDE has in progress a pilot of a student-level transcript that still need to standardize data fields. This transcript is in PDF format and has been developed to share course information across public and private schools and with postsecondary institutions.</p> <p>Currently PRDE has no standardized course numbering system. A great effort has been done with this activity, but currently the course numbering system needs to be reviewed.</p>	<p>Outcomes: Add enhancements to the pilot student transcript in order to standardize data fields. Align the course numbering system with the NCES Course System. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.</p>
10. Student-level college readiness test scores	Currently PRDE does not collect in the SIS college readiness test scores.	<p>Outcome: Add enhancements to the SIS in order to collect college readiness test scores. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.</p>
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education.	Information pertaining at this to post secondary education is limited at this point.	<p>Outcome: Development of the necessary links and on going tracking of this type of information. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.</p>
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Information pertaining at this to post secondary education is limited at this point.	<p>Outcome: Development of the necessary links and on going tracking of this type of information. PR has no state funds to support the activities related to this outcome, so it will be funded by the grant.</p>

# Project Narrative

## Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **Letters of Support** Pages: **11** Uploaded File: **Appendix D Letters of Support.pdf**

## Appendix D – Letters of Support

The Governor of Puerto Rico, together with the Legislative leadership, strongly supports accountability, transparency and data-driven policymaking. To this end, the Governor strongly supports the development of the PR-SLDS as a means to improve academic achievement of all students from the elementary level to postsecondary education. In addition, key stakeholders such as the associations of private education institutions and relevant state agencies have expressed their support of this project.



GOVERNMENT OF PUERTO RICO

Luis G. Fortulfo  
Governor

November 17, 2009

State Longitudinal Data Systems  
Grant Review Committee  
National Center for Educational Statistics  
1990 K Street, N.W.  
Washington, DC 20006

Data Committee Members:

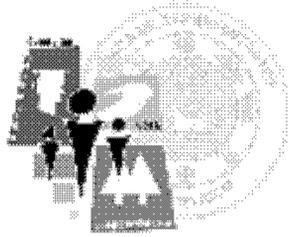
I am writing to affirm our enthusiastic support for the Puerto Rico Department of Education's grant application for Statewide Longitudinal Data Systems under the 2009 American Recovery and Reinvestment Act (ARRA) funds. The Puerto Rico Longitudinal Data System will be a key component in our government's ability to assess the success of our educational and labor strategies and therefore make the necessary adjustments. As one of the four basic educational assurances I made to the US Department of Education during the State Fiscal Stabilization Fund application process, it is one of the cornerstones of our administration's efforts to improve education in Puerto Rico.

Although we are in the midst of an adverse economic climate, we are fully committed to making the Puerto Rico Longitudinal Data System a reality. My office is, and will continue to be, an integral part in this effort.

Sincerely,

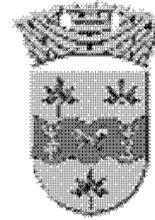
Luis G. Fortulfo

LA FORTULFO, GOV. LUIS G. FORTULFO, 1 PO BOX 00900002, SAN JUAN, PR 00900-0002  
TEL: (787) 724-7000 \* FAX: (787) 724-6500



**Betito Márquez García**  
Representante Distrito 10 – Toa Baja  
Presidente, Comisión De Educación y de  
Organizaciones Sin Fines de Lucro y Cooperativas

Estado Libre Asociado de Puerto Rico  
CÁMARA DE REPRESENTANTES



December 1, 2009

State Longitudinal Data Systems Grant Review Committee  
National Center for Educational Statistics  
1990 K. Street, NW  
Washington, DC 20006

Dear Committee Members:

We are writing to express the support of the legislative branch of the Puerto Rican Government for the implementation of a Statewide Longitudinal Data System, as proposed in the Puerto Rico Department of Education's grant application.

This initiative will help us make fundamental improvements in our education system and economic development strategies. Therefore, Puerto Rico's legislature is committed to aiding this effort by promoting measures to establish proper system governance, or ease information sharing barriers between government agencies, among others.

The Puerto Rico House of Representatives joins the Governor's Office in supporting the establishment of the Puerto Rico Longitudinal Data System.

Sincerely,

**Betito Márquez García**  
President, Education Commission  
Puerto Rico House of Representatives



**Commonwealth of Puerto Rico**  
**DEPARTMENT OF EDUCATION**

OFFICE OF THE SECRETARY

December 3, 2008

State Longitudinal Data Systems Grant Review Committee  
National Center for Educational Statistics  
1990-K Street, NW  
Washington, DC 20006

Dear Evaluators:

The Puerto Rico Department of Education (PRDE), which encompasses the public school system fully supports the establishment of a statewide Longitudinal Data System (LDS), on the island. The development of this LDS will enable all entities concerned with educational aspects in Puerto Rico, the tools to facilitate research, performance measures, data driven decision making, and the establishment of a data governance organization to ensure the required sustainability and metrics needed to properly shape PRDE public policy and improve our student achievement during upcoming years.

As the Secretary of Education, I am pleased to endorse the grant application and I'm committed to working with our other information stakeholders in the successful development of Puerto Rico's Longitudinal Data System.

Please do not hesitate to contact me should you have any questions on the subject.

Cordially,

Edward Moreno Alonso, Ed. D.  
Acting Secretary of Education

P.O. BOX 190759 SAN JUAN, PUERTO RICO 00919-0759 • PHONE: (787) 773 5300 • FAX: (787) 250-0275

The Department of Education does not discriminate in its activities, educational services or employment opportunities on the basis of race, color, sex, age, birth, national origin, social evaluation, political ideas, religious beliefs or any handicap.



Dr. Juan Bigio Ramos  
President

November 10, 2009

Dear SLDS Grant Review Committee:

According to our by-laws and regulations the main target populations of Puerto Rico General Council of Education (PRGCE) are: private educational institutions and public schools, students, teachers, educational offerings and programs. I am writing to express my commitment to collaborate and support the grant application submitted by the Puerto Rico Department of Education.

The expectation with the Statewide Longitudinal Data System (SLDS) in the framework of governmental decision is higher. We expect with this system to track throughout a period of time an specific subject; and to have information regarding institutional performance concerning students, teachers, programs and how the educational services complies with the goal and objective established. It will be a reliable source of information about clusters of groups covered by jurisdiction of the PRGCE.

In terms of questions to be answered; we expect to know:

- How many
- Rates of enrollment, graduation, promotions
- Trends about educational programs and services
- Needs of qualify employees distributed by gender / special needs for learning
- Spam of time to accomplish a goal or an objective
- Preferences of colleges and programs

With this system the PRGCE can develop a demographic description of our target populations to promote changes in policies, educational content, jobs requirements in the governmental decision sources.

Our agency is eagerly to work with all the organizations involved in this effort.

Sincerely,

  
Juan Bigio Ramos

Westernbank World Plaza  
268 Muñoz Rivera Ave. Suite 2100  
Hato Rey, PR 00918  
www.cge.gobierno.pr  
P. O. Box 195429, San Juan, Puerto Rico 00919-5429  
Tel. (787) 764-0101 • Fax (787) 753-4368



COMMONWEALTH OF PUERTO RICO  
PUERTO RICO COUNCIL ON HIGHER EDUCATION

November 30, 2009

PO Box 10000  
San Juan, PR  
00915-1000

Tel 787-610-7100  
www.prcche.mpr

State Longitudinal Data Systems Grant Review Committee  
National Center for Educational Statistics  
1990-K Street, NW  
Washington, DC 20006

Dear Evaluators:

The Puerto Rico Council on Higher Education (PRCHE) enthusiastically supports the proposal to establish the Puerto Rico Longitudinal Data System (PRLDS). The PRCHE is the agency responsible for licensing all higher education institutions (associate's degree or more) in Puerto Rico. Through the licensing process we seek to improve the quality of higher education, student success, and thus the economic development of the island.

The PRCHE believes that empirical research is the cornerstone to formulating good public policy. This is why we conduct and finance research projects to investigate different aspects of higher education in Puerto Rico. Because of the lack of a student unit record (SUR) based longitudinal data system the answers to our research questions are incomplete. A SUR based LDS would go a long way in helping us to answer important questions on higher education in Puerto Rico such as:

- Precise data on enrollment, graduation rates, completions, etc.
- The factors associated with a successful transition from high school to higher education.
- The real transfer rates between higher education institutions, and between higher education institutions and technical/vocational postsecondary institutions.
- Transfer rates between Puerto Rico and the United States, and vice versa.
- The real graduation rates and the factors associated with the successful completion of degrees.
- The relationship between the degrees obtained and the labor market.

The answers to these and other important questions can only come from a LDS system. These answers are important to us so that we can properly shape our public policy and thus strengthen higher education in Puerto Rico. For these reasons the PRCHE is committed to helping in every way it can to the successful implementation of the PRLDS.

Sincerely,

José Aparicio  
Acting President

David Biez-Dávila  
Acting Executive Director



HON. MIGUEL ROSARIO  
SECRETARY

December 3, 2009

State Longitudinal Data Systems  
Grant Review Committee  
National Center for Educational Statistics  
1990-K Street, NW  
Washington, DC 20006

Dear Committee Members:

**Re: Statewide Longitudinal Data System (SLEDS) Grant Application**

I am writing to confirm our full support regarding Puerto Rico's application for a Statewide Longitudinal Data System (SLEDS) grant, with the Department of Education as principal Grantee and Project Manager Agency.

I am confident that the development of this data system will enhance policy development at the state level, and management of education at the local level, while improving the capacity to develop an education system idea from the earliest of learners, and preparing students for post-secondary as well as workforce opportunities in their future.

One of the key element results found in an evaluation of available research tools in Puerto Rico is the need for more comprehensive and centralized education data.

This project is to be implemented throughout the entire, K through 12<sup>th</sup> grade education system, notwithstanding whether from the public or private education sector, including post-graduate institutions of higher learning.

The project will provide an abundance of data, for the benefit of local, education entities.

The data will include outcome information from the education sector, such as, but not limited to: the outcomes of a single school or district's graduates and/or drop-outs; follow-up information regarding college enrollment, major course of study, transfers, graduations; and finally, employment. This will shed some light on which schools and what programs have a strong and consistent performance.

Analysts will be able to break out the data into other categories, such as: gender, income, assessment scores and high-school, course-taking patterns so as to provide helpful information for policy and program decision makers.

OFFICE OF THE SECRETARY

DEPARTMENT OF HIGHER EDUCATION, GOVERNMENT OF PUERTO RICO  
105 Maricao Road, Arroyo, P.O. Box 3000, Maricao Building 2<sup>nd</sup> Floor, San Juan, Puerto Rico 00981  
GOVERNMENT OF PUERTO RICO | TEL: (787) 724-2000 | FAX: (787) 724-2001 | WWW: www.dhe.gov.pr

Instituto de Estadísticas de Puerto Rico  
Estado Libre Asociado de Puerto Rico

Calle González #57, 3do piso  
San Juan, PR 00917  
P.O. Box 95464  
San Juan, PR 00919-5464  
Teléfono: (787) 993-2336



November 11, 2009

State Longitudinal Data Systems Grant Review Committee  
National Center for Educational Statistics  
1990 K Street NW  
Washington, DC 20006

Dear Committee Members:

I am writing you on behalf of the Puerto Rico Institute of Statistics to endorse the Puerto Rico Department of Education's grant application for Statewide Longitudinal Data Systems under the 2009 American Recovery and Reinvestment Act (ARRA). The Puerto Rico Institute of Statistics is a quasi-government organization, charged with the responsibility of ensuring universal and timely access to reliable and comprehensive statistical information on Puerto Rico.

Currently, Puerto Rico's education statistics are inadequate. Basic information, such as school enrollment, is incomplete. Critical variables, such as the drop-out rate, are not publicly available. The Institute believes that the full development of the Puerto Rico Longitudinal Data System (PR-LDS) will be an important step forward in resolving many of these long-standing issues surrounding Puerto Rico's education statistics. Critical to this achievement is the PR-LDS's incorporation of private schools, postsecondary educational institutions, and labor market data. The Institute pledges to devote its own resources to ensure the PR-LDS is successful at resolving these issues.

As Executive Director of the Puerto Rico Institute of Statistics, I am pleased to endorse the Puerto Rico Department of Education's grant application. Please do not hesitate to contact me if I can be of assistance in any way. My email address is: [mario.marazzi@estadisticas.gobierno.pr](mailto:mario.marazzi@estadisticas.gobierno.pr).

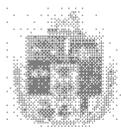
Sincerely,

Mario Marazzi-Santiago  
Executive Director  
Puerto Rico Institute of Statistics

CC:

Katherine Wallman  
Chief Statistician  
Office of Management and Budget

December 3, 2009



State Longitudinal Data Systems  
Grant Review Committee  
National Center for Educational Statistics  
1990 - K. Street, NW  
Washington, DC 20006

Dear Committee Members:

The University of Puerto Rico, the island's largest public institution of higher education with 65,223 students, fully supports the establishment of a Statewide Longitudinal Data System as described in the accompanying proposal. We are confident that the Puerto Rico Longitudinal Data System will prove a valuable resource for our university's many socioeconomic, scientific, and educational researchers.

In order to make this system a success, all institutions of higher education on the island must input their student information in a uniform and reliable fashion. Therefore, the Puerto Rico Longitudinal Data System can count on the University of Puerto Rico's cooperation in the timely provision of this data and in any other endeavor required for the implementation of the system.

Cordially,

  
Miguel A. Muñoz, Ph.D.  
Acting President

Enclosure

**Asociación de Educación Privada de Puerto Rico**  
**Voz e Instrumento de la Educación Privada**

State Longitudinal Data Systems Grant Review Committee  
National Center for Educational Statistics  
1990 K Street, NW  
Washington, DC 20006

November 30, 2009

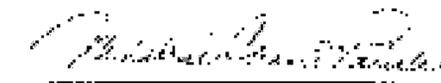
Dear Committee Members:

The Puerto Rico Association of Private Education, which includes schools of many of Puerto Rico's 1,098 private schools, supports the establishment of a statewide Longitudinal Data System for the island. This system will help directors and their staff make informed choices to improve the level of educational service in their schools. It will also provide data to the state's education organization so that it can assist individual school administrators of school improvement efforts.

In order for the Puerto Rico Longitudinal Data System to be successful, each school administrator must be committed to supplying information in a timely manner through the established procedures. The Puerto Rico Association of Private School Education intends to actively promote this type of commitment within its ranks and participate in any other possible ways, in order to collaborate in this effort.

**Asociación de Educación Privada de Puerto Rico, Inc.**

By:



Madeline Carrión Parrilla  
President

150 Ave. de la Constitución Ste 1, San Juan, Puerto Rico 00901-2101  
Tel: (787) 724-8101 Fax: (787) 724-3411  
Email: [ase@privado.net](mailto:ase@privado.net) [www.privado.net](http://www.privado.net)



# Budget Narrative

## Budget Narrative - Budget Justification

Attachment 1:

Title: **Budget Narrative** Pages: **9** Uploaded File: **PRSLDS Budget Narrative Final 12\_4.pdf**

## **Budget Narrative**

PRDE has made a significant investment in a data warehousing platform that currently satisfies EDFACTS reporting requirements. As described throughout this document the overall plan is to leverage the existing development and expand it's reach to cover (A) LDS requirements, (B) provide additional access to a broader population of information stakeholders, (C) expand the use of data analytics. In addition the technical infrastructure needs to be expanded to support the PR-SLDS project requirements in specific areas such as server capacity, storage, data safeguarding and security and software licensing tools. In terms of licensed software products, the overall assumption is to expand user concurrency, acquisition of analytic tools, and expansion of data extraction / data quality tools. This is of great importance given the need to collect source information from a variety of dissimilar systems across the wide array of private schools, post secondary entities and other agencies which encompass the main body of information stakeholders.

While the project calls for an initial needs assessment exercise, the project team has developed a spreadsheet containing conservative estimates of the areas that will need to be expanded during to fully support the deployment of the PR-SLDS. As an outcome of the needs assessment the technical assumptions will be verified and some refactoring of the architecture and specifications will be necessary to align with stakeholder needs.

The budget projections for the Puerto Rico Statewide Longitudinal System Project will be accomplished in a three year timeframe at a cost of \$10,614,548. The first year project cost of \$250,000 will be spent performing a needs assessment and the technical analysis to expand the current systems and the analysis of infrastructure and systems required to address gaps across the agencies involved. Year one will encompass the development of the overall design and technical specifications for establishing the appropriate infrastructure. In addition, the implementation team will be engaged in starting up the Governance structure along with its related operating policies. Also in year one, the implementation team will need to perform a review of the overall timelines / budget distribution in accordance with the findings highlighted during the needs assessment process. The total costs for year one are \$2,350,480.

Year two expenses increase due to the acquisition of infrastructure, software development (PK-12 data repository, BI platform and LDS), licensing requirements, data collection process across the private schools and postsecondary entities and the incorporation of the contracted technical and functional (i.e. data quality) teams associated with the project. Year two also includes the staffing, onboarding and retooling of statistical and agency liaison resources. In addition, year two includes the beginning of the portal design / development. The total costs for year two are: \$4,983,268.

Year three funds will be spent continuing the development efforts (LDS, BI, Portal) and incorporating the organizational development aspects. During the third year a great deal of effort will be placed in education and capability building to ensure that the PR\_SLDS system is understood and in use across the diverse set of stakeholders across the island. In addition, during year three all remaining schools and postsecondary institutions are included in the data collection / validation process. Finally, in year three the Governance structure should be completely established. The total costs for year three are: \$3,280,799.

### **Contractor Expenses:**

The PR-SLDS Implementation Team will competitively solicit and contract diverse consulting / solution providers to work on diverse aspects of this implementation. Highlighted below are the main phases of the work which fall under this category:

- The first contract will be with a consulting firm to work on the needs assessments across the project landscape. During this effort, the contracted company will perform site visits across the various postsecondary institutions, private schools, PRCHE, PRCGE and PRDOLHR to properly identify and document the system requirements. The costs associated with the needs assessment are: \$250,000 over the course of year one.
- The second set of 2-3 contracts will be with solution providers to handle the technical work required to expand / develop the “Business Intelligence” toolset (i.e. Data Warehouse, LDS System) to address the findings highlighted during the needs assessment effort along with addressing the necessary software licensing requirements. This will include aspects related to interoperability, security and file Exchange amongst the key entities. The costs associated with these contracts are: \$ 1,285,647 over the course of year two.
- The third contract will be for the acquisition or hosting of the required infrastructure to support the diverse agencies involved in the overall effort in accordance with the needs assessments / system requirements previously defined. The costs associated with these contracts are: \$ 900,000 over the course of year two and year three.
- The fourth contract will be for the development / expansion of the information portal. The costs associated with this contract are: \$300,000 over the course of years two and three.

As previously highlighted elsewhere in this document the outcome of the needs assessment will drive the need to review and refactor the technical assumptions, architecture and specifications to align with stakeholder needs.

**Federal funds provided for this project will only be used to supplement and not to supplant other non Federal funds that are available.**

Highlighted below is the budget spreadsheet:

<b>Federal</b>				
<b>Budget Categories</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>TOTAL</b>
Personnel	\$ 1,349,419.50	\$ 1,719,666.00	\$ 1,968,417.75	5,037,503.25
Fringe Benefits	\$ 310,366.00	\$ 395,523.00	\$ 452,736.00	1,158,625.00
Travel	\$ 16,562.00	\$ 16,562.00	\$ 16,562.00	49,686.00
Equipment and Infrastructure Acquisition	\$ -	\$ 430,000.00	\$ -	430,000.00
Supplies	\$ 85,000.00	\$ 36,000.00	\$ 36,000.00	157,000.00
Contractual	\$ -	\$ -	\$ -	-
Needs Assessment	\$ 250,000.00	\$ -	\$ -	250,000.00
BI expansion / LDS Development	\$ -	\$ 1,285,647.00	\$ -	1,285,647.00
Portal Development	\$ -	\$ 150,000.00	\$ 150,000.00	300,000.00
Expansion of hosting services	\$ -	\$ 450,000.00	\$ 450,000.00	900,000.00
PK-12 Repository	\$ -	\$ 450,000.00	\$ -	450,000.00
Construction	\$ -	\$ -	\$ -	-
Other	\$ -	\$ -	\$ -	-
Facilities alteration costs	\$ 300,000.00	\$ -	\$ -	300,000.00
Training Orientation	\$ -	\$ -	\$ 150,000.00	150,000.00
Total Direct Costs	\$ 2,311,347.50	\$ 4,933,398.00	\$ 3,223,715.75	10,468,461.25
Indirect Costs	\$ 39,133.17	\$ 49,870.31	\$ 57,084.11	\$ 146,087.59
Total Costs	\$ 2,350,480.67	\$ 4,983,268.31	\$ 3,280,799.86	\$ 10,614,548.84

### **Fringe Benefits**

Fringes were calculated at a rate of 23% for all staff personnel. This includes bonus and medical coverage.

### **Travel expenses**

Funds will be used to cover travel costs for (8) key LDS team members to the following conferences :

- National Grantees Meeting in Washington DC (2 persons) at a cost of \$1,920 per person.
- MIS Conference in Phoenix Arizona (2 persons) at a cost of \$3,121 per person.
- SHEEO Policy Conference TBD (1 person) at a cost of \$1,920 per person.
- Forum Summer Conference in Washington DC (2 person) at a cost of \$1,920 per person.

Total travel expenses across the three year period amount to \$49,686.

### **Other**

Facilities alteration funds are required to properly house the LDS resources and their respective equipment during year one at a cost of \$300,000.

### **Training**

Following the implementation of the PR-SLDS the team will need to drive the necessary training programs across a wide array of information stakeholders. These activities will for the most part include:

- Dissemination of guidelines and policies across key information stakeholders
- Orientation to key personnel (i.e. agency liasions, researchers, technical teams, statisticians, other) in the use of the PR-SLDS system
- Orientations / publications to expose general public in the use and applicability of the information portal

### Indirect Costs

The project indirect costs are calculated based on 2.9% of salaries which are the current negotiated rates.

#### Program Activities Budget

YEAR ONE: 2010-2011

Budget Categories	Goals 1-5	Federal Fund Project Costs	Total
1. Personnel	1,2,3,4	\$1,349,419	\$1,349,419
2. Fringe Benefits	1,2,3,4,	\$310,366	\$310,366
3. Travel/Training	1	\$16,562	\$16,562
4. Equipment			
5. Supplies	1	\$85,000	\$85,000
6. Contractual	2,3,4	\$250,000	\$250,000
7. Other	1	\$300,000	\$300,000
8. Total Direct Costs		\$2,311,347	\$2,311,347
9. Indirect Costs (2.9%)		\$39,133	\$39,133
10. Total Costs		\$2,350,480	\$2,350,480

Program Activities Narrative

YEAR ONE: 2010-2011

Budget Categories	Federal Fund Project Costs	Calculation of Costs (Federal Fund)
1. Personnel	\$1,349,419	Guidance & mgmt: 2FTE, 4 PT Data Gathering & Quality: 7FTE Data Analysis: 2 PT Technical: 3FTE, 2 PT Agency Liasion: - Support: 5FTE
2. Fringe Benefits	\$310,366	FB calculated at 23% total salaries
3. Travel/Training	\$16,562	8 trips to attend Grantees meeting, one for a SHEEO Policy Conference, two for the MIS conference and two for Forum Summer Conference
4. Equipment		
5. Supplies	\$85,000	General office supplies, computers, scanners and printers
6. Contractual	\$250,000	Needs assessment contract
7. Other	\$300,000	Facilities and alteration costs for LDS Staffing
8. Total Direct Costs	\$2,311,347	
9. Indirect Costs	\$39,133	Calculated at a rate of 2.9% of salaries
10. Total Costs	\$2,350,480	

Program Activities Budget

YEAR TWO: 2011-2012

Budget Categories	Goals 1-5	Federal Fund Project Costs	Total
1. Personnel	1,2,3,4	\$ 1,719,666	\$1,719.666
2. Fringe Benefits	1,2,3,4	\$395,523	\$373,273
3. Travel/Training	1	\$16,562	\$10,082
4. Equipment	2,3,4	\$430,000	\$830,000
5. Supplies	1	\$36,000	\$36,000
6. Contractual	2,3,4	\$2,335,647	\$2,185,647
7. Other			
8. Total Direct Costs		\$4,933,398	\$5,154,666
9. Indirect Costs (2.9%)		\$49,870	\$49,870
10. Total Costs		\$4,983,268	\$5,204,538

Program Activities Narrative

YEAR TWO: 2011-2012

Budget Categories	Federal Fund Project Costs	Calculation of Costs (Federal Fund)
1. Personnel	\$ 1,719,666	Guidance & mgmt: 2 FTE, 4 PT Data Gathering & Quality: 7 FTE Data Analysis: 7 PT Technical: 5FTE, 1 PT Agency Liasion: 4 PT Support: 5FTE
2. Fringe Benefits	\$395,523	FB calculated at 23% total salaries
3. Travel/Training	\$16,562	8 trips to attend Grantees meeting, one for a SHEEO Policy Conference, two for the MIS conference and two for Forum Summer Conference
4. Equipment	\$430,000	Acquisition of technical infrastructure and licensing
5. Supplies	\$36,000	General office supplies, computers
6. Contractual	\$2,335,647	Services related to infrastructure / development work
7. Other		
8. Total Direct Costs	\$4,933,398	
9. Indirect Costs	\$49,870	Calculated at a rate of 2.9% of salaries
10. Total Costs	\$4,983,268	

Program Activities Budget

YEAR THREE: 2012-2013

Budget Categories	Goals 1-5	Federal Fund Project Costs	Total
1. Personnel	1,2,3,4	\$1,968,417	\$1,968,417
2. Fringe Benefits	1,2,3,4	\$452,736	\$452,736
3. Travel/Training	1	\$16,562	\$16,562
4. Equipment			
5. Supplies	1	\$36,000	\$36,000
6. Contractual	2,3,4	\$600,000	\$600,000
7. Other	1	\$150,000	\$150,000
8. Total Direct Costs		\$3,223,715	\$3,223,715
9. Indirect Costs (2.9%)		\$57,084	\$57,084
10. Total Costs		\$3,280,799	\$3,280,799

Program Activities Narrative

YEAR THREE: 2012-2013

Budget Categories	Federal Fund Project Costs	Calculation of Costs (Federal Fund)
1. Personnel	\$1,968,417	Guidance & mgmt: 2 FTE, 4 PT Data Gathering & Quality: 7 FTE Data Analysis: 5FTE, 2PT Technical: 5FTE, 1 PT Agency Liasion: 4 FT Support: 5 FTE
2. Fringe Benefits	\$435,849	FB calculated at 23% total salaries
3. Travel/Training	\$10,082	8 trips to attend Grantees meeting, one for a SHEEO Policy Conference, two for the MIS conference and two for Forum Summer Conference
4. Equipment		Acquisition of technical infrastructure and licensing
5. Supplies	\$36,000	General office supplies, computers
6. Contractual	\$450,000	Services related to infrastructure / development work
7. Other	\$300,000	
8. Total Direct Costs	\$3,200,348	
9. Indirect Costs	\$57,084	Calculated at a rate of 2.9% of salaries
10. Total Costs	\$3,257,432	

# Budget Narrative

## Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **Budget Spreadsheet** Pages: **9** Uploaded File: **C:\Users\gfernandez\Documents\PRSLDS Budget Narrative Final.pdf**

## **Budget Narrative**

PRDE has made a significant investment in a data warehousing platform that currently satisfies EDFACTS reporting requirements. As described throughout this document the overall plan is to leverage the existing development and expand it's reach to cover (A) LDS requirements, (B) provide additional access to a broader population of information stakeholders, (C) expand the use of data analytics. In addition the technical infrastructure needs to be expanded to support the PR-SLDS project requirements in specific areas such as server capacity, storage, data safeguarding and security and software licensing tools. In terms of licensed software products, the overall assumption is to expand user concurrency, acquisition of analytic tools, and expansion of data extraction / data quality tools. This is of great importance given the need to collect source information from a variety of dissimilar systems across the wide array of private schools, post secondary entities and other agencies which encompass the main body of information stakeholders.

While the project calls for an initial needs assessment exercise, the project team has developed a spreadsheet containing conservative estimates of the areas that will need to be expanded during to fully support the deployment of the PR-SLDS. As an outcome of the needs assessment the technical assumptions will be verified and some refactoring of the architecture and specifications will be necessary to align with stakeholder needs.

The budget projections for the Puerto Rico Statewide Longitudinal System Project will be accomplished in a three year timeframe at a cost of \$10,614,548. The first year project cost of \$250,000 will be spent performing a needs assessment and the technical analysis to expand the current systems and the analysis of infrastructure and systems required to address gaps across the agencies involved. Year one will encompass the development of the overall design and technical specifications for establishing the appropriate infrastructure. In addition, the implementation team will be engaged in starting up the Governance structure along with its related operating policies. Also in year one, the implementation team will need to perform a review of the overall timelines / budget distribution in accordance with the findings highlighted during the needs assessment process. The total costs for year one are \$2,350,480.

Year two expenses increase due to the acquisition of infrastructure, software development (PK-12 data repository, BI platform and LDS), licensing requirements, data collection process across the private schools and postsecondary entities and the incorporation of the contracted technical and functional (i.e. data quality) teams associated with the project. Year two also includes the staffing, onboarding and retooling of statistical and agency liaison resources. In addition, year two includes the beginning of the portal design / development. The total costs for year two are: \$4,983,268.

Year three funds will be spent continuing the development efforts (LDS, BI, Portal) and incorporating the organizational development aspects. During the third year a great deal of effort will be placed in education and capability building to ensure that the PR\_SLDS system is understood and in use across the diverse set of stakeholders across the island. In addition, during year three all remaining schools and postsecondary institutions are included in the data collection / validation process. Finally, in year three the Governance structure should be completely established. The total costs for year three are: \$3,280,799.

### **Contractor Expenses:**

The PR-SLDS Implementation Team will competitively solicit and contract diverse consulting / solution providers to work on diverse aspects of this implementation. Highlighted below are the main phases of the work which fall under this category:

- The first contract will be with a consulting firm to work on the needs assessments across the project landscape. During this effort, the contracted company will perform site visits across the various postsecondary institutions, private schools, PRCHE, PRCGE and PRDOLHR to properly identify and document the system requirements. The costs associated with the needs assessment are: \$250,000 over the course of year one.
- The second set of 2-3 contracts will be with solution providers to handle the technical work required to expand / develop the “Business Intelligence” toolset (i.e. Data Warehouse, LDS System) to address the findings highlighted during the needs assessment effort along with addressing the necessary software licensing requirements. This will include aspects related to interoperability, security and file Exchange amongst the key entities. The costs associated with these contracts are: \$ 1,285,647 over the course of year two.
- The third contract will be for the acquisition or hosting of the required infrastructure to support the diverse agencies involved in the overall effort in accordance with the needs assessments / system requirements previously defined. The costs associated with these contracts are: \$ 900,000 over the course of year two and year three.
- The fourth contract will be for the development / expansion of the information portal. The costs associated with this contract are: \$300,000 over the course of years two and three.

As previously highlighted elsewhere in this document the outcome of the needs assessment will drive the need to review and refactor the technical assumptions, architecture and specifications to align with stakeholder needs.

**Federal funds provided for this project will only be used to supplement and not to supplant other non Federal funds that are available.**

Highlighted below is the budget spreadsheet:

<b>Federal</b>				
<b>Budget Categories</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>TOTAL</b>
Personnel	\$ 1,349,419.50	\$ 1,719,666.00	\$ 1,968,417.75	5,037,503.25
Fringe Benefits	\$ 310,366.00	\$ 395,523.00	\$ 452,736.00	1,158,625.00
Travel	\$ 16,562.00	\$ 16,562.00	\$ 16,562.00	49,686.00
Equipment and Infrastructure Acquisition	\$ -	\$ 430,000.00	\$ -	430,000.00
Supplies	\$ 85,000.00	\$ 36,000.00	\$ 36,000.00	157,000.00
Contractual	\$ -	\$ -	\$ -	-
Needs Assessment	\$ 250,000.00	\$ -	\$ -	250,000.00
BI expansion / LDS Development	\$ -	\$ 1,285,647.00	\$ -	1,285,647.00
Portal Development	\$ -	\$ 150,000.00	\$ 150,000.00	300,000.00
Expansion of hosting services	\$ -	\$ 450,000.00	\$ 450,000.00	900,000.00
PK-12 Repository	\$ -	\$ 450,000.00	\$ -	450,000.00
Construction	\$ -	\$ -	\$ -	-
Other	\$ -	\$ -	\$ -	-
Facilities alteration costs	\$ 300,000.00	\$ -	\$ -	300,000.00
Training Orientation	\$ -	\$ -	\$ 150,000.00	150,000.00
Total Direct Costs	\$ 2,311,347.50	\$ 4,933,398.00	\$ 3,223,715.75	10,468,461.25
Indirect Costs	\$ 39,133.17	\$ 49,870.31	\$ 57,084.11	\$ 146,087.59
Total Costs	\$ 2,350,480.67	\$ 4,983,268.31	\$ 3,280,799.86	\$ 10,614,548.84

### **Fringe Benefits**

Fringes were calculated at a rate of 23% for all staff personnel. This includes bonus and medical coverage.

### **Travel expenses**

Funds will be used to cover travel costs for (8) key LDS team members to the following conferences :

- National Grantees Meeting in Washington DC (2 persons) at a cost of \$1,920 per person.
- MIS Conference in Phoenix Arizona (2 persons) at a cost of \$3,121 per person.
- SHEEO Policy Conference TBD (1 person) at a cost of \$1,920 per person.
- Forum Summer Conference in Washington DC (2 person) at a cost of \$1,920 per person.

Total travel expenses across the three year period amount to \$49,686.

### **Other**

Facilities alteration funds are required to properly house the LDS resources and their respective equipment during year one at a cost of \$300,000.

### **Training**

Following the implementation of the PR-SLDS the team will need to drive the necessary training programs across a wide array of information stakeholders. These activities will for the most part include:

- Dissemination of guidelines and policies across key information stakeholders
- Orientation to key personnel (i.e. agency liasions, researchers, technical teams, statisticians, other) in the use of the PR-SLDS system
- Orientations / publications to expose general public in the use and applicability of the information portal

### Indirect Costs

The project indirect costs are calculated based on 2.9% of salaries which are the current negotiated rates.

#### Program Activities Budget

YEAR ONE: 2010-2011

Budget Categories	Goals 1-5	Federal Fund Project Costs	Total
1. Personnel	1,2,3,4	\$1,349,419	\$1,349,419
2. Fringe Benefits	1,2,3,4,	\$310,366	\$310,366
3. Travel/Training	1	\$16,562	\$16,562
4. Equipment			
5. Supplies	1	\$85,000	\$85,000
6. Contractual	2,3,4	\$250,000	\$250,000
7. Other	1	\$300,000	\$300,000
8. Total Direct Costs		\$2,311,347	\$2,311,347
9. Indirect Costs (2.9%)		\$39,133	\$39,133
10. Total Costs		\$2,350,480	\$2,350,480

Program Activities Narrative

YEAR ONE: 2010-2011

Budget Categories	Federal Fund Project Costs	Calculation of Costs (Federal Fund)
1. Personnel	\$1,349,419	Guidance & mgmt: 2FTE, 4 PT Data Gathering & Quality: 7FTE Data Analysis: 2 PT Technical: 3FTE, 2 PT Agency Liasion: - Support: 5FTE
2. Fringe Benefits	\$310,366	FB calculated at 23% total salaries
3. Travel/Training	\$16,562	8 trips to attend Grantees meeting, one for a SHEEO Policy Conference, two for the MIS conference and two for Forum Summer Conference
4. Equipment		
5. Supplies	\$85,000	General office supplies, computers, scanners and printers
6. Contractual	\$250,000	Needs assessment contract
7. Other	\$300,000	Facilities and alteration costs for LDS Staffing
8. Total Direct Costs	\$2,311,347	
9. Indirect Costs	\$39,133	Calculated at a rate of 2.9% of salaries
10. Total Costs	\$2,350,480	

Program Activities Budget

YEAR TWO: 2011-2012

Budget Categories	Goals 1-5	Federal Fund Project Costs	Total
1. Personnel	1,2,3,4	\$ 1,719,666	\$1,719.666
2. Fringe Benefits	1,2,3,4	\$395,523	\$373,273
3. Travel/Training	1	\$16,562	\$10,082
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Program Activities Narrative

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9. Indirect Costs	\$49,870	Calculated at a rate of 2.9% of salaries
10. Total Costs	\$4,983,268	

Program Activities Budget

YEAR THREE: 2012-2013

Budget Categories	Goals 1-5	Federal Fund Project Costs	Total
1. Personnel	1,2,3,4	\$1,968,417	\$1,968,417
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9. Indirect Costs (2.9%)		\$57,084	\$57,084
10. Total Costs		\$3,280,799	\$3,280,799

Program Activities Narrative

YEAR THREE: 2012-2013

Budget Categories	Federal Fund Project Costs	Calculation of Costs (Federal Fund)
1. Personnel	\$1,968,417	Guidance & mgmt: 2 FTE, 4 PT Data Gathering & Quality: 7 FTE Data Analysis: 5FTE, 2PT Technical: 5FTE, 1 PT Agency Liasion: 4 FT Support: 5 FTE
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