

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 # R384A100042**

Closing Date: DEC 04, 2009

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Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
12/4/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	CFDA 84.384A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Vermont Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
036000274	884902701

d. Address:

* Street1:	120 State Street
Street2:	
* City:	Montpelier
County:	Washington
State:	VT
Province:	
* Country:	USA
* Zip / Postal Code:	05620

e. Organizational Unit:

Department Name:	Division Name:
Vermont Department of Education	Information Technology

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

Prefix:	Ms.	* First Name:	Lisa
Middle Name:			

* Last Name: Gauvin

Suffix:

Title: Information Technology Director

Organizational Affiliation:

Vermont Department of Education

* Telephone Number: (802)828-3719 Fax Number: (802)828-1444

* Email: LISA.GAUVIN@STATE.VT.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data Systems Grants
under the American Recovery and Reinvestment Act of 2009

13. Competition Identification Number:

84.384A2010-1

Title:

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

Schools and school districts across the state of Vermont

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

V-DEP - Vermont Data Enhancement Project

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: VT-01

* b. Program/Project: VT-01

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 5/3/2010

* b. End Date: 5/3/2013

18. Estimated Funding (\$):

a. Federal	\$ 15747810
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program	\$
Income	
g. TOTAL	\$ 15747810

*** 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: * First Name: Armando

Middle Name:

* Last Name: Vilaseca

Suffix:

Title: Commissioner, Vermont Department of Education

* Telephone Number: (802)828-3135 Fax Number: (802)828-3140

* Email: ARMANDO.VILASECA@STATE.VT.US

* Signature of Authorized Representative:

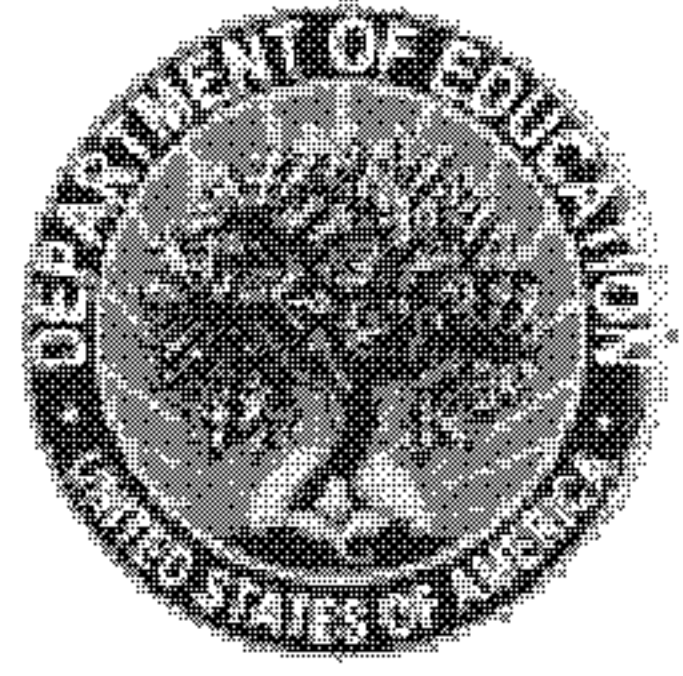
* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization: Vermont Department of Education

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

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*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

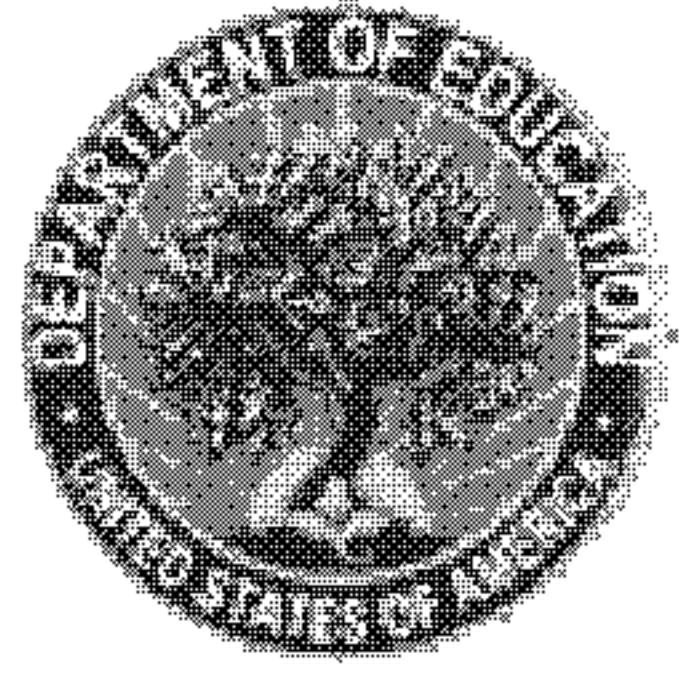
(2) If yes, please provide the following information:

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 _____%

(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 _____%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Vermont Department of Education

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 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: Armando Vilaseca

Title: Commissioner

Date Submitted: 12/03/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <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	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Vermont Department of Education Address: 120 State Street City: Montpelier State: VT Zip Code + 4: 05620-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Statewide, Longitudinal Data Systems CFDA Number, if applicable: 84.384A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Armando Vilaseca Title: Commissioner Applicant: Vermont Department of Education Date: 12/02/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION
Vermont Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: First Name: Armando Middle Name:
Last Name: Vilaseca Suffix:
Title: Commissioner
Signature: Date:
_____ 12/02/2009

ED 80-0013

03/04

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

1. Project Director:

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

Address:

* Street1: 120 State Street
Street2:
* City: Montpelier
County:
* State: VT* Zip / Postal Code: 05620 * Country: USA

* Phone Number (give area code) (802)828-3719 Fax Number (give area code) (802)828-1444

Email Address:

LISA.GAUVIN@STATE.VT.US

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** Pages: **1** Uploaded File: **C:\Documents and Settings\staceymurdock\Desktop\SLDS\final pdfs\Abstract.pdf**

Vermont Data Enhancement Project (V-DEP)

The overall goal of the V-DEP is to build on Vermont's current work to create a comprehensive, P-20 longitudinal data system that includes all required data system capabilities and elements, markedly improving the ability of the education system at every level to use data to improve achievement, close gaps, and achieve equity.

To achieve this goal, this project will leverage and expand existing P-12, postsecondary, workforce and human service partnerships and seek the involvement of students, parents, educators, researchers and government partners to identify effective instructional practices, inform policy, and create a culture of accountability and continuous improvement. This work will be informed by Vermont's continuing collaboration with the states of Maine, New Hampshire, Rhode Island, and Connecticut through the New England Secondary School Consortium (NESSC), by developing regionally-comparable indicators to evaluate the effectiveness of these instructional strategies and forming a multi-state research partnership.

The project is designed to meet or exceed the seven capabilities and 12 elements as prescribed in the America COMPETES Act, enable timely and accurate reporting, and provide training to stakeholders in collecting and reporting quality data and how to use and interpret data. To support this work, Vermont will carry out the following major activities:

1. Implement a uniform statewide information system toolset for all Vermont districts utilizing the School Interoperability Framework (SIF) including a portal for parents, students, and educators;
2. Develop a state operational data store to house required data elements;
3. Expand the data warehouse to include all required data system elements and increase the frequency of data loads to facilitate state and federal reporting requirements;
4. Provide stakeholder training for statewide student information system, data warehouse reports, and portal;
5. Form a P-20 research partnership to assess stakeholder needs, develop a research agenda, disseminate findings, and institute a professional development/feedback plan to improve education system practices.

The expected outcomes of these activities include:

1. Vermont will meet the seven capabilities and 12 elements required by this longitudinal data systems grant. Specifically,
 - a. Elimination of data gaps including linking teachers to students, transcript data, post-secondary data, and workforce data;
 - b. Improved data exchange between VT DOE and other Vermont agencies;
 - c. Improved accuracy and timeliness of data availability;
 - d. Increased accessibility to data for all stakeholders;
 - e. Increased efficiency in maintaining student identifiers.
2. Vermont will have concrete strategies to ensure that the data will support continuous improvement, especially instructional improvement, and informed decision-making by school, district and education leaders.
3. Vermont will have a comprehensive research plan guiding effective and appropriate use of the available education data.
4. Statewide, Vermont will have improved efficiency and reduced burden of data collecting and reporting.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **30** Uploaded File: **C:\Documents and Settings\staceymurdock\Desktop\SLDS\final pdfs\Project_Narrative_Final.pdf**

A. Need for the Project

Overview of Vermont's Current Longitudinal Data System

For the past ten years, the Vermont Department of Education (VT DOE) has dedicated its data efforts toward implementing a statewide student identifier, meeting vastly expanding statutory reporting requirements, and building a data warehouse to provide longitudinal data to its educational community. In 1998 VT DOE implemented a statewide student identifier which now exists in all student-level datasets across the department. The student identifier initially provided student demographic and program participation information. In 2004 our student-level data systems were dramatically expanded to meet the requirements of the No Child Left Behind Act (NCLB). The expansion of the student census allowed tracking of P-12 mobile students and verification of student transfers and dropouts. Also in response to NCLB requirements, Vermont implemented a unique teacher identifier, and an incident level discipline data system.

Shortly thereafter, VT DOE created an Education Data Warehouse (EDW) in collaboration with a consortium of local school districts called the Vermont Data Consortium (VDC). The VDC represents about half of Vermont school districts. The member districts pay consortium dues providing the benefit of loading local data into the district model of the EDW. All districts have access to the state model storing data collected by the state from schools and districts. The EDW contains student, program, teacher, discipline, assessment, and school finance data. Depending on the data, the EDW in the state model contains between six to 13 years of longitudinal data.

There are two important distinctions between the state and district model of the EDW. The state model does not allow the link between teachers and students. The district model allows for this linkage and member districts can upload local assessment data. The population of the district model is available only to VDC members and is entirely optional. Only 13 of the 31 VDC members have loaded local data into the district side of the model.

The new data reporting requirements and implementation of the EDW proved challenging for both the state and local districts. Most local districts lack the financial, technical and human resources necessary to accumulate, clean, report and analyze data. In an attempt to improve data quality and reduce local burden, VT DOE hired a consulting firm (through a National Center for Education Statistics (NCES) cooperative system grant) to conduct site visits and create a best practices guide for meeting core data reporting requirements. Technological barriers documented during the site visits include too few computers, out-of-date computers, no wide area network, and a lack of technology staff (or staff working on contract). A major finding was that, even in districts with no technological barriers, the staff expected to complete data requests lack the time and tools to meet the requirements efficiently. Technical staff members are typically unavailable because of competing needs and the opinion that data reporting is largely a data entry task. Data reporting is a tremendous burden on schools; some school secretaries have to complete the task "gratis" nights, weekends, and after the school year end.

Another surprising finding in Vermont, which is a strong local control state, was that superintendents were open to or even expected the state to provide a single student information solution. It is important to note, this sentiment expressed by a few superintendents five years ago is currently unanimously held throughout the Vermont Superintendents Association.

The dual data model of the EDW seemed an ideal solution over and above creating more data reporting requirements for local districts to allow linking between student data with teacher data and all the rich analysis that linkage allows. Unfortunately, the implementation of the district side of the model has progressed slowly. As mentioned above, fewer than one third of Vermont

districts have taken advantage of the EDW to link students and teachers to the wealth of performance, program participation and demographic information included in the EDW. Other schools either rely on their local data system or lack the ability to access and analyze linked student/teacher data. Even those districts successful in loading their data into the EDW have difficulty using their data for a number of reasons. Two major issues are the following:

- The local data tends to have many errors in student identifiers. The accuracy of the student identifiers is essential to linking between local and state data and looking at student achievement longitudinally.
- The EDW ad hoc query tool and the extensiveness of the EDW data model prove difficult for most EDW users except those with additional data analysis training. Even districts employing data analysts trained to use the ad hoc query tool do not take advantage of this resource because administrators unaccustomed to using data for decision making do not provide these analysts with questions that can be answered using longitudinal data.

To respond to the difficulties using the ad hoc query tool and to make education information more accessible, VT DOE gained an NCES cooperative system grant to create a data-driven reporting system. We sought to expand and enhance the data warehouse reporting capabilities by developing a series of new report “templates.” These report templates are used to create new reports that can be available to both internal users and the general public via the VT DOE web site. The templates can also be used to clone future reports using the same report design but accessing different aggregated source data.

Once developed or cloned, the report file is published to the report server which then renders the reports on demand for the end-users in HTML when the report is accessed through an URL. The reports draw data from a set of custom tables in the EDW.

The design approach is “database-centric” in that the report definition elements are contained in the report database. Very minimal configuration needs to be done with the report development tool when cloning report templates. One of the guiding principles for this project was to minimize the amount of complex, custom coding for the report templates.

Reports are parameter-driven to focus the report data, typically for a particular school and/or time period. Most reports have dynamic links to automatically change the displayed report statistic (i.e. switch from showing breakdown by race to breakdown by poverty level), as well as offering direct linking to other reports where the linked report parameters are automatically picked up from the linking report. All reports have help pages set up to provide documentation and definitions for the report viewers. One result of this project is that VT DOE is perfectly poised to quickly create data reports cloned from existing report templates and driven through a report database in the EDW.

Vermont’s Current Data System Status and Needs According to the 12 Essential Elements

Vermont has made tremendous gains in developing a longitudinal data system with an agile reporting tool. This grant will provide us with the opportunity to expand our existing system, provide easy access to the information contained in the system, and further analyze education data to inform policy and enhance instructional practices. This planned expansion will be available to all education stakeholders and not limited by VDC membership.

Vermont’s important strides over the past ten years, attest to VT DOE’s commitment to building a robust and valuable longitudinal data system. We recognize that there are still some key gaps, which we haven’t been able to address due to funding and personnel shortages. Local choices and priorities have also resulted in inequitable educator access to high quality

information and system tools to inform instruction. The Vermont Data Enhancement Project (V-DEP) will enable us to target those areas, and create the data system we envision, markedly increasing our ability to use data to measure and improve outcomes for all children in Vermont. In addition, we are coordinating this project with other ARRA grant opportunities. Specifically we are seeking funds to implement a Single Statewide Education Portal (Race to the Top) which will aggregate high quality information and systems resources for educators, parents, students and other stakeholders. We are also planning on using the School Improvement Grant administration funds to implement a Curriculum Managements System which will enable educators to develop and share high quality curriculum and align it to standards.

V-DEP will ensure that Vermont meets all seven capabilities and 12 required data elements required by this grant. At the same time, Vermont is committed to meeting these requirements in a manner that minimizes the burden on local schools and districts to enable educators to focus on instruction. For this reason, we are proposing a statewide student information toolset using a school interoperability framework (SIF) to automate the transfer of data between schools and the state. See Appendix C for a summary.

Following is an explanation of Vermont's current data system status organized by the required capabilities and elements (the capabilities and elements are listed in summary form).

C1. Examine student progress and outcomes over time...[and] include data at the individual student level from preschool through postsecondary education and into the workforce. Status: *Requirement Under Development*

Vermont has invested nearly \$1.5 million in a longitudinal data warehouse. The EDW currently houses P-12 student level information including enrollment, demographics, program participation, and achievement. The EDW includes an ad hoc query tool but most users find this tool and the extensive data model too difficult to use for even the most routine data analysis. With a National Center for Education Statistics (NCES) cooperative system grant and state funds, Vermont has developed a number of "point and click" report templates to present multiple education indicators from the EDW over time at the school, district, supervisory union, and state level. These reports make education information easily accessible to all stakeholders, including educators, parents and the public. One priority of this project is to develop more reports and enhance existing reports to expand the available information beyond P-12.

Identified Need: In order to examine student performance from preschool to postsecondary efforts, VT DOE needs a comprehensive set of P-12, post-secondary and workforce information. Further, this information needs to be easily available to education stakeholders. We will expand EDW data objects to include preschool assessments, SAT scores, advanced placement course taking, college enrollment and workforce information. In addition, we intend to expand EDW reports in order to improve access to information identified in this area. These reports will provide local high schools with information on how well they prepare their students for college and careers and will help inform policy related to reforming secondary education in Vermont.

C2. Facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice... Support interoperability...to ensure linkage and connectivity among the various levels and types of data. Status: *Requirement Under Development*

Vermont DOE currently shares a number of datasets with the Agency of Health and Human Services (AHS). The shared data includes weekly updates on students in state custody, monthly updates on students in families receiving food stamps, annual analysis of performance outcomes on students in state custody, annual performance analysis on students receiving mental health

services and homeless students, and Medicaid information. This sharing of information serves many purposes: data regarding students in state custody impacts the state education fund, food stamps information helps ensure that students receive their subsidized meals benefits and other analyses inform policy around supporting students at the greatest risk of academic failure. Typically, student level data are given to the VT DOE and aggregate data is returned to AHS. With two exceptions, there is no automated flow of information between VT DOE and schools. These two exceptions include sharing Youth Risk Behavior Survey data from AHS with local school districts through our EDW. Relevant staff members of AHS and local school districts have access to the EDW for analysis and reporting of these important data. Secondly, VT DOE also shares information from AHS with schools regarding Vermont students eligible for meal benefits.

Identified Need: Vermont is currently engaged in an initiative to transform its educational system. Two key components of this transformation are engaging community partners and sharing results and indicators of a successful transformation. Consistent with the goals of this initiative, VT DOE is committed to a research agenda that promotes data exchange between institutions and other agencies. VT DOE will access student-level program participation data from AHS and load these data into the EDW. Role-appropriate access to education indicators by program area will be allowed for AHS staff. VT DOE will also receive data from the VT Department of Labor, including wage earnings information. Vermont State Colleges has agreed to provide course-taking (including remedial courses) information to VT DOE. As a participant in NESSC (See Appendix A, Artifact 6 for more information) we have agreed to develop a standard New England data ask to receive from National Student Clearinghouse data capturing other college enrollment information. We will continue to receive student-level data from the College Board. We will expand EDW data objects and reports to include this information. A priority of our research advisory council is to define the best approach for sharing this newly available information among agencies, institutions and researchers to best inform education policy and improve essential services for Vermont citizens.

C3. Link student data with teachers, i.e...so that a given student may be matched with particular teachers primarily responsible for providing instruction in various subjects.

Status: Requirement Under Development.

Vermont assigns educators, candidates for educator licensing and graduates of Vermont educator preparation programs a unique educator identifier. Vermont conducts an annual census of educators by employing district; this census links educators to the schools they serve and the courses they teach. This educator census provides the information for our Highly Qualified Teacher analysis. The educator census and certification information is available through the EDW. Local districts are able to link students and teachers through their own data systems or using the district model of the EDW. Vermont DOE does not currently have the capacity to link student, course and teacher information. This sort of linked data can be very useful for identifying which teachers have the greatest impact on student achievement in select courses. For instance, a teacher may want to know how a particular student performed on the math assessment after spending a year in the classroom with this teacher. These data can also be viewed in aggregate by school administrators to identify highly effective teachers or those in need of professional development. Only when teachers and students are linked together can these sorts of analysis take place.

Identified Need: VT DOE intends to collect information that allows student/course/teacher linkages from all school districts. In order to collect this information without increasing the data

reporting burden on local districts, we intend to implement a statewide student information system (including course scheduling) with SIF vertical reporting to allow real-time data in a state level operational data store. This data reporting will be mandatory for districts. These data will be loaded into the EDW in a timely manner and available to teachers and administrators as well as VT DOE analysts and research partners. Research goals include confirming the equitable distribution of highly qualified teacher in schools with the highest poverty to assist in closing the achievement gap in those schools. We will further use the information to evaluate individual teacher impact on student achievement.

C4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training. Status: *Work Completed Enhanced Capability planned*

Vermont collects information regarding in-state educator preparation programs and program graduates. In addition, Vermont has paper files, including the location of the preparation program or if the teacher achieved credentialing through out-of-state or alternative pathways. Information about educator preparation is not currently readily available to stakeholders.

Identified Need: In order to maximize our state's resources and to enable greater quality, comparability, and portability of training and licensure throughout the New England region, VT DOE has embarked on a collaborative effort with the five other New England states (Maine, New Hampshire, Rhode Island, Massachusetts, and Connecticut). This new effort is called the New England Collaborative for Educator Quality and Effectiveness and is designed to enable each state to improve and coordinate its educator recruitment, preparation, licensing, induction and mentoring, evaluation, professional development, and career development processes. Facilitation is provided by the New England Comprehensive Center (NECC). The New England Regional Education Laboratory (NE-REL) and National Comprehensive Center for Teacher Quality (NCCTQ) provide research support. This work will be funded by Vermont and is not a part of this grant opportunity.

C5. Enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students. Status: *Requirement Under Development*

Vermont's EDW has been available to state and local users for over five years. Time has proven that the EDW ad hoc query tool is highly functional but challenging for the casual user of the EDW. Some of the difficulty of using the EDW in support of data-driven decision making is the extensiveness of our data model which will just grow as we add new data objects. In an effort to simplify data use from the EDW Vermont has created a number of point and click reports of education indicators available at the school, district, supervisory union, and state levels. These indicators include student demographic breakouts, student information such as attendance rate and graduation rate, and school information such as average teacher salary and percentage of teachers on emergency licenses. In addition, Vermont intends to upgrade our EDW and one of the new features of the upgrade is a district level performance dashboard with student level drill-down capabilities. However, facilitating the use of the EDW does not address the need for timely data reporting. Currently the data in the EDW are refreshed twice per year. This load cycle is insufficient for supporting continuous improvement.

Identified Need: Vermont intends to implement a statewide student information system with SIF vertical reporting. The state will maintain an operational data store that receives real-time information from district information systems. These data will be regularly loaded into the EDW increasing the timeliness of the data available from the EDW and the reports system. Further, a

required feature of the system is a portal where students, parents, educators and school leaders can access student information.

C6. Ensure the quality and integrity of data contained in the system. Status: *Requirement Under Development*.

Over the past six years Vermont DOE has extensively expanded its documentation and quality checks of all the core data requirements. Documentation includes a data dictionary, data classification, and business rules for assessing data quality. We have adopted standardized naming conventions and data types. We maintain business rules that validate data at the cell, row, table, and across table levels. These business rules will be included in the validity checks used by the SIF process. Vermont is in the process of documenting school and district data quality in terms of accuracy and timeliness. Our intention in this project is to identify districts that can benefit from targeted technical support in meeting their requirements.

Identified Need: Consistent with our current practice, VT DOE will fully document the data in the statewide student information toolset. This includes updating our existing data dictionary, classifying all data elements for confidentiality and constructing business rules to ensure the quality of the data transmitted to the state operational data store. As a part of this project, school staff members will receive training and ongoing support on using the statewide system.

C7. Provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements in *EDFacts*. Status: *Requirement Under Development*

VT DOE employs three analysts who submit EDFacts files. Two of the analysts report all files related to children with disabilities, achievement data and accountability information. All other files are created by the EDFacts Coordinator using information from VT DOE data silos. While most of the data required by EDFacts is stored in the EDW, the EDW load cycle is bi-annual and does not allow the EDW to be used to meet our EDFacts reporting requirements. The process is inefficient because our EDFacts Coordinator must contact numerous program staff to gain access to their data and information transfer is often slow due to competing work demands.

Identified Need: VT DOE will be able to increase the EDW data load as we will receive real-time data rather than on a bi-annual data collection cycle. EDFacts data can then be extracted from the EDW, greatly facilitating EDFacts file submission. Incorporating the student/course/teacher link in the EDW will be essential to meeting State Fiscal Stabilization Fund requirements.

E1. 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). Status: *Work Completed*

VT DOE has maintained a unique longitudinal student identifier for public, independent and home study students since 1998. The identifier is not personally identifiable (not constructed from name, date of birth, or other demographic information). The master list of students with unique student identifier is stored on a protected network drive at VT DOE. The data steward for this data element is a business analyst on the IT Team. The matching algorithm which searches for exact and partial (potential) matches was developed internally and utilizes name, DOB, gender, other demographic information and Soundex to match to existing identifiers or return possible matches based on strength of match. Current policy allows only this data steward to identify unknown students or to assign new ids. Unknown students come into the department at several points during the year including the receipt of fall and spring student census data; the children with disabilities data collection; and data from program offices including migrant

education, English Language Learners, technical center students and student level data received from other Vermont agencies.

E2. Student-level enrollment, demographic, and program participation information.

Status: Requirement Under Development

P-12 student-level enrollment and demographic information is collected using the spring and fall student census. Program participation data is collected using separate data systems. All enrollment and demographic data are made available through the EDW. English Language Learners and migrant students are tagged for participating in their respective programs.

Identified Need: VT DOE must integrate post-secondary data from National Student Clearinghouse and add post-secondary indicators to school reports to clarify to stakeholders how well Vermont high schools prepare students for college.

E3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. Status: Requirement Under Development.

Vermont's student census is a collection of enrollment instances. In other words, if a single student exits a school mid-year and then re-enters the school before the end of the school year, that student would have two records of enrollment in the school's census. Each enrollment instance includes begin and end dates along with admission and exit codes. In this way, we are able to know when students exist, transfer in, transfer out, drop out or complete programs. We have access to this information for P-12 students enrolled in public schools. The census is currently collected both at the beginning and at the end of the school year. This method of collecting information allows us to meet our reporting requirements but limits our ability to use census data to potentially influence experience in school for that year. For instance, we currently collect aggregate attendance data at the end of the school year so we cannot use chronic absences in a tool to identify students at risk of dropping out of school. In addition to the bi-annual data collection limitation, we do not have this information for post-secondary students.

Identified Need: VT DOE is working collaboratively with NESSC and the National Student Clearinghouse (NSC) to access customized data extracts from NSC. We will obtain the NSC data and load it into our EDW to provide access to exit and transfer information for post-secondary students. VT DOE will expand the P-12 data elements received at the state level via the operational data store and the increased load frequency into the EDW will allow for reporting information that can influence instruction, including a student-level early warning report and college readiness report. Report data elements and contents will be identified in collaboration with NESSC, a research advisory board and Vermont colleges and university. These reports will allow high schools to better prepare students for college and identify those in need of extra support to keep them in school.

E4. The capacity to communicate with higher education data systems. Status:

Requirement Under Development. VT DOE currently can communicate with higher education data systems by receiving student names, dates of birth and gender. This communication has been limited to a few approved education research projects driven by the researcher and the needs of program offices. Vermont has committed to expand research into the post-secondary realm to include post-secondary enrollment, readiness and success.

Identified Need: Vermont, with our NESSC partners, is committed to creating and publishing currently unavailable indicators of college enrollment, readiness and success. To meet this commitment we will exchange data with higher education systems and make these data available to all education stakeholders through the EDW and EDW driven reports.

E5. A State data audit system assessing data quality, validity, and reliability. Status: Requirement Under Development. Vermont has multiple ways of assessing data quality, validity and reliability utilizing best industry practices. We have fully documented our core data collections including data dictionary, business rules and data classification. Business rules for each data collection are implemented as data are received by VT DOE. We check data at the cell, row, table, and across table levels. Student data is checked for duplicate enrollment instances and disputed students (i.e., students enrolled at the same time in more than one school). The fall and spring Census are checked against each other to ensure that enrollment records do not get dropped over the course of a year. Most collections are compared to prior year data to look for reporting anomalies. VT DOE is now developing a school and supervisory union level report on the timeliness and accuracy of data submitted to the Department. The goal is to identify and work with schools in need of technical support to improve their data quality.

Identified Need: With regard to data quality and auditing, VT DOE intends to update its current practices appropriate to the newly implemented system. With a real-time student information system, the audit system will require substantial retooling. Business rules will be implemented at the district level and the state level (including those edits that can only be conducted with a statewide set of student records) and will ensure data quality.

E6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965. Status: Work Completed. VT DOE has annual assessment records of individual students. These data are stored in the EDW and available through the ad hoc query tool or served up in a “point and click” report. Our assessment report allows all education stakeholders, including parents and the public to see school, district, or state level assessment reports by subgroup, over time or across tests.

E7. Information on students not tested, by grade and subject. Status: Work Completed. Vermont collects information on students not tested including the student’s identity and the reason they were not tested.

E8. A teacher identifier system with the ability to match teachers to students. Status: Requirement Under Development. Vermont conducts an annual educator census which includes the schools where teachers provides services and the courses they teach. These data are collected in support of our determination of Highly Qualified Teachers (HQT). At this time we do not require districts to submit data linking students to teachers or courses at the state level. The primary goal behind implementing the statewide student solution is to allow Vermont to capture the data that links teachers to students without creating an extra burden on schools.

Identified Need: VT DOE intends to mandate reporting of teacher/student/course information for all districts. We will facilitate reporting through a statewide student information system that is SIF certified, allowing automated data transfer. We will provide the data to districts through the EDW and develop EDW driven reports to support schools’ work on student achievement.

E9. Student-level transcript information, including information on courses completed and grades earned. Status: Requirement Under Development. VT DOE does not currently collect transcript information, including courses and grades earned, nor do we have the capacity to collect these data with our current system. Many schools and districts in Vermont are unable to share transcript information either between schools or with VT DOE. Facilitating the transfer of transcript information between schools will ensure that a newly enrolling school has the proper information to provide instructional services to individual students.

Identified Need: Vermont’s implementation of a statewide student information system with SIF integrated state operational data store will enable the automated collection of student level

transcript information. In addition, our NESSC partners are piloting an electronic transcript exchange with regional colleges and universities. Vermont is not currently in a position to participate in this pilot. However, the ambitious transcript project goal of allowing school-to-school-student record transfer across P-12 schools in New England as well as post-secondary institutions is one embraced by Vermont. Following the implementation of our statewide student solution, VT DOE will be able to capture transcript information and local schools will be able to share records with other schools and institutions of higher education as students transfer between schools as determined by the transcript project.

E10. Student-level college readiness test scores: Vermont recently began purchasing SAT data from the College Board. As part of our partnership with NESSC, we will be creating and publishing multiple indicators of college readiness. Among these indicators will be participation and performance on the SAT and remedial course taking. In order to meet this commitment, we will continue to access SAT data and access data from the Vermont State Colleges on remedial courses. The University of Vermont does not offer remedial courses.

Identified Need: Vermont will access student-level data to assess college readiness including, but not limited to, SAT data and remedial course taking data. Other indicators of college preparedness will be developed in conjunction with a research advisory board. College readiness data will be loaded into the EDW and college readiness reports at multiple levels will be created using these data. At the state level, these reports will allow policy makers to understand how well Vermont's high schools are preparing students for college. High school principals can use these indicators to understand how well their school competes with regard to college preparedness.

E11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework. Status: Requirement Under Development. Along with the other states in NESSC, Vermont will collect and report multiple measures of transition to and success with postsecondary education. We will measure postsecondary matriculation by calculating a percentage of students who enroll in a postsecondary education institution. We will collect and report on remedial course taking and SAT performance. We will also calculate a postsecondary success rate (i.e., the percentage of students who graduate from college in a set period of time). In order to meet this goal, Vermont will have to access NSC data, remedial course data, and SAT data. In addition to the work with NESSC, Vermont is interested in other postsecondary information and will conduct a gap analysis based on "The Ideal State Postsecondary Data System, 15 Essential Characteristics and Required Functionality" (authored by State Higher Education Executive Officers) to identify other data of interest.

Identified Need: Vermont will access data to assess college success, including college enrollment, remedial course taking data and college completion. Other indicators of college success will be developed in conjunction with a research advisory board. In addition, we will obtain financial aid information to determine whether access to financial aid is contributing to Vermont student's persistence and success in college. These data will be loaded into the EDW, with college success reports created using these data.

E12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education. Status: Requirement Under Development. VT DOE is in the process of determining alignment between its Grade Level Expectations and the Common Core Standards for Career and College Readiness. In addition we are correlating state assessment scores with SAT scores. Should any other information be

identified in the need to address alignment and adequate preparation for postsecondary success, VT DOE will make it available.

B. Project Outcomes related to System Requirements and Implementation

Vermont's Comprehensive LDS Development Strategies

Vermont has developed five broad strategies to expand and strengthen our current LDS. Through this integrated approach, Vermont will meet the requirements of the America COMPETES Act including this grant application, State Fiscal Stabilization Fund, and Race to the Top. We have specifically designed our strategies to produce outcomes that fill the gaps identified in the previous section. These five comprehensive objectives are described below and a system diagram is presented in Appendix A (Artifact 3). Following this, the specific outcomes for each of the required LDS capabilities and elements are listed (see also *Appendix C, Current Status of Longitudinal Data System*, for the outcomes in table form).

Strategy 1: Uniform Statewide Information System Toolset for all Vermont districts

Vermont will implement a uniform statewide student information toolset. This toolset will include a system that contains a standardized set of information on students, program participation, teachers, course taking, grades achieved, disciplinary actions, and achievement information, with both horizontal and vertical interoperability via a SIF data model. This toolset will improve the efficiency of many VT DOE and local school data processes. However, the primary goal is to integrate data linking teachers to students and transcript information without creating further data reporting burdens for local school districts. This approach will also improve the timeliness and accuracy of the data VT DOE uses for analysis and reporting. The comprehensive data will provide school administrators and teachers with valuable information to which most do not yet have access. Statewide professional development will be provided for school staff, including teachers, administrators, technical staff, and registrars to enable them to use and understand the relevance of the data and to promote data-driven decision making.

Strategy 2: State Level Operational Data Store

Vermont will implement a state level operational data store. This data store will receive real-time data from local information systems, enabling VT DOE to meet all reporting requirements and research goals without increasing the data reporting burden on local districts. The operational data store will incorporate relevant data validity checks to ensure data quality. The data store serves as the staging for quality data subsequently loaded into our Education Data Warehouse.

Strategy 3: Enhanced Education Data Warehouse (EDW)

Vermont's EDW contains PK-12 information related to students, enrollment, attendance, school finance, educators, discipline, and program participation. Implementing a statewide information toolset with vertical interoperability will allow us to expand the number of data objects to include pre-kindergarten assessments, postsecondary, workforce, and additional PK-12 information. Further, VT DOE will be able to increase the frequency of the data load cycle so that teachers and others can use the data housed in the warehouse to directly influence instruction of individual students. Included in the budget for this grant opportunity is report development. To increase accessibility to the information contained in the EDW, we intend to build reports from the EDW that support the work of teachers and school administrators. VT DOE is in an excellent position to rapidly design and create reports having just completed a data-driven reports system project. Furthermore, we will design reports aimed at other stakeholders, such as parents, business groups, and higher education providers, promoting public transparency about Vermont's educational system.

Strategy 4: Multi-State P-20 Research Agenda

Vermont and its NESSC partners have agreed to enter into a multi-state P-20 research partnership with research institutes (including University of Maine, the James M. Jeffords Center at the University of Vermont, and the Donahue Institute at the University of Massachusetts). The priorities of this research partnership will build upon existing work of NESSC to develop comparable metrics and benchmarks across the following five indicator areas: Graduation Rates; Drop-out Rates; College Enrollment; College Preparation; and College Success and is the first step in developing methods for exchanging student data across the region. Beyond the work of the multi-state partnership, Vermont is developing a research advisory council to help define Vermont's research priorities and to identify researchers with whom the VT DOE will facilitate the confidential sharing of education data to allow the research required to inform education policy and enhance achievement for Vermont's students.

Project Outcomes for Capabilities and Elements**C1. Examine student progress and outcomes over time...include data at the individual student level from preschool through postsecondary education and into the workforce.**

Outcome C1.1: Create and populate data warehouse objects including student-level pre-kindergarten assessment scores, SAT scores, Advanced Placement course taking, National Student Clearinghouse (college enrollment) information, and workforce data.

Outcome C1.2: Publish EDW driven reports to increase accessibility and analysis of the newly acquired data.

C2. Facilitate and enable exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice... Support interoperability...to ensure linkage and connectivity among the various levels and types of data.

Outcome C2.1: Develop a comprehensive research/indicator development plan in collaboration with a multi-state research partnership (through NESSC). Research topics include college readiness, college success, early warning indicators, and program effectiveness indicators for students receiving services in specified programs. The plan will include detailed documentation for how data will be exchanged between agencies and institutions, data element definitions, and indicator calculations and limitations. An explicit goal of the research group is the design and reporting of regionally-comparable education indicators to improve decision-making with regard to improving education and improve instructional and other services to students.

Outcome C2.2: Integrate data and indicators identified in the research plan into the existing EDW with role-appropriate access to relevant stakeholders in other agencies, institutions, and states. Point-and-click reports will be developed to make it easy for users to access this information.

C3. Link student data with teachers, i.e...so that a given student may be matched with particular teachers primarily responsible for providing instruction in various subjects.

Outcome C3.1: Implement a statewide student information toolset for all Vermont school districts. The toolset will include a standardized data model with information on teachers, students, courses, grades earned, enrollment, demographic information, and program participation. The toolset will be SIF enabled to allow for both vertical and horizontal interoperability.

Outcome C3.2: Design and implement a state operational data store capable of receiving real-time information from local student information systems. The operational data store will include the information linking teachers to students.

Outcome C3.3: VT DOE is planning an upgrade of the EDW, to be completed using state funds. This upgrade will provide a foundation for the new dashboard feature not possible with our current EDW. This dashboard includes district level performance with student drill down capabilities. The dashboard will allow educators to readily see student-level longitudinal achievement information. Implementing the dashboard will be funded under this grant.

C4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training

Vermont has the ability to match teachers with information about their preparation programs. We are in the process of expanding that capability and research in that area, funded by Vermont, and there are no anticipated outcomes related to this grant opportunity.

C5. Enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.

Outcome C5.1: Automate data transfer from local school districts to state operational data store to EDW and EDW reports to substantially improve the timeliness of the data available to education stakeholders.

Outcome C5.2: Implement a statewide student information toolset which includes an important feature of a portal allowing connections between parents, students, and teachers.

C6. Ensure the quality and integrity of data contained in the system.

Outcome C6.1: Implement multiple-level data audits and validity checks utilizing a SIF agent. Local data systems will have business rules preventing the entry and transfer of invalid data. The state operational data store will have an expanded set of business rules including those that can only take place when data from all districts are available (e.g., reporting one student enrolled in two schools).

Outcome C6.2: Implement a professional development plan to ensure that school staff members are skilled in using the statewide student information toolset and appreciate its value in improving instruction and student educational outcomes.

C7. Provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in *EDFacts*.

Outcome C7.1: Improve timeliness of data stored in EDW to allow *EDFacts* coordinator to access required data from the EDW rather than silo systems.

Outcome C7.2: Create EDW driven reports that meet the public reporting requirements of the State Fiscal Stabilization Fund.

E1. 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).

This work is completed. There are no expected outcomes related to this element.

E2. Student-level enrollment, demographic, and program participation information.

Outcome E2.1: Integrate student-level postsecondary information into the EDW.

Outcome E2.2: Add postsecondary enrollment indicators to existing EDW reports.

E3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Outcome E3.1: EDW expansion includes the creation and population of a data object for National Student Clearinghouse (college enrollment) data.

E4. The capacity to communicate with higher education data systems.

Outcome E4.1: Develop post-secondary indicators through ongoing collaboration with research partners. The development of these indicators will allow VT DOE to assess the effectiveness of Vermont high schools in preparing students for post-secondary efforts.

Outcome E4.2: Expand EDW data model and EDW reports to provide role appropriate access to post-secondary data.

E5. A State data audit system assessing data quality, validity, and reliability.

Outcome E.5.1: Expand system of data audits and validity checks utilizing a SIF agent as appropriate for the statewide student information system and state operational data store. This new data system will contain data that has not previously been collected at the state level and must contain checks to ensure these edits.

E6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965.

VT DOE currently has yearly test records. No outcomes are planned related to this data element.

E7. Information on students not tested, by grade and subject:

VT DOE currently has information on students not tested by grade and subject. No outcomes are planned related to this data element.

E8. A teacher identifier system with the ability to match teachers to students:

Outcome E8.1: Implement a statewide student information toolset with SIF compliant vertical reporting to the state data operational store that will provide teacher information linked to students and courses.

Outcome E8.2: Published reports including the EDW dashboard feature, with role-appropriate access, of student performance information by teacher generated from the EDW following the incorporation of the linked student-teacher information into the EDW data model.

E9. Student-level transcript information, including information on courses completed and grades earned

Outcome E9.1: Implement the statewide student information toolset and state data store to provide automated transfer of transcript information, including courses completed and grades earned, from districts to the state, between districts and to institutions of higher education.

E10. Student-level college readiness test scores.

Outcome E10.1: Create student level college readiness reports including SAT test scores and other indicators of college readiness as determined by VT DOE research partners.

Outcome E10.2: Integrate SAT test scores into the EDW.

E11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

Outcome E11.1: Integrate data including National Student Clearinghouse, remedial course taking information from Vermont State Colleges, and financial aid data into the EDW to allow research on college success.

Outcome E11.2: Create high school and state level reports with indicators of postsecondary success, such as the percentage of graduates enrolled in college, the percentage of students enrolled in remedial courses, and the percentage of graduates successfully completing two and four year college programs.

E12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

Outcome E12.1: Identification of other information necessary to address alignment through VT DOE research partners.

C. Timeline for Project Outcomes

Key for Responsible Party Column (See D. Project Management and Governance and E. Staffing for more information.)

EDW Team - Refers to the project team implementing the Enhanced Education Data Warehouse. The reports contractor and TetraData are part of the team.

ODS & SIS Team - Refers to the team charged with designing and implementing the State Operational Data Store and Uniform Information System Toolset. The contractors for these systems are part of the team.

Reports Contractor - Refers to the contractor who will develop advanced “point and click” reports for the EDW.

TetraData - Contractor for the education data warehouse.

V-DEP Team - is the lead implementation team for the Vermont Data Enhancement Project.

V-RAC - is the Vermont Research Advisory Council.

VDC – Vermont Data Consortium

Note: The Vermont Department of Education wants to ensure the success of this and other proposed ARRA competitive grant projects. To ensure the foundations for this success are in place, we are completing some very important tasks, such as identification of business requirements, enterprise data architecture development and alignment to SIF prior the grant award. This work will ensure that we will have navigated through a significant portion of the procurement process by the time the grant award is issued. Details on the scope and the timeline for these foundation activities are in Artifact 1 of Appendix A.

Task/Milestone	Responsible Party	Start/End
Outcome C1.1: Expanded EDW data including PK Assessment, SAT, AP, National Student Clearinghouse (NSC), and workforce data.		
Outcome C1.2: Expanded EDW reports to increase longitudinal analysis of these data.		
a. Secure SAT and NSC Data	EDW Team	6/10-7/10
b. Design and Build SAT and NSC Data Objects	TetraData	6/10-9/10
c. Secure PK Assessment and Workforce Data	EDW Team	6/11-7/11
d. Design and Build PK and Workforce Data Objects	TetraData	6/11-9/11
e. Secure AP Data	EDW Team	1/13-3/13
f. Design and Build AP Data Objects	TetraData	3/10-5/13
Outcome C2.1: A research /indicator development plan with the assistance of research partners to develop readiness, predictive, early warning and program effectiveness indicators for students receiving services from other agencies.		
a. Form Vermont Research Advisory Council (VRAC)	Commissioner	8/10
b. Hold first VRAC meeting. Discuss charter, and VT DOE’s research priorities and other items for research agenda consideration	VRAC & V-DEP Team	7/10

c. Finalize Year 1 Research Agenda and Present to Commissioner for Final Approval	VRAC & V-DEP Team	8/10-10/10
d. Finalize project plan with resources (internal DOE or External Research Partners) to complete Year 1 Research Agenda	VRAC & V-DEP Team	11/10-1/11
e. Recommend New Indicators for Addition to EDW	VRAC	8/10-9/11
f. Repeat for Year 2 & Year 3		
Outcome C2.2 Expanded of EDW data model and reports to include information identified in by VT Research Advisory Council.		
a. Identify and Secure Data Source	EDW Team	8/10-9/11
b. Design and Build Data Object	TetraData	8/10-9/11
c. Design and Develop Reports	Reports Contractor, EDW Team	8/10-9/11
d. Develop script to automate load into report tables.	Reports Contractor	8/10-9/11
Outcome C3.1: Implement a standard data model and statewide student information system will allow mandatory SIF vertical reporting providing real-time data linking students and teachers at state level.		
Outcome C5.2: Implement a statewide portal as part of the student information system where parents, students, and educators have role appropriate access to student information.		
a. Implement contract with contractor team to oversee all work related to this grant award.	IT Director	6/10
b. Review business requirements and draft RFPs for Uniform Student Information Toolset including SIF infrastructure	V-DEP Team	6/10-7/10
c. Evaluate, select and contractor(s) and implement contract	Selection Team	7/10-10/10
d. Review business requirements and identify horizontal integration requirements	ODS & SIS Team, V-DEP Team	11/10 – 11/10
e. Uniform Student Information Toolset and SIF integration specifications are finalized	ODS & SIS Team, V-DEP Team	12/10 – 2/11
f. First Toolset is implemented	ODS & SIS Team, V-DEP Team	2/11-4/11
g. Test Toolset including horizontal SIF implementation between toolset components.	ODS & SIS Team, V-DEP Team	4/11-6/11
h. Test vertical SIF integration of Uniform Student Information Toolset with state operational data store	ODS & SIS Team, V-DEP Team	4/11 – 6/11
i. Train Districts (Repeat until complete.)	SIS Contractor and VDC	7/11-5/13
j. Roll out to Districts (Repeat until complete.)	SIS Contractor and VDC	7/11 – 5/13
Outcome C3.2 Implement a statewide operational data store that includes linked student and teacher information.		

a. Review business requirements and draft RFPs for State Operational Data Store	V-DEP Team	6/10-7/10
b. Evaluate, select and contract contractor	Selection Team, V-DEP Team	7/10-9/10
c. State Operational Data Store Data Model is Finalized	V-DEP Team, ODS & SIS Team	12/10-2/11
d. Data audit and data validity checks are identified.	ODS & SIS Team, V-DEP Team	12/10-2/11
e. State Operational Data Store with data audit and validity checks is implemented.	ODS & SIS Team, V-DEP Team	2/11-4/11
f. Use test data to confirm functionality of data validity checks.	ODS & SIS Team, V-DEP Team	4/11 – 6/11
g. Test vertical SIF integration of Uniform Student Information Toolset with state operational data store	ODS & SIS Team, V-DEP Team, VDC	4/11 – 6/11
h. Train Staff (State and District)	ODS Contractor and VDC	7/12 – 5/13
Outcome C3.3: Expanded EDW data model to include the link between students and teachers and reports to facilitate data use and accessibility.		
Outcome C5.1: Increased frequency of EDW data loads, improved timeliness of information as allowed by vertical interoperability achieved with the SIF agent.		
a. Design Data Object. *	EDW Team	7/09-5/13
b. Create automatic data load scripts to load the data into the EDW.	TetraData	7/09-5/13
c. Design Reports and automate data load into reporting tables.	Report Contractor	7/09-5/13
d. Implement dashboard	TetraData	8/10-4/11
Outcome C6.1: Expanded of the system of data audits and validity checks as appropriate for the SIF enabled statewide system and state operational data store. (Strategy 1)		
i. Review business requirements and draft RFPs for State Operational Data Store	V-DEP Team	6/10-7/10
j. Evaluate, select and contract contractor	Selection Team, V-DEP Team	7/10-9/10
k. State Operational Data Store Data Model is Finalized	ODS & SIS Team	12/10-2/11
l. Data audit and data validity checks are identified.	ODS & SIS Team, V-DEP Teams	12/10-2/11
m. State Operational Data Store with data audit and validity checks is implemented.	ODS & SIS Team, V-DEP Teams	2/11-4/11
n. Use test data to confirm functionality of data validity checks.	ODS & SIS Team, V-DEP Teams	4/11 – 6/11
o. Test vertical SIF integration of Uniform Student Information Toolset with state operational data store	ODS & SIS Team, V-DEP Teams	4/11 – 6/11
p. Train Staff (State and District)	ODS Contractor(s), VDC	7/12 – 5/13

Outcome C6.2: Implement a professional development plan to ensure that local staff members are able to use information toolset for both operations and data driven decision making.		
a. Develop change management strategy and communication plan which communicates purpose of the information collected via the toolset and how it informs administrative processes and informs instruction.	Change Management Specialist (V-DEP Team)	6/10 – 5/11
b. Communicate this message in trainings, meetings and newsletters to district staff.	All Project Teams, VDC	6/10-5/13
c. Utilize VT Research Advisory Councils recommendations for using research to inform instruction when developing trainings for EDW and SIS	VDC	6/9-5/13
To meet metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in ED Facts		
Outcome C7.1: Increased frequency of EDW data load to allow for automation of ED Facts reporting.		
Outcome C7.2: Expanded EDW data model to include metrics for State Fiscal Stabilization Fund requirements.		
a. Identify and Secure Data Source *	EDW Team	7/09-5/13
b. Design and Build Data Object	TetraData	7/09-5/13
c. Automate the EDW data loads from the State Operational Data Store or external sources if applicable.	TetraData	7/09-5/13
Outcome E2.1: Integrate student-level postsecondary information into the EDW.		
Outcome E2.2: Add postsecondary enrollment indicators to existing EDW reports.		
a. Identify and Secure Data Source	EDW Team	8/10-10/10
b. Design and Build Data Object	TetraData	11/10
c. Develop New Data Reports	Reports Contractor	12/10
d. Create scripts to automate data load into report tables	Reports Contractor	12/10
Outcome E3.1: EDW expansion includes the creation and population of a data object for National Student Clearinghouse (college enrollment) data.		
a. Secure NSC Data	EDW Team	6/10
b. Design and Build Data Object	TetraData	8/10
c. Design and Develop Reports for Post Secondary Participation	EDW Team	8/10
Outcome E4.1: Post-secondary indicators through ongoing collaboration with VT Research Advisory Council.		
a. Form Vermont Research Advisory Council (VRAC)	Commissioner	8/10
b. Hold first VRAC meeting. Discuss charter, and VT DOE's research priorities and other items for research agenda consideration	VRAC & V-DEP Team	7/10

c. Finalize Year 1 Research Agenda and Present to Commissioner for Final Approval	VRAC & V-DEP Team	8/10-10/10
d. Finalize project plan with resources (internal DOE or External Research Partners) to complete Year 1 Research Agenda	VRAC & V-DEP Team	11/10-1/11
e. Recommend New Indicators for Addition to EDW	VRAC	6/11-9/11
Outcome E4.2: Expanded EDW data model and EDW reports to provide role appropriate access to post-secondary data.		
a. Identify and Secure Data Source	EDW Team	8/10-10/10
b. Design and Build Data Object	TetraData	11/10
c. Develop New Data Reports	Reports Contractor	12/10
d. Create scripts to automate data load into report tables	Reports Contractor	12/10
To increase capacity to communicate with higher education data systems:		
Outcome E.5.1: Expanded system of data audits and validity checks as appropriate for the SIF-enabled statewide system and state operational data store.		
a. Ensure identification of business requirements for Uniform Statewide Information System Toolkit includes identification of data audit and validity checks.	V-DEP Team, Contractor, VDC	2/11-4/11
b. During testing of Toolkit, use test deck to ensure data audit and validity checks are functioning correctly.	V-DEP Team, Contractor, VDC	4/11-6/11
To create a teacher identifier system with the ability to match teachers to students:		
Outcome E8.1: Standard data model and statewide student information system will allow mandatory SIF vertical reporting providing real-time data linking students and teachers at state level.		
a. Implement contract with contractor team to oversee all work related to this grant award.	IT Director	6/10
b. Review business requirements and draft RFPs for Uniform Student Information Toolset including SIF infrastructure	V-DEP Team	6/10-7/10
c. Evaluate, select and contractor(s) and implement contract	Selection Team	7/10-10/10
d. Review business requirements and identify horizontal integration requirements	ODS & SIS Team, V-DEP Team	11/10 – 11/10
e. Uniform Student Information Toolset and SIF integration specifications are finalized	ODS & SIS Team, V-DEP Team	12/10 – 2/11
f. First Toolset is implemented	ODS & SIS Team, V-DEP Team	2/11 – 4/11
g. Test Toolset including horizontal SIF implementation between toolset components.	ODS & SIS Team, V-DEP Team	4/11 – 6/11

h. Test vertical SIF integration of Uniform Student Information Toolset with state operational data store	ODS & SIS Team, V-DEP Team	4/11 – 6/11
i. Train Districts	SIS Contractor(s), VDC	7/11 – 5/13
j. Roll out to Districts	SIS Contractor(s), VDC	7/11 – 5/13
k. Review business requirements and draft RFPs for State Operational Data Store	V-DEP Team	6/10-7/10
l. Evaluate, select and contract contractor	Selection Team, V-DEP Team, ODS & SIS Team	7/10-10/10
m. State Operational Data Store Data Model is Finalized	V-DEP Team, ODS & SIS Team	12/10-2/11
n. Data audit and data validity checks are identified.	V-DEP Team, ODS & SIS Team	12/10-2/11
o. State Operational Data Store with data audit and validity checks is implemented.	V-DEP Team, ODS & SIS Team	2/11-4/11
p. Use test data to confirm functionality of data validity checks.	V-DEP Team, ODS & SIS Team	4/11 – 6/11
q. Test vertical SIF integration of Uniform Student Information Toolset with state operational data store	V-DEP Team, ODS & SIS Team	4/11 – 6/11
r. Train Staff (State and District)	ODS Contractor(s), VDC	7/11 – 5/13
To create a teacher identifier system with the ability to match teachers to students:		
Outcome E8.2: Expansion of EDW data model and reports to facilitate data use and accessibility.		
a. Identify and Secure Data Source *	EDW Team	5/11-6/11
b. Design and Build Data Object	TetraData	6/11-7/11
c. Develop New Data Reports	Reports Contractor	7/11-8/11
d. Create scripts to automate data load into report tables	Reports Contractor	8/11-9/11
Outcome E9.1: Automated transfer of student transcript information from local districts to state district to district, and district to institutions of higher education.		
a. Ensure the state operational data store and uniform statewide information system toolset is configured to transfer transcript information between districts and institutions of higher education.	V-DEP Team, ODS & SIS Team	12/10 – 2/11
Outcome E10.1: Adoption of a research agenda that includes measuring the college preparedness for Vermont students.		
a. Ensure that college preparedness is a priority on VT Research Advisory Council's Year 1 Research Agenda.	VRAC & V-DEP Team	8/10 – 10/10
b. College Preparedness Indicators are identified.	VRAC & V-DEP Team	8/10 – 10/10
c. Indicator specifications are provided	VRAC & V-DEP Team	8/10 – 10/10
Outcome E10.2: Expansion of the EDW data model and EDW reports to include college readiness test scores.		

a. Identify and Secure Data Source	EDW Team, VRAC	8/10 – 10/10
b. Design and Build Data Object	TetraData	11/10
c. Develop New Data Reports	Reports Contractor	12/10
d. Create scripts to automate data load into report tables	Reports Contractor	12/10
Outcome E11.1: Collection of post-secondary data including student-level financial aid and remedial course taking.		
a. Via the Vermont Research Advisory Council, work with Vermont State Colleges and Vermont Student Assistance Corp to secure student level financial aid indicators.	VRAC, V-DEP Team, EDW Team	8/10 – 10/10
Outcome E11.2: Expansion of EDW data objects and EDW reports to include indicators of post-secondary success.		
b. Identify and Secure Data Source	EDW Team, VRAC	8/10 – 10/10
c. Design and Build Data Object	TetraData	11/10
d. Develop New Data Reports	Reports Contractor	12/10
e. Create scripts to automate data load into report tables	Reports Contractor	12/10
Outcome E12.1: Identification of other information necessary to address alignment through VT DOE research partners.		
a. Development of indicators for alignment to research advisory council agenda.	VRAC	09/11

1. The State Operational Data Store will not be fully populated until all Vermont districts have implemented the Uniform Statewide Information System Toolset. The final timeline for the implementation cannot be known until contracts have been signed. The VT Department of Education is prepared to do an interim data collection to ensure we have the student teacher link in time to meet State Fiscal Stabilization Fund deadlines of Sept 2011 if required.

D. Project Management and Governance Plan

1. Project Location within VT DOE and Oversight and Approval Responsibility

The Vermont Data Enhancement Project (V-DEP) is located within the VT DOE Information Technology (IT) Team. The IT Director, who leads the IT Team, reports to the Chief Financial Officer, who reports directly to the Vermont Commissioner of Education. (See Appendix A, Artifact 2 for a VT DOE organizational chart). The IT Director will serve as Project Director for V-DEP, with oversight and approval responsibility. She will regularly report on progress and take up any major decisions affecting timeline or budget with the Commissioner and Chief Financial Officer.

The VT DOE and the Project Director specifically, have long experience successfully managing projects of similar scope and complexity. The Project Director oversaw implementation of the EDW, which involved a needs assessment across VT DOE program areas and school districts. Most recently, she served as the technical lead, on behalf of the state's Chief Information Officer, on implementing an enterprise grants management system. This included coordinating a needs assessment across VT agencies, forming a governance committee of stakeholders, coordinating the contractor selection process and implementing the system at VT DOE as a pilot site, while ensuring the system was "enterprise ready." Both projects achieved their goals and were implemented on budget.

A critical piece of the V-DEP implementation will be done through a team of contractors, state and VDC staff who will serve as the V-DEP Team, described in *Section E: Staffing*. Additional details of this team, its responsibilities and its relationships to other project teams may be found in Appendix A, Artifact 4.

This team responsible for implementing the V-DEP Project will be managed by the Technical Lead/Project Manager but will work closely with the Project Director. This position will maintain a master project plan using Microsoft Project that will integrate the project sub-plans of all contractors. This master plan and all the sub-plans will clearly identify all internal and external resources, tasks, timelines, dependencies and milestones. All contractors will provide weekly updates to their sub-plans along with a status report clearly identifying missed deadlines, risks, issues and change requests.

The Technical Lead / Project Manager will also maintain and monitor a project-wide log of risks, issues and change requests. This contractor will provide weekly updates to the Project Director. This weekly review will allow for quick identification and communication of possible cost overruns and impacts to others' sub-plans if a slippage were to occur elsewhere. This review will initiate appropriate and timely corrective action and rescheduling of resources and tasks.

The contractors on this team will be selected through a competitive bid process and, so as to avoid any possible conflicts of interest, will be independent contractors NOT associated with any of the contractors of systems implemented via this project. The V-DEP Team's chief role team will be to ensure that systems implemented fulfill the requirements of this and other ARRA grants.

State of Vermont procurement, contracting and project management controls also serve as controls for this project. All RFPs and contracts must be approved by the office of the state's Chief Information Officer and the Enterprise Project Management Office. In addition, all projects over \$500,000 must undergo an independent third party review which vets the project approach, identifies and suggests mitigations to risks and confirms the qualifications of vendors and state staff resourced to the project.

In developing contracts with the selected providers, DOE will ensure that the contract designates the individual who will serve in the technical lead / project manager role. The contract will include clearly stated deliverables, roles and responsibilities, assumptions, communication plan, change request plan and escalation path for issue resolution.

The V-DEP team will be supported by four program teams responsible for assisting with the implementation of the project activities. (These teams are described in *Section E: Staffing*.) All contract initiatives will be launched by a kick-off meeting of key participants which will be coordinated by the Technical Lead / Project Manager. Minimally this will include all project resources (internal and external) impacted by the work of the contractor and the Project Director. This meeting will help all understand the deliverables, scope, timeline, risks, communication plan and issue reporting process.

During the course of the project, the leaders of the project teams and the project manager for the contractors implementing systems will provide weekly written updates to the V-DEP Technical Lead / Project Manager and be available for weekly conference calls or meetings with other project participants as required by the V-DEP Technical Lead / Project Manager. Meeting notes will be maintained and will contain the status of important milestones within the next 30 days and a list with the status of current outstanding issues. The Project Director will participate in weekly update meetings/conference calls with contractors and stakeholders. The Project Director will notify the Chief Financial Officer of any issues which may result in changes to the project budget or timeline.

Another key member of the V-DEP Team is the Change Management Specialist. The DOE Technical Lead / Project Manager will work closely with the Change Management Specialist to ensure that role has the information needed for successfully helping external stakeholders and internal resources navigate and absorb the process changes resulting from this project.

2. Project Governance Structure

The project governance structure has been developed to ensure expert oversight and guidance of all project activities, meaningful input from the wide range of stakeholders, and clear roles and responsibilities for carrying out all V-DEP Project tasks.

The **Vermont Commissioner of Education** will serve as the Project Sponsor, and will have direct and ongoing input into major project tasks and direction, primarily through regular communication with the Project Director, which already occurs.

The **V-DEP Governance Committee**, comprised of Vermont education stakeholders, and led by the Deputy Commissioner for Transformation and Innovation, will guide the project and advise

the Commissioner. The Governance Committee will include representatives as follows: VT DOE staff (including the Project Director), PK-12 staff, the VT Data Consortium, VT Research Advisory Council, higher education, parents, students and workforce and human service agencies. The Governance Committee will make recommendations regarding implementation of LDS activities, ensuring they are thoughtfully driven by research partnerships, are responsive to current and future needs of Vermont LEAs and schools and follow best practices, including equity of access to high quality toolsets and the information needed to inform continuous improvement in instruction and program accountability.

The **Project Director** (VT DOE IT Director) will lead the overall project and directly supervise the work of the **V-DEP Team**; she will also serve as the liaison between the Commissioner and the LDS Implementation Team, and will ensure ongoing substantive project input and review by the Governance Committee.

The V-DEP Team will include outside contractors (V-DEP Technical Lead / Project Manager and Change Management Specialist) hired through a competitive bid process and five VDC Technicians to carry out the five overall strategies that will enable completion of the required data capabilities and elements, attaining the outcomes presented in this proposal. The V-DEP Team will work under the direction of the Project Director, and with guidance from the Commissioner of Education and the Governance Committee. The successful bidder for the contract positions will have a proven record of excellence in enterprise information system implementation. The V-DEP Team will also include a Change Management Specialist who will create and implement change management plans that minimize staff resistance and maximize staff engagement at the district and school level. The overarching goal of this project is to leverage the LDS system improvements to create sustainable change that moves districts and schools forward in using data to improve instruction and prepare students for post-graduation success. Bringing in an expert skilled in the proven principles and strategies of formal change management methodology will result in faster adoption, greater utilization and higher satisfaction with the changes impacting staff in the districts.

The V-DEP Team will supplement the skills and experience of VT DOE staff. While VT DOE has significant relevant knowledge and expertise, the scope of the V-DEP is beyond the capacity of our current staff who already carry significant roles within the department. Four additional teams of VT DOE and VDC experts will be formed to work closely with the V-DEP Team. These four teams are organized around the five project strategies.

The **VT DOE**, under the leadership of the Project Director, will manage the state operational data store, EDW, Statewide Portal and research partnerships. The VT DOE will also manage contracts related to ongoing support for the standard information system toolkit and the statewide portal. We will develop a cost-sharing model during Year 1 of the project, which will be implemented during Year 4, when the system is fully implemented.

A highly qualified VT DOE Project Manager will work closely with the V-DEP Team to ensure project coordination with other ARRA and state-funded education initiatives, avoiding duplication of work and leveraging other resources to support LDS goals and tasks.

4. Project Partners

A key partner in the V-DEP is the **Vermont Data Consortium**. This non-profit organization was formed in 2004 by Vermont school districts to work collaboratively with VT DOE during the initial implementation of the EDW. The V-DEP Project includes significant funding support (contractual) to increase Vermont Data Consortium staffing resources, specifically to provide experts who work on the V-DEP team and also supporting strategy teams. As the systems are being rolled out to districts, the VDC staff will also “be on the ground” in districts supporting the implementation and ongoing operation of the standard information system toolset and the EDW. In addition, they will provide training and support to school staff on using data to inform decisions and improve instruction. Ongoing resources for this work will be included in the cost-sharing plan developed during Year 1 of the project. (See Appendix A, Artifact 5 for Letter of Agreement)

The Vermont Research Advisory Council (V-RAC), will be made up of VT PK-20 partners, including will advise the Commissioner and Governance Committee on data use, research and professional development strategies related to using data and research to inform instruction. Formed and supported by the resources made available by this grant, a key V-RAC priority will be to develop a research agenda and ensure its findings drive LDS system development and that educators understand how to use data to inform instruction and services to students.

The Vermont Agency of Human Services (AHS) and the Department of Labor (DOL) will participate in the LDS Governance Committee and in the LDS Research Advisory Council.

The Agency of Human Services is particularly interested in using the EDW to coordinate, integrate and evaluate programs serving children. The incorporation of this data into the LDS will allow both AHS and DOE to better serve Vermont children. AHS will provide in-kind services to participate in this project. Access to the EDW populated with AHS key indicator data will be provided to AHS by VT DOE.

The Department of Labor is interested in searching for new ways to integrate workforce and education data, which is also an aim of this project. Their workforce data expertise will be contributed to the project in a formal advisory role, helping to develop the capacity to include workforce data into the LDS, as will their time in serving on the LDS Governance committee.

Vermont is currently a member of the New England Secondary School Consortium (NESSC), which includes Maine, New Hampshire, Rhode Island, Connecticut and Vermont. The charge of this partnership is to foster forward-thinking innovations in the design and delivery of secondary education across the New England region. This grant will support NESSC efforts to develop comparable metrics across the following five indicator areas: Graduation Rates; Drop-out Rates; College Enrollment; College Preparation; and College Success. In addition, Vermont, Maine, New Hampshire, and Rhode Island will participate in a multi-state research partnership. This partnership will leverage research institutions in each state to develop a research agenda for indicators within the five areas or other indicators describing PK-20. The multi-state research partnership is an important first step in cross-state data sharing. See Artifact 6 in Appendix A for more information on the NESSC.

In addition, Vermont has secured the commitment of two high quality research partners who have agreed to participate in V-RAC.

1. The **Vermont Student Assistance Corp. (VSAC)** is a public nonprofit agency whose mission is to “ensure that all Vermonters have the necessary financial and information resources to pursue their education goals beyond high school.” VSAC offers career exploration, test preparation and guidance services to Vermont K12 students and adult learners. VSAC has a significant research capability with highly qualified researcher on staff.
2. The **Jeffords Center for Research** is located at the University of Vermont and is funded through the U.S. Department of Education Fund for the Improvement of Education. The Jeffords Center mission is to provide the analysis and information required to promote effective policy decisions in education, the environment, health care, and effective government. The Jeffords Center has agreed to participate in V-RAC as well as in the multi-state research collaborative.

Both organizations have requested to become pre-certified research partners and will be provided access to the EDW for research as outlined by the research agenda adopted by V-RAC. See *Appendix D* for letters of support/commitment from project partners.

5. Partnerships that will support implementation activities (i.e., training and technical assistance for users), including how input from teachers and other educators will be obtained and utilized.

The Vermont Data Consortium will support ongoing training and technical assistance for school district staff for the EDW and the common district information system toolset. This project will leverage a “train-the-trainer” approach and web-based training when appropriate for teachers and other staff. Because the Vermont Data Consortium is an organization formed by the school districts and their work is primarily done in schools, their involvement is a key strategy in maintaining a high degree of input from teachers and educators.

V-RAC will tap the expertise of its members, many of whom will have education research experience, to explicitly direct how instructional practices and program development will be informed by high quality research. To be formed and supported by the LDS grant resources, a key V-RAC priority will be to develop a research agenda and ensure its findings drive LDS system development and that educators understand how to use data to inform instruction and services to students and appreciate how doing so can improve their teaching.

The V-DEP Governance Committee, which will include strong PK-12 representation, will provide important input into project activities, including ensuring training and technical assistance that responds to recognized needs of teachers and other educators.

E. Staffing

This staffing plan combines the skills and experience of seasoned VT DOE and Vermont Data Consortium (VDC) personnel with the specialized expertise contractors will bring to V-DEP. The staffing plan is purposely designed so contracted positions are backed up with knowledgeable VT DOE and VDC staff serving on three teams representing the four strategy areas. These strategy level teams will ensure that system implementation is informed by intuitional knowledge of Vermont’s PK20 system.

In this section we describe the teams that will work together to carry out Vermont's four overall V-DEP strategies in order to achieve the specified outcomes. Under each team's description, we list the key staff positions. We identify the VT DOE, VDC and external staff that will play key roles, and summarize their qualifications. *See Appendix B for resumes in the order personnel are mentioned in this section.* For those personnel to be hired through contracts, we describe the role, as well as a summary of the qualifications we will be seeking. Note: Staff to be funded by LDS Grant indicated with *.

Project Director, Lisa Gauvin, VT DOE, (.60 Total FTE) *Role*: Oversee and manage all project activities. Direct project teams, each which play a significant role in carrying out Vermont's five overall strategies and achieving outcomes. Responsible for ensuring the project is responsive to PK-20 stakeholders via ongoing involvement of the V-DEP Governance Committee.

Qualifications: VT DOE IT Director since 2004. In this role, she oversaw Vermont's EDW implementation and also served as technical lead on behalf of the State CIO, in implementing Vermont's Enterprise Grants Management System, piloted by VT DOE. She is expert in information system implementation and data architecture.

***VDC Director**, To be hired by VDC Board of Directors, VDC (1 FTE) *Role*: Supervise and direct VDC staff, ensuring VDC fulfills scope of work outlined in contract for project activities to ensure all project activities and project goals are met. Provide outreach to Vermont superintendents and school leaders to ensure that principals and instructional staff use data to drive instruction and program administration. *Qualifications*: Significant experience in Vermont school districts in a leadership role. Must have proven abilities to develop and lead data driven organization.

***VDC Administrative Support Staff**, To be hired by VDC Director, (1 FTE) *Role*: Provide administrative support to support activities related to this project. This includes compiling training lists, managing informational materials, maintaining user confidentiality agreements, adding users to systems, changing passwords, scheduling events. *Qualifications*: Experience with office software programs. Must be organized and have attention to detail.

V-DEP Team Responsibilities:

- Provide technical oversight, project management, and coordination of systems implemented via V-DEP
- Implement change management processes to support the V-DEP strategies and outcomes at the district and individual school levels.
- Work with ODS and SIS Team to provide specifications for horizontal and vertical SIF implementation.
- Support work of VT Research Advisory Council and Multi-State Research Partnership.

V-DEP Team Staff

***Technical Lead/Project Manager**, Contract Personnel (1 FTE) *Role*: Manage and coordinate the activities of external contracts; maintain and adhere to master project plan; coordinate state and vendor resources to ensure project stays on schedule and within budget; ensure delivery of business and technical requirements; supervise members of V-DEP Team; maintain close coordination with Project Director. *Qualifications*: Experience and expertise in large scale information system implementation, project management, contractor management, risk assessment and mitigation, information security and system architecture.

***Technical Implementation Specialist**, To Be Hired by VDC Director, VDC, (6 positions at .4 FTE) *Role*: Support the Technical Lead/Project Manager as follows: work with all system teams

to: 1) develop detailed test plans and test strategies; 2) work with all teams to identify resources to test systems; 3) hands-on testing of systems; 4) develop and document standard processes for system use; 5) track confidentiality agreements; 6) maintain metadata for all systems; 7) assist project management. 8) resource other project teams as needed - *FTE* on other teams is reflected in below team descriptions. *Qualifications*: Experience with project management, software development life cycle, metadata management. Expertise in systems analysis and systems testing is essential.

***Change Management Specialist, Contract Personnel (.5 FTE) Role:** Create and implement change management plans that minimize staff resistance and maximize staff engagement. This role will focus on the people side of change – including all the changes to local processes, systems and technology and job roles. *Qualifications*: Expertise in formal change management methodology such as ADKAR and knowledge of organizational change theory. Strong writing skills and the ability to communicate with multiple audiences effectively are essential.

Three Teams Representing Vermont's Four V-DEP Strategy Areas

Note: Some individuals will serve on multiple teams. Their FTEs are allocated by team.

1. ODS and SIS Team – Supports Strategy 1: Uniform Statewide Information System Toolset and Strategy 2: State Level Operational Data Store

Note: Due to the interwoven nature of these two strategies, one highly coordinated team will oversee implementation of both strategies.

- Work with V-DEP Team to provide specifications for horizontal and vertical SIF implementation.
- Work with district and state DOE staff to determine the specific elements and code sets that will be part of the standard data model in the standard statewide information system toolset.
- Develop specification for standard set of reports to be delivered with the standard statewide information toolset.
- Work with EdFacts Coordinator to provide specifications for creating data extracts to meet EdFacts reporting requirements.

ODS and SIS Team Staff

ODS and SIS Team Lead, Brian Townsend, VT DOE (.5 FTE) *Role*: Day-to-day oversight of the ODS Project including the following: 1) management of resources necessary to set up and maintain the Operational Data Store 2) Implementation and oversight of business rules engine and SIF Zone Integration Server for ODS. *Qualifications*: Ten years of experience working with packaged ERP systems, custom enterprise database design and implementation and systems using table-driven business rule engines.

***District Data Coordinator**, John Ferrara, VDC, (.5 FTE), *Role*: Contribute to design of SIS Toolset. Participate in data mapping between the SIS Toolset, ODS and EDW for the purpose of ensuring the data needed by districts to inform instruction is included in vertical SIF framework. *Qualifications*: Expert in data warehousing, data analysis, data management and coaching educators on using data to inform instruction.

***District Data Manager/Technician**, To Be Hired by VDC Director, VDC, (6 positions at .3 FTE) *Role*: Assist in developing and implementing SIS Toolset. Assist districts with data migration. Coach district staff in using the SIS Toolset. Conduct system testing. *Qualifications*: Experience in data management, report writing. Working knowledge of school district data needs. Attention to detail critical.

EdFacts Coordinator, Lila Denton, VT DOE (.15 FTE) Role: Determination source for EdFacts file extracts. Provide contractors with file specifications. *Qualifications*: Lila has served as EdFacts Coordinator for the past 4 years. She is an experienced analyst and data manager.

Primary State and Federal Reporting Data Experts, VT DOE, Role: 1) develop the standard code sets and ensure they are included in the ODS and SIS design; 2) develop business rules and data validity checks for ODS and SIS design; 3) identify the edit reports that districts will need on the ODS. In addition, the Student Demographic Expert manages the unique identifier management systems for students and educators. *Note: Other experts will be consulted as required but FTE will be sporadic and nominal.*

Student Demographic Expert, Jennifer Perry, VT DOE (.2 FTE) *Qualifications*: Business analyst whose main role for the past ten years has been analyst and project manager for the student census collections and Vermont student and educator id management system.

Special Education and Student Support, Mike Bailey, VT DOE (.2 FTE) *Qualifications*: Business analyst responsible for collecting special education information. Data systems analyst and statewide facilitator for local systems training and implementation to support Responsiveness to Intervention and Positive Behavioral Interventions and Supports.

This team also includes the implementing contractors. Additional VT DOE staff contributing .10 or less of an FTE include a network administrator, database administrator and experts in student discipline, educator, fiscal and program participation data.

2. EDW Team – Supports Strategy 3: EDW Enhancement Project

- Work with TetraData (EDW Contractor) to design, create and populate the new data objects to be funded through V-DEP.
- Identify source systems for data objects and provide the specifications for the scripts that will automate the data loads into the EDW.
- Provide specifications for new report templates and data loads to EDW Report Contractor.
- Ensure indicators and data expertise from the Vermont Research Advisory Council are incorporated into data object and report development plan.

EDW Team Members

EDW Team Co- Lead, Denise Sanders, VT DOE (.5 FTE) *Role*: Oversee the EDW Enhancement Project contract, including data object design and development, report design and development, and dashboard implementation. *Qualifications*: VT DOE Project Manager since 2004. Twenty years experience in data warehousing. Highly effective Implementation Lead/Project Manager for the initial implementation phase of Vermont's EDW.

***EDW Team Co- Lead**, John Ferrara, VDC (.5 FTE) *Role*: Coordinate VDC resources for EDW training, data object and report design. Responsible for soliciting input from school district staff with an emphasis on designing reports relevant to classroom teachers. *Qualifications*: Expert in data warehousing, data analysis, data management and coaching educators on using data to inform instruction.

ETL Engineer, Bill Schwartz, VT DOE, (.3 FTE) *Role*: Develop Extract/Transact/Load (ETL) processes for all data going into the Education Data Warehouse (EDW). *Qualifications*: Almost 30 years IT experience. Ten years experience in data warehousing.

***District Data Manager/Technician**, To Be Hired by VDC Director, VDC, (6 positions at .3 FTE) *Role*: Assist in developing new data objects, implementing district dashboard, and ETL scripts. Coach district staff in use of the EDW. Conduct system testing. *Qualifications*:

Experience in data management and report writing. Working knowledge of district data needs. Attention to detail.

***EDW Trainer**, To Be Hired, VDC (1 FTE), Role: Provide training in EDW ad hoc query tool to new users. Qualifications: Must have completed “Train the Trainer” program for the EDW and have a proven track record in helping educators use and interpret data.

Data Experts: Role: Advise on report and indicator development. Solicit programmatic expertise to inform report and indicator development. Note: Other experts will be consulted as required but FTE will be sporadic and nominal.

Educator Data Expert, Glenn Bailey, VT DOE (.2 FTE) Qualifications: Expert in educator census and credential data and post secondary educator preparation data.

Achievement Data Expert, Stephen Magill, VT DOE (.2 FTE) Qualifications: Statistician and expert on student assessment and adequate yearly progress data.

Special Education Data Expert, David Phillips, VT DOE (.2 FTE) Qualifications: Business analyst, experienced researcher and expert in special education and IDEA data.

Discipline Data Expert, David Kelley, VT DOE (.2 FTE) Qualifications: Business analyst and expert in discipline data.

This team also includes the implementing contractors. Additional staffs contributing .10 or less of an FTE include a network administrator, database administrator and experts in student discipline, educator, fiscal and program participation data.

3. Research Team – Supports Strategy 4: Multi-State Research Partnership

Team Lead, Stacey Murdock, Ph.D., VT DOE, (.05 FTE) Role: With the assistance of the Change Management Specialist on V-DEP Team, coordinate formation of the VT Research Council and develop department research priorities. Qualifications: Dr. Murdock is an experienced researcher and statistician and is also an expert on enrollment, drop-out, demographic and program participation data.

Research Advisor, Scott Giles, VT Student Assistance Corp., (Nominal FTE), Role: To provide advice and expertise on the development of the department’s research agenda. Qualifications: Mr. Giles is the chief strategy and policy and public affairs officer for \$1.8 billion state-chartered non-profit created to ensure that all Vermonters have the information and financial resources they need to pursue their education goals beyond high school

Research Advisor, Dr. Herman “Bud” Meyers, Director of Jeffords Center for Research, University of Vermont, (Nominal FTE), Role: To provide advice and expertise on the development of the department’s research agenda. Qualifications: Dr. Meyers is an experienced researcher and statistician and is also an expert on enrollment, drop-out, demographic and program participation data.

Four additional DOE staff – With extensive research and statistical experience will assist the team lead to develop and present the department’s research priorities to Vermont Research Advisory Council. In addition, they will disseminate research information to department staff and identify additional department experts in research areas as needed.

Personnel Providing Expertise to all Teams

Data Management Director, Stacey Murdock, Ph.D., VT DOE (.50 FTE) Role: Provide oversight of data and meta-data management and data validity and audit functions throughout V-DEP project activities. Ensure systems are in line with data standards and business rules are documented and included in system specifications. Qualifications: Ms. Murdock has served as

VT DOE Director of Data Administration since 2003. *Note: (.05 FTE on Research Team, .20 FTE on EDW Team, .25 on ODS and SIS Team)*

***District Liaison**, Robert McNamara, Contractor, (.25 FTE) *Role:* Serve as liaison between VT DOE, VT supervisory unions and other education stakeholders for the V-DEP Project. Provide information about the project to stakeholders, solicit district staff for input and provide a voice representing the interests of districts on the project team. *Qualifications:* Mr. McNamara has over 20 years experience in the field of education. Over the past decade, Mr. McNamara served as Superintendent for several supervisory unions where he was an avid supporter of technology and a proponent for statewide information systems. (.15 FTE ODS and SIS Team, .10 FTE EDW Team)

Vermont Liaison, Amy Cole, New England Secondary School Consortium, Great Schools Partnership, (.02 FTE) *Role:* To provide advice and expertise to all project teams as needed. *Qualifications:* Before joining the Great Schools Partnership, Ms. Cole served as a curriculum director for three years, and before that a classroom teacher. She is also currently enrolled in a doctoral program for Integrated Instruction at Magill University.

Workforce Data Advisor, Andrew Condon, Vermont Department of Labor, (Nominal FTE) *Role:* To provide advice and expertise to all project teams as needed. *Qualifications:* Dr. Condon is an elected member of the national Workforce Information Council, the advisory board to the US Department of Labor guiding all new developments in the nation's workforce information system.

Additional staff contributing .10 or less of an FTE include the Deputy Commissioner for Transformation and Innovation, who will chair the V-DEP Governance Committee and an array of district staff and VT DOE staff who will provide expert advice in the following areas; workforce, post-secondary, early education, career and technical education, assessment, school improvement and curriculum.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **Appendix A - Optional** Pages: **9** Uploaded File: **C:\Documents and Settings\denisesanders\My Documents\SLDS\Appendix A Stuff\Appendix A - Optional.pdf**

Artifact 1

Required Pre-Award Foundational Work Funded by VT DOE

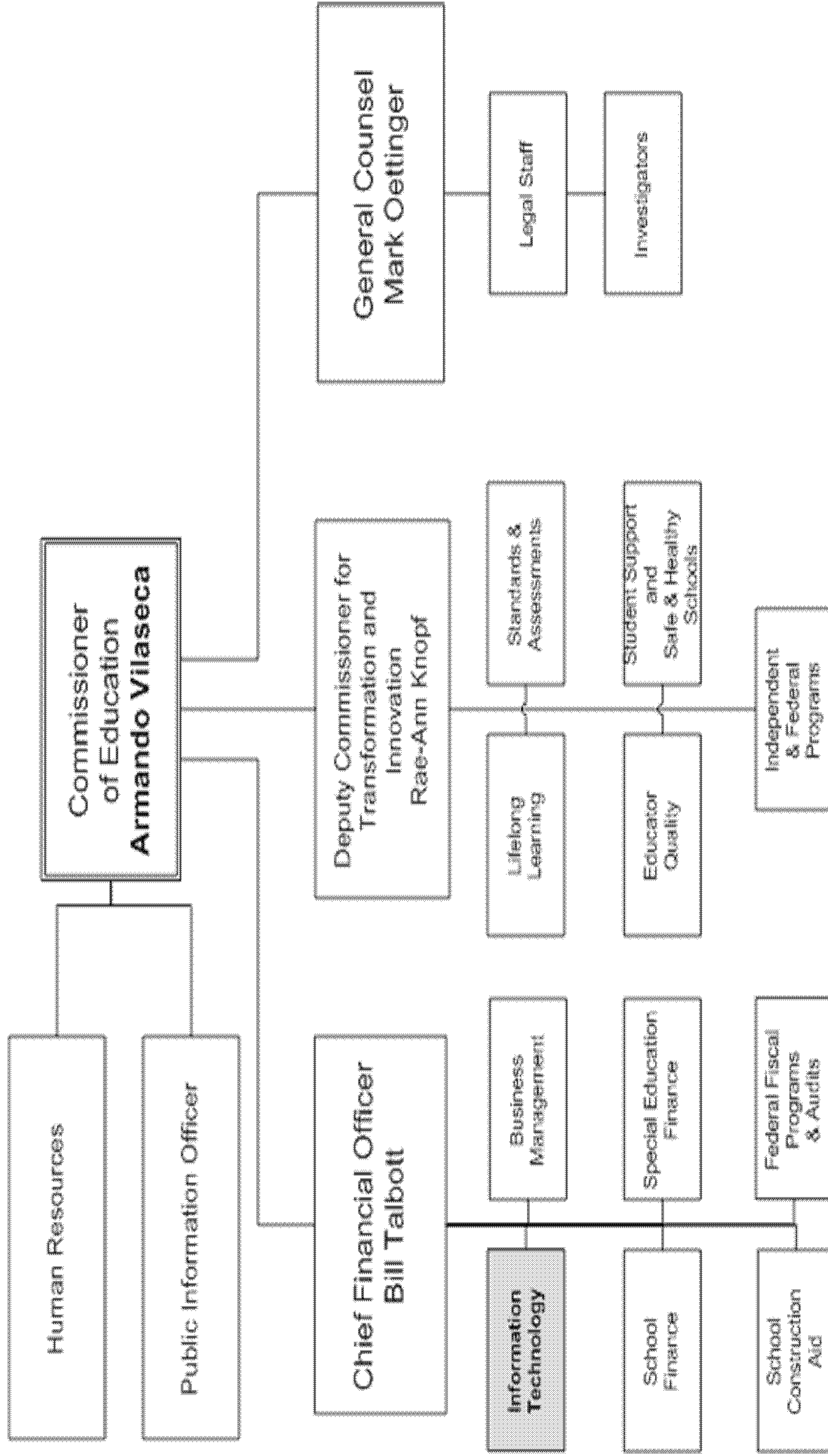
The Vermont Department of Education wants to ensure the success of this and other proposed ARRA competitive grant projects. To ensure the foundations for this success are in place, we are completing the tasks prior the grant award. This work will ensure that we will have navigated through a significant portion of the procurement process by the time the grant award is issued.

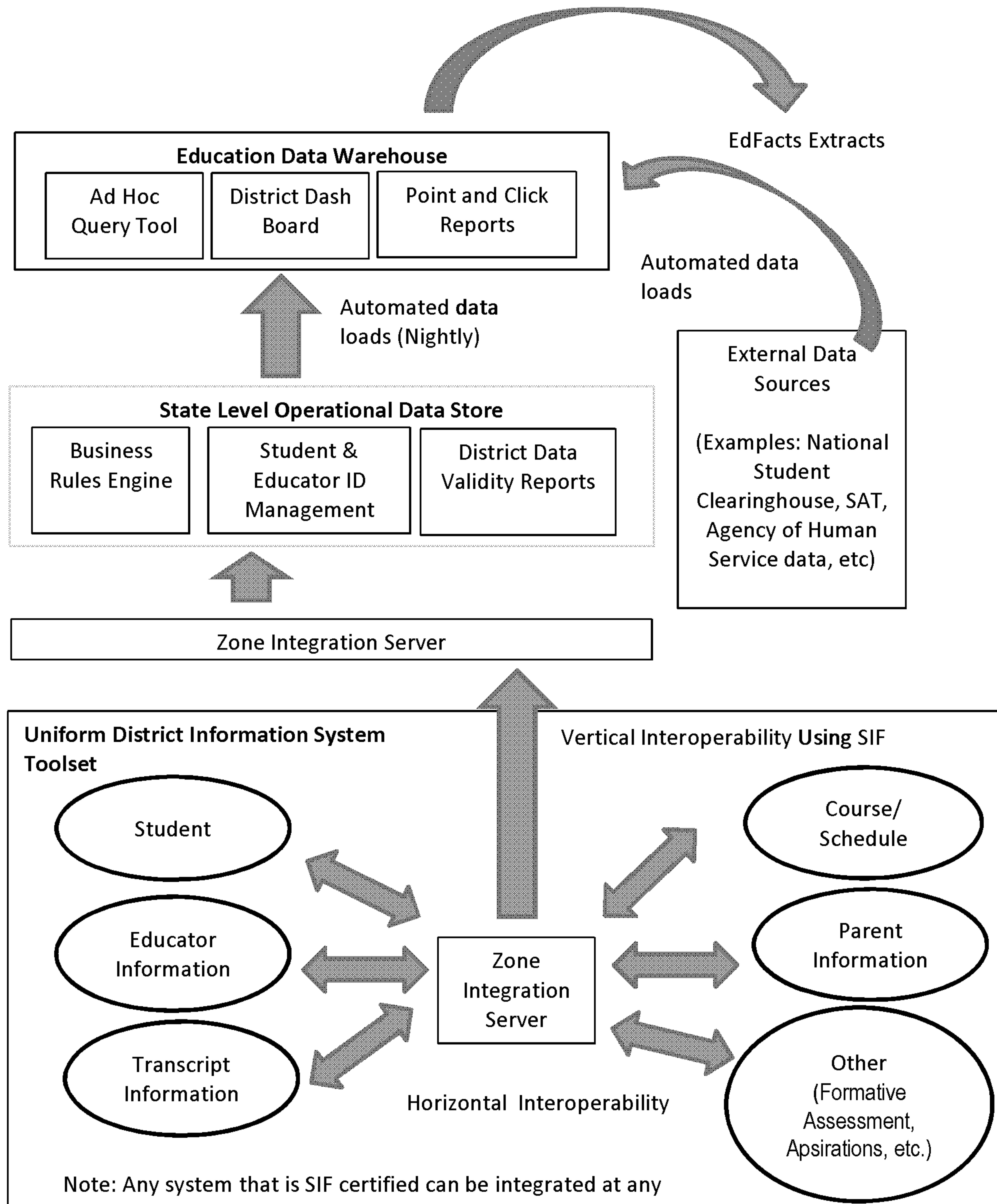
Item	Task/Milestone	Responsible Party	Start Date	End Date	Coordination with other Grants/Initiatives/Standards
0.1	Update documentation of current state reporting requirements to inform the development of the State Operational Data Store	<ul style="list-style-type: none"> Project Director and IT Staff 	12/09	1/10	This work will be done prior to LDS award to inform LDS implementation. It will also inform the ESF2, SIG and Race to Top requirements.
0.2	Conduct Metadata Gap Analysis: Existing State Reporting Requirements to SIF Specification	<ul style="list-style-type: none"> Project Director and IT Staff 	1/10	2/10	This work will be done prior to LDS award to inform V-DEP implementation.
0.3	Work with stakeholders to identify and design <i>preliminary</i> list of new EDW data objects.	<ul style="list-style-type: none"> EDW Team Co-Leads 	12/09	1/10	This work will be done prior to LDS award to inform V-DEP implementation. It will also inform the ESF2, SIG and Race to Top requirements.
0.4	Issue RFP for vendor to develop addition “point and click” report templates for EDW.	<ul style="list-style-type: none"> EDW Team Co-Leads 	2/10	3/10	This work will be done prior to LDS award to inform V-DEP implementation.
0.5	Develop and Issue RFP for V-DEP Contractors	<ul style="list-style-type: none"> Project Director and IT Staff 	3/10	3/10	This work will be done prior to LDS award to inform V-DEP implementation. RFP will reflect scope of work in LDS proposal. Contract will not be issued unless grant is awarded and scope of work is approved.

Item	Task/Milestone	Responsible Party	Start Date	End Date	Coordination with other Grants/Initiatives/Standards
0.6	Work with district stakeholders to identify detail business requirements to inform RFP for standard statewide district information system toolset	Project Director and IT Staff, VDC	2/10	4/10	This work will be done prior to LDS award to inform V-DEP implementation.

Artifact 2

VT Dept of Education Organizational Chart, 11/2009





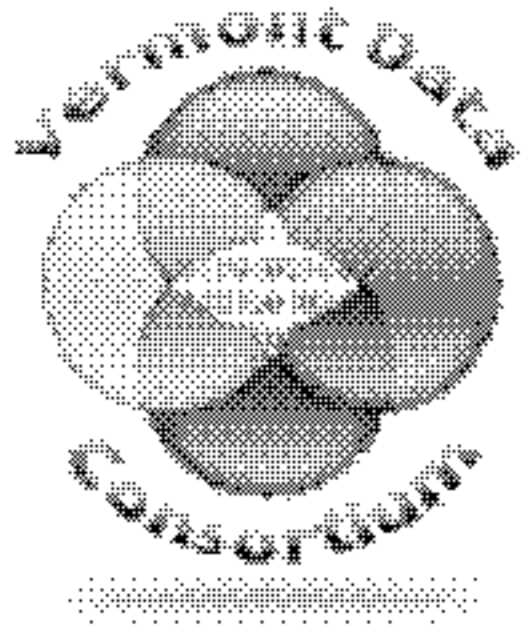
1. Uniform District Information Toolset will be part of a Statewide Farm where all district implementations will be managed.
2. Vermont seeks to fund Single Statewide Education Portal through Race to the Top which will serve as and aggregator of high quality information and system resources for educators, students, parents and the public. This will allow educator, student and program performance information to be easily accessible to all stakeholders.
3. Vermont seeks to fund Curriculum Management System with ARRA School Improvement Grant administrative funds. This will provide all educators with access to statewide library of high quality curriculum aligned to standards.

Artifact 4

Description of V-DEP Teams and Roles

Team/Role	Responsible Party(ies)	What does it do?	How will it work with other teams?
V-DEP Governance Committee	<ul style="list-style-type: none"> Representatives of Stakeholders across the PK-20 Community. 	This committee advises the commissioner of education on the direction of the system and how it may be used most effectively.	This committee is the gold standard of PK-20 experts. They will inform the priorities for indicators, research and report development. They will assist the V-DEP implementation team in breaking down barriers and will be cheerleaders of the system.
V-DEP Sponsor	<ul style="list-style-type: none"> Commissioner of Education 	State statute requires him ultimate authority over state contracts issued by the VT DOE. He will be responsible for ensuring stakeholders have a voice in the direction of the system while ensuring tax payer money is used efficiently and effectively.	He will remain informed and engaged in the project through routine updates by the Project Director. He will promote the project and its importance to citizens, educators, legislators and governor. He will promote the importance of high quality information for informing policy and practice. He will ensure that VT DOE employees will use this information to inform and evaluate programs.
V-DEP Director	<ul style="list-style-type: none"> IT Director 	Oversee the V-DEP project, its teams and vendors	Ensure the systems are implemented using IT best practices and standards. Ensure the project stays on time and budget. Ensures resources are available to the project. Ensures all stakeholders are engaged. Provides technical assistance and expertise to project teams as required. Escalates problems to the Commissioner of Education when required.

Team/Role	Responsible Party(ies)	What does it do?	How will it work with other teams?
V-DEP Team	<ul style="list-style-type: none"> • Tech. Implementation Lead/Project Manager • Change Management Specialist • VDC Technicians 	<p>Coordinate work of multiple contractors and project teams. Ensure business requirements are implemented. Ensure proper testing of system in completed. Maintain project plans. Develop and execute change management plans. Escalate issues to Project Director as required. Ensure coordination of strategy teams</p>	<p>Solicit clarifications on business requirements from the strategy teams (ODS&SIS Team, EDW Team and Research Team). Ensure business rules and validity checks provided by the strategy teams are incorporated in system documentation and requirements and are included in test plan. Keep Project Director informed of project status.</p>
EDW Team	<ul style="list-style-type: none"> • VT DOE and VDC Project Co-Leads • ETL Engineer • Data Experts • VDC Technicians • TetraData • EDW Reports Vendor 	<p>Implementation team for EDW enhancement project. Solicits programmatic experts as required. Maintains continual contact with vendors and their work.</p>	<p>Keeps V-DEP Team informed of project status. Allows V-DEP team to coordinate EDW Team work with work of other teams. Escalates concerns to V-DEP team. Participates in weekly update meetings with V-DEP.</p>
ODS&SIS Team	<ul style="list-style-type: none"> • VT DOE Lead • VDC Technicians • ODS Vendor • SIS Vendor 	<p>Implementation team for ODS and Uniform Statewide Information System strategy. Solicits programmatic experts as required.</p>	<p>Keeps V-DEP Team informed of project status. Allows V-DEP team to coordinate work with work of other teams. Escalates concerns to V-DEP team. Participates in weekly update meetings with V-DEP.</p>
Research Team	<ul style="list-style-type: none"> • VT DOE Lead • V-DEP Change Manager • Supporting Research and Programmatic Experts. 	<p>Serves as staff for Vermont Research Advisory Council (V-RAC). Organizes V-RAC meetings. Maintains and communicates research agenda. Ensures V-RAC research and findings inform the work of the EDW Team.</p>	<p>Keeps V-DEP Team informed of project status. Allows V-DEP team to coordinate work with work of other teams. Escalates concerns to V-DEP team. Participates in weekly update meetings with V-DEP. Ensure V-RAC research finding inform the work of VDC trainer.</p>



Artifact 5
VDC Agreement Letter

Vermont Appendix A - Optional Attachments

Vermont Data Consortium
250 Main Street, Suite 202
Montpelier, VT 05602
November 18, 2009

Armando Vilaseca
Commissioner of Education
Vermont Department of Education
120 State Street
Montpelier, VT 05620

Dear Commissioner Vilaseca:

The purpose of this letter is to outline an agreement between the Vermont Data Consortium (VDC) and the Vermont Department of Education regarding the role of the VDC within the LDS project. The VDC recognizes that it plays a major role in the project due to its unique combination of technical expertise and strongly cultivated relationships with Vermont districts. Half of Vermont supervisory unions/districts are currently members of the VDC, and over the past five years the VDC has worked with 80% of all Vermont districts on data-related issues. These distinctive attributes will allow the VDC to support all Vermont school districts during the expansion of the EDW as well as during the implementation of a statewide student information system and associated toolsets.

A project of this scope will require a number of services which the VDC is confident we can provide. Since 2004, the partnership between the Vermont Data Consortium and the Vermont Department of Education has conceptualized, implemented, maintained and expanded the Education Data Warehouse – arguably the most successful statewide education technology initiative to date. Given the established track-record of success, we strongly believe that the goals of the project are very attainable.

From assisting in gathering local system specifications to data migration to ongoing support using the new reporting and analysis tools, the VDC is well prepared to do the work this project requires. In fact, it is the only educational organization in the state that regularly collaborates with all levels in the system - schools, districts, Education Service Agencies and the Department of Education - on data, reporting, analysis and school improvement issues. The VDC wholeheartedly supports the paradigm shift that the LDS project is introducing, and we look forward to being a leading participant in the project implementation.

Sincerely,

Bill Kimball

Bill Kimball, Chair
Vermont Data Consortium Board of Directors
www.vermontdata.org



Dr. Gover Whitehurst, Director
Institute of Educational Services
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, D.C. 20208

Dear Dr. Whitehurst:

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

The New England Secondary School Consortium is an unprecedented, nationally recognized regional partnership encompassing five northeastern states: Connecticut, Maine, New Hampshire, Rhode Island, and Vermont. Created to support and advance innovative approaches to secondary schooling, the Consortium has been bringing together commissioners of education, educational policy makers, state legislators, the business community, and other state and regional state leaders to foster greater collaboration, coherence, and commonality in educational policy, philosophy, and action across the New England region. Coordinated by the Great Schools Partnership and funded by the Nellie Mae Education Foundation and the Bill & Melinda Gates Foundation, the Consortium has engaged a diverse cross-section of critical educational leaders and policymakers, including a multistate data team composed of the lead department of education data coordinators from each of the participating states.

In affiliation with the Donahue Institute at the University of Massachusetts, the Consortium has been convening, over the past year, a multistate data team to identify common, high-impact metrics for use in determining the efficacy of secondary education in New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. Building off the strong success of the New England Common Assessment Program, the Consortium has been working closely with our regional data team to establish baseline performance data for the five states using a common, comprehensive methodology for calculation.

reporting, and analysis. In addition to several metrics for measuring student achievement during the critical secondary school years, the regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data, and college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This regional data work is a critical component of a much larger and more systemic rethinking of secondary education in New England. With the support of the Consortium and its Council—a leadership body comprising the commissioner of education, state board members, state legislators, governor's representatives, and prominent business leaders from the member states, as well as three regional at-large members: the president of the Nellie Mae Education Foundation, the president of the New England Board of Higher Education, and the executive director of New England Association of Schools and Colleges—the Consortium intends to advance a regional approach to data collection and reporting that focuses on high-leverage, high-impact performance data. In keeping with national efforts to improve the quality and utility of school and educational data, including the Data Quality Campaign and the assurances outlined in the US Department of Education's Race to the Top application guidelines, the Consortium and its regional data team are looking to design and implement data-collection and analysis practices that will make educational efficacy and outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

We hope that you will look favorably on our work, which has come to fruition only after years of investment, collaboration, and hard work, while seeing in its design the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational strategies to scale in New England and across the country.

Sincerely,



Duke Albanese
Senior Policy Advisor
Great Schools Partnership
New England Secondary School Consortium

This letter has been prepared by the Great Schools Partnership, Inc. on behalf of the New England Secondary School Consortium and its five member states.

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **Appendix B - Resumes** Pages: **36** Uploaded File: **C:\Documents and Settings\denisesanders\My Documents\SLDS\Resumes - all versions\Use these\Appendix B - Resumes.pdf**

Appendix B – Resumes of Key Personnel

Resumes for the key personnel are included in this section in the order they are initially referenced in 6. *Project Narrative (e) Staffing*.

LISA M. GAUVIN - Director of Information Technology
Vermont Department of Education
Montpelier, Vermont

Qualifications:

- Proven track record in implementation of business driven, cost-effective, scalable and secure information technology solutions.
- Recognized ability to identify opportunities for leveraging resources across diverse functional areas of an enterprise.
- Confirmed commitment to achieving operational improvements through business process management, leveraging IT resources, and collaboration with Human Resources.
- Ability to identify and mediate challenges relating to changing core competency requirements of an organization.
- Experience in identification of strategic initiatives in direct response to challenges facing a diverse enterprise.
- Proven ability to build, manage and maintain highly-creative, focused project teams.
- Chair of cross-agency initiative to adopt an enterprise grants management system for the State of Vermont. Responsible for coordinating and managing cross-agency needs assessment, RFP development, vendor selection and system implementation. Also responsible for ensuring the system can be integrated with State's People Soft Financial System (VISION).
- Overall responsibility for successful implementation of Statewide Education Data Warehouse – a collaborative project between the Department and Vermont school districts.
- Implemented approximately a dozen web-enabled transactional systems to improve Department operations. The Department's public facing information systems represent one third of all State of Vermont's public facing systems.
- Responsible for about 30 information and data collection systems across the Department.
- Developed processes for transferring financial information from Department system to State's PeopleSoft system.
- Developed and implemented IT Staffing model team based on IT best practices and competencies in response to dramatic increase in federal requirements.
- Member of four person Strategic Enterprise Initiative "Nimble" committee which advised the Secretary of Administration on initiatives to improve government operations.
- Developed and maintained successful, collaborative relationships with professionals across the department, Vermont state government, and Vermont school districts.

Professional Experience:

Director of Information Technology (June 2004- Present)

Vermont Department of Education

Responsible for ensuring Department's IT resources are leveraged and in direct support of Department's priorities. Accountable for management and performance of Department's IT Division, including business and statistical analysts, project managers, system developers, database administrators, data managers and helpdesk. Ensure the security of confidential student and educator data. Ensure implementation of industry best practices in network security, application development, information management and database administration. Manage IT procurement and vendor relationships. Provide leadership and insight on how IT can enable Department's programmatic teams. Advise Commissioner on data and technology issues. Serve as DOE representative on State's Strategic Enterprise Initiative Committee. DOE Representative on the State Technology Collaborative advising the State's Chief Information Officer.

LISA M. GAUVIN**Page 2 of 3****IT MANAGER I** (Nov 2002-May 2004)**Vermont Department of Education**

Manager of Systems Development and Database Administration IT Workgroup

- Architect of Department's Oracle operational information system which collects and stores Department's student and financial data. System incorporates principles of data driven business rules and generic database design techniques to speed development of new applications.
- Responsible for drafting original standards for Department's application development, database administration and information security based on industry best practices.
- Incorporated internal controls based on IT audit standards.

Senior Systems Developer (Aug 1999-Oct 2002)**Vermont Department of Education**

- Developed phonetic algorithm and matching logic that enabled the Department to be one of the first states to successfully implement a statewide unique identifier for students.
- Developed first web-based programs at the Department of Education.
- Adapted first business analysis program at Department to increase productivity and quality of information system.
- Implemented meta-data dictionary for consistent data definitions throughout the Department.
- Formed and provided leadership to Data Oversight Group whose purpose was to advise Commissioner on organizational business process changes and required to implement information requirements of No Child Left Behind

Organization and Operations Analyst (Oct 1997-Aug 1999)**Vermont Department of Education**

Responsible for developing data processing programs required for implementation of major statewide school finance reform law.

- Developed programs to process budget information
- Developed programs to calculate tax liabilities for school districts
- Developed distributed Visual Basic program to collect school district expenditures
- Responsible for developing data quality controls for programs responsible for allocating 800 million dollars in State Aid for Education.

Research and Statistics Specialist (Oct 1994-Oct 1997)**Vermont Department of Development and Mental Health Services**

Responsible for data analysis for the "Vermont Behavioral Health Care Data Pilot" project.

- Standardized and integrated public and private sector payor and provider databases
- Analyzed system utilization and cost
- Created graphic representations of data for use in program planning
- Consulted with industry professionals on verification and interpretation of data sets
- Managed "Client Satisfaction and Health Status Survey" for Mental Health Task Force
- Coordinate Department's annual reporting of local mental health financial and service data
- Completed comparative analysis of local mental health providers financial and service data
- Monitored and developed indicators of system change.

School Finance Analyst (Aug. 1993-May 1994)**Vermont Department of Education**

Project manager for study of contract provisions and census of Vermont educators in support of 1994 school finance reform initiative.

LISA M. GAUVIN**Page 3 of 3**

- Designed data collection and database of educators containing employment history and contract provisions
- Modeled school finance/property tax reform proposals to analyze effects on school districts
- Responsible for data quality, analysis and publication of statewide findings under constraint of legislative deadlines and special requests for data and analysis

Analyst (Feb. 1990-March 1992)**Kenan Systems Corporation, Cambridge, MA**

Member of field team conducting systems analysis and cost-benefit study for the US Postal Service involving facility automation, rate adjustment, marketing and competitive planning studies.

- Conducted field analysis for the US Postal Service involving facility automation, rate adjustment, marketing and competitive planning studies
- Member of 8 person team on field study at over 50 facilities nationwide
- Served as initial contact, interacting with site management executives to coordinate research and data collection
- Responsible for overseeing data collection and quality control
- Identified trends in systematic errors in resulting data access system.

Other Professional Experiences:*Standards/Competencies*

Business Process Management Body of Knowledge, Capability Maturity Model, NIST Information System Standards, Information System Risk Assessment, IT Audit Standards and Mediation Techniques

Enterprise Database/Applications Skills

Oracle Database Administration, PLSQL, SQL, Oracle Forms and Reports, MS SharePoint, .Net Platform, Crystal Reports, Oracle Discoverer, Oracle Designer, Oracle Application Server, Linux

Desktop Applications

SPSS, MS Office Suite, MS Visio, MS Project, Case Complete

Professional Organizations

Member of Association of Business Process Management Professionals

MIT Sloan School Executive Series on Management & Technology

- Understanding and Solving Complex Business Problems
- Building, Leading and Sustaining the Innovative Organization

The Zachman Institute for Framework Advancement

- Implementing and Managing Enterprise Architecture

Shared Insights' Business Process Management Seminars

- How the Business Process Maturity Model Improves Business Process Management Success
- The Role of Enterprise Business Architecture
- Moving from Business Processes to IT Specifications

Education:

University of Massachusetts at Amherst
Bachelor of Arts Degree, 1989
Major: Journalism Minor: History

Brian L. Townsend

SUMMARY

Brian Townsend graduated from Indiana University's Kelley School of Business with a Bachelor of Science degree in Accounting & Computer Information Systems in 1999. Since that time, Brian has been working in various capacities with ERP systems and custom system design/development. Utilizing his strong history with Oracle products and relational databases, Brian is responsible for managing the Vermont Department of Education's Technical Services group. A large part of his role within the department has been helping to define development & security standards and in turn ensuring that these standards are followed not only by internal staff but also by all contractors doing business with the Department of Education. Additionally, Brian is now responsible for overseeing the Department's network architecture and security as well as internal helpdesk operations.

WORK EXPERIENCE

Vermont Department of Education (11/2002-Present)

-IT Manager: Technical Services

-Responsible for all in-house development of Microsoft Access, SQL Server and Oracle based applications including development & security standards definition/enforcement, project planning/management, backup and recovery planning, and system maintenance/upgrades. Serves as liaison between DOE and contracting firm staff on external development projects.

-Manages network administration and computer support group. Oversees inventory asset management, user account maintenance, file system, network printers, network backup/recovery, server maintenance/replacement, network infrastructure planning, and internal helpdesk operations.

Technical Connection (05/2002-01/2005)

-Consultant specializing in Oracle software.

-Worked as Oracle consultant to Suss Microtec in Waterbury Center, VT. Served as Oracle Discoverer Reports Administrator and was responsible for numerous customizations to Oracle product including customization of canned Oracle forms/reports, creation of new reports, Oracle Applications consulting, and general system support.

Ciber Enterprise Solutions (07/1999-04/2002)

-Consultant specializing in Oracle software.

-Responsible for the development of customizations to packaged Oracle software including but not limited to database objects, Oracle Forms & Reports, custom interfaces between Oracle and legacy systems, and Oracle Applications modules.

TECHNICAL SKILLS

<i>Languages</i>	PL/SQL, MS Transact SQL, UNIX Shell Scripting, PowerScript, Visual Basic
<i>Operating Systems</i>	Windows 95/NT/2000/XP, UNIX, MacOS
<i>RDBMS</i>	Oracle V8.0, 8i, 9i, 10g; Microsoft SQL Server; Microsoft Access
<i>ERP Systems</i>	Oracle Applications R11/11i, Platinum ERA
<i>Tools</i>	Oracle Forms/Reports 6.0/6i, 8i, 9i; Oracle Discover; Oracle Portal; SQL*Loader; SQLPlus; Microsoft Office; Powerbuilder

EDUCATION

Indiana University, Kelley School of Business (8/1994-5/1999)

-B.S. degrees in Accounting & Computer Information Systems (5/1999)

-Spanish Minor

John Ferrara

Objective Continue to growth professionally in the area of transactional data systems, data warehousing, reporting and analysis.

Experience 2004-Present Vermont Data Consortium Montpelier, VT
Data Coordinator

- Lead Vermont Data Consortium (www.vermontdata.org) staff for maintaining and expanding local data warehouses, training end-users, and providing help-desk support
- Supervisor for VDC Data Technician in completion of above technical and support tasks
- Support the statewide implementation of the Education Data Warehouse (EDW) in partnership with the Vermont Department of Education (DOE) – system went live Fall 2005 (edwa.vermont.gov/ease-e)
- Part of the DOE-VDC team that wrote the EDW RFP, scored proposals, organized vendor demonstrations, selected the vendor and worked with the vendor to meet the project goals (creation of the EDW and acquisition of skills necessary for DOE-VDC self-sufficiency in maintaining and expanding the EDW)
- Lead VDC staff working with the DOE to manage the three-tier EDW system which includes the TetraData Analysis Suite (www.tetradata.com/sub/tetradata_analyzer) running on the application and web tiers on top of the Oracle 10g database tier running on Linux
- Responsible for creation of local “Common District Model” warehouses to supplement the EDW model using Sagent (OtisEd SDB Designer - www.otised.com/product.htm) as the ETL tool, TetraData’s Matrix Administrator for managing the metadata of each local warehouse and SQLDeveloper and DBVisualizer for running SQL syntax directly on the database
- Lead trainer of TetraData end-user tool sets (Analyzer PC, Analyzer Web and Classroom Analyzer)
- Created or modified all current training materials to meet the evolving needs of school personnel
- Maintain and update the VDC website
- Produced custom reports in Microsoft Access and Excel for VDC school districts based on EDW data

2003-2005 Lamoille North Supervisory Union Hyde Park, VT
Data & Research Analyst

- District-wide data analyst for assessment, accountability, learning opportunity, climate, and School Quality Standards-related research and analysis.
- District representative to the Vermont Data Consortium as it was formed and began investigating data warehouse solutions

John Ferrara**page 2 of 3**

2002 Vermont Department of Education Montpelier, VT
Assistant Director of Standards & Assessment

- Supervisor of the ten-person team responsible for the implementation of the Vermont Comprehensive Assessment System and the Vermont Accountability System Based on Student Performance
- Member of two-person team directly responsible for program management of the New Standards Reference Examination (NSRE) state assessments in English/language arts and mathematics
- Oversight of the Vermont Developmental Reading Assessment (VT-DRA) and Vermont PASS science assessment on all data-related issues

1996–2001 Vermont Department of Education Montpelier, VT
Senior Research & Statistics Analyst

- Data/technical representative on a team responsible for a variety of policy related issues such as the validity and reliability of the Vermont Comprehensive Assessment System, the creation of the Vermont Accountability System Based on Student Performance, the system of accountability of the School Quality Standards, and implementation of the Governor's Diploma
- Coordinate and implement the Vermont School Report (crs.uvm.edu/schlrpt/) and School Improvement Support Guide websites with the Center for Rural Studies at UVM
- Member of the assessment Technical Advisory Panel (TAP)
- Create and maintain the majority of complex databases for a variety of areas for the Policy, Planning and Operations (PP&O) and School Improvement Support (SIS) teams
- Produce the majority of the Department's standard and ad hoc assessment reports-
education.vermont.gov/new/html/pgm_assessment/performance/archive/public_schools_A_D.html
- Serve as a main Department contact on data and evaluation-related issues with the Vermont Institute of Science, Math & Technology (VISMT)

1993–1995 Addison Northwest Supervisory Union Vergennes, VT
Middle School Mathematics Teacher

- Taught heterogeneous groups of students in a school beginning implementation of the middle school organizational model
- Implemented new inter-disciplinary units of study ("The Map" and "Dimensional Math")

1997–1999 Other related employment Vermont
College Course Instructor

- Team-taught *Introduction to Research Methods & Statistics*, University of Vermont, Summer 1998 & 1999

John Ferrara**page 3 of 3**

Independent Researcher

- Equal Educational Opportunity Act (Act 60) Case Study, Regional Lab at Brown University, 1997-1999

Internal Evaluator

- Vermont Institute for Science, Mathematics, and Technology (VISMT) 1998-1999

Education1996–2003 University of Vermont Burlington, VT

- CAS - Certificate of Advanced Studies in Educational Leadership and Policy Studies
- All elective coursework for CAS completed in statistics
- All requirements for doctorate (Ed.D.) completed except final thesis

1993–1996 University of Vermont Burlington, VT

- M.Ed. - Master's Degree in Educational Leadership
- All elective coursework for M.Ed. completed in statistics

1992–1993 University of Vermont Burlington, VT

- Post-Baccalaureate Teacher Preparation Program (5th Year Certificate)
- Certified: Social Studies - Secondary Level
- Endorsement: Mathematics - Secondary Level

1987–1991 University of Vermont Burlington, VT

- B.A. - Bachelor of Arts, College of Arts and Science
- Majors: History, Political Science
- Minor: Mathematics

Michael E. Bailey**Professional Experience****Vermont Department of Education, Montpelier, VT**

2004 – Present

Data & Reporting Coordinator

Primary responsibilities include collecting and reporting data, primarily relating to Special Education (Child Count, Personnel, Discipline, Dispute Resolution). This work involves developing specifications for data collections, providing training and documentation to the field. Other duties include consulting with Special Ed Administrators, analyzing financial data, reviewing budget proposals, and responding to public information requests. Prior duties: accumulating data from various sources within the department for submission to US Department of Education's EDEN (Electronic Data Exchange Network) system. Work on Education Data Warehouse model, then preparing student data extracts.

Business Analyst (6 month temporary assignment)

Performed analysis of the requirements for several databases utilized by the Student Support Team. Determined statutory and regulatory requirements, then met with database owners and/or users to determine whether requirements were satisfied. Documented existing databases, made simple repairs where possible, and recommended additional improvements. I also managed the IT end Child Count data collection, which involved interfacing with data owners and with database developers. Also handled calls from the field during the collection period.

Triad Temporary Services, Williston, VT

2004

Temporary Work in Vermont Department of Education

Data entry, filing, and other work as assigned.

Mekkelsen RV, East Montpelier, VT

2002 – 2004

Service Manager

Managed 4 full time technicians, Warranty Clerk and additional seasonal employees. Responsible for scheduling technicians and facilities, budgeting, customer relationships, supplier relationships. Produced first profitable year in 5 years, as reported by industry group.

IBM, Essex Junction, VT**Engineering Manager**

1996 – 2002

Managed team of 12 to 20 engineers and technicians in the Manufacturing Engineering organization. Management responsibilities included career development and coaching of employees, staffing the department to meet objectives, performance planning/measurement, work practice development and salary administration. Technical responsibilities included device yield improvement, process improvement, increasing process capacity, documenting procedures and achieving manufacturing commitments to customers.

Michael E. Bailey**Page 2 of 3**

- Recruited 2 successful engineers for department as part of the Michigan Technological University campus recruiting team. Established pipeline of qualified candidates for Co-op and Intern positions.
- Increased capacity and capability of Lithography area by managing the process of specifying, purchasing, installing and qualifying 20 high-end Steppers and Scanners. This enabled IBM to manufacture its advanced technology products.
- Increased output of the Etch area by 25% by improving product deployment on the existing equipment. Accomplished with no capital investment, and reduced product cycle time in the area by 50%.
- Managed process of changing manufacturing process for newest technology, getting new processes qualified quickly, with excellent device yield and reliability results.
- Member of design team for engineering data analysis tools.

Manufacturing/Maintenance Manager

1994 – 1996

Managed team of 24 to 40 Production Operators and Equipment Maintenance technicians. Management responsibilities included career development/coaching of employees, staffing/training of maintenance organization to achieve business objectives, performance planning/measurement, work practice improvement and salary administration. Technical responsibilities included achieving production requirements to meet customer shipments, achieving equipment availability targets, developing budgets and developing and documenting procedures.

- Recruited and trained 60 technicians for the Maintenance organization, enabling IBM to eliminate a \$2.5M annual Service Contract with no negative impact on equipment performance.
- Developed budgets for the Maintenance area and drove efforts to stay within funded levels.
- Met all production output and cycle time measurements for the area managed.

Engineering Technician

1981 - 1994

Developed and qualified manufacturing processes, qualified equipment, developed/documented procedures for Manufacturing/Maintenance and trained Manufacturing/Maintenance/Engineering personnel.

- Developed and qualified process which increased yield on product by 5%.
- Developed and documented procedures which improved defect performance on product by 50% with no increase in service cost.

Education**Trinity College, Burlington, VT**

- Business Management major
- Coursework: Management, Business Law, Communications, Business Ethics, Accounting (2 semesters), Computer Applications, Organizational Theory, Implementing Organizational Change, Human Resource Management

Michael E. Bailey

Page 3 of 3

University of Vermont, Burlington, VT

- Biological Sciences major
- Coursework: Chemistry, Biology, Calculus, Statistics

Courses and Seminars

IBM Management Development courses, Industrial Relations, Project Management certification series, Woodstock Institute of Negotiations. Many internal courses (Statistics, Statistical Process Control, computer applications, etc.).

Special Training

Intermediate EMT (IV Technician), CPR Instructor and Instructor-Trainer, Police Officer training.

Patents

2 US Patents

1 Japanese Patent

Awards

Multiple IBM awards, including 2 General Manager's Teamwork Awards.

Computer Skills

HTML Programming; Microsoft Office (including Access); Lotus SmartSuite (1-2-3, WordPro, Freelance); Lotus Notes. SPSS and SAS.

DENISE SANDERS**PROFILE**

- Over 25 years experience managing, designing, developing, implementing and supporting IS/IT business solutions.
- Attained diverse business experience in Marketing, Distribution, Sales, Manufacturing, Finance, Engineering, Human Resources, IT and Enterprise Strategic Planning.
- Well-organized, committed, responsive and effective project manager, software developer, technical resource, and team leader.
- Customer needs and product quality focused, community and environmentally conscious.

PROFESSIONAL EXPERIENCE

Vermont Department of Education, Montpelier, VT.

IT Project Manager – Special Projects 5/04 – present

- Coordinated the RFP and vendor selection effort to provide the solution for the implementation of the Education Data Warehouse (EDW).
- For the EDW project, provided project management, vendor interfacing, secure data model and report design and development, policy development, implementation and training services.
- Project Manager and Technical Lead in the enterprise implementation of a grants management system.

Mo'town Consulting, Moretown, VT.

Principal Consultant / Founder 6/03 – 6/04

- Consultant providing graphic and web design and project management services to a variety of clients.
- Designed and developed the web site for the non-profit group, Mad River Neighborhood Association. See www.MRNAvt.org. Project Manager / Secretary / Treasurer responsible for the coordination of all research, fundraising and public relations activities for this association.
- Built the website for Vermont Technology College – Technical Extension Division. Provided significant design input. See www.vtc-ted.org.

Ben & Jerry's Homemade, Inc., South Burlington, VT.

Enterprise Integration Manager 1/96 – 6/03

- IS Manager responsible for the day-to-day operations, tactical project management, and long term strategic planning for Ben & Jerry's Finance, HR, Legal, Administration and IS departments. Worked closely with other business areas, including Sales, Marketing and Supply Chain to ensure tight integration of all business systems. Directly supervised and developed a team of project leaders, business analysts, systems developers and technical architects.
- Founding member of the Project Management Office (PMO), consisting of key leaders from all business functions. The PMO is responsible for reviewing and prioritizing all company projects, ensuring alignment with the business strategies and efficient utilization of resources.

DENISE SANDERS**Page 2 of 3**

- Other contributions include: project and department budget preparation, vendor negotiations, project management, resource management, team leadership and development, disaster recovery and business continuity planning and the development and implementation of the department's Systems Development Life Cycle (SDLC) process.

*LPA Software, Inc., South Burlington, VT.***Project Manager / Group Leader - Custom Software**

5/89 – 1/96

- Received a SEMATECH Outstanding Contribution Award for project management and creativity in leading the team that designed and developed a risk assessment tool that became the cornerstone of member companies environmental and safety programs.
- Group Leader of LPA's Custom Software group. Managed multiple software development projects and provided marketing direction, product design and technical assistance.
- Responsible for Sales and Marketing interface with customers' top management during and after contract negotiations, customer training and support, and development of marketing, system and user documentation.
- Developed Computer Integrated Manufacturing applications that automated networked process manufacturing tools. This automation ensured consistent manufacturing and minimized product defects. Installed these applications internationally and provided operator documentation and training.
- Designed an application that modeled the manufacturing process with respect to the environmental, health and safety risks from the utilized chemicals. Led the team that developed this application and ensured the customers' development life cycle was followed. Process Engineers use this application to develop manufacturing processes that decreased environmental impact and improved employee safety.

*United Engineers, Essex Junction, VT.***Senior Consultant**

5/88 - 5/89

- Involved in the prototyping and documentation of a Computer Integrated Manufacturing system.
- Designed and implemented a measurement tool control system on a micro with interfaces to a PC Network and mainframe.
- Designed and prototyped a Statistical Process Control re-calculation system.

*ICOT / Pathway Design Inc., Natick, MA.***Principal Software Engineer**

6/84 – 5/88

- Principal Engineer responsible for the future direction of the company's full product line. Led multiple teams and was a contributing developer on concurrent projects.
- Worked closely with Marketing and Sales on product strategies. All products were geared to solving the micro to mainframe connection requirements for a standalone micro or a LAN gateway via 3270 and 3770 emulation.
- Other contributions included: network management and administration, training and supervision of engineers, OEM and distributor sales and technical support training, and pre and post sales support.

DENISE SANDERS

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Unitrode Corporation, Watertown, MA.

Project Leader/Business Systems Analyst/Database Administrator 5/81 – 6/84

- Project Leader, Developer and Database Administrator on a variety of MIS application development projects including Sales and Marketing, MIS Operations, Finance and Accounting, Networking, Decision Support, Data Warehousing, Point of Sales, Inventory Control and Manufacturing.

EDUCATION and TRAINING

University of Massachusetts/Boston, B.A. in Sociology with a math concentration.

Champlain College, Burlington Vermont

Courses in Web Page Development, Graphic Design and Designing Media for the Web

Ben & Jerry's University

Project Management, Change Management, Leadership Training, Respect in the Workplace, Collaborative Planning & Decision Making, Individual Style Differences, Performance Development & Goal Setting, Performance Coaching, Performance Feedback, Diversity & Inclusion, Communication Styles, Effective Communications, Performance Documentation, Business Writing, Time Management

University of Massachusetts/Boston, Bunker Hill, Northeastern University, Boston University:
Courses in Basic, COBOL, Systems Analysis and Design, Assembler 8088/80186 and Data Communications.

Glenn Bailey

EDUCATION

- Ph.D. Candidate: General/ Experimental Psychology
University of Vermont, Burlington, VT
September 2000 to October 2003
- M.A.: General/ Experimental Psychology
University of Vermont, Burlington, VT
Degree awarded March 2000
- B.A.: Major: Psychology, Minor: Philosophy
University of New Hampshire, Durham, NH
Degree awarded May 1997

RELEVANT WORK EXPERIENCE

Data Analyst State of Vermont, Department of Education,
Montpelier, VT
May 2004 to present.

Responsibilities:

- As required by NCLB Title IIA, compile and analyze educator quality data for reporting to the US DOE on various aspects of educator quality
- As required by HEA Title IIA, compile and analyze educator quality data for reporting to the US DOE on various aspects of educator preparation
- As required by state statute, compile, analyze and interpret educator quality data for reporting to the Vermont Standards Board for Professional Educators and State Board of Education
- Track licensing status of teachers in Vermont public schools to identify unlicensed or inappropriately licensed teachers
- Provide data to internal and external stakeholders to inform and improve educator preparation and licensure and relicensure processes and requirements, and to monitor compliance with legal requirements
- Assist Vermont Institutions of Higher Education in tracking program completers and collecting data to meet their reporting requirements
- Design and maintain Educator Quality Team databases

Glenn Bailey**page 2 of 3**

- Query databases to create data files meeting specifications for EDEN reporting
- Query databases to create data files meeting specifications for import into Education Data Warehouse
- Provide technical assistance to School Districts in meeting federal reporting requirements
- Create reports related to Educator data in response to ad-hoc data requests from within the department, other state agencies and the public
- Provide technical support to the Educator Quality Team in the design of data collection and analysis systems
- Assist DOE, other state agencies and the public in framing appropriate questions to be answered by using educator quality data
- Provide training to DOE leadership with regards to data-based decision making
- As required by NCLB Title IIA, publish results of required data on Vermont Department of Education website

Data Analyst Contracted by State of Vermont, Department of Education,
 Montpelier, VT
 August 2003 to May 2004.

Responsibilities:

- Contracted to fulfill the federal Highly Qualified Teacher reporting requirements. Responsibilities included cleaning educator quality data, developing system to fulfill reporting requirements and producing and submitting reports to US DOE.

RELATED EXPERIENCE

Graduate Teaching Fellow, University of Vermont, Psychology Research Methods II.
 Assistant to William Falls, Ph.D.
 January 2002 to May 2002.

Graduate Teaching Fellow, University of Vermont, Psychology Research Methods I.
 Assistant to Larry Gordon, Ph.D.
 September 2001 to December 2001.

Graduate Teaching Fellow, University of Vermont, Psychology Research Methods II.
 Assistant to William Falls, Ph.D. and Donald Saucier, M.A.
 January 2001 to May 2001.

Glenn Bailey**page 3 of 3**

Graduate Teaching Fellow, University of Vermont, Psychology Research Methods I.
Assistant to Larry Gordon, Ph.D. and Donald Saucier, M.A.
September 2000 to December 2000.

Graduate Teaching Fellow, University of Vermont, Psychology Research Methods II.
Assistant to David Howell, Ph.D. and William Falls, Ph.D.
January 2000 to May 2000.

Graduate Teaching Fellow, University of Vermont, Psychology Research Methods I.
Assistant to Larry Gordon, Ph.D. and Donald Saucier, M.A.
September 1999 to December 1999.

Teaching Assistant, University of New Hampshire, Beginning Logic. Assistant to Joan
Armstrong, Ph.D.
January 1997 – May 1997.

Teaching Assistant, University of New Hampshire, Beginning Logic. Assistant to
Andrew Christie, Ph.D.
September 1996 – December 1996.

RESEARCH EXPERIENCE

Principal Investigator: Facilitating educational internalization.
Supervisor: Herbert Leff, Ph.D.
September 2000 - December 2000

Principal Investigator: Facilitating factors of the internalization of learning.
Supervisor: Herbert Leff, Ph.D.
September 1998 - March 2000

Research Assistant: Study on people's perception of control.
Supervisor: Steven Clark, Ph.D. Candidate.
September 1996 – May 1997.

Research Assistant: Study on the False Consensus Effect.
Supervisors: Glenn Geher, Ph.D. Candidate and Kathleen Bauman, Ph.D.
Candidate.
January 1996 – May 1996.

Research Assistant: Study on helping behavior and preoccupation.
Supervisors: Glenn Geher, Ph.D. Candidate and Kathleen Bauman, Ph.D.
Candidate.
January 1996 – May 1996.

Stephen R. Magill

Professional Experience

Vermont Department of Education, Montpelier, VT 2001 – Present

Education Data Management and Analysis Director 2002 – Present

Primary responsibilities include managing a team of data analysts that:

- Maintains, cleans, and analyzes all Vermont data from the New England Common Assessment Program (NECAP).
- Manages the alternate assessment database.
- Is responsible for calculating Adequate Yearly Progress (AYP) for all schools and districts in Vermont and creating the associated assessment and AYP reports.
- Calculates the adjusted cohort graduation rate.
- Developed Title III database. Collects and maintains the state English Language Learner (ELL) data and calculates Title III Annual Measurable Achievement Objectives (AMAO).
- Submits all files related to Assessment, AYP, and ELL for the Education Data Exchange Network (EDEN).
- Provides statistical analysis and support as needed.

School Finance Analyst 2001 – 2002

Calculated and produced reports on school enrollments for state funding formula. Determined federal title allocations based on funding formulas. Provided school funding modeling for state legislature.

Northern Prairie Wildlife Research Center, Jamestown, ND 1999 – 2001

Biometrician

Major duties included developing a broad range of statistical methodologies in support of research biology, including adaptive sampling, logistic regression, kriging, and Monte Carlo methods such as bootstrapping and classification trees.

Education

University of Vermont, Burlington, VT

- Master of Science, Biostatistics May 1998

Additional coursework:

Terrestrial Wildlife

Introduction to GIS

Wildlife Conservation

Principals of Conservation Biology

- Bachelor of Arts, Mathematics May 1989

Stephen R. Magill

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Computer Skills

Microsoft Access, Microsoft Excel, Visual Basic for Applications, SPSS, SAS, Microsoft PowerPoint, and Maptitude.

Courses and Seminars Taken

Data-Driven Decision Making and Data Teams, Lamoille Area Professional Development Academy, May 2007.

Survival Analysis, University of Florida, March 2001.

Introduction to Wildland Fire Behavior and Firefighter Training, US Forest Service, June 2000.

Analysis of Messy Data: Mixed Models, Institute for Professional Education, March 2000.

Special Training

Outdoor Emergency Care Technician and Senior Alpine Patroller, National Ski Patrol, since 1992.

D a v i d E . P h i l l i p s
Email: david.phillips@state.vt.us

**State of
Vermont
Work
Experience**

State of Vermont Department of Education, Montpelier, VT

Business Analyst, Student Support Team

09/05- Present

- Coordinate multiple program managers, vendors, IT resources and line employees to implement six annual statewide data collections.
- Publish comprehensive 20-indicator annual performance report designed for federal, state and local use; substantively contribute to the publication of two additional statewide reports.
- Oversee the development and implementation of project plans for the design, build and maintenance of databases of up to 16,000 records.
- Maintain awareness of changing program and reporting requirements; communicate changes to internal IT resources and the field; manage implementation of changes to ensure compliance with federal and state requirements.
- Deliver data and analysis in response to ad hoc legislative requests and to support decision-making for senior department managers and local education officials.

**University
Work
Experience**

University of North Carolina Frank Porter Graham Child

Development Institute, Chapel Hill, NC

05/04-05/05

Program Assistant, Quality Interventions in Early Childhood Care & Education Project

- Created and managed data-tracking spreadsheets, performed basic data analysis and formatted graphs and tables for use in project reports.
- Created and managed a contact-tracking database to improve the accuracy and efficiency of contact management across the project.
- Assisted in planning, scheduling and recruiting for project-training sessions involving up to 40 stakeholders.

George Mason University, Fairfax, VA

08/02-05/04

Research and Teaching Assistantships, Department of Public and International Affairs

- Designed and completed a comprehensive evaluation of the George Mason University Nonprofit Management Program.
- Analyzed the regulatory context and stakeholder communication practices of the Sierra Nevada Forest Plan Amendment Program as a member of a 6-person consultant team to the USDA Forest Service; analysis part of final project publication.
- Independently instructed an undergraduate research methods course of 32 students.

David E. Phillips

Private-Sector Work Experience	<p>Corporate Executive Board, Washington, DC <i>Associate Director, Account Management</i></p> <p>MicroStrategy/Strategy.com, Vienna, VA <i>Senior Account Manager</i></p> <p>Summit Mortgage, Boise, ID <i>Loan Officer</i></p> <p>First Security Investor Services, Boise, ID <i>Investment Officer</i></p> <p>D.A. Davidson & Company, Great Falls, MT <i>Intern, Investment Executive Training Program</i></p>	<p>07/01-02/02</p> <p>12/99-06/01</p> <p>08/96-08/99</p> <p>08/95-08/96</p> <p>04/95-08/95</p>
Education	<p>George Mason University, Fairfax, VA Master of Public Administration, 4.0/4.0 GPA</p> <p>Montana State University, Bozeman, MT B.A., Political Science, 3.5/4.0 GPA</p>	<p>08/02-05/04</p> <p>08/89-12/93</p>
Computer Skills	<ul style="list-style-type: none"> ➤ Highly proficient with Access, Excel, SPSS, Word, Outlook, PowerPoint and Adobe Acrobat. ➤ Proven ability to develop and manage relational database applications: high-level query, report building and data analysis skills. ➤ Skilled in creating publication quality documents utilizing Adobe Acrobat and Word. 	
Skills Training	<ul style="list-style-type: none"> ➤ Business Requirements Management: Ouellette & Associates, June 2007 ➤ Microsoft SQL Server 2000: KnowledgeWave, September 2007 ➤ Vermont Public Manager Program (VPM): Class of 2009 	
Recreation Interests	<ul style="list-style-type: none"> ➤ Enjoy alpine and cross-country skiing, road and mountain cycling. Certified alpine ski instructor and ski instructor trainer. 	

**Stacey Murdock
Data Administration Director
Vermont Department of Education
Montpelier, Vermont**

Qualifications:

- More than 20 years of experience in all aspects of research including information acquisition, research design, data collection, statistical analysis, and written, oral, and graphical presentation of research results.
- Direct supervision of Vermont Department of Education staff members responsible for the data collection and reporting of core education data. These data include student, educator, discipline, and school finance data.
- Experienced in fulfilling the legislated responsibility or program mandate of ensuring data quality, confidentiality, completeness, and integrity through management of the data creation and maintenance.
- Project lead for two National Center for Education Statistics Cooperative System Grants (2004, 2007)

Professional Experience:

Vermont Department of Education

Data Administration Director: September 2003 – Present

Supervise statistical analysts, business analysts and helpdesk staff, Vermont liaison with National Center for Education Statistics Forum, Coordinate the work of data analysts department-wide to ensure that the data management activities are consistent with the strategic and operational goals of the department

School Finance Analyst: July 2000-September 2003

Supervise administrative assistant and analyst, Liaison between School Finance and Information Technology teams, Collect School Finance Data, Statistical analysis of education data, Preparation of annual reports, Database development

Senior Researcher and Statistical Analyst: August 1999-July 2000

Collect School Finance Data, Statistical analysis of education data, Preparation of annual reports, Database development

University of Vermont 1994-1998

Assistant Professor

Taught undergraduate and graduate courses, Developed independent research program, Grant preparation and submission, Mentored individual members of research team, Coordinated members of research team, Developed and evaluated new curricular program for undergraduates, Provided student advising, Served as both chair and member of various committees and task forces

Stacey Murdock

Page 2 of 2

Education:

Doctor of Philosophy, Experimental Psychology, 1994
University of California, Los Angeles

Bachelor of Arts, Psychology with Biology Minor, 1989
University of Texas, Arlington

Achievements:

Graduate of the Vermont Public Manager Program, 2007

Completion of Business Requirements Management Workshop, 2007

University Committee on Research and Scholarship Award, UVM, 1995

Joseph A. Gingerelli, Distinguished Dissertation Award, UCLA, 1994

National Research Service Award, National Institute of Mental Health, 1992-1994

University Fellowship for Graduate Study, UCLA, 1989

SCOTT ANDREW GILES**PROFESSIONAL EXPERIENCE****VICE PRESIDENT FOR POLICY, RESEARCH, AND PLANNING, 2003-PRESENT****ASSISTANT SECRETARY TO THE BOARD OF DIRECTORS, 2005-PRESENT****VERMONT STUDENT ASSISTANCE CORPORATION**

Chief strategy and policy and public affairs officer for \$1.8 billion state-chartered non-profit created to ensure that all Vermonters have the information and financial resources they need to pursue their education goals beyond high school. Areas of responsibility include education and financial aid policy, research, strategic and business planning, marketing, public, community and federal affairs and delivery of outreach services to low-income students and adults. Developed and implemented new strategic and marketing plans, restructured the policy research department, developed new programs for children in state custody, created innovative postsecondary education aspiration campaigns, and led effort to restore culture and service levels in customer relations department.

CHAIRMAN, 2008-2009**FEDERAL ADVISORY COMMITTEE ON STUDENT FINANCIAL ASSISTANCE**

Appointed to the Advisory Committee by the U.S. Secretary of Education and elected by members to serve as Chair. The Advisory Committee was established by Congress to offer Congress and the Secretary of Education unbiased research and guidance regarding access to higher education, early intervention programs, the affordability of higher education, and steps that should be taken to simplify the federal financial aid process.

DEPUTY CHIEF OF STAFF, 2001-2003**COMMITTEE ON SCIENCE**

Member of a leadership team that reinvigorated the committee into an entrepreneurial team wielding influence beyond its traditional jurisdiction. Areas of policy responsibility included budget, appropriations, education, research, research ethics and scientific integrity, and space. Legislative accomplishments included the Mathematics and Science Partnerships Act, the Technology Talent Act, the Cyber Security Research and Development Act, the National Science Foundation Authorization Act of 2002 as well as key provisions of the Homeland Security Act. Served as liaison to the House leadership and the Senate and directed the committee oversight of the space shuttle Columbia accident investigation. Maintained security clearances appropriate to oversight responsibilities.

PROFESSIONAL STAFF MEMBER, 1997-2001**COMMITTEE ON HEALTH, EDUCATION, LABOR, AND PENSIONS (HELP)**

Senior legislative and policy advisor to the Chairman of the Senate Committee on Health, Education, Labor, and Pensions Committee. Areas of responsibility included budget policy and appropriations, education, medical ethics, research policy, nominations and investigations. Served as chief HELP Committee staff negotiator during negotiations with the House of Representatives and the Executive Branch over budget and appropriations for programs under the jurisdiction of the Health, Education,

SCOTT ANDREW GILES**PAGE 2 OF 3**

Labor, and Pensions Committee, co-managed the drafting and enactment of the Higher Education Amendments of 1998 and the National Science Foundation Authorization Act of 1998, and directed the review and confirmation of executive nominations within the jurisdiction of the HELP Committee.

PUBLIC AFFAIRS CONSULTANT, 1990-1996

Independent government relations and Federal policy advisor to corporate, university, healthcare and association clients. Assessed public affairs needs, trained personnel in results oriented government relations, designed government and public relations campaigns, provided supplemental government relations services, and provided strategic program analysis. Areas of specialization included science and education policy and medical ethics. Clients included the University of Vermont, the Experiment in International Living, the Medical College of Wisconsin, the California Community College System, the University of Nebraska, Miami-Dade Community College, and Maricopa Community College.

PROFESSIONAL AFFILIATIONS

Society for Christian Ethics	Kennedy Institute of Ethics
Hastings Center	American Association for the
Society for Health and Human Values	Advancement of Science

EDUCATION

HARVARD BUSINESS SCHOOL, Cambridge, MA
 Finance for Senior Executives, 2008
 Strategic Perspectives in Non-Profit Management, 2009

UNIVERSITY OF VIRGINIA, Charlottesville, VA - M.A., Religious Ethics, 1995

ST. LAWRENCE UNIVERSITY, Canton, NY - Bachelor of Arts, Religious Studies, 1982

HONORS

Outstanding Young Men of America	Thelomathesian Society President--SLU
Presidential Scholar—St. Lawrence University	The Raven Society of the University of Virginia
National Merit Scholarship Commendation	Who's Who in America
Marchant Fund Fellowship University of Virginia	
John C. Stennis Congressional Staff Fellow	

SCOTT ANDREW GILES

PAGE 3 OF 3

PANELS, PRESENTATIONS, PUBLICATIONS AND TEACHING

2008 -2009

Limited public speaking and presentations during tenure as Chair of the Federal Advisory Committee on Student Financial Assistance to official functions.

2007 “Higher Education in Focus,” President’s Retreat, Association of Vermont Independent Colleges, Burlington, VT.

“The Future of Student Loans,” Meeting of the National Association of Independent College and University State Executives, Denver, Co.

“Students and Families First—the Important Role of Non-Profits,” Lexington Institute Forum on Higher Education Finance, Washington, DC.

“Changes in Washington,” Investor Conference, UBS Securities, Charleston, SC.

“The Future of College Access in New England: Are we ready?” Moderator, 31st Annual Conference of the New England Educational Opportunity Association, Burlington, VT

“Shifting Playing Field—Long-term Consequences of the Changing Regulatory Environment,” Annual Meeting of the Education Finance Council, Rancho Mirage, CA.

Federal Student Loan Issues, Designated Negotiator for Secondary Markets and Guarantors, Department of Education Negotiated Rulemaking Team, Washington, DC.

“Outlook for Higher Education—A State and National Perspective,” New England Regional Meeting of the College Board, Boston, MA.

2006 “Accountability in Higher Education: Policy Perspectives,” President’s Retreat, Association of Vermont Independent Colleges, Burlington, VT.

“Why did this happen to us? Budget Reconciliation and other Aggravations.” Summer Conference, Vermont Association of Student Financial Aid Advisors, Killington, VT.

“A Seat at the Table: Socioeconomic Diversity and Access to Selective Colleges and Universities,” Panelist, Yale University, New Haven, Conn.

“Job Training and Adult Education: Meeting the needs of today and tomorrow,” Testimony before the Vermont Next Generation Commission, Montpelier, VT.

“The Secretary’s Commission on the Future of Postsecondary Education: Policy Implications for Vermont,” Testimony before the Vermont Commission on Higher Education Funding, Burlington, VT.

Herman W. Meyers
College of Education and Social Services
University of Vermont
Burlington, VT 05405
(802-656-3282)
Bud.Meyers@uvm.edu

EDUCATIONAL HISTORY

1971 Ph.D. Higher Education Administration, University of Connecticut
 1968 M.A. Counseling and Student Personnel Services, University of Connecticut
 1965 B.A. Social Studies, Montclair State University

AWARDS

2006 Friend of the Family Award, Vermont Association of Consumer Science Educators
 2006 Letter of Appreciation, The National Academies
 2004 Recognition of Service, Vermont State Board of Education
 2004 Merit Award, New England Common Assessment Directors

PROFESSIONAL EXPERIENCE

2009 Founding Director, The James M. Jeffords Center for Policy Research
 2000 -2004 Deputy Commissioner, Vermont State Department of Education
 Responsible for Assessment and Accountability
 1999 Visiting Scholar, Oxford University
 1992-2000 Chair, Department of Education, College of Education and Social Services,
 University of Vermont, Burlington, Vermont
 1971 -present Associate Professor, Department of Education, Educational Leadership Program,
 College of Education and Social Services, University of Vermont, Burlington,
 Vermont
 1984 –summer Visiting Scholar, University of Oulu, Oulu, Finland
 1978 Visiting Scholar, Center for Educational Research at Stanford, Stanford University,
 Palo Alto, California
 1973-1979 Director, Vermont Teacher Corps, College of Education and Social Services,
 University of Vermont, Burlington, Vermont
 1971-1973 Director, Laboratory Experiences and Career Planning, College of Education and
 Social Services, University of Vermont, Burlington, Vermont
 1971-1975 Assistant Professor, Department of Education, College of Education and Social
 Services, University of Vermont, Burlington, Vermont
 1968-1971 Assistant Director, Office of Professional Education and Instructor, School of
 Education, University of Connecticut, Storrs, Connecticut
 1967 Graduate Assistant, Office of Professional Education, School of Education,
 University of Connecticut, Storrs, Connecticut
 1966-1967 Teacher, Town of East Hampton, Connecticut
 1965-1966 Teacher, Town of Caldwell, New Jersey

Herman W. Meyers**PROFESSIONAL SERVICE****National:**

- 2004 Invited panelist , The National Academies, Division of Behavioral Sciences and Education, Committee on Test Design for K-12 Science Achievement
- 2002-2004 Deputies Leadership Commission, Council of Chief State School Officers
- 2004 Invited presentation, Vermont's Science Assessment. National Academies: National Research Council. Division of Behavioral and Social Sciences. Working group of assessment directors for the Committee on Test Design for K-12 Science Achievement. Washington, DC.
- 2004 Discussant. Validating Vermont's Alternate Assessment System. Council of Chief State School Officers Annual Meeting on Large Scale Assessment. Boston, MA.
- 2003 Invited presentation. Lessons from Nebraska, Maine, and Vermont: Building local assessment capacity in school districts. Council of Chief State School Officers Annual Meeting on Large Scale Assessment. San Antonio, TX.
- 2002 Invited presentation, Developing Capacity for Local Assessment in Vermont Council of Chief State School Officers Annual Meeting on Large Scale Assessment.
- 2001 Invited presentation. Rules for the Accountability System Based on Student Performance. Council of Chief State School Officers. New England Deputy/ Associate Commissioner of Education Meeting. September 20, 2001
- 1988 The Effective Schools Movement in Vermont, United States House of Representatives Committee on Education and Labor, Paper presented at the Seminar on Effective Schools, Washington, DC: U.S. Congress, September 14.
- 1986 Invited Testimony, United States House of Representatives Committee on Education and Labor: Effective Schools, The Congressional Record, March 4.

PUBLICATIONS

Books: Meyers, H. & Joyce, B. (Eds) *Inservice of youth*. Washington, DC: Association of Teacher Educators, 1979.

Monographs: Meyers, H. & Shiman, D. *FAPE: A monograph on free and appropriate education for all*. Burlington, VT: University of Vermont, 1977.

Meyers, H. *The search for entente: A model for collaboration in three acts*. Washington, DC: Teacher Corps Management, January, 1979.

Meyers, H., Corrigan, D. & Smith, W. *Remarks: AACTE, 1976*. Washington, DC: National Teacher Corps, January, 1976.

Articles: Gross, K., Harris, D. & Meyers, H. (in press) "Serious mathematics for K-6 teachers leads to higher student achievement." *Science Magazine*.

Meyers, H. "Leading to Change with the Change Toolkit." *Education Leadership Newsletter*. Council of Chief State School Officers. One Massachusetts Avenue, NW ° Suite 700 . Washington, DC 20001-1431. September, 2005.*

Herman W. Meyers

Meyers, H. "School quality in Vermont and the effective schools process: Meeting the challenge of No Child Left Behind." *Journal of Effective Schools*. 2.2. 61-66. 2003

Meyers, H. & Smith, S. "Coming Home: Mentoring new teachers. A school/university partnership to support the development of teachers from diverse ethnic backgrounds." *Peabody Journal of Education*. Special Issue, 74.2. 75-89, 1999.*

Villa, R. A., Thousand, J. S., Meyers, H., & Nevin, A. "Teacher and administrator perceptions of heterogeneous education." *Exceptional Children*, 63(1), 29-45. 1996.*

Meyers, H.W. "Can Middle Level Education Help Kids to Stay in School?" *VAMLE Journal*, September, 1991

Paper Presentations:

Meyers, H. & Harris, D. "The Vermont Mathematics Initiative Student Achievement from Grade 4 to Grade 10 2000 Through 2006" Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY, March, 2008.

Meyers, H. "The Vermont Mathematics Initiative: Student Achievement from Grade 4 to Grade 10." Paper presented at the Annual Meeting of the American Educational Research Association San Francisco, CA, April, 2006

Morgan, A.M., Killeen, K. & Meyers, H. "Mobile Students: A Challenge for Accountability." Paper presented at the Annual Meeting of the American Educational Research Association San Francisco, CA, April, 2006

Meyers, H. & Harris, D. "Evaluating the Vermont Mathematics Initiative in a Value Added Context." Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, PQ, 2005.

Meyers, H. "The Full Range of Assessments Needed Now: Local Assessments can Balance NCLBA Mandates. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, PQ, 2005.

Killeen, K., Meyers, H., Crow, G. & Hasazi, S. "Social Justice Developments in Leadership Training Programs: Findings From a National Survey of Leadership Faculty." Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, PQ, 2005.

DeStefano, L., Hasazi, S., Hock, M. & Meyers, H.W. "Validating Alternate Assessment Systems: Methods and Results from Vermont's Longitudinal Validation Study." Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, PQ, 2005.

Robert Michael McNamara

Academic Preparation

1972 – present	Extensive formal and informal coursework and other professional development
6/69-7/72	Master of Science in Counseling (St. Michael's College, Winooski Park, VT) Thesis: <u>A Cross Validation Study: Bender Visual Motor Gestalt Test and the Weschler Intelligence Scale for Children</u>
9/64-6/69	B.A. Political Science (St. Michael's College, Winooski Park, VT)

Professional Education Experience

Montpelier Public Schools, Montpelier, VT

8/09 – present

Special Assistant to the Interim Superintendent working two days per week on special projects to assist the school district as they hire and transition to a new superintendent. Responsible for the design and implementation of a new comprehensive student information system with a focus on collecting and using data to monitor progress toward board defined “ends” as well as leading the superintendent search.

McNamara Educational Consulting, LLC, Waterbury, VT

7/08 – present

Consultant contracting with local school boards to provide mentoring and support to new superintendents of schools.

Washington West Supervisory Union, Waitsfield, VT

7/04 – 6/08

Superintendent of Schools for a six town, eight school board, seven school, 2100 student school district in north central Vermont. Led efforts to design and implement a comprehensive, data-driven school district. Worked with administrators and boards to align board policies, teacher contracts, educator evaluation, and common assessments across the schools. Established a data council and implemented the first comprehensive student information system.

Lamoille North Supervisory Union, Hyde Park, VT

7/00 – 6/04

Superintendent of School for a six town, eight school board, 2000 student public school system in northern Vermont. Led a comprehensive school district design focusing on redefinition of central office roles and responsibilities, strengthening of the administrative team, strengthening collaboration and cooperation amongst school boards, and building effective partnerships with regional social service and law enforcement agencies.

Robert Michael McNamara**Page 2 of 2****Vermont Department of Education, Montpelier, VT**

7/85 – 6/00

Director of Policy, Planning and Operations (10/96 – 6/00) Senior manager charged with the primary responsibility for results-based strategic planning and coordinating department operations to respond to the needs of transforming schools and districts. Activities included the design of a comprehensive information management system, redesign of how technical assistance is provided to low-performing schools under the new federal and state accountability laws and regulations, grants management for Goals 2000, Technology Literacy Challenge, and Ed-Flex. Wrote and received numerous competitive federal grants in areas such as Title II Teacher Quality and Reading Excellence.

Manager of School Development and Information (1/92-1/96)

Chief Financial Officer (acting) 7/91-1/92

Chief of Curriculum and Instruction 10/90-6/91

Director of Special and Compensatory Education 10/88-6/89

Chief of Compensatory Education 7/85 – 9/88

RMC Research, Portsmouth, NH

9/89 – 11/90

Project Director for the first Chapter 1 Rural Technical Assistance Center for the Northeastern Region of the United States (New England and New York)

Other Related Experience

9/69 – 6/85

Worked in a series of elementary and middle level teaching and counseling jobs in public education, including serving as a local school board member for one term in my home town.

Licenses

State of Vermont; Superintendent of Schools

Amy L. Cole

EDUCATION

Ph.D. Candidate in Integrated Studies in Education McGill University, Montreal QC	2008-2010
M.Ed., University of New Hampshire, Durham NH Thesis: K-8 Writing Instruction	1990-1993
B.A., Boston University, Boston MA Major: International Relations, Minor: German	1984-1988

PROFESSIONAL EDUCATOR LICENSES (past and present)

- Elementary teaching, grades K-8(NH)
- Secondary social studies, grades 7-12 (NH)
- Middle level social studies, grades 5-8 (VT)
- Secondary social studies, grades 7-12 (VT)
- Superintendent (VT)
- Principal (VT)

OTHER RELEVANT PROFESSIONAL EXPERIENCES

Director of curriculum, instruction and assessment; Chittenden South Supervisory Union, Shelburne VT <i>Facilitated the development and implementation of Prek-12 CSSU Curriculum Frameworks in all content areas; oversaw the implementation of state and local assessments, school action plans and teacher supervision and evaluation; coordinated teacher and administrator professional development; managed federal grants; supervised math and literacy coordinators, technology integration specialists and English Language Learner teachers.</i>	2001-2006
Interim principal; Williston Schools, Williston VT <i>Served as interim principal in this Prek-8 CSSU feeder school for one year while concurrently serving as CSSU Curriculum Director until the position was filled.</i>	2004-2005
Director of curriculum, instruction and assessment; Fall Mountain Regional School District, Charlestown NH <i>Facilitated prek-12 curriculum committees; coordinated professional development, oversaw the implementation of state and local assessments and the FMRSD student profile; managed the federal grants; supervised the K-8 reading specialists and career education teacher.</i>	1999-2001
Classroom teacher; Kearsarge Regional School District, New London NH <i>Taught grade 7 social studies and reading</i>	1996-1999
Classroom teacher; Deerfield Community School, Deerfield NH <i>Taught a self-contained grade 5 (all content areas) for two years and 7th grade social studies and reading for one year</i>	1993-1996

Amy L. Cole CV**Page 2 of 3**

Classroom teacher; Three Rivers School, Pembroke NH 1991-1993
Taught grade 7 social studies and writing

ACADEMIC APPOINTMENTS

Adjunct faculty, Graduate Program in Teacher Education & Educational Leadership St. Michael's College, Colchester Vermont	2006-present
Graduate research assistant, <i>Changing Literacies/Changing Formations</i> , Chateaugay School Board "Learning with Laptops" initiative, Partnership with Learn Quebec and McGill University	2008-2010
Graduate research assistant, <i>Partnerships for a Change: Teacher Relocation</i> Pre-service teacher portfolio qualitative study, Department of Integrated Studies in Education, McGill University	2008-2009
Teaching assistant, <i>Philosophical Foundations</i> , Office of Undergraduate Education Department of Integrated Studies in Education McGill University	Fall 2008
Course instructor, <i>Social Studies Methodology</i> , Office of Undergraduate Education Department of Integrated Studies in Education, McGill University	Fall 2008

RESEARCH**2007-present**

Partnerships for a Change: Teacher Relocation. Teacher portfolio study.
 Research assistant. PI: David Dillon; Co-Investigators: Claudia Mitchell, Teresa Strong-Wilson,
 McGill University, 2008-09.

Learning with Laptops, McGill University in partnership with Learn Quebec.
 Research assistant. PI: Teresa Strong-Wilson, 2008-09.

Public education and childhood poverty: perceptions of poverty among Vermont educators.
 Course research: "Qualitative Research" with Dr. Julia Russell, University of Vermont, 2007.

Rural school accountability, document analysis of Maine and Vermont's school accountability systems.
 Course research: "Curriculum Controversies" with Dr. Marilyn Cochran-Smith, Boston College, 2007.

INDEPENDENT CONSULTING**2006-present**

-
- Writing curriculum (Prek-8), South Burlington School District, VT
 - Evidence-based instruction (K-5), Chittenden Central Supervisory Union, Essex Jct. VT
 - Curriculum mapping (K-6), Franklin Northwest Supervisory Union, Swanton VT
 - Program evaluation, *Formative Assessment Pilot*, (K-12), Vermont Department of Education
 - Professional learning communities (9-12), Washington West Supervisory Union, Warren VT
 - Curriculum review, action-planning (9-12), Community High School of Vermont, Waterbury VT
 - Technology education integration (9-12), Addison Northwest Supervisory Union, Vergennes VT
 - Formative assessment (Prek-12), Champlain Valley Educator Development Center
 - Curriculum coordination (Prek-12), Lamoille North Supervisory Union, Hyde Park VT
 - Teacher supervision & evaluation (Prek-12), Orleans Southwest Supervisory Union, Hardwick VT

PUBLICATIONS**2008-present**

- Cole, Amy L. (2009). *Object-memory, embodiment and teacher formation* in Mitchell C., (Ed.), *Memory and Narrative*, Routledge. Manuscript submitted for publication.
- Strong-Wilson, T., Thomas, B., Cole, A., Rouse, D. & Tsoulos, D (2009). *Teachers first: changing literacies through changing formations*. Manuscript in preparation.
- Mitchell, C., Dillon, D., Strong-Wilson, T., Pithouse, K., Islam, F., O'Connor, K., Rudd, C., Staniforth, P. & Cole, A. (2009). *Things Fall Apart and Come Together: Using the Visual for Reflection in Alternative Teacher Education Programmes*, *Changing English*. Manuscript accepted with minor revisions.
- Strong-Wilson, T., Rouse, D. & Cole, A (2009). *Marching with the penguins: turning points in teacher formation*. Manuscript in preparation.
- Cole, A. (2009). *Rural school accountability*. Manuscript in preparation.
- Cole, A. (2009). *Power and authority in Vermont schools*. Manuscript in preparation.

CONFERENCE PRESENTATIONS**2001-present**

- Cole, Amy L. (2009). *Formative instruction: embedding formative assessment strategies in daily classroom instruction*; Curriculum & Pedagogy Conference; Decatur, GA.
- Rouse, D., Cole, A., Strong-Wilson, T., Thomas, B. (2009, May). *Bricolage bloggers: teachers creating an online professional learning community*, Association for Teacher Education (CATE) at the annual Canadian Society for the Study of Education (CSSE) conference.
- Strong-Wilson, T., Cole, A. (2009). *Relocation "as" teacher formation: the construction of pre-service teacher portfolios within school-university partnerships*, Canadian Association for Teacher Education (CATE) at the annual Canadian Society for the Study of Education (CSSE) conference.
- Strong-Wilson, T. & Cole, A. (2009). *A case of the emperor's new clothes? Tailoring the portfolio to teacher development and identity formation*; presentation to the McGill Faculty of Education retreat.
- O'Regan, B., Cole, A. (2004). *Vermont school governance*. Vermont Education Leadership Alliance (VELA) conference.
- Cole, A. (2004). Panel member, *Instructional leadership*. University of Vermont Stafford Scholars.

GRANTS**1996-present**

- *Developing High School Performance-Based Graduation Requirements*, Vermont Institute of Science, Math and Technology grant
- *Aspiring New Administrators*, Gates Foundation/Vermont mini-grants
- *Educational Leadership Grant*, Wallace Foundation
- *Technology Leadership Grant* application for the NH Department of Education, Bill and Melinda Gates Foundation
- *Developing a District-Wide Student Profile*, Best Schools Leadership Project, NH Department of Education
- *Developing a High School Competency-Based Transcripts*, NH Department of Education Benchmark School-To-Work grant
- *Using Student Portfolios for Student-Led Parent Conferences*, Kearsarge Regional School District Team Incentive Project

References available upon request.

Andrew Condon PhD

Objective Challenging leadership role in the nation's workforce information system

Professional Experience December 2005 – Present
State Of Vermont - Dept Of Labor Montpelier, VT

Chief: Economic and Labor Market information

- As Director of Economic and Labor Market Information for the Vermont Department of Labor I manage the team responsible for all the Fed/State and State only labor market research programs. These include all ongoing employment, unemployment, jobs, and occupation survey programs as well as infrequent labor market research activities.
- Advisor to the Department on policy towards affecting Vermont's labor market and workforce.
- Consulting and training resource to Vermont's Workforce Information Boards, and the economic development community

December, 1995 – December, 2005

Gannett Newspapers – The Burlington Free Press Burlington, VT

Market Research Manager / Interim Market Development Director

- As market research manager for a 60,000 circulation daily newspaper, I was responsible for designing, conducting and communicating multiple research programs to assist the News, Circulation and Advertising Divisions, understand and devise strategies to understand the needs of their audiences and compete effectively with other media.
- As Interim Market Development director. I was responsible for all aspects of the newspaper's promotion, circulation and advertising development. As the principal strategic planning component of the newspaper I was responsible for all aspects of developing the newspaper's annual plan and sales & cost budgets. I was personally responsible for developing and managing the newspaper's promotion and development budget.

December, 1985 – December, 1995

University of Vermont Burlington, VT

Assistant Professor Of Applied Economics

- Taught courses in Research Methods / Methodology (graduate), Micro Economic Theory, Economic Forecasting Methods, Decision Making Under Risk, Small Business Marketing, Seminar in Entrepreneurialism. Though, primarily a teaching position, my research program was aimed at developing my Cooperative firm institutional theory work, Technology transfer in developing nations, and Operations Research models simulating new management processes in dairy agriculture.

Andrew Condon PhD

Page 2 of 2

- Professional memberships** Elected member of the national Workforce Information Council, the advisory board to the US Department of Labor guiding all new developments in the nation's workforce information system.
- Education** **Ph.D. Applied Economics:** Virginia Polytechnic and State University, Blacksburg VA, 1990
- MS Applied Economics:** University of Massachusetts, Amherst, MA, 1981
- BS Applied Economics:** University of Massachusetts, Amherst, MA, 1975
- Languages** Spanish

Project Narrative

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

Attachment 1:

Title: **Appendix C** Pages: **4** Uploaded File: **C:\Documents and Settings\staceymurdock\Desktop\SLDS\final pdfs\Appendix C.pdf**

Appendix C: Current Status of State's Longitudinal Data System (SLDS)

Capability/ Element	Current Development	Relevant Outcomes
<p>Required data system capabilities. A statewide, longitudinal data system developed with funding obtained pursuant to this grant competition must have the following seven capabilities:</p>		
<p>C1. Examine student progress and outcomes over time... [and] include data at the individual student level from preschool through postsecondary education and into the workforce.</p>	<p>Currently under development. System will be expanded with 2010 SLDS grant funds</p>	<ul style="list-style-type: none"> Expanded EDW data including PK Assessment, SAT, AP, National Student Clearinghouse, and workforce data. Expanded EDW reports to increase longitudinal analysis of these data.
<p>C2. Facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice... Support interoperability...to ensure linkage and connectivity among the various levels and types of data.</p>	<p>Currently under development. System will be expanded with 2010 SLDS grant funds. Indicator developed by NCESS partially supported by NCESS with funding from the Nellie Mae Foundation.</p>	<ul style="list-style-type: none"> A research /indicator development plan with the assistance of research partners to develop readiness, predictive, early warning, and program effectiveness indicators for students receiving services in these areas. Expanded EDW data model and reports to include information identified in this area.
<p>C3. Link student data with teachers, i.e...so that a given student may be matched with particular teachers primarily responsible for providing instruction in various subjects.</p>	<p>Currently under development. System will be expanded with 2010 SLDS grant funds.</p>	<ul style="list-style-type: none"> Implement standard data model and statewide student information system allow mandatory SIF vertical reporting providing real-time data linking students and teachers at state level. Implement a state operational data store that includes linked student-teacher information. Expanded EDW data model and reports to facilitate data use and accessibility.
<p>C4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training</p>	<p>Vermont has this capability, work is planned to expand the information available for analysis and funded by VT DOE. No work is budgeted under the 2010 SLDS grant.</p>	

Capability/ Element	Current Development	Relevant Outcomes
C5. Enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Increased frequency of EDW data loads, improved timeliness of information as allowed by vertical interoperability achieved with the SIF agent. Implement a statewide portal platform where parents, educators, department staff can access information as part of the statewide student information system.
C6. Ensure the quality and integrity of data contained in the system.	Currently under development. Data quality checks will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Expanded system of data audits and validity checks as appropriate for the SIF enabled statewide system and state operational data store. Implement comprehensive professional development plan to ensure local staff are able to use information toolset for both operations and data-driven decision making.
C7. Provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in EDFacts...	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Increased frequency of EDW data load to allow for automation of EDFacts reporting. Expanded EDW data model to include metrics for State Fiscal Stabilization Fund requirements.
Required data system elements. A data system developed with funding obtained pursuant to this grant competition must include at least these 12 elements prescribed by the America COMPETES Act:		
E1. Unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed...)	Work completed	

Capability/ Element	Current Development	Relevant Outcomes
E2. Student-level enrollment, demographic, and program participation information	Work Completed for PK-12. Currently under development for post-secondary. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Integrate post-secondary data into the EDW. Add post-secondary indicators to school report.
E3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> EDW expansion includes the creation and population of a data object for National Student Clearinghouse (college enrollment) data.
E4. The capacity to communicate with higher education data systems	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Post-secondary indicators through ongoing collaboration with research advisory council. Expanded EDW data model and EDW reports to provide role appropriate access to post-secondary data.
E5. A State data audit system assessing data quality, validity, and reliability	Currently under development. Audit system will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Expanded system of data audits and validity checks as appropriate for the SIF-enabled statewide system and state operational data store.
E6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	Work Completed	
E7. Information on students not tested, by grade and subject	Work Completed	
E8. A teacher identifier system with the ability to match teachers to students	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Standard data model and statewide student information system will allow mandatory SIF vertical reporting providing real-time data linking students and teachers at state level. Expanded EDW data model and reports to facilitate data use and accessibility.

Capability/ Element	Current Development	Relevant Outcomes
E9. Student-level transcript information, including information on courses completed and grades earned	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Automated transfer of student transcript information from local districts to state district to district, and district to institutions of higher education.
E10. Student-level college readiness test scores	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Adoption of a research agenda that includes measuring the college preparedness for Vermont students. Expanded EDW data model and EDW reports to include college readiness test scores..
E11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Collection of post-secondary data including student-level financial aid and remedial course taking. Expanded EDW data objects and EDW reports to include indicators of post-secondary success.
E12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Currently under development. System will be expanded with 2010 SLDS grant funds.	<ul style="list-style-type: none"> Identification of other information necessary to address alignment through VT DOE research partners.

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **Appendix D - Letters of Support** Pages: **9** Uploaded File: **C:\Documents and Settings\denisesanders\My Documents\SLDS\Support Letters - all versions\Appendix D - Letters of Support.pdf**

Congress of the United States
Washington, DC 20515

December 2, 2009

The Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue, SW
Room 7W301
Washington, DC 20202-1510

Dear Secretary Duncan:

We write in support of an application submitted by the Vermont Department of Education under the FY2009 American Recovery and Reinvestment Act, Statewide Longitudinal Data Systems Grant. We are pleased to bring their application to your attention.

Vermont has a very strong commitment to quality education for all of its citizens. From our small, rural districts, which represent the majority of our schools, to larger districts that host significant numbers of resettled refugees, our schools continue to meet high standards. The state continues its work to increase communication and collaboration among districts so all students will have access to equal educational opportunities.

Information technology has become an essential tool for our students, and technological literacy helps our children succeed in school and in the world of work. This is also true for our parents, educators, and administrators who are working to improve student success. The Vermont Department of Education will implement a P-20 Longitudinal Data System by expanding its existing prekindergarten, K-12, and postsecondary partnerships to create a comprehensive data system that includes all the required capabilities and elements to capture student data. This system will help enhance Vermont's academic achievement by highlighting trends, show gaps, and target areas that need improvement. This work will be informed by Vermont's continuing collaboration with the states of Maine, New Hampshire, and Rhode Island through the New England Secondary School Consortium (NESSC), which is developing regionally-comparable indicators to evaluate the effectiveness of these instructional strategies. Timely, accurate, and quality data is essential for Vermont in our goal of continued accountability and student improvement.

Thank you for giving this grant request the serious consideration it deserves. Should you have any questions about our support of this application or concerning the application itself, please feel free to contact us.

Sincerely,



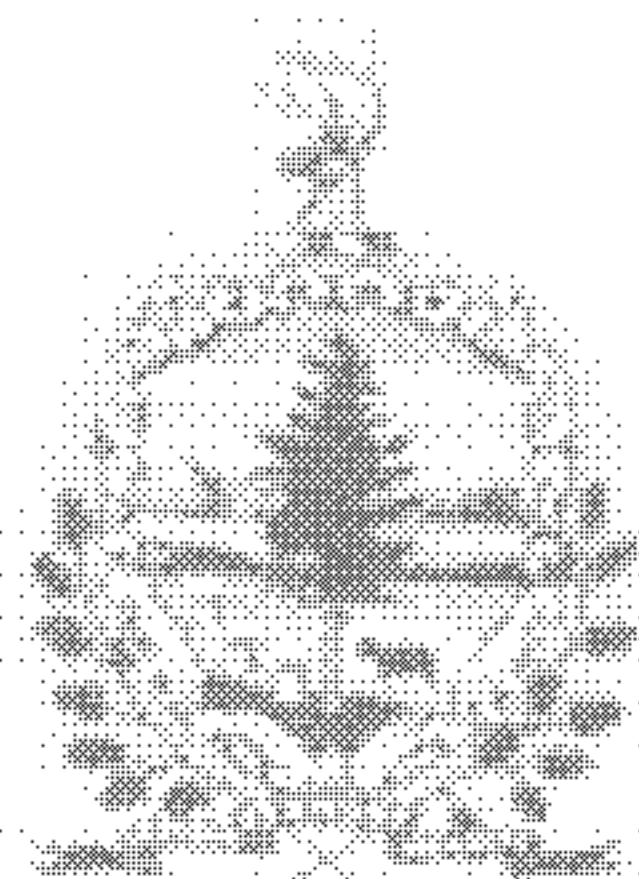
PATRICK LEAHY
United States Senate

BERNIE SANDERS
United States Senate

PETER WELCH
United States Congress

PRINTED ON RECYCLED PAPER

JAMES H. DOUGLAS
Governor



State of Vermont
OFFICE OF THE GOVERNOR

November 23, 2009

Commissioner Armando Vilaseca
Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

Dear Commissioner Vilaseca,

I would like to add my voice in support of the Vermont Department of Education's longitudinal data systems grant application.

Vermont is among the leaders in education outcomes for our students nationally, but we are not resting on our laurels. Together with others in our state and throughout our region, we are working to improve education and advance quality learning opportunities for our next generation.

Just recently, I was pleased to join my colleagues from Rhode Island and New Hampshire to highlight the fact that the three original *New England Common Assessment Program* states were among only four states to show improvement on the *National Assessment of Education Progress* test in mathematics at both the 4th and 8th grade levels. Through other partnerships, such as the *New England Secondary School Consortium*, we are leveraging our resources to improve student outcomes. Additionally, the State Board of Education is working on an ambitious statewide transformation effort. And under your leadership, the Department is helping local school districts maximize the benefit of federal recovery dollars, as well as strongly positioning Vermont to compete for *Race to the Top* funding opportunities.

In recent years, Vermont has worked to build a foundation on which to erect these reforms. We have committed to ensuring that all Vermonters have access to the technology they need to succeed in the 21st century through the *e-State Initiative*. We set a goal of delivering high-speed broadband services to every corner of the state by the end of 2010 and we are working diligently to get that job done. We have focused on bringing these technologies to school districts around the state so that our students, teachers and administrators have the tools they need to reform education.

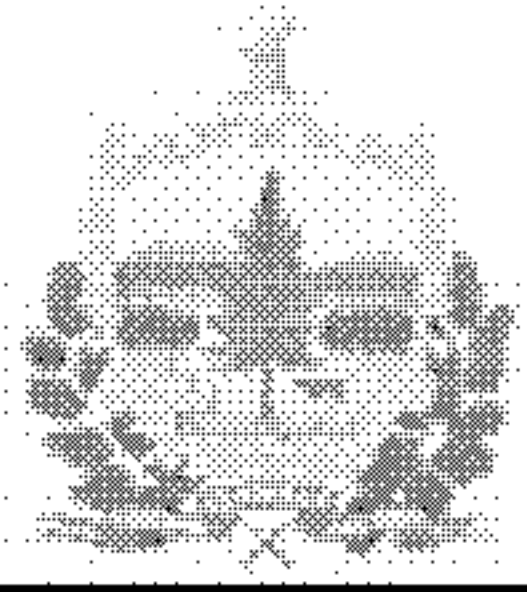
The steps we have taken to extend broadband technologies throughout Vermont and our education reform efforts will help Vermont successfully deploy a longitudinal data system statewide. In doing so, we will provide education officials, teachers, parents and students with better information to improve education outcomes and prepare the next generation of Vermonters for lifetime success.

Sincerely,

James H. Douglas
Governor

JHD/dc

109 STATE STREET • THE PAVILION • MONTPELIER, VT 05609-0101 • WWW.VERMONT.GOV
TELEPHONE: 802.828.3333 • FAX: 802.828.3339 • TDD: 802.828.3345



State of Vermont
Vermont Department of Education
 120 State Street
 Montpelier, VT 05620-2501

December 2, 2009

Review Committee
 Statewide Longitudinal Data System Grant Program
 National Center for Educational Statistics
 1990 K Street, NW Room 9067
 Washington, DC 20006

To Whom It May Concern,

I am writing to convey my strong support and enthusiasm for Vermont's longitudinal data system grant application. If awarded, this grant will create an economy of scale and provide educators and parents throughout our state with *equitable* access to high quality information and high quality information toolsets.

The most appropriate way to explain our approach to this project is to describe the current state of our information systems and the systems within our school districts. Vermont, like many states, is a local control state. According to Tax Master, we have the fifth highest tax burden per capita. Vermont school districts are continually confronted with difficult budget choices and the reality of heating and maintaining schools, and paying teachers sometimes comes in conflict with other budget items such as implementing information systems.

Currently, the effort and cost related to selecting, implementing and maintaining information systems is duplicated across Vermont. Our 60 supervisory unions maintain their own information systems and spend an inordinate amount of time responding to data collections to meet state and federal reporting requirements. Vermont, like many rural states, has a shortage of people trained and skilled in data management and information technology. Many times schools rely on staff to do this type of work as a side component of their primary job.

The requirements related to the four ARRA assurances, the America Competes Act and ARRA grant requirements have put our districts at a critical tipping point. They do not have enough resources, capital or human, to meet new requirements. Our superintendents have realized this and have unanimously urged me to use this grant opportunity to implement a single statewide information toolset which can then be integrated with a state level information system. We will do this in partnership with our districts. We do not see how we can meet these requirements without such a system.

This project will be coordinated with other initiatives we hope will be funded with other grant awards. Vermont will be proposing a plan to implement a Statewide Education Portal (Race to the Top) which will serve as an aggregator of high quality information and analytical resources which will provide educators, parents and the general public accessible information related to educator,



student and program performance. We will also propose implementation of a statewide curriculum management system using ARRA School Improvement Grant administrative funds.

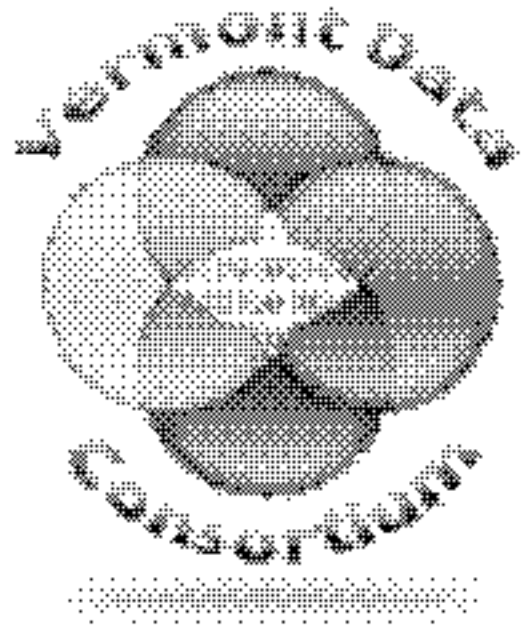
The vision for increased accountability and accessibility of information expressed by Secretary Duncan and President Obama is forward-thinking and critical to improving education outcomes in our country. It does, however, come with significant challenges for rural states which must implement systems of the same scope as larger states, without the economy of scale and access to staff with the skill sets required to implement enterprise systems. We believe we have developed an approach which will enable us to not only meet the new reporting requirements but will allow us to implement high-quality systems that will be available to all educators and will also provide access to professional development for using data to improve instruction.

It is my sincere hope that this proposal is accepted and Vermont receives the funds necessary to implement the systems needed to improve education outcomes for our students.

Sincerely,



Armando Vilaseca
Commissioner



Vermont Data Consortium
 250 Main Street, Suite 202
 Montpelier, VT 05602
 November 18, 2009

Armando Vilaseca
 Commissioner of Education
 Vermont Department of Education
 120 State Street
 Montpelier, VT 05620

Dear Commissioner Vilaseca:

The Vermont Data Consortium (VDC) is pleased to write this letter in support of the Vermont Department of Education's application for a Longitudinal Data Systems grant. As a partner with the Department since 2004 on implementation of the Vermont Education Data Warehouse, the VDC keenly understands the need to go beyond what has already been accomplished and create a P-20 longitudinal data system with its supporting components.

The mission of the Vermont Data Consortium is to ensure that Vermont supervisory unions/districts have cost-effective, timely and accurate student and educational data available to address continuous school improvement as well as state and federal accountability and reporting requirements. The VDC currently has 31 member-districts (52%) working toward this goal. We firmly believe implementing a system with the capabilities and elements required by this grant is critical for our organization to ultimately meet its mission.

With our organization comprised primarily of curriculum directors, education technologists and data analysis staff from throughout Vermont, many of the struggles our members encounter on a daily basis are directly related to the lack of a P-20 system such as the grant requirements describe. Even with the substantial improvements Vermont has made over the last five years, the amount of time district and school staff still spend responding to data submission requirements is far from ideal and the lack of a full "quiver" of data reporting and analysis tools still hinders school improvement efforts. We are confident that through this grant we can change the paradigm for collecting data as well as enhance the use of education data to ultimately impact student achievement in a way that our current systems have not allowed us to do.

Sincerely,

Bill Kimball

Bill Kimball, Chair
 Vermont Data Consortium Board of Directors
www.vermontdata.org



State of Vermont
Agency of Human Services
Office of the Secretary
103 South Main Street
Waterbury, VT 05671-0204
www.ahs.state.vt.us

[phone] 802-241-2220
[fax] 802-241-2979

Robert D. Hofmann, Secretary

November 19, 2009

Department of Education
Attn: Commissioner Vilaseca
120 State Street
Montpelier, VT 05620

Dear Commissioner Vilaseca;

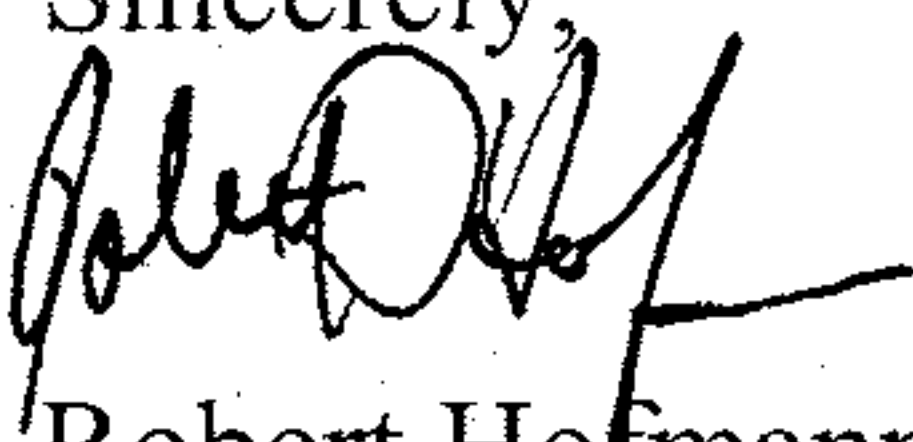
The Agency of Human Services is pleased to offer its strong support to the longitudinal data systems grant proposal submitted by the Vermont Department of Education.

It has long been a goal of both departments to better integrate services for children. We are often stymied by the lack of data that can be used to compare services and outcomes. We believe the data system you are proposing to build and implement will give us key information, in the short term to help identify problems across our systems and in the long run to help planning.

AHS is embarking on key changes that will intersect in important ways with your proposed project. First, AHS is also modernizing our IT systems. We have a unique opportunity to make sure our two systems can communicate and share data. To that end, AHS will commit to participating in your projects' advisory body. We agree that it will be crucial in the design and implementation of our IT initiatives to be sure they work effectively together.

AHS is also embarking on a process to fully integrate our services to children. We are keenly interested in full integration with the educational system too. To accomplish that goal, we will need effective IT systems that are designed for us to share information in a timely way, on individual students as appropriate, and on trends. As you know, we are engaging the University of Vermont to assist our two departments in the study of the issues and designing the systems changes needed to accomplish this. Good data will be key.

For all these reasons, we are strongly supportive of your proposal and anxious for it to be approved.

Sincerely,

Robert Hofmann
Secretary

RDH/dtn



State of Vermont
Department of Labor
5 Green Mountain Drive
P.O. Box 488
Montpelier, VT 05601-0488
www.labor.vermont.gov

[phone] 802-828-4000
[fax] 802-828-4022

November 25, 2009

Armando Vilaseca
Commissioner
Vermont Department of Education
120 State Street
Montpelier, VT 05620

Commissioner Vilaseca:

I am writing to express strong support for the longitudinal data systems grant proposal submitted by the Vermont Department of Education.

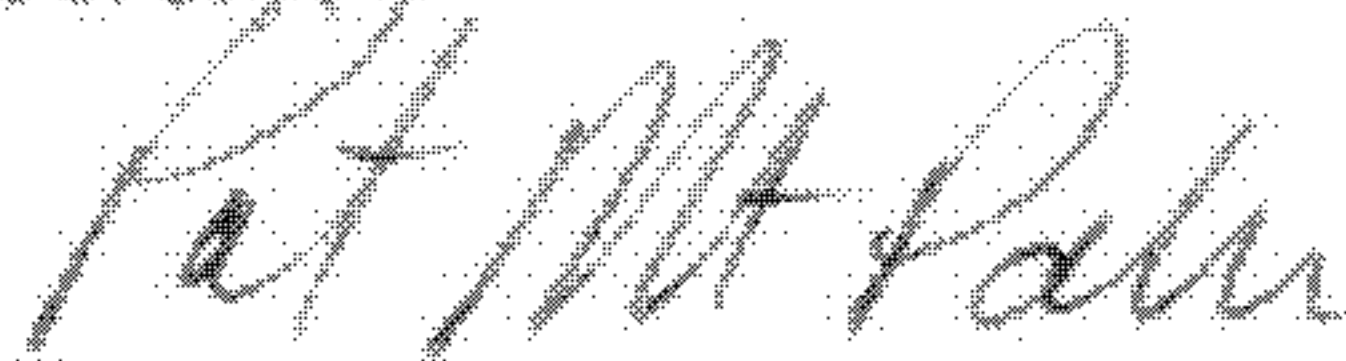
Over the last several years, a very strong partnership was formed between the Department of Labor, the Department of Education, the Workforce Development Council, and the Department of Economic Development. This partnership shares a common objective of providing the opportunity for Vermonters to obtain the skills and knowledge to be successful, economically independent citizens in a changing world economy.

During our last meeting, the members of this partnership discussed the importance of identifying our long-term goals, the strategies to achieve these goals, and the identification of measurable objectives to inform our progress. The integration of data between these systems will allow us to evaluate effectiveness of education programs that are preparing our citizens for the workplace. This system will also allow us to identify effective preparation programs and allow our state to replicate best practices. It is critical that we use research and indicators of performance to drive the policy and investment decisions especially in the current economic climate.

In addition, we are also pleased to participate in the Vermont Research Advisory Council to advise the research and data agenda for our PK-20 system.

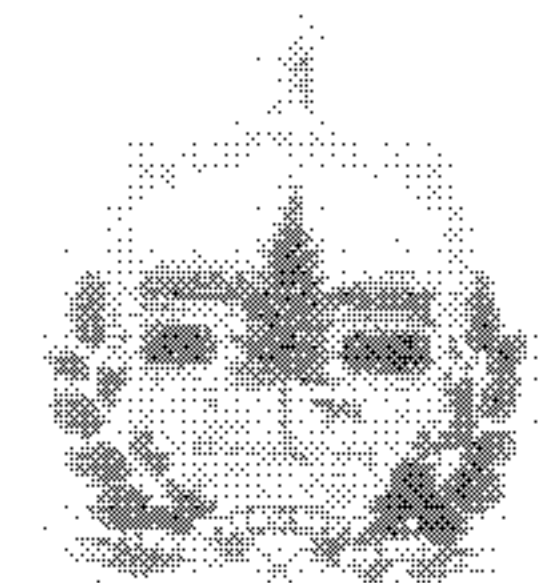
The Department of Labor is strongly supportive of your grant proposal and believes our state has the partnerships in place to leverage this opportunity to create stronger programs for our citizens.

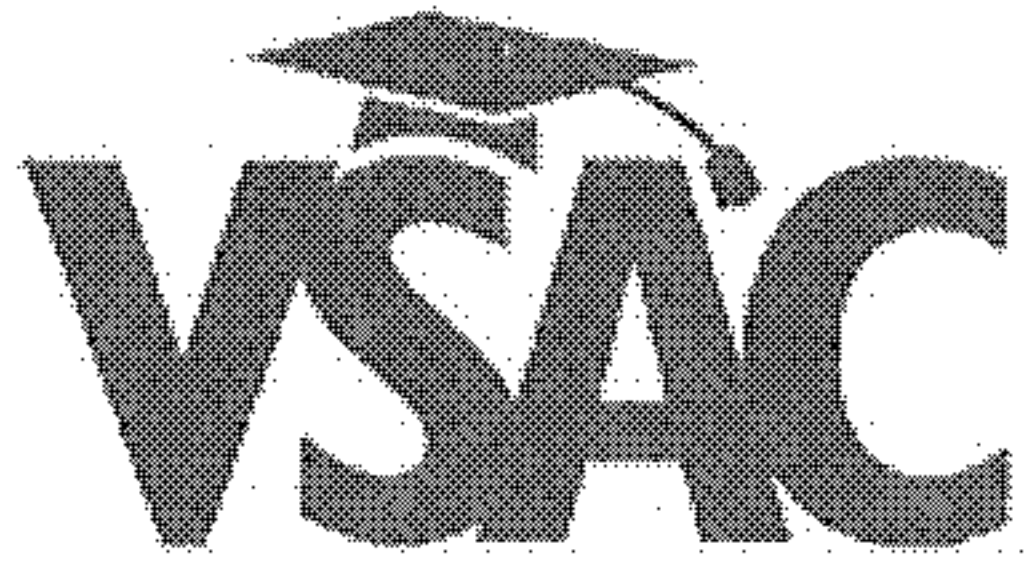
Sincerely,



Patricia Moulton Powden
Commissioner

PMP:lc





Vermont Student Assistance Corporation

10 East Allen Street • PO Box 2000 • Winooski VT 05404-2601
802-655-9602 • Fax 802-654-3765 • TDD 800-281-3341
www.vsac.org • info@vsac.org • Toll-free 800-642-3177

November 30, 2009

Hon. Armando Vilaseca
Commissioner of Education
Vermont Department of Education
120 Main Street
Montpelier, VT 05620-2501

Dear Commissioner Vilaseca:

I am writing to offer our strong support for the application of the Vermont Department of Education for a Longitudinal Data System Grant. Establishment of this system will be critical to our efforts to increase the number of Vermont students who pursue and complete education or training after high school.

The Vermont Student Assistance Corporation was established by the Vermont legislature in 1965 to ensure that “all Vermonters have the necessary financial and information resources to pursue their education goals beyond high school.” We administer the state grant higher education grant programs, the Vermont 529 Plan, federal and private student loan programs, 150 private scholarship programs, programs for students in state custody, the state Talent Search, Gear UP and EOC grants and provide career and education counseling services to students in every middle school and high school in the state. Our award winning “Start Where You Are” program has garnered national attention as a model for using technology to encourage students, teachers, and counselors to engage in conversations about career, education and training opportunities.

Our TRIO and state supported outreach programs have been at the forefront of efforts to identify successful strategies for encouraging first-generation students to pursue education and training after high school. Three years ago we launched one of the first longitudinal studies of participants in our programs to evaluate the impact we have on high school completion rates, college continuation rates, and ultimately college graduation rates. This soon to be published study was cumbersome to set-up and limited in scope because of the absence of similar studies in other states and the challenges of linking data on VSAC systems with data held by the Vermont Department of Education, the Vermont Department of Children and Families and the colleges and training programs our outreach students attended.

Hon. Armando Vilaseca
November 30, 2009
Page 2.

This soon to be published study shows that participants in our outreach programs are dramatically more likely to pursue education after high school than similarly situated students who are not in our programs. The establishment of a K-16 longitudinal data system, however, will allow us to more clearly identify which of our programs and services are most responsible for these outcomes. This in turn will allow us to focus resources on interventions that yield the greatest, measurable impact. It will also allow us to expand our program horizon to evaluate the program interventions that have the greatest long-term impact on college persistence and graduation rates.

I also believe that Vermont will be able to achieve something not possible in other states. Since 1979, VSAC has conducted a bi-annual survey of graduating high school seniors. This survey asks seniors about their education experience, their college and career aspirations, as well as the factors that influenced their choices. 85% of all graduating high school seniors participate in this survey. We follow this survey one year later with a survey that asks them what they actually did. We have over 30 years of student record level data from these surveys.

We have provided school level data to each of the high schools and state level data to the Department of Education. We have never had a simple way to link our survey data to other data sets that could help us more clearly identify ways to better serve these students.

In addition, VSAC has comprehensive financial aid information on every Vermont student who receives a state grant. National surveys of students who drop out of college often report that students identify "financial reasons" as one of the primary reasons they decided to leave college. Our experience tells us that the story is more complex and nuanced. A K-16 longitudinal data system that enables us to securely and appropriately link our income and financial aid information with relevant academic information will allow us to better partner with Vermont colleges to develop effective strategies for increasing college continuation and completion rates.

We are strongly committed to this proposal and look forward to partnering with the Vermont Department of Education to ensure that it succeeds. Please do not hesitate to contact me if you have any questions.

Sincerely,



Scott Giles

Vice President for Policy, Research,
And Planning
Vermont Student Assistance Corporation



The James M. Jeffords Center

November 20, 2009

Armando Vilaseca, Commissioner
 Vermont Department of Education
 120 State Street
 Montpelier, VT 05620

Dear Commissioner Vilaseca:

I am pleased to endorse your initiative to establish a longitudinal data system for Vermont. The James M. Jeffords Center for Policy Research will work in collaboration with the State to provide answers to policy makers questions where the use of data collected and housed in this system will be a vital resource. For the past twenty years I have been involved in policy research activities where the State's existing data resources have enabled us to study important questions related to student performance on state assessments, drop-outs, special needs programs, homelessness and the quality of the teaching workforce. As you know, Vermont was leader in the development of student-level data systems at both the local and state levels. The experience we have had with these activities will provide a solid basis for moving Vermont's systems to the next level of integration with other sources of data.

Our vision for the integration of longitudinal data systems at the state and local level was developed and enhanced with funding provided to link local curriculum and assessment development with the state level assessment and accountability systems over the past ten years. We have already seen the payoff of these efforts in the performance of Vermont students on the NAEP. I am convinced that Vermont's use of assessment data that linked student records over an eight year period provided professional development providers at our colleges and the university with vital performance data that has enabled them to target teacher training in mathematics in ways that have made these gains possible. This model is now being used to develop training programs in science where it is greatly needed.

During the past five years our doctoral students at the University of Vermont have had the unique and valuable opportunity to study complex problems related to student mobility, homelessness, autism, school and class size and the investment made in our schools through our Vermont Research Partnership (VRP.) The VRP, now an arm of the Jefford's Center, has conducted over fifty studies that have used data from both the Agency of Human Services and the Vermont Department of Education. The solutions to complex social policy problems will be best served by the continued collaboration of all Vermont's agencies. Children and families are not compartmentalized as entities. Serving their needs thus requires smart data systems that reflect the complexity and the integration of their lives. The next generation of longitudinal data systems will support this integration while protecting the privacy and integrity of the individuals whom it is designed to serve. We can accept no less as a standard.

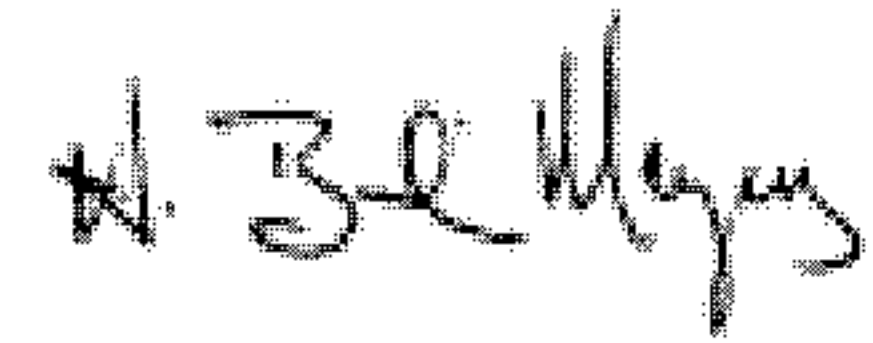
H. Bud Meyers, Ph.D., Director
 Farrell Hall • 210 Colchester Avenue •
 Burlington, Vermont 05405
 Tel. (802) 656-3161 • Fax (802) 656-3163 •

Email: jeffordscenter@uvm.edu • Website: www.uvm.edu/jeffordscenter

Page 1

The Jeffords Center is a ready and willing partner in the design, construction and operation of the system you are proposing. I will be happy to participate in a research advisory council that will be tasked to advise the research and data agenda for Vermont's PK-20 system. Please let us know how we can be of any other help.

Yours,



H. Bud Meyers, Ph.D. Director

H. Bud Meyers, Ph.D., Director
Farrell Hall • 210 Colchester Avenue •
Burlington, Vermont 05405
Tel. (802) 656-3161 • Fax (802) 656-3163 •

Email: jeffordscenter@uvm.edu • Website: www.uvm.edu/jeffordscenter



The
UNIVERSITY
of **VERMONT**

Daniel Mark Fogel
President

November 23, 2009

Commissioner Armando Vilaseca
Vermont Department of Education
120 State Street
Montpelier, VT 05620

Dear Commissioner Vilaseca,

I am pleased to provide this letter of support from the University of Vermont for the Vermont Department of Education's (VT DOE) longitudinal data systems grant application. The P-20 longitudinal data system will improve the ability of the Vermont education system to use data to improve educational attainment.

In further support of this grant application and its subsequent work, the University of Vermont has agreed to participate in a research advisory council that will advise the research and data agenda for the Vermont education system at the pre-elementary, elementary, secondary as well as post-secondary levels.

The demographic changes in our state highlight the importance of fostering an even stronger relationship between higher education institutions and Vermont's existing pre-kindergarten, K12, postsecondary, workforce and human service sectors in order to identify effective instructional practices, inform policy, and create a culture of accountability and continuous improvement.

I hope that the committee will support this to promote a partnership that will be of benefit both our educational institutions and the people of Vermont

Sincerely,

A handwritten signature in cursive script that reads "Daniel Mark Fogel".

Daniel Mark Fogel

OFFICE OF THE CHANCELLOR

VERMONT STATE COLLEGES

CASTLETON STATE COLLEGE

COMMUNITY COLLEGE OF VERMONT

JOHNSON STATE COLLEGE

LYNDON STATE COLLEGE

VERMONT TECHNICAL COLLEGE

November 16, 2009

Armando Vilaseca
Commissioner
Vermont Department of Education
120 State Street
Montpelier, VT 05620

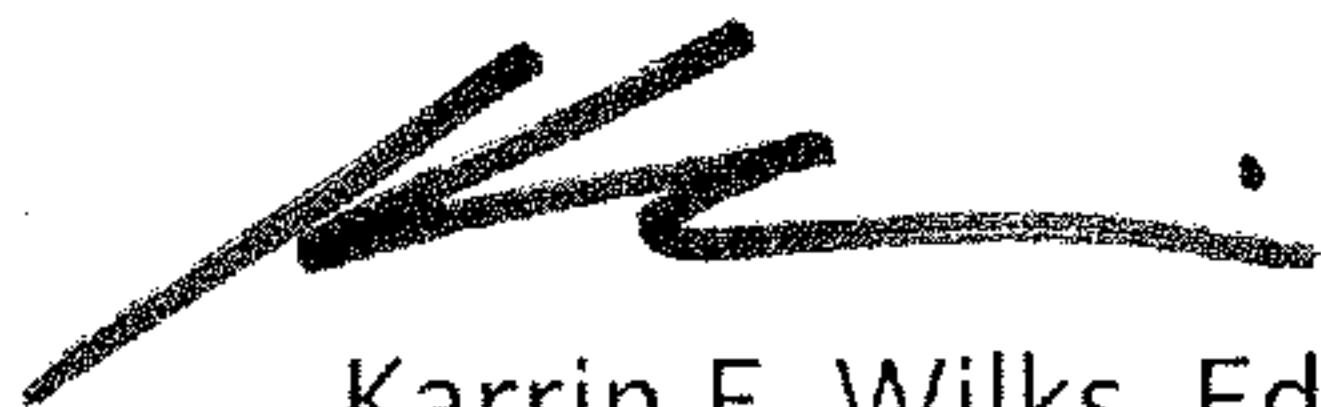
Commissioner Vilaseca,

I am writing to express strong support for the longitudinal data systems grant proposal to be submitted by the Vermont Department of Education.

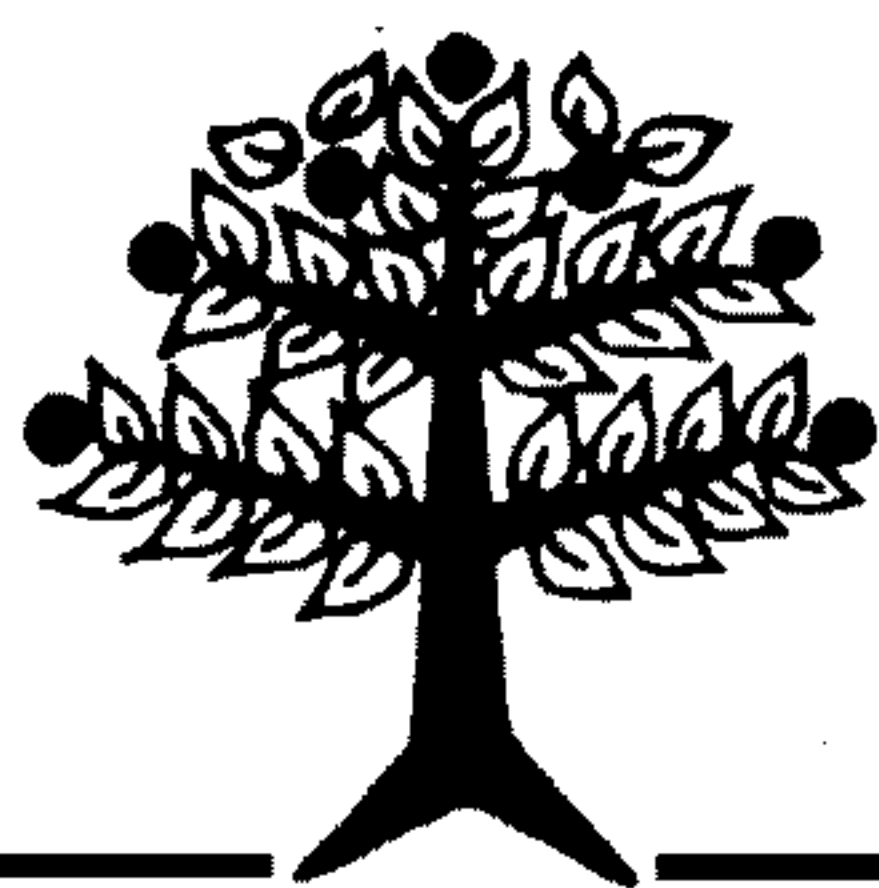
The longitudinal data system is part of a comprehensive state-level PK-16 partnership aimed at increasing K-12 student learning outcomes, increasing the rigor of the high school diploma, and increasing postsecondary aspiration, continuation and completion rates in Vermont. We are particularly committed to reducing performance gaps between socio-economic groups while raising achievement overall. The longitudinal data system will allow us to track outcomes across the full PK-16 continuum as well as with labor/ workforce data, greatly enhancing our capacity to analyze and ultimately improve programs and services for all Vermont students.

I look forward to working with the Department of Education to implement the longitudinal data system, including participating in the research advisory committee that will set the agenda for the system, to ensure its maximum benefit to Vermonters and the State of Vermont.

Sincerely,



Karrin E. Wilks, Ed.D.
Senior Vice President, Vermont State Colleges



Vermont Superintendents Association

2 Prospect Street, Suite 2
E-mail: jfrancis@vtvsa.org

Montpelier, VT 05602

(802) 229-5834
(802) 229-4739 FAX

Jeffrey D. Francis, Executive Director

November 23, 2009

Commissioner Armando Vilaseca
Vermont Department of Education
120 State Street
Montpelier, Vermont 05620

Dear Commissioner Vilaseca:

In my capacity as Executive Director of the Vermont Superintendents Association, I am writing to express my support for the grant application being made by the Vermont Department of Education to finance the development of a longitudinal data system to better serve Vermont's public schools and their students.

The project envisioned by the Department of Education will provide equitable access to high quality information system applications by teachers and local education officials. Furthermore, the capacity of the improved system will eliminate the need for redundancies at the local level. Enhanced data management and analytical abilities at the Department of Education will alleviate the need for local school officials to spend as much time and money in similar activities in their school districts and will free up time for activities directly focused on serving students and their learning needs.


The project is also intended to establish a single informational and communications portal to increase the dialogue about data and student performance among students, teachers, parents and other members of the community.

Perhaps most importantly, the system will provide timely information to support instruction for current students being served in Vermont's public education system.

If in the course of the implementation of this project it would be useful to involve representatives of the Vermont Superintendents Association in an ongoing advisory capacity, I am certain the Association would look upon a request for such representation favorably.

Please let me know if I can assist your efforts in any way.

Sincerely,


Jeffrey Francis
Executive Director

EXECUTIVE DIRECTOR
Kenneth J. Page
kpage@vpaonline.org



*ASSOCIATE EXECUTIVE
DIRECTOR*
Bob Johnson
bjohnson@vpaonline.org

Vermont Principals' Association
Supporting Learners and Leaders
Two Prospect Street, Suite 3
Montpelier, Vermont 05602-3555
Telephone: 802-229-0547 – Fax: 802-229-4801
<http://www.vpaonline.org>

PRESIDENT
Madeline Young
myoung@fnwsu.org

PRESIDENT-ELECT
June Sargent
junesargent@rcsu.org

November 25, 2009

Armando Vilaseca
Commissioner
Vermont Department of Education
120 State Street
Montpelier, VT 05620

Dear Commissioner Vilaseca,

I am writing to express the strong support of the Vermont Principals' Association for the longitudinal data systems grant proposal submitted by the Vermont Department of Education. As you know, at this point last year, I was a 21-year practicing middle school principal asking myself how to best use data with my staff in a thoughtful and intentional way to achieve the best results for our students.

There is no doubt that we live in a world of data; yet I am all too aware that *there is redundancy with the data that school systems maintain*. I understand that the system to be developed by the Vermont Department of Education will result in *improved efficiency* for very busy school leaders. I am also happy to know that the system you will develop will provide *equitable access* to public school teachers as well as administrators. If we want to help kids to improve, we must get the data into the hands of those working directly with students.

To date, the emphasis regarding the use of data has been on the policy makers- school boards, superintendents, curriculum coordinator and principals. But that must change if we are going to expect all students to meet state and national standards. Data must be accessible to teachers, parents and students

themselves--- and this must be done in a way in which security and confidentiality are preserved. This is a tall order.

Vermont's school leaders are well aware of the task before them. As written in the Interstate School Leaders Licensure Consortium: Standards For School Leaders (ISLLC), standard #1 "The school leader is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community." Under this standard, please note this important piece: *"knowledge of information sources, data collection and data analysis strategies."*

As Executive Director, I am happy to be involved with this grant and hopefully with the discussions of the Research Advisory Council as well on the Governance Committee to determine the future direction of systems implemented under this grant program.

I also want you to know that the nearly 500 members of our Vermont Principals' Association share an understanding that the use of data is absolutely vital to our success, both now, and as we plan for an uncertain future that features declining enrollments and shrinking dollars to support education.

Sincerely,

A handwritten signature in black ink that reads "Kenneth J. Page". The signature is written in a cursive, flowing style.

Executive Director
Vermont Principals' Association



State of Vermont
Department of Information & Innovation
133 State Street, Drawer 33
Montpelier, Vermont 05633-0230
November 25, 2009

Armando Vilaseca
Commissioner
Vermont Department of Education
120 State Street
Montpelier, VT 05620


Commissioner Vilaseca,

I am writing to express strong support for the longitudinal data systems grant proposal submitted by the Vermont Department of Education.

As you know, one of the Governor's goals is to increase the opportunities to provide E-services to the citizens of our state, and this proposal aligns with that overall goal. This new system will allow state policy makers and legislators to make informed decisions based on high quality data. It also helps create an economy of scale for schools by eliminating redundant information systems across Vermont school districts. Finally, in a state where technology skill sets are in notoriously short supply, it will allow schools to take advantage of a centrally supported system so they may focus on educating students.

The Department of Education's proven track record in implementing information systems that utilize IT best practices in project oversight, project management and enterprise architecture is commendable and will help ensure that this project, too, is a success. As you know, our two departments have worked closely together on a number of other IT initiatives over the years, and we look forward to collaborating with you on this project as well. In that same vein, I'm happy to participate as part of the project governance committee that will help guide this project as it progresses to a successful completion.

Sincerely,


David H. Tucker
Commissioner and CIO

11.17.09



Armando Vilaseca, Education Commissioner
Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

Dear Commissioner Vilaseca:

I am delighted to support the Vermont Department of Education's (VDOE) application to the U.S. Department of Education for a State Longitudinal Data Systems grant. We understand that the goal of this grant is to successfully develop and implement a longitudinal data system that permits the generation and use of accurate and timely data for informed decision-making at all levels of the education system. The SIF Association, since its inception, has been focused on allowing the identification, management, movement and utilization of data at all levels of the educational "pipeline". This proposal exemplifies that focus and makes real the possibilities that can occur by utilizing community developed, open technical data standards such as developed by the SIF Association community.

Our community is pleased that you are working to establish a system that has the capacity to link information about individual students across time and across databases--including K-12, postsecondary, and work force--while protecting students' privacy consistent with applicable privacy protection laws.

I commend VDOE for the steps that you have already taken to build statewide student level data collections. Expanding those efforts to include more streamlined processes via SIF will serve to enhance the timeliness and validity of data being collected. If the grant is funded, I will be happy to work with VDOE and other project partners in continuing the development of a longitudinal data system that will provide information to address policy issues and program performance questions across all levels of Oklahoma's education system, as well as in work force and economic development contexts.

Best wishes for a successful grant application!

Sincerely,

A handwritten signature in black ink, appearing to read "Larry L. Fruth II".

Larry L. Fruth II, PhD
Executive Director
Schools Interoperability Framework Association

1090 Vermont NW 6th Floor

Washington, DC 20005

(202) 789-4460

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:

Title: **7. Budget Narrative (Justification)** Pages: **0** Uploaded File: **C:\Documents and Settings\denisesanders\My Documents\SLDS\Budget Stuff\7 Budget Narrative.pdf**

7. Budget Narrative (Justification)

This narrative encompasses Vermont's four overall V-DEP strategies in order to achieve the specified outcomes.

Year 1

Budget Component	Activity	Subtotal	Total
1. Personnel (Year 1)			
			\$ 0
In- Kind	Vermont Data Expansion Projected. These staff are provided as in-kind services and are not included in the amount of federal funds requested:	305,003	
	Project Director @ .60 FTE	48,123	
	ODS & SIS Team Co-Lead @ .50 FTE	34,071	
	EdFacts Coordinator @ .15 FTE	7,959	
	Student Demographic Expert @ .20 FTE	11,706	
	Student Discipline, Educator, Fiscal Exp @ .20 FTE	10,970	
	Spec. Ed and Student Support Exp @ .20 FTE	10,333	
	EDW Team Co-Lead @ .5 FTE	31,897	
	ETL Engineer @ .30 FTE	17,485	
	Educator Data Expert @ .20 FTE	10,970	
	Achievement Data Expert @ .20 FTE	12,434	
	Special Ed Data and Research Exp. @ .20	10,970	
	Director of Data Administration @ .50	39,572	
LDS Grant Funded	There are no personnel funded by grant dollars. All additional staff will be supplied through contractors and will appear in the contracts section of this document.	\$ 0	

Budget Component	Activity	Subtotal	Total
2. Fringe Benefits (Year 1)			
		Total:	\$ 0
In-Kind	The following fringe benefits for in-kind staff are to be funded as in-kind services and are not included in the amount of funds requested.	128,514	
	Project Director @ .60 FTE	19,618	
	ODS & SIS Team Co-Lead @ .50 FTE	14,890	
	EdFacts Coordinator @ .15 FTE	3,899	
	Student Demographic Expert @ .20 FTE	6,493	
	Student Discipline, Educator, Fiscal Exp @	6,317	

Budget Component	Activity	Subtotal	Total
	.20 FTE		
	Spec. Ed and Student Support Exp @ .20 FTE	5,132	
	EDW Team Co-Lead @ .5 FTE	8,142	
	ETL Engineer @ .30 FTE	9,647	
	Educator Data Expert @ .20 FTE	1,000	
	Achievement Data Expert @ .20 FTE	6,667	
	Special Ed Data and Research Exp. @ .20	1,312	
	Director of Data Administration @ .50	18,529	
LDS Grant Funded Fringe Benefits	There are no LDS Grant Funded fringe benefits included in this application.	\$ 0	

Budget Component	Activity	Subtotal	Total
3. Travel (Year 1)			
	LDS Funded Travel Total		12,000
	a) Attendance at Washington DC two day meeting two project staff. (Travel Estimated 2,000 per person.)	4,000	
	b) Attendance at School Interoperability Framework Association Annual Meeting for two project staff. (Travel Estimated 2,000 per person.) <i>Why is this important?</i> The use of SIF plays a critical role in this project. We want to ensure our project team has the opportunity to collaborate with others who use and are knowledgeable about this technology.	4,000	
	c) Travel for Statewide Research Advisory Council. This group will develop the PK20 research agenda, a plan to disseminate research and proposed plan for specific research can inform instruction and program strategies. It is expected the Council will meet four times during the first year.	2,500	
	d) Travel for Multi-State Research Partnership. This group will work with fellow New England Secondary School Consortium states (Maine, New Hampshire, Rhode Island and	1,500	

Budget Component	Activity	Subtotal	Total
	Connecticut) to develop comparable indicators across states. There will be three meetings each year. VT will send 3 representatives to each meeting.		

4. Equipment (Year 1)		
	LDS Funded Equipment Total	742,089
2-Redundant ASA Firewalls	9,594	
2-Redundant Application Control Engine (ACE) Appliances for Web and Application Server load balancing	47,994	
2-Storages Area Networks (10.65 Tera Bytes of RAID 10 storage connected via redundant 4 Gb iber Channel (FC) inter connects)	323,472	
2-Redundant Nexus 5010 10 GB Switches Using FCoE 4 Gb Fiber Channel for SAN connectivity	42,718	
-EDW Environment:		
4-Production & Development EDW Web Servers		
2-Production & Development EDW Public SQL Reports Servers	42,441	
2-Production & Development EDW Private/Authenticated SQL Reports Servers	21,221	
4-Production & Development EDW DASH Servers	21,221	
4-Production & Development load balanced EDW Application Servers	42,441	
4-Production & Development EDW Database Servers (Data Warehouse)	42,441	
2-Production & Development Data on Demand Servers	42,441	
-ODS Environment:		
2-Production & Development ODS Database Servers	21,221	
2-Production & Development ODS Application Servers		
2-Production & Development Zone Integration Servers		
2-Production & Development SIF Agent Servers	21,221	
	21,221	
<i>Why is this important?</i> This project requires significant expansion of our EDW environment via the addition of significant volume of new data, the implementation of a district dashboard and moving	21,221	
	21,221	

<p>from a process where data is manually loaded and updated four</p>		
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5. Supplies (Year 1)			
	LDS Funded Supplies Total	0	
	There are no supplies costs associated with this grant.	0	
6. Contractual (Year 1)			
	LDS Funded Contractual Total	7,958,650	
	<p>a) Personal Services Contract for V-DEP Technical Lead/Project Manager and Change Management Specialist.</p> <p>These contractors will provide oversight of the implementation of statewide uniform information system toolset, state level operational data store with SIF infrastructure, enhancement of education data warehouse and support of VT Research Advisory Counsel and multi-state research partnership.</p> <p>(1) Technical Lead/Project Manager \$234,000 (240 days, 7.5 hours per day, 130 per hour)</p>	320,400	

	<p>(.5) Change Management Specialist \$86,400 (240 days, 3 hours per day, 120 per hour)</p> <p><i>Why is this important?</i> The VT DOE does not have a resource to lead this effort day-to-day. It is critical to have a highly experienced Technical Lead/Project Manager in this role. In addition, formal change management strategies are the most overlooked and short changed activities in IT implementations. We are seeking significant change and we believe incorporating proven change management processes will mitigate the risk posed by this change.</p>		
	<p>b) Contract for licenses, support and implementation of Statewide Uniform Information Toolset with vertical and horizontal SIF interoperability.</p> <p><i>Note: Estimate based on lengthy discussions with 5 contractors with experience in implementing statewide student information systems. Contractor estimates informed requested budget.</i></p> <p><i>Why is this important?</i> The four assurances and the requirements of this grant are forward thinking and are taking education in the right direction. The challenges for rural states to meet the requirements are significant. It is difficult even at the state level to find enough staff with sufficient technical skills with data and systems to support these requirements. In our school districts this problem is even more persistent. Vermont does not have enough people to support systems to do the scope of work needed to meet these requirements without centralizing and standardizing these systems. We cannot meet the requirements without centralizing and standardizing.</p>	5,420,000	

	<p>c) Contract for licenses, support and implementation of state level operational data store, zone integration servers and web-based student and educator id management system, business rules engine, interface for district data validity reports.</p> <p><i>Note: Estimate based on lengthy conversations and work sessions with four vendors who provide such solutions. Contractor estimates informed requested budget.</i></p>	948,000	
	<p>d) Contract for implementation of enhanced education data warehouse. This includes the implementation of a district dashboard, new data objects, new point and click reports, and scripts to automate EDW data loads and report table loads.</p> <p><i>Note: Estimate based on lengthy conversations and working sessions with data warehouse and report development vendors.</i></p> <p><i>Why is this important? We need to expand our EDW capacity, make the data more timely and create more accessible reports in order for our educators so they can use the data to inform classroom instruction and services to students today. Up-to-date and more accessible data is also key to engaging parents, students and the community in discussions about student, educator and program performance.</i></p>	412,000	
	<p>e) Contract with Vermont Data Consortium for personal services, equipment, supplies, and expenses related to implementation of statewide uniform information toolset and enhancement of EDW.</p> <p>Includes of support for district staff for data migration, system use, training services and onsite coaching of district staff and EDW training for state staff and state certified research partners. Hiring of:</p> <ul style="list-style-type: none"> 1 Director (80,000) 1 Data Coordinator (80,000) 6 Data Managers/Technicians (420,000) 1 Administrative Support Staff 	740,000	

	<p>(45,000) 1 Trainer (70,000) Plus expenses. <i>Why is this important?</i> The VDC is an organization of school districts. Their role in the project as the organization of school district partners is critical in terms of the resources it will bring, but also the buy-in it will bring. This investment in this organization is critical to ensuring school districts needs are met -but also will create an economy of scale for our state. They will be the on the ground regional staff in school coaching administrators and educators to leverage this new suite of high quality school. Their emphasis on teaching educators to use data to impact instruction is critical.</p>		
	<p>f) Personal Services Contract for District Liaison. .25 FTE for 200 days at 90 per hour <i>Why is this important?</i> It is important to have a highly credible representative of the districts on the team to serve as liaison in order to ensure the project is responsive to the best interests of our districts and gives voice to their perspective.</p>	33,750	
	<p>g) Contract for independent review of three contracts. An independent review is required by the state of Vermont for all technology contracts over \$500,000. The estimated cost for three independent reviews is 36,000.</p>	36,000	
	<p>h) Contract to support research for NESSC Multi-state Research Partnership. <i>Why is this important?</i> The development of indicators that are comparable across states is critical to understanding the performance of our system. An investment in research to compare state systems and develop reliable relevant indicators is important –and will be useful and informative to other states.</p>	48,500	
7. Construction (Year 1)			
	LDS Funded Construction Total		0
	There is no construction costs associated with this grant.	0	

8. Other (Year 1)		
	LDS Funded Other Total	83,907
	a) State of Vermont ARRA Reporting Charge. The Secretary of Administration for the State of Vermont has placed a requirement that all competitive grant applications for ARRA funded grant programs request .05% for development of the state's ARRA data collection tool used to collect data for ARRA reporting to OMB.	78,325
	b) Membership for VT DOE and all districts in the School Interoperability Framework Association.	5,582
9. Total Direct Costs (Year 1)		
	LDS Total Direct Costs for Year 1	8,796,646
10. Indirect Costs (Year 1)		
	LDS Total Indirect Direct Costs for Year 1	0
11. Training Stipends (Year 1)		
	LDS Total Training Stipends Costs	0

Year 2

Budget Component	Activity	Subtotal	Total
1. Personnel (Year 2)			
			\$ 0
In- Kind	Vermont Data Expansion Projected. These staff are provided as in-kind services and are not included in the amount of federal funds requested:	253,885	
	Project Director @ .60 FTE	49,567	
	ODS & SIS Team Co-Lead @ .50 FTE	35,093	
	EdFacts Coordinator @ .15 FTE	8,198	
	Student Demographic Expert @ .20 FTE	12,057	
	Student Discipline, Educator, Fiscal Exp @ .20 FTE	11,299	
	Spec. Ed and Student Support Exp @ .20 FTE	10,643	
	EDW Team Co-Lead @ .5 FTE	32,854	
	ETL Engineer @ .30 FTE	18,010	
	Educator Data Expert @ .20 FTE	11,299	
	Achievement Data Expert @ .20 FTE	12,807	
	Special Ed Data and Research Exp. @ .20	11,299	
	Director of Data Administration @ .50	40,759	

LDS Grant Funded	There are no personnel funded by grant dollars. All additional staff will be supplied through contractors and will appear in the contracts section of this document.	\$ 0	
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2. Fringe Benefits (Year 2)			
		TOTAL:	\$ 0
In-Kind	The following fringe benefits for in-kind staff are to be funded as in-kind services and are not included in the amount of funds requested.	111,811	
	Project Director @ .60 FTE	21,580	
	ODS & SIS Team Co-Lead @ .50 FTE	16,379	
	EdFacts Coordinator @ .15 FTE	4,289	
	Student Demographic Expert @ .20 FTE	7,142	
	Student Discipline, Educator, Fiscal Exp @ .20 FTE	6,949	
	Spec. Ed and Student Support Exp @ .20 FTE	5,645	
	EDW Team Co-Lead @ .5 FTE	8,956	
	ETL Engineer @ .30 FTE	10,612	
	Educator Data Expert @ .20 FTE	1,100	
	Achievement Data Expert @ .20 FTE	7,334	
	Special Ed Data and Research Exp. @ .20	1,443	
	Director of Data Administration @ .50	20,382	
LDS Grant Funded Fringe Benefits	There are no LDS Grant Funded fringe benefits included in this application.	\$ 0	

3. Travel (Year 2)			
		LDS Funded Travel Total	12,000
	a) Attendance at Washington DC two day meeting two project staff. (Travel Estimated 2,000 per person.)	4,000	
	b) Attendance at School Interoperability Framework Association conference for two project staff. (Travel Estimated 2,000 per person.) <i>Why is this important?</i> The use of SIF plays a critical role in this project. We want to ensure our project team has the opportunity to collaborate with others who use and are knowledgeable about this technology.	4,000	
	c) Travel for Statewide Research Advisory Council. This group will develop the PK20 research agenda, a plan to disseminate research and proposed plan for specific research can inform instruction and program strategies. It is expected the Council will meet four times during the first year.	2,500	
	d) Travel for Multi-State Research Partnership. This group will work with fellow New England Secondary School Consortium states (Maine, New Hampshire, Rhode Island and Connecticut) to develop comparable indicators across states. There will be three meetings each year. VT will send 3 representatives to each meeting.	1,500	

4. Equipment (Year 2)			
		LDS Funded Equipment Total	0
	There is no equipment needed for Year 2 of the grant.	0	
5. Supplies (Year 2)			
		LDS Funded Supplies Total	0
	There are no supplies costs associated with this grant.	0	

6. Contractual (Year 2)		
	LDS Funded Contractual Total	4,049,100
<p>a.) Personal Services Contract for V-DEP Technical Lead/Project Manager and Change Management Specialist.</p> <p>These contractors will provide oversight of the implementation of statewide uniform information system toolset, state level operational data store with SIF infrastructure, enhancement of education data warehouse and support of VT Research Advisory Counsel and multi-state research partnership.</p> <p>1 FTE-Technical Lead/Project Manager \$ 234,000 (240 days, 7.5 hours per day, 130 per hour)</p> <p>.5 FTE -Change Management Specialist \$86,400 (240 days, 3 hours per day, 120 per hour)</p> <p><i>Why is this important?</i> The VT DOE does not have a resource to lead this effort day-to-day. It is critical to have a highly experienced Technical Lead/Project Manager in this role. In addition, formal change management strategies are the most overlooked and short changed activities in IT implementations. We are seeking significant change and we believe incorporating proven change management processes will mitigate the risk posed by this change.</p>	320,400	
<p>e) Contract for licenses, support and implementation of Statewide Uniform Information Toolset with vertical and horizontal SIF interoperability.</p> <p><i>Note: Estimate based on lengthy discussions with 5 contractors with experience in implementing statewide student information systems. Contractor estimates informed requested budget.</i></p> <p><i>Why is this important?</i> The four assurances and the requirements of this grant are forward thinking and are taking education in the right direction. The challenges for rural states to meet the requirements are significant. It is difficult even at the state level to find enough staff with sufficient technical skills with data and systems to support these requirements. In our school districts this problem is even more persistent. Vermont does not have enough people to support systems to do the scope of work needed to meet these requirements without centralizing and standardizing these systems. We cannot meet the requirements without centralizing and standardizing.</p>	1,964,400	
<p>b.) Contract for licenses, support and implementation of</p>		

	<p>state level operational data store, zone integration servers and web-based student and educator id management system, business rules engine, interface for district data validity reports. <i>Note: Estimate based on lengthy conversations and work sessions with four vendors who provide such solutions. Contractor estimates informed requested budget.</i></p>	640,800	
	<p>c.) Contract for implementation of enhanced education data warehouse. This includes the implementation of a district dashboard, new data objects, new point and click reports, and scripts to automate EDW data loads and report table loads.</p> <p><i>Note: Estimate based on lengthy conversations and working sessions with data warehouse and report development vendors.</i></p> <p><i>Why is this important?</i> We need to expand our EDW capacity, make the data more timely and create more accessible reports in order for our educators so they can use the data to inform classroom instruction and services to students today. Up-to-date and more accessible data is also key to engaging parents, students and the community in discussions about student, educator and program performance.</p>	275,000	
	<p>d.) Contract with Vermont Data Consortium for personal services, equipment, supplies, and expenses related to implementation of statewide uniform information toolset and enhancement of EDW.</p> <p>Includes of support for district staff for data migration, system use, training services and onsite coaching of district staff and EDW training for state staff and state certified research partners. Hiring of:</p> <ul style="list-style-type: none"> 1 Director (80,000) 1 Data Coordinator (80,000) 6 Data Managers/Technicians (420,000) 1 Administrative Support Staff (45,000) 1 Trainer (70,000) Plus expenses. <p><i>Why is this important?</i> The VDC is an organization of school districts. Their role in the project as the organization of school district partners is critical in terms of the resources it will bring, but also the buy-in it will bring. This investment in this organization is critical to ensuring school districts needs are met -but also will create an economy of scale for our state. They will be the on the ground regional staff in school coaching administrators and educators to leverage this new suite of high quality school. Their emphasis on teaching</p>	740,000	

	educators to use data to impact instruction is critical.		
	e.) Contract for independent review of three contracts. An independent review is required by the state of Vermont for all technology contracts over \$500,000. The estimated cost for three independent reviews is 36,000.	60,000	
7. Construction (Year 2)			
		LDS Funded Construction Total	0
	There are no construction costs associated with this grant.	0	
8. Other (Year 2)			
		LDS Funded Other Total	5,582
	c) Membership for VT DOE and all districts in the School Interoperability Framework Association	5,582	
9. Total Direct Costs (Year 2)			
		LDS Total Direct Costs for Year 2	4,066,682
10. Indirect Costs (Year 2)			
		LDS Total Indirect Direct Costs for Year 2	0
11. Training Stipends (Year 2)			
		LDS Total Training Stipends Costs for Year 2	0

Year 3

Budget Component	Activity	Subtotal	Total
1. Personnel (Year 3)			
			\$ 0
In- Kind	Vermont Data Expansion Projected. These staff are provided as in-kind services and are not included in the amount of federal funds requested:	261,501	
	Project Director @ .60 FTE	51,054	
	ODS & SIS Team Co-Lead @ .50 FTE	36,146	
	EdFacts Coordinator @ .15 FTE	8,444	
	Student Demographic Expert @ .20 FTE	12,419	
	Student Discipline, Educator, Fiscal Exp @ .20 FTE	11,638	
	Spec. Ed and Student Support Exp @ .20 FTE	10,962	
	EDW Team Co-Lead @ .5 FTE	33,840	
	ETL Engineer @ .30 FTE	18,550	
	Educator Data Expert @ .20 FTE	11,638	
	Achievement Data Expert @ .20 FTE	13,191	
	Special Ed Data and Research Exp. @ .20	11,638	
	Director of Data Administration @ .50	41,982	
LDS Grant Funded	There are no personnel funded by grant dollars. All additional staff will be supplied through contractors and will appear in the contracts section of this document.	\$ 0	

2. Fringe Benefits(Year 3)			
		TOTAL:	\$ 0
In-Kind	The following fringe benefits for in-kind staff are to be funded as in-kind services and are not included in the amount of funds requested.	122,992	
	Project Director @ .60 FTE	23,738	
	ODS & SIS Team Co-Lead @ .50 FTE	18,017	
	EdFacts Coordinator @ .15 FTE	4,718	
	Student Demographic Expert @ .20 FTE	7,857	
	Student Discipline, Educator, Fiscal Exp @ .20 FTE	7,644	
	Spec. Ed and Student Support Exp @ .20 FTE	6,210	

	EDW Team Co-Lead @ .5 FTE	9,852	
	ETL Engineer @ .30 FTE	11,673	
	Educator Data Expert @ .20 FTE	1,210	
	Achievement Data Expert @ .20 FTE	8,067	
	Special Ed Data and Research Exp. @ .20	1,588	
	Director of Data Administration @ .50	22,420	
LDS Grant Funded Fringe Benefits	There are no LDS Grant Funded fringe benefits included in this application.		\$ 0

3. Travel (Year 3)			
		LDS Funded Travel Total	12,000
	a) Attendance at Washington DC two day meeting two project staff. (Travel Estimated 2,000 per person.)	4,000	
	b.) Attendance at School Interoperability Conference for two project staff. (Travel Estimated 2,000 per person.) <i>Why is this important?</i> The use of SIF plays a critical role in this project. We want to ensure our project team has the opportunity to collaborate with others who use and are knowledgeable about this technology.	4,000	
	c.)Travel for Statewide Research Advisory Council. This group will develop the PK20 research agenda, a plan to disseminate research and proposed plan for specific research can inform instruction and program strategies. It is expected the Council will meet four times during the first year.	2,500	
	(240 Travel for Multi-State Research Partnership. This group will work with fellow New England Secondary School Consortium states (Maine, New Hampshire, Rhode Island and Connecticut) to develop comparable indicators across states. There will be three meetings each year. VT will send 3 representatives to each meeting.	1,500	

4. Equipment (Year 3)			
		LDS Funded Equipment Total	0
	There are no equipment costs for year 3 of the grant.	0	
5. Supplies (Year 3)			
		LDS Funded Supplies Total	0
	There are no supplies costs associated with this grant.	0	
6. Contractual (Year 3)			
		LDS Funded Contractual Total	2,866,900
	<p>a) Personal Services Contract for V-DEP Technical Lead/Project Manager and Change Management Specialist.</p> <p>These contractors will provide oversight of the implementation of statewide uniform information system toolset, state level operational data store with SIF infrastructure, enhancement of education data warehouse and support of VT Research Advisory Counsel and multi-state research partnership.</p> <p>1 FTE-Technical Lead/Project Manager \$ 234,000 (240 days, 7.5 hours per day, 130 per hour)</p> <p>.5 FTE -Change Management Specialist \$86,400 (240 days, 3 hours per day, 120 per hour)</p> <p><i>Why is this important?</i> The VT DOE does not have a resource to lead this effort day-to-day. It is critical to have a highly experienced Technical Lead/Project Manager in this role. In addition, formal change management strategies are the most overlooked and short changed activities in IT implementations. We are seeking significant change and we believe incorporating proven change management processes will mitigate the risk posed by this change.</p>	320,400	
	<p>f) Contract for licenses, support and implementation of Statewide Uniform Information Toolset with vertical and horizontal SIF interoperability.</p> <p><i>Note: Estimate based on lengthy discussions with 5 contractors with experience in implementing statewide student information systems. Cost estimated informed cost estimate.</i></p>	1,057,400	

	<p><i>Why is this important?</i> The four assurances and the requirements of this grant are forward thinking and are taking education in the right direction. The challenges for rural states to meet the requirements are significant. It is difficult even at the state level to find enough staff with sufficient technical skills with data and systems to support these requirements. In our school districts this problem is even more persistent. Vermont does not have enough people to support systems to do the scope of work needed to meet these requirements without centralizing and standardizing these systems. We cannot meet the requirements without centralizing and standardizing.</p>		
	<p>g) Contract for licenses, support and implementation of state level operational data store, zone integration servers and web-based student and educator id management system, business rules engine, interface for district data validity reports. <i>Note: Estimate based on lengthy conversations and work sessions with four vendors who provide such solutions. Contractor estimates informed requested budget.</i></p>	477,600	
	<p>h) Contract for implementation of enhanced education data warehouse. This includes the implementation of a district dashboard, new data objects, new point and click reports, and scripts to automate EDW data loads and report table loads. <i>Note: Estimate based on lengthy conversations and working sessions with data warehouse and report development vendors.</i> <i>Why is this important?</i> We need to expand our EDW capacity, make the data more timely and create more accessible reports in order for our educators so they can use the data to inform classroom instruction and services to students today. Up-to-date and more accessible data is also key to engaging parents, students and the community in discussions about student, educator and program performance.</p>	223,000	
	<p>i) Contract with Vermont Data Consortium for personal services, equipment, supplies, and expenses related to implementation of statewide uniform information toolset and enhancement of EDW. Includes of support for district staff for data migration, system use, training services and onsite</p>	740,000	

	coaching of district staff and EDW training for state staff and state certified research partners. Hiring of: 1 Director (80,000) 1 Data Coordinator (80,000) 6 Data Managers/Technicians (420,000) 1 Administrative Support Staff (45,000) 1 Trainer (70,000) Plus expenses. <i>Why is this important?</i> The VDC is an organization of school districts. Their role in the project as the organization of school district partners is critical in terms of the resources it will bring, but also the buy-in it will bring. This investment in this organization is critical to ensuring school districts needs are met -but also will create an economy of scale for our state. They will be the on the ground regional staff in school coaching administrators and educators to leverage this new suite of high quality school. Their emphasis on teaching educators to use data to impact instruction is critical.		
	Contract to support research for NESSC Multi-state Research Partnership. <i>Why is this important?</i> The development of indicators that are comparable across states is critical to understanding the performance of our system. An investment in research to compare state systems and develop reliable relevant indicators is important –and will be useful and informative to other states.	48,500	
7. Construction (Year 3)			
		LDS Funded Construction Total	0
	There are no construction costs associated with this grant.	0	
8. Other(Year 3)			
		LDS Funded Other Total	5,582
	c.) Membership for VT DOE and all districts in the School Interoperability Framework Association	5,582	
Total Direct Costs(Year 3)			
		LDS Total Direct Costs for Year 3	2,884,482
Indirect Costs (Year 3)			
		LDS Total Indirect Direct Costs for Year 3	0
Training Stipends (Year 3)			
		LDS Total Training Stipends Costs for Year 3	0

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **4. Budget Information (ED524) - Section C** Pages: **0** Uploaded File: **C:\Documents and Settings\denisesanders\My Documents\SLDS\Budget Stuff\ED524_C_Final.pdf**

Category	Item Description	Year 1		Year 2		Year 3		Three Year Total
		Item Amount	Total	Item Amount	Total	Item Amount	Total	
Personnel	No Personnel Costs	0	0	0	0	0	0	0
Benefits	No Fringe Benefits Cost	0	0	0	0	0	0	0
	Travel Total		12,000		12,000		12,000	36,000
	a) Attendance at Washington DC two day meeting two project staff.	4,000		4,000		4,000		12,000
	b.)Attendance at School Interoperability Conference for two project staff.	4,000		4,000		4,000		12,000
	c.) Travel for Statewide Research Advisory Council.	2,500		2,500		2,500		7,500
	d) Travel for Multi-State Research Partnership.	1,500		1,500		1,500		4,500
Equipment	Equipment Total		742,089				0	742,089
	2-Redundant ASA Firewalls	9,594		0		0		9,594
	2-Redundant Application Control Engine (ACE) Appliances for Web and Application Server load balancing	47,994		0		0		47,994
	2-Storages Area Networks (10.65 Tera Bytes of RAID 10 storage connected via redundant 4 Gb fiber Channel (FC) inter connects)	323,472		0		0		323,472
	2-Redundant Nexus 5010 10 GB Switches Using FCoE 4 Gb Fiber Channel for SAN connectivity	42,718		0		0		42,718
	<u>EDW Environment:</u>			0		0		0
	4-Production & Development EDW Web Servers	42,441		0		0		42,441

Category	Item Description	Year 1		Year 2		Year 3		Three Year Total
		Item Amount	Total	Item Amount	Total	Item Amount	Total	
	2-Production & Development EDW Public SQL Reports Servers	21,221		0		0		21
	2-Production & Development EDW Private/Authenticated SQL Reports Servers	21,221		0		0		21
	4-Production & Development EDW DASH Servers	42,441		0		0		42
	4-Production & Development load balanced EDW Application Servers	42,441		0		0		42
	4-Production & Development EDW Database Servers (Data Warehouse)	42,441		0		0		42
	2-Production & Development Data on Demand Servers	21,221		0		0		21
	State Operational Data Store Environment:			0		0		
	2-Production & Development ODS Database Servers	21,221		0		0		21
	2-Production & Development ODS Application Servers	21,221		0		0		21
	2-Production & Development Zone Integration Servers	21,221		0		0		21
	2-Production & Development SIF Agent Servers	21,221		0		0		21
es	No Supplies Cost	-	0			0		
ctual	Contractual Total		7,958,650		4,049,100		2,866,900	
	a) Personal Services Contract for V-DEP Technical Lead/Project Manager and Change Management Specialist.	320,400		320,400		320,400		961

Category	Item Description	Year 1		Year 2		Year 3		Three Year Total
		Item Amount	Total	Item Amount	Total	Item Amount	Total	
	b) Contract for licenses, support and implementation of Statewide Uniform Information Toolset with vertical and horizontal SIF interoperability.	5,420,000		1,964,400		1,057,400		8,441,800
	c) Contract for licenses, support and implementation of state level operational data store, zone integration servers and web-based student and educator id management system, business rules engine, interface for district data validity reports.	948,000		640,800		477,600		2,066,400
	d) Contract for implementation of enhanced education data warehouse.	412,000		275,000		223,000		910,000
	e) Contract with Vermont Data Consortium for personal services, equipment, supplies, and expenses related to implementation of statewide uniform information toolset and enhancement of EDW.	740,000		740,000		740,000		2,220,000
	f) Personal Services Contract for District Liaison.	33,750						33,750
	g) Contract for independent review of three contracts.	36,000						36,000
	h) Contract to support research for NESSC Multi-state Research Partnership.	48,500		48,500		48,500		145,500
	o) Contract for security audit of VT DOE Operational Data Store and EDW environment.	-		60,000				60,000
Construction	No Construction Cost	-	0			0		0
	Other Total		83,907		5582		5582	5582

Category	Item Description	Year 1		Year 2		Year 3		Three Year Total
		Item Amount	Total	Item Amount	Total	Item Amount	Total	
	a) State of Vermont ARRA Reporting Charge.	78,325		0				78,325
	b) Membership for VT DOE and all districts in the School Interoperability Framework Association.	5,582		5,582		5,582		16,746
	Direct Costs		Total		4,066,682		2,884,482	15,747,710
	Indirect Costs							
	No Indirect Cost		0		0		0	0
	Training Stipend							
	No Training Stipend		0		0		0	0
	Total		8,796,646		4,066,682		2,884,482	15,747,710