

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS

CFDA # 84.372A

PR/Award # R372A090051

Grants.gov Tracking#: GRANT10076317

OMB No. 1890-0004, Expiration Date:

Closing Date: SEP 25, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

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 type="text"/>	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation		* Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision		<input type="text"/>	
* 3. Date Received:		4. Applicant Identifier:			
<input type="text" value="09/25/2008"/>		<input type="text"/>			
5a. Federal Entity Identifier:			* 5b. Federal Award Identifier:		
<input type="text"/>			<input type="text"/>		
State Use Only:					
6. Date Received by State:		7. State Application Identifier:			
<input type="text"/>		<input type="text"/>			
8. APPLICANT INFORMATION:					
* a. Legal Name: <input type="text" value="Florida Department of Education"/>					
* b. Employer/Taxpayer Identification Number (EIN/TIN):			* c. Organizational DUNS:		
<input type="text" value="59-3474751"/>			<input type="text" value="785319963"/>		
d. Address:					
* Street1:	<input type="text" value="325 West Gaines Street, Suite 814"/>				
Street2:	<input type="text"/>				
* City:	<input type="text" value="Tallahassee"/>				
County:	<input type="text"/>				
* State:	<input type="text" value="FL: Florida"/>				
Province:	<input type="text"/>				
* Country:	<input type="text" value="USA: UNITED STATES"/>				
* Zip / Postal Code:	<input type="text" value="32399-0400"/>				
e. Organizational Unit:					
Department Name:			Division Name:		
<input type="text" value="Office of the Commissioner"/>			<input type="text" value="Acc't, Research, Measurement"/>		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix:	<input type="text" value="Mr."/>	* First Name:	<input type="text" value="Jeff"/>		
Middle Name:	<input type="text"/>				
* Last Name:	<input type="text" value="Sellers"/>				
Suffix:	<input type="text"/>				
Title:	<input type="text" value="Assistant Deputy Commissioner"/>				
Organizational Affiliation:					
<input type="text" value="Florida Department of Education"/>					
* Telephone Number:	<input type="text" value="850-245-9597"/>	Fax Number:	<input type="text" value="850-245-9288"/>		
* Email:	<input type="text" value="Jeff.Sellers@fldoe.org"/>				

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-062608-001

* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

13. Competition Identification Number:

84-372A2009-1

Title:

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

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

Florida's Enhancement of Data Governance and Restricted Access to Data

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant * b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: * b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,450,000.00"/>
* b. Applicant	<input type="text" value="753,700.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,203,700.00"/>

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

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

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * 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: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Florida Department of Education

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000
4. Equipment	\$ 0	\$ 1,225,000	\$ 0	\$ 0	\$ 0	\$ 1,225,000
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 207,500	\$ 415,000	\$ 370,000	\$ 222,500	\$ 0	\$ 1,215,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 209,500	\$ 1,642,000	\$ 372,000	\$ 224,500	\$ 2,000	\$ 2,450,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 209,500	\$ 1,642,000	\$ 372,000	\$ 224,500	\$ 2,000	\$ 2,450,000

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____

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

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



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SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$	(b)(4)				
2. Fringe Benefits	\$					
3. Travel	\$					
4. Equipment	\$					
5. Supplies	\$					
6. Contractual	\$					
7. Construction	\$					
8. Other	\$					
9. Total Direct Costs (lines 1-8)	\$					
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d. Address:					
* Street1: 325 West Gaines Street, Suite 814		<input type="text"/>			
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* City: Tallahassee		<input type="text"/>			
County: <input type="text"/>		<input type="text"/>			
* State: FL: Florida		<input type="text"/>			
Province: <input type="text"/>		<input type="text"/>			
* Country: USA: UNITED STATES		<input type="text"/>			
* Zip / Postal Code: 32399-0400		<input type="text"/>			
e. Organizational Unit:					
Department Name: Office of the Commissioner			Division Name: Acc't, Research, Measurement		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix: Mr.		* First Name: Jeff		<input type="text"/>	
Middle Name: <input type="text"/>		<input type="text"/>			
* Last Name: Sellers		<input type="text"/>			
Suffix: <input type="text"/>		<input type="text"/>			
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SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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7. Construction	\$					
8. Other	\$					
9. Total Direct Costs (lines 1-8)	\$					
10. Indirect Costs	\$					
11. Training Stipends	\$					
12. Total Costs (lines 9-11)	\$					

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Renee Kever</p>	<p>* TITLE</p> <p>Florida Commissioner of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>Florida Department of Education</p>	<p>* DATE SUBMITTED</p> <p>09/25/2008</p>

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Florida Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Eric
Middle Name:	
* Last Name: Smith	Suffix:
* Title: Florida Commissioner of Education	
* SIGNATURE: Renee Kever	* DATE: 09/25/2008

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Jeff		Sellers	

Address:

* Street1:	325 West Gaines Street, Suite 814
Street2:	
* City:	Tallahassee
County:	
* State:	FL: Florida
* Zip Code:	32399-0400
* Country:	USA: UNITED STATES

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

850-245-9597	850-245-9288
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Email Address:

Jeff.Sellers@fldoe.org

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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Please attach an explanation Narrative:

	Add Attachment	Delete Attachment	View Attachment
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-5_Program Abstract.doc

**Florida's Enhancement of Data Governance and Restricted Access to Data
(CFDA Number 84.372A)**

Project Abstract

1. **The title of the project:** Florida's Enhancement of Data Governance and Restricted Access to Data
2. **The RFA goal under which the applicant is applying:** The Federal long term goal of this program is to increase the number and capacity of comprehensive statewide longitudinal data systems, thereby permitting States to generate accurate and timely data to meet reporting requirements; support evidence-based education decision-making; and increase the efficiency and organization of transferring educational data among schools, districts, and states in order to improve student achievement. In keeping with this goal, Florida proposes (1) to develop a research and analysis tool for use by internal and external researchers upon approval and (2) to expand a data governance structure to enhance Federal reporting and reliable research. The research and analysis tool will be a technologically innovative mechanism that allows researchers with approved proposals to intuitively navigate the site and pull the data fields appropriate to the research proposal. All data will continue to be secure per Florida's nationally recognized data collection and reporting system. This tool will be used to alleviate constrained staff resources and will allow Florida's data to be used to support evidence-based education decision-making in a timelier manner.

Additionally, Florida will readdress and develop a data governance structure that will (1) regularly convene key stakeholders within the Florida Department of Education regarding data definitions and use; (2) utilize a process to determine common definitions across sectors; (3) develop common business rules for routinely requested data; and (4) develop and implement an application to manage and document these steps (metadata tool).

The proposed project will provide dramatic, new analytic dimensions currently unavailable in any state. Not only will there be results reported on periodic, current schedules, but on a longitudinal basis as well. The project will result in processes and techniques that may be replicated in other states. It will serve as a national model that can be adapted and improved upon by others.

3. **The expected outcome of the project on the State's education data system:** This project is expected to improve, expand and alleviate. It will IMPROVE (1) the usability of data through a self-service research tool; (2) the efficiency with which data requests are fulfilled; and (3) the reliability of research conducted through the use of common business rules. It will EXPAND (1) the reporting capabilities of Florida by creating a process to determine common definitions across sectors and by relaxing the constraints on staff resources; and (2) the use of Florida's data by the State for educational decision-making and by external entities for educational research purposes. Finally, it will ALLEVIATE the use of staff to fulfill data requests. Florida continually searches to develop innovative ways to continue its service to the general public through the use of educational research and reporting while dealing with the realities of an economic downturn. The proposed project will allow Florida to utilize existing staff for other priority functions while continuing to fulfill the ever-increasing demands on Florida's nationally recognized data collection system.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1239-6_Program Narrative.doc

**Florida’s Enhancement of Data Governance and Restricted Access to Data
(CFDA Number 84.372A)**

Project Narrative

a) Need for Project

Florida is one of the few states that already has a well-established student information system, with defined data elements, submission processes, data quality controls, and reporting mechanisms. It has well-defined protocols that protect individual student records from inappropriate release in accord with the requirements of the Family Educational Rights and Privacy Act (FERPA) Regulations and related state law. The state has created a repository, called the “PK20 Education Data Warehouse” (EDW), that serves as a longitudinal repository for student information in secondary, postsecondary, and post school employment settings.

Because of the EDW’s ability to track students longitudinally, Florida is nationally recognized and often receives requests from in-state and out-of state organizations for linked data sets. The demands for near real-time data warehousing capabilities, an expanded audience of users requesting access to data, and timely continuous efforts to provide data of the highest quality while maintaining auditable data for reporting of federal, state, and local accountability and performance measures, have increased the demand on the existing resources and capabilities of the EDW. As demand has increased, so has Florida’s need to evolve the PK20 Education Data Warehouse to include access to educational data in the form of a self-service tool for requestors to gain restricted access to student data while maintaining the confidentiality requirements outlined in FERPA and state law.

The proposed evolution of the PK20 Education Data Warehouse includes the automation of the approval process for gaining access to student level data, the enhancement of the Metadata application, the expansion of the Data Governance process (including an expanded Data Governance Committee), and the implementation of a self-service restricted access data tool called the “sandbox.”

Florida’s EDW provides researchers with linked student-level education data along the continuum from pre-kindergarten through high school completion into postsecondary education and into the workforce over a long period of time. The challenge Florida faces is how to improve the accessibility of this data resource to researchers so that they can employ this data to better inform policy.

Under current processes, significant amounts of time is spent on the front-end by the limited customer service staff of the EDW assisting requestors in determining availability of indicators and the meaning of those indicators. This is an important iterative process, however it also creates bottlenecks which delays the receipt of data – and in turn delays analyses for which the data have been requested. Additionally, bottlenecks occur due to the high volume of data requests and the limited number of EDW programmers available to pull together the data. This leads to delays in the receipt of the data as well.

The Florida Department of Education’s (FLDOE) proposal for a sandbox interface aims to streamline this process. Under the sandbox approach, requestors – at different levels of access – will be able to access data in a more user-friendly, Web-based environment. Whether accessing aggregate data or student-level data, researchers will be able to self-select from a menu of data elements and produce datasets and/or reports to meet their needs.

Florida's Enhancement of Data Governance and Restricted Access to Data (CFDA Number 84.372A)

Much like the Integrated Postsecondary Education Data Systems (IPEDS) Peer Analysis System, users will have different levels of access to data based on their level of approval. For example, anonymized student level data would only be accessible to those users whose data requests have been approved and security protocols followed. On the other hand, aggregate data would be made available to a more generalized audience.

Florida is already positioned with the most comprehensive education data systems in the country. The challenge Florida continues to face is how best to employ these resources so as to take full advantage of the promise these data hold. Florida's data provide a potential to inform policy not only statewide, but on a national scale. Employing the sandbox concept is a step in the direction of unleashing this potential in a more efficient way to more users so that these analyses can be conducted, and policy informed.

The project will result in processes and techniques that may be replicated in other states. It will serve as a national model that can be adapted and improved upon by others.

b) Objectives for Proposed System

FLDOE envisions employing a restricted access process (the sandbox) similar to one or more of the processes used by the National Center for Education Statistics, the U.S. Bureau of the Census, and/or the Internal Revenue Service that allows requestors, under certain conditions, to access anonymous unit record data in a secure, controlled environment. This approach can provide government entities, research institutions, local stakeholders and researchers ready access to confidential student data within the guidelines set forth in FERPA. The following objectives and strategies will be used to develop the aforementioned process:

1. *Data Governance Process:* The data governance process Florida proposes will include: (1) the automated management of the review and approval process for data requests, (2) documentation of business rules, (3) defining data elements, (4) determining data usage by the sandbox and other features, and (5) determining data availability.
2. *Automate Management of the Approval Process:* FLDOE proposes to replace its current data request management system (e-mail and hard copy) with a Web-based automated application that will accelerate FLDOE's ability to review and approve data requests. The automated application will alert staff of a new data request requiring review and approval. The application will provide built-in intelligence to implement request priorities based on the source of the request (e.g., legislative and gubernatorial requests are completed first, internal requests second, and external requests third). Priorities can also be placed on multiple data requests from the same user. Upon approval, the application will automatically notify the requestor of approval and provide instructions on how to access and download the appropriate data.
3. *Metadata Application:* With the implementation of the EDW, FLDOE developed its own Metadata¹ Application—essentially an electronic data dictionary for the integrated systems. FLDOE proposes expanding and enhancing the Metadata Application by

¹ *Metadata* is a definition or description of data. Definition taken from SearchSQLServer.com.

**Florida's Enhancement of Data Governance and Restricted Access to Data
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encompassing all of FLDOE's major data systems as well as including documentation of business rules, documentation of the transformation process, and a reporting function to provide statistics and interdependency information about the data maintained in the restricted area. The enhancement would make the restricted access area more user friendly and decrease the time it would take for users to identify useful data elements. The Metadata Application will be an enterprise-wide application utilized by the general public and data requestors as well as Management Information System (MIS) staff within FLDOE.

4. *Sandbox*: FLDOE proposes the creation of an interface ("sandbox") which would be a restricted access Web-based environment in which an approved requestor is provided time-limited access through assigned security protocols that include pathways and passwords. It is viewed essentially as a secure "Exploratorium" that provides an opportunity for users to extract and manipulate data needed to conduct their research. When used in conjunction with the automated approval process and enhanced metadata application, it is estimated that ninety percent of this application would be self-service and transparent for requestors requesting access.
5. *Research Advisory Council*: FLDOE proposes establishing and working with a committee of researchers who have extensive experience with Florida's data to develop the creation of a restricted access approach. These researchers would represent institutions of higher education in- and outside of- Florida, including principal researchers affiliated with the National Center for Analysis of Longitudinal Data in Education Research (CALDER) established by the USDOE within the Urban Institute funded to work with states' administrative longitudinal databases and the Regional Education Labs funded by NCES. The role of the Research Advisory Committee would evolve and revolve around key project deliverables to be defined.
6. *Web-based Interface*: The applications proposed above will provide the user with tools for easily accessing K-20 data upon approval. FLDOE proposes the development of a Web-based portal that would consolidate access to these tools into one location for the user. The Web-based interface will provide links to all of the data request forms, the Metadata Application, and the sandbox.

Building an environment as described above will enhance timelier access for approved users to the restricted data than what FLDOE is currently capable of providing, and allow the use of more robust tools to help the users navigate through the environment. In addition, FLDOE will be able to redirect resources from the extraction and provision of data to leveraging the findings of the research resulting from access to this data.

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Project Design

Data Governance Process

Housed within the FLDOE are the PK12, the Workforce Education and the Community College databases². Each of these databases receives student and staff data directly from the Local Education Agencies (LEAs); the PK12 database is comprised of data reported by the school districts, the Workforce database is comprised of data reported by the technical centers, and the Community College database is comprised of data reported from the public community colleges.

Currently, this information is hosted at an off-site data center known as the Northwest Regional Data Center (NWRDC), with each database (including the State University System's database) having its own set of accounts with NWRDC. The information is then taken from NWRDC, business rules applied for matching across systems, and stored in the PK20 Education Data Warehouse (see Figure 1 in Appendix A).

Because of the separate databases and separate NWRDC accounts, the data governance process is currently in silos so that changes to a database are governed by the source data's sector. For instance, changes to the Workforce Education database are discussed and voted on at the quarterly Workforce Education and District Data Advisory Council (WEDDAC) meetings. Members of WEDDAC include representatives, generally in the areas of Information Technology or Institutional Research, from the school districts and community colleges with technical centers.

Additionally, the data governance process for the EDW is generally restricted to its staff with staff from the source data management teams consulted. However, there is not currently a data governance process that covers all data housed in FLDOE and the Board of Governors.

The proposed data governance process would encompass the entire Department and bring together decisions made for the source data systems as well as the EDW. Florida proposes a move towards a new data management process that would include significantly reducing or eliminating the use of NWRDC and storing all source data in an Operational Data Store (ODS) environment. The ODS would be used for data that is still preliminary. Once data is considered final, the information would be housed in the EDW (see Figure 2 in Appendix A). In addition to the benefit of housing all data in one data environment rather than in separate accounts, the elimination of the use of NWRDC will provide a cost-savings to FLDOE by reducing or removing the current hosting charges administered by NWRDC. While reducing the use of NWRDC and the implementation of the ODS are outside the scope of this proposal, they are important factors to be considered in the proposal of a refined data governance process.

A recent Data Quality Campaign publication³ makes the case for an agency-wide data governance structure which includes a data governance committee; a data governance system that governs data collection, access, and use; and clear security policies that govern access to

² The 11 public universities within the State University System report data to Florida's Board of Governors. The Board of Governors is not housed within the FLDOE, however, the Board of Governors does share the data with the PK20 Education Data Warehouse for longitudinal tracking purposes.

³ Laird, Elizabeth and Ryan Reyna. "Data Governance: Changing Culture, Breaking Down Silos and Deciding Who Is In Control." Data Quality Campaign, August 2008.

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data. The data governance process Florida proposes will contain several aspects supported by the Data Quality Campaign publication including, but not limited to, (1) review and approval process for data requests, (2) documentation of business rules, (3) defining data elements, (4) determining data usage by the sandbox and other features, and (5) determining data availability.

Data Governance Committee

To accomplish the many tasks associated with the proposed data governance process, FLDOE will first need to determine the members of a Data Governance Committee and what role the Data Governance Committee will play in these tasks. Some tasks may be handled by the Data Governance Committee and some may continue to be handled by the source data systems with an update to the Data Governance Committee.

Currently, the various source data systems work in consultation with several advisory councils and committees including: Florida Association of Management Information Systems (FAMIS), the Standing Committee on Student Records and Electronic Systems (STRES), Florida Automated System for Transferring Educational Records (FASTER), WEDDAC, and the Management Information System Advisory Task Force (MISATFOR). These groups meet several times a year to work with FLDOE staff in developing and maintaining data elements and table values within FLDOE's source data systems.

Additionally, the Data Request Workgroup consisting of FLDOE's researchers and data request staff meet weekly to discuss new data requests submitted by external stakeholders. This is an important part of the process as the Data Request Workgroup has been able to minimize the duplication of staff efforts due to a single request being sent to multiple Department staff. The Data Request Workgroup has also played a role in the efforts of FLDOE to maintain a balance of student confidentiality and data accessibility.

During the Data Governance Process phase of the project, the roles of these advisory groups and of the Data Governance Committee will be determined.

Review and Approval Process for Data Requests

The EDW was originally developed to consolidate FLDOE's information to make reporting easier for state and federal requirements from the K20 perspective. As the EDW's capabilities became known, the number of data requests being submitted from internal and external requestors increased. In 2004, 68 requests were submitted and fulfilled by the EDW. By 2007, the number of requests had increased three-fold to 203. By mid-September of 2008, the EDW has already received and fulfilled 187 requests.

Each request must go through the review and approval process which is slow and arduous. A requestor must complete a Security and Access Agreement and an Information Request Form, then submit them to the EDW Proposal Administrator for approval. Once these forms are submitted, the request must go through a five-step process for approval and data access:

1. The forms are reviewed for completeness.
2. If all is complete, the request is sent to the Data Request Workgroup for review and approval. If the Data Request Workgroup has any questions about the request, the

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- requestor is contacted for further clarification. This can continue for several iterations until all questions satisfy the Data Request Workgroup and approval is given.
3. Upon Data Request Workgroup approval, the request must be approved by FLDOE's subject area expert for the request, the Director of the EDW, the Executive Staff Director, the Assistant Deputy Commissioner, and the Deputy Commissioner of Accountability, Research, and Measurement. Approval is done via hard copy that requires concurrent approval from each level and requires routing the request from person to person.
 4. The request is logged into the data request queue by the EDW Customer Relations Manager.
 5. Once technical staff are available, EDW pulls the appropriate data for the request and the Customer Relations Manager works with the requestor to deliver the data in a secure fashion.

Requestors are instructed to expect a minimum of three months from the time a final and complete proposal is submitted to an approved or not approved notification. Once approved, the research proposal enters a queue with other approved requests. The EDW is committed to providing approved requests for data as soon as possible; however, from time-to-time priorities require modification to address concerns from the Governor, Legislature, and State Board of Education. These modifications to workloads often cause unforeseen delays in the delivery of data for research projects.

The proposed automation of the management of the approval process would allow steps 1, 3, and 4 to be automated. The automated system would potentially accept a data request, check for completeness, and then automatically send a notice to the Data Request Workgroup that a request is in need of review and approval. While there remains a necessity for the Data Request Workgroup to meet weekly, the approval process would be accelerated by the automatic notification.

Clarification questions could be logged into an electronic system that would automatically contact the requestor. Upon receipt of the requestor's response, the Data Request Workgroup could electronically approve or reject the request. Upon approval, the EDW Proposal Administrator would be responsible for electronically marking the approval which would signal the automated system to move the request on to the next level of approval. As each reviewer electronically marks approve, the request is automatically routed to the next level.

The request is already electronic; therefore the need for step 4 would be eliminated. However, the Customer Relations Manager would be responsible for notifying the requestor of the username and password necessary to pull the requested data. The sandbox, which will be described in detail below, will eliminate the need for step 5. Therefore, the proposed automation of the management of the approval process should minimize staff efforts to only reviewing and approving/rejecting data requests.

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Defining Data Elements

Data elements are currently defined by each of the source data systems and their advisory councils and are designed to respond to state and federal reporting requirements. However, when different sectors define the same piece of information differently, a transformation must occur in the EDW to align data across sectors. One piece of the proposed Data Governance Process is to work with the source data systems to systematically define data elements when possible.

Defining Business Rules

Two aspects to defining business rules are: (1) those used to determine the transformation of data for inclusion in the EDW and (2) those used to determine data constraints for reporting purposes.

One of the aspects of the Data Governance Process is to define business rules for both purposes. The transformation rules will need to be defined and updated as data elements are added and changed. The inclusion of staff beyond the EDW will be important so that the nuances associated with any data elements are recognized and handled appropriately.

The business rules for determining data constraints for reporting purposes is an important aspect of the Data Governance Process because federal reporting requires subsets of students to be defined in a certain manner. State reporting may or may not require the same definition for the subset of students. For example, Florida calculates the high school graduation rate for three different purposes: official Florida rate, No Child Left Behind rate, and National Governor's Association Compact rate. Each rate starts with the same cohort of students, but modifications are made as to which graduates to include in the calculation (standard high school diplomas, special diplomas, regular GEDs, and adult GEDs). The Data Governance Process will document the various definitions and make them available to data requestors so that they are aware of the nuances of each definition and how that affects their research.

During the Data Governance Process phase of the project, FLDOE will determine who will be responsible for defining and maintaining each set of business rules.

Determining Data Usage and Data Availability

While the EDW and FLDOE's source data systems collect and manage a plethora of information on students, teachers, administrators, schools, and school districts, consideration must be given to how much of the information collected and managed is available for use by external stakeholders. Additionally, with the transformation process, data anomalies occur. Data stewards need to have input to respond to data anomalies that fall below an acceptable threshold.

Data availability also deals with data security, which means compliance with FERPA and state laws must be considered. Florida has historically dealt with security and compliance issues via the Florida's Security and Access Agreement.

During this phase of the project, FLDOE will decide who will be responsible for determining data availability.

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Metadata Application

Currently, at FLDOE, each of the source data systems maintains its own data dictionary and the EDW maintains a metadata application on information stored in the EDW. Additionally, the EDW creates and stores business rules associated with the extract, transformation, and load (ETL) process used when loading source data into the integrated system. The current metadata application available to data requestors is comprehensive, but cumbersome; where to find information is not intuitive to the user not experienced using the EDW.

Florida proposes expanding the Metadata Application to an enterprise-wide application to be used by the source data systems as well as the EDW. The Metadata Application will include data dictionaries for all FLDOE data systems as well as documentation for the transformation of data elements during the ETL process and documentation for business rules applied to data elements and student subsets during the federal and state reporting process.

Currently, the data dictionaries maintained by the source data systems are stored in a variety of formats including a Portable Document Format (PDF). The various formats are not designed to allow the MIS staff to update the data dictionaries and have the changes flow automatically through all of the data processes and programs. One change to a data element table value can equal hours of staff time changing the data dictionary, transformation business rules, and all programs in which the data element is currently used for reporting purposes. This also creates the potential for error if the change in a source data system is not communicated to the EDW.

The enterprise-wide Metadata Application proposed here will contain all data element definitions, table values associated with the data elements, transformation rules applied to the data elements, and business rules applied for reporting purposes. Because all of the information will be contained in a consolidated tool, a change to a table value in PK12 will be changed one place and will filter down to the PK12 data dictionary, the transformation rules applied to the data element, business rules applied to the data element, and the EDW data dictionary.

As discussed in detail previously in this proposal, the Data Governance Process will include the responsibility of determining the appropriate business rules for the transformation of data elements from the source data system to the EDW. Furthermore, it will include the responsibility of determining the appropriate business rules for federal and state reporting purposes. The Metadata Application will be a tool for the general public, data requestors, the Data Governance Committee, and FLDOE's MIS staff to access this information. Access to the business rules applied to data elements and student subsets for the purposes of federal and state reporting will be of particular interest to data requestors so that they are aware of any limitations on the use of the data. Likewise, the transformation rules will be of particular interest to data requestors so that they are aware of any imputations the data have undergone during the ETL process.

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The Metadata Application will also have a reporting function that can be utilized by data requestors, the Data Governance Committee, and FLDOE’s MIS staff. Some examples of the use of the reporting function are:

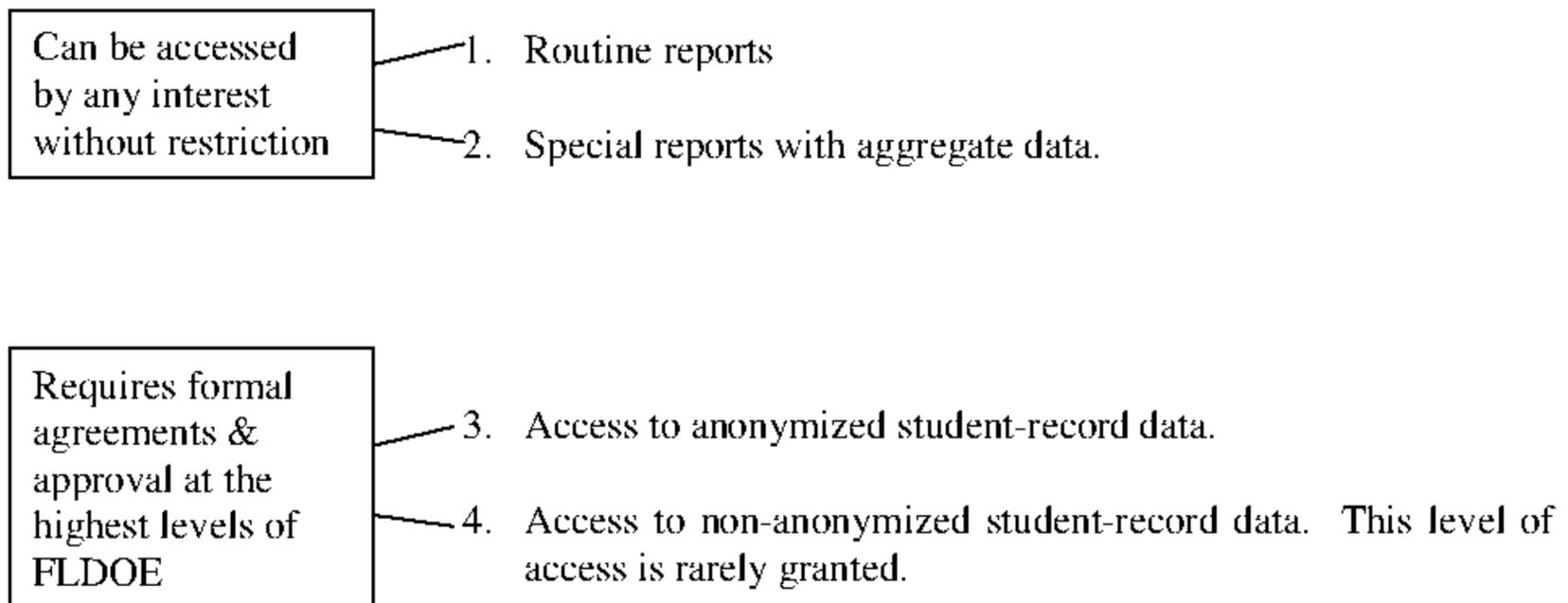
- Frequency analysis on data element usage;
- Statistics on results of the ETL and data matching process during source data loads; and
- Analysis of the commonality of data element definitions across source data systems.

The Metadata Application will be a self-service tool employed by many different audiences. Therefore, it will have an interface that will make navigation through the tool intuitive to all users. Moreover, an online training component will be developed for new users to reference during their session.

Sandbox

As previously mentioned, the EDW contains data from the source data systems, each with a high volume of data elements. Under the current approval and data access process, much time is spent on the front-end assisting requestors in determining the availability of data and the meaning of those data. This creates an iterative process which potentially delays the receipt of data – and in turn delays analyses for which the data has been requested. Additionally, a bottleneck occurs due to the high volume of data requests and the limited number of EDW programmers available to pull together the data. This leads to delays in the receipt of the data as well.

FLDOE proposes the creation of an interface (“sandbox”) which will aim to streamline this process. By using the new sandbox, requestors – at different levels of access – will be able to access data in a more user-friendly, Web-based environment. Currently, data housed in the EDW are available via one of four levels of access.



Those accessing data at the lowest levels of access will be able to self-select from a menu of data elements and produce reports to meet their needs. Requestors accessing data at the third level of access will work through the approval process discussed earlier. Upon approval, the requestor

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will be given an access code that will allow him/her to view the data elements associated with the approved proposal. Requests for access at the fourth (highest) level of access will need to work directly with the EDW to gain access to the data.

The sandbox is an interactive environment used to make data accessibility easier for the user and to alleviate the demands on EDW staff resources. However, the infrastructure behind the interface will be a complex system containing specific data elements from the EDW. While the EDW stores a vast amount of data on the PK20 educational system, all data is not commonly utilized or necessitates inclusion in the sandbox.

One aspect of the Data Governance Process will be determining which data will be available through the sandbox. One possibility is to identify a list of the most popular data elements requested by reviewing prior data requests. Also, the Research Advisory Committee will be consulted to help identify those key elements. The sandbox would contain data that reflects the demand for research. Additionally, the sandbox would likely contain basic data requested nearly universally—namely, student demographic data (e.g., race/ethnicity, gender, free-reduced priced lunch status), school characteristics (e.g., school type, whether school is a charter school, school performance), and outcome measures (e.g., high school diplomas, postsecondary credentials).

In an effort to make the sandbox as transparent and user-friendly as possible, these data elements would be available to users with “easy-to-understand” labels. Naming conventions would be standardized and intuitive, so as to facilitate the ability of requestors to pull their data in an efficient and timely fashion. Additionally, the aforementioned Metadata Application will be used by requestors to provide explanation regarding the data employed.

Map of Core Elements for Establishing a Statewide Longitudinal Data System

The table below maps required core elements of the Florida proposal to specific requirements of a statewide longitudinal data system outlined in the original Competitive Grant Announcement.

Requirements	Florida’s posture
<i>Governance and Policy Requirements</i>	
Needs and Uses	
1. Address the State’s other key educational policy questions in addition to providing information that helps to improve student achievement and reduce achievement gaps among students.	The PK20 Education Data Warehouse has been supporting longitudinal research for over 5 years. Some of this effort has been internally stimulated within FLDOE, some have involved the Florida Legislature through the Office of Program Policy and Government Accountability. Some efforts have been through Florida Universities as well as interests outside of Florida including the EdTrust, Jobs for America’s Future, the Lumina Foundation, Community College Research Center at Columbia University, and the National Center for Analysis of Longitudinal Data in Education Research (CALDER).

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Requirements	Florida's posture
2. Provide data that can be used in education decision-making at multiple levels, from policy to classroom instruction.	FLDOE's PK20 Education Data Warehouse reports data longitudinally which is used at the state and district levels for data driven decision-making. FLDOE also has a teacher portal tool called <i>Sunshine Connections</i> which is used to provide various demographic and performance data for teachers concerning their students.
Governance	
1. Have a governance structure that involves both State and local stakeholders in the system's design and implementation.	FLDOE employs a proven Information Systems Development Methodology (ISDM) that is a continuous, iterative process which involves staff within the Department colleagues in school districts, school boards, and key stake holders in schools and the general public.
2. When expanding the data capacity, identify the entities responsible for the operation of the statewide data system and include a common understanding of data ownership, data management, and data confidentiality and access, as well as means by which to resolve differences among partners.	Currently, ownership is dictated by the entity collecting the data. Governance is managed in a similar way. One aspect of this application is to expand and enhance our current data governance process to have a more comprehensive approach to data governance, PK-20.
Institutional Support	
1. Maintain institutional support from leadership within the State Education Agency (SEA) and from relevant stakeholders within and outside the SEA. Support must include authorization to develop and implement the SLDS, as well as the commitment of necessary staff and other resources.	<p>Because the PK20 Education Data Warehouse has already gone through development and is now an ongoing feature of the FLDOE information infrastructure, administrative buy-in has already occurred.</p> <p>As the PK20 Education Data Warehouse develops new tools and capabilities, an important feature is that data are produced and evaluated by data owners and users. This builds a strong buy-in among users for the integrity of the warehouse approach.</p> <p>This process is continuous.</p>
Sustainability	
1. Ongoing support from SEA after implementation including staff and other resources for:	<p><i>(This area is intentionally left blank for future use.)</i></p>
a. system maintenance	
b. quality control	
c. user training	
	This project is about enhancing existing information systems which already have these features.

**Florida's Enhancement of Data Governance and Restricted Access to Data
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Requirements	Florida's posture
<i>Technical Requirements</i>	
Federal Reporting	
1. System must be able to meet Federal reporting requirements.	Federal and state reporting requirements are currently accommodated in the state data collection and data warehouse environments.
2. Provide efficiencies that reduce the burden of federal reporting for schools and districts.	
Privacy Protection and Data Accessibility	
1. Ensure the confidentiality of student data consistent with FERPA and other State laws	The PK20 Education Data Warehouse has an established security and access procedure that governs all types of access to the FLDOE data resources. The procedure administers four levels of access described earlier in this document.
2. Include documentation that clearly articulates what data will be accessible, to which users, and for what purposes.	The documentation will be housed within the proposed enhanced Metadata Application.
Data Quality	
1. Ensure the integrity, security, and quality of data.	FLDOE follows industry standards related to the security of the transmission, storage and access to confidential data. There are over 120 electronic edits that are key parts of the submission processes for student and staff data, finance data, and facilities data. These edits are used by districts to clean-up data before submission. They are also used as a final check before data are accepted at the FLDOE. As data are brought into the EDW environment, the Extract, Transform, and Load (ETL) processes add additional layers of edit checks that deal with data consistency over time. After each data submission made by the LEAs, an edit report is produced and provided to the LEAs for their review and approval of the integrity and accuracy of the data. In addition, major components of the data submitted by the LEAs are used in state funding formulas.
2. Include an ongoing plan for training those entering or using the data, as well as procedures for monitoring the accuracy of information.	One aspect of this application is to incorporate an on-line training module for those pre-approved to have access to the data. We have ongoing training occurring for LEAs concerning the collection and accuracy to data.

**Florida's Enhancement of Data Governance and Restricted Access to Data
(CFDA Number 84.372A)**

Requirements	Florida's posture
Interoperability	
1. Has the capacity to exchange data between:	
a. the SEA and its LEAs	FLDOE's FASTER system allows the SEA and the LEAs to exchange transcript information.
b. LEAs	FLDOE's FASTER system allows the LEAs to exchange transcript information.
c. other appropriate State agencies or educational entities.	With each Memorandum of Agreement between the FLDOE and other agencies with which data are shared/exchanged, the specific details concerning data transfer protocols and frequencies are addressed.
Enterprise-wide Architecture	
1. Includes an enterprise-wide data architecture that links records across information systems and data elements across time.	FLDOE's PK20 Education Data Warehouse matches student and staff unit record data from multiple source systems from pre-kindergarten through post graduate school into a longitudinal data repository, going back to 1995.
2. Allows for longitudinal analysis of dropout rate, graduation rate, and student achievement growth.	FLDOE's PK20 Education Data Warehouse has the ability to track students longitudinally making the analysis of dropout rate, graduation rate, and student achievement growth possible and already reported.
3. Includes a system for assigning unique student identifiers, a data dictionary, a data model, and business rules.	<p>Student identifiers are assigned in accord with defined rules by school districts, community colleges, and universities. In the PK20 Education Data Warehouse, individual student information is matched on a combination of 17 unique data elements to assure accurate and consistent matches. All data residing in the data warehouse are assigned a unique identifier referred to as the "EDW identifier" that is used for subsequent matching in that environment.</p> <p>Florida already has data dictionaries for each of its source data systems as well as a data dictionary for the PK20 Education Data Warehouse. This proposal will enhance the Metadata Application to refine the data dictionary as well provide for users information on the data model and business rules applied.</p>

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c) Institutional Support

FLDOE will be committing eleven staff to the project with varied time commitments. FLDOE will be funding the salaries and benefits of the eleven staff. Additionally, the EDW currently has three full-time programmers dedicated to the ETL process and three full-time programmers dedicated to fulfilling data requests. These staff will be instrumental in the design and testing of the applications proposed here.

This proposal is one part of FLDOE's Enterprise Technology Plan (ETP). The other facets of the ETP include the reduction of or elimination of the use of the NWRDC and the implementation of the Operational Data Store (see the Data Governance Process description above and Attachment A for more information). The ETP has received support from the Commissioner of Education and implementation plans are currently being developed.

After the implementation of the Web-based interface, FLDOE will develop a Web-based document library that catalogs and archives the publications produced by requestors that use the restricted access system. While the focus of this initiative is to minimize the access barriers for research that currently exist with the data maintained in FLDOE's longitudinal data system, ostensibly, dissemination of finished publications to key stakeholders and use of the research by FLDOE are essential byproducts of this system that the publication library could facilitate.

d) Project Management Plan

Florida has already accomplished many of the core elements for establishing a statewide longitudinal data system (see the Map of Core Elements earlier in this proposal). The Project Management Plan presented below indicates how the perspectives of external data consumers have been and will be incorporated into appropriate phases of the process and milestones throughout the project.

<i>YEAR ONE (MARCH 2009-FEBRUARY 2010)</i>		
Task	Person(s) Responsible*	Deliverable(s)
<i>Project Management</i>		
Convene PLT* to validate business case, scope of the project, and commitment of resources	Project Sponsor	Revised Project Plan documenting job tasks, schedule, allocated resources, milestones, and review requirements
Establish project account and recordkeeping systems	Assistant Project Director	Project support systems in place
Complete forms for grant award	Project Sponsor	Agreement between USED and Florida DOE
Update PLT on project status	Assistant Project Director	Memorandum to Project Sponsor

* The following abbreviations are used throughout the Project Management Plan: CS – Contracted Services; DG Core Team – Data Governance Core Team; DGC – Data Governance Committee; DRW – Data Request Workgroup; PLT – Project Leadership Team; RAC – Research Advisory Council; TC – Technical Committee

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Task	Person(s) Responsible*	Deliverable(s)
Authorization to proceed	Project Sponsor	Memorandum to Project Director
Schedule project kick-off meeting	Project Director and Assistant Project Director	Meeting agenda
Conduct kick-off meeting with PLT, TC, DG Core Team	Project Director	Detailed project plan
Approval of detailed project plan	PLT	Signed Project Plan with schedule of deliverables
Project status report (at end of Year 1)	Assistant Project Director	Report distributed to project participants
<i>Data Governance Process</i>		
Determine potential consultants regarding Data Governance	Project Director, DG Core Team	List of potential consultants
Contract with consultant to inform about best practices regarding Data Governance	Project Director	Signed contract with consultant
Conduct kick-off meeting with Consultant	DG Core Team	Meeting agenda
Determine DGC membership, roles, responsibilities, authority, and oversight functions	DG Core Team	DGC Fact Sheet including the roles, responsibilities, and priorities
Approval of DGC Fact Sheet and potential members	Commissioner of Education	Invitations to members
Conduct kick-off meeting with DGC**	DG Core Team	Establish charter and implementation plan
<i>Metadata Application</i>		
Conduct meeting to assign tasks	TC	Roles of TC members
Conduct review of existing data systems and documentation relative to data elements	TC	Data Elements Integration Plan

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** For brevity's sake, from this point forward in the Project Management Plan, the Data Governance Committee will be referenced. However, the tasks associated with the Data Governance Committee may be completed by other groups such as WEDDAC. That determination will be made when the Data Governance Core Team determines the roles and responsibilities of the Data Governance Committee.

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Task	Person(s) Responsible*	Deliverable(s)
Conduct review of best practices for metadata applications	TC	List of Florida's technical requirements for a metadata application
Conduct review of metadata applications currently available for purchase	TC	Market Availability Chart
Determine if Florida will purchase or develop a metadata application	TC, PL	Memorandum to Project Director
<i>Sandbox</i>		
Identify internal program area experts and researchers, Board of Governors staff, & external researchers appropriate for Research Advisory Council	Project Director, TC, DG Core Team	Invitations to participate on Research Advisory Council
Conduct kick-off meeting for Research Advisory Council	Project Director, TC, DGC	Meeting agenda
Determine potential contractors regarding sandbox planning	Project Director, TC	List of potential contractors
Hire contractor to assist with sandbox and Metadata Application planning	Project Director	Signed contract with contractor
Determine functionality of sandbox	Contractor, Project Director, TC, RAC	Conceptualization Plan
Develop implementation plan for sandbox (includes system architecture, database design, access & authentication, and security)	Contractor, Project Director, TC, RAC	Implementation Plan

<i>YEAR TWO (MARCH 2010-FEBRUARY 2011)</i>		
Task	Person(s) Responsible*	Deliverable(s)
<i>Project Management</i>		
Project status report (at end of Year 2)	Assistant Project Director	Report distributed to project participants

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Task	Person(s) Responsible*	Deliverable(s)
<i>Data Governance Process</i>		
Review Metadata Application Implementation Plan	DGC	Memorandum of approval
Review Data Elements Integration Plan	DGC	Memorandum of approval
<i>Metadata Application</i>		
Begin procurement of Metadata Application	TC	Contract or Development Plan
Prepare technological environment	CS, TC	Procurement and installation of necessary hardware and software
<i>Sandbox</i>		
Conduct review of past data requests to determine frequency of data elements requested	TC, RAC	List of most popularly requested data elements
Determine data elements for inclusion in sandbox	TC, RAC	Finalized list of data elements
Procure required infrastructure	Project Director	Necessary equipment available for installation
Install and prepare required infrastructure	TC	Infrastructure prepared for sandbox development
Format data elements for inclusion in sandbox	CS, TC	Tables (or other format) of data elements to be included
<i>Automated Management of Approval Process</i>		
Review of marketed software to manage automated approval process	TC	List of applications currently available
Purchase software or begin development	TC	Contract or Development Plan
<i>Web-based Interface</i>		
Determine requirements for Web-based Interface	Project Director, TC, RAC	Requirements document
Develop Web-based Interface	CS, TC	Prototype Application

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YEAR THREE (MARCH 2011-FEBRUARY 2012)		
Task	Person(s) Responsible*	Deliverable(s)
<i>Project Management</i>		
Project status report (at end of Year 3)	Assistant Project Director	Report distributed to project participants
<i>Data Governance Process</i>		
Begin regular meeting schedule (possibly annually)	DGC	Report to Project Leadership Team
<i>Metadata Application</i>		
Populate Metadata Application	CS, TC	
Test Metadata Application	TC, RAC, PLT	Report of issues discovered during testing that need to be addressed
Make revisions to Metadata Application as necessary	CS, TC	Recommendation to proceed or revise
<i>Sandbox</i>		
Complete development of sandbox	CS, TC	Completed sandbox Application
Test sandbox	TC, RAC, PLT	Report of issues discovered during testing that need to be addressed
Make necessary revisions to sandbox	CS, TC	Recommendation to proceed or revise
<i>Automated Management of Approval Process</i>		
Complete development or install procured software	CS, TC	Prototype Application
Test automated approval process	TC, RAC	Report of issues discovered during testing that need to be addressed
Make necessary revisions to automated approval process	CS, TC	Recommendation to proceed or revise
Review of finalized automated approval process	DGC, PLT	Memorandum of Approval
Deploy automated approval process	TC	

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Task	Person(s) Responsible*	Deliverable(s)
<i>Web-based Interface</i>		
Test Web-based interface	TC, RAC, DRW	Report of issues discovered during testing that need to be addressed
Make necessary revisions to Web-based interface	CS, TC	Recommendation to proceed or revise

YEAR FOUR (MARCH 2012-FEBRUARY 2013)		
Task	Person(s) Responsible*	Deliverable(s)
<i>Project Management</i>		
Project status report (at end of Year 4)	Assistant Project Director	Report distributed to project participants
<i>Metadata Application</i>		
Finalize testing and revisions to Metadata Application	CS, TC, RAC	Report of issues discovered during testing that need to be addressed
Create online training component	CS, TC	Online training component
Test training component	FLDOE's MIS staff, RAC	Report of issues discovered during testing that need to be addressed
<i>Sandbox</i>		
Finalize testing sandbox	TC, RAC, PLT	Report of issues discovered during testing that need to be addressed
Make necessary revisions to sandbox	CS, TC	Recommendation to proceed or revise
Create online training component	CS, TC	Online training component
Test training component	FLDOE's MIS staff, RAC	Report of issues discovered during testing that need to be addressed
<i>Web-based Interface</i>		
Test integration of Web-based interface and Metadata Application	TC, RAC, PLT	Report of issues discovered during testing that need to be addressed
Test integration of Web-based interface and sandbox	TC, RAC, PLT	Report of issues discovered during testing that need to be addressed

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Task	Person(s) Responsible*	Deliverable(s)
Make necessary revisions to Web-based interface	CS, TC	Recommendation to proceed or revise
Create online training component	CS, TC	Online training component
Test training component	FLDOE's MIS staff, RAC	Report of issues discovered during testing that need to be addressed

<i>YEAR FIVE (MARCH 2013-FEBRUARY 2014)</i>		
Task	Person(s) Responsible*	Deliverable(s)
<i>Project Management</i>		
Final project status report (at end of Year 5)	Assistant Project Director	Report distributed to project participants
<i>Metadata Application</i>		
Final Review of Metadata Application	TC, RAC, PLT	Memorandum of Approval
Deploy Metadata Application	TC	
<i>Sandbox</i>		
Final Review of sandbox	TC, RAC, PLT	Memorandum of Approval
Deploy sandbox	TC	
<i>Web-based Interface</i>		
Final Review of Web-based interface	TC, RAC, PLT	Memorandum of Approval
Deploy Web-based interface	TC	

e) Project Personnel and Resources

Serving on the Project Leadership Team will be the Project Sponsor, Project Director, and Assistant Project Director. The focus of Project Leadership Team will be to direct the activities of the project and monitor the progress of the project for timeliness and staying within budget.

Mr. Jay Pfeiffer, Deputy Commissioner of the Florida Department of Education's Division of Accountability, Research, and Measurement will serve as Project Sponsor. Mr. Pfeiffer has held various research and management positions during his 23 years with the Department of Education. The Division of Accountability, Research, and Measurement has 150 employees and is comprised of the following units: Assessment and School Performance, Florida Education and Training Placement Information Program, PK20 Education Data Warehouse, Education Information and Accountability Services, Office of Articulation, and Community College Technical Center Management Information Services. As Project Sponsor, Mr. Pfeiffer will ensure that adequate resources are devoted to this project. He will approve major deliverables

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and authorize advancement from one project phase to the next. He is ultimately responsible for ensuring that the project is completed on time and within budget and produces the expected outcomes. He will chair the monthly meetings of the Executive Steering Committee. He will chair the monthly meetings of the Executive Steering Committee and will devote an average of 5 percent of his time to this project.

Mr. Jeff Sellers, Assistant Deputy Commissioner of the Division of Accountability Research and Measurement, will serve as Project Director. Mr. Sellers has been employed by the State of Florida for the past 26 years in a variety of information system capacities including information security, data base administration, and data processing management. He currently supervises the offices within the division which collect a variety of PK12 and community college student and staff data, along with the two integrating data systems. Mr. Sellers will be responsible for selecting the external consultants and determining the skill sets required. The Project Director provides management oversight, monitors the performance of all project teams, and is the liaison to the external project manager and contract staff. He will review project status reports and is expected to devote an average of 15 percent of his time to this project.

Ms. Nancy Copa, Executive Staff Director of the Division of Accountability, Research and Measurement, will serve as Assistant Project Director. Her primary responsibilities will be to ensure that any changes in the scope of the project are properly documented and approved by the Project Director, and the Project Sponsor. She will also prepare quarterly project status reports and distribute them to all members of the Executive Steering Committee. Ms. Copa has almost 9 years experience as a consulting analyst and project manager. Ms. Copa is expected to devote 25 percent of her time to this project.

Serving on the Technical Committee and reporting to the Project Director will be three data advisors. The purpose of these meetings will be to design and implement the technical aspects of the Metadata Application, the sandbox, the automated management of the approval process, and the Web-based interface. Committee members will participate in workshops and will receive quarterly progress reports. Committee members will devote an estimated 25 percent of their time to this project.

Mr. Andre Smith, Director of the PK20 Education Data Warehouse, will serve as Technical Manager. Mr. Smith will be responsible for coordinating Technical Committee meetings. Mr. Smith has almost 11 years experience with the FLDOE data systems.

Mr. Lavan Dukes, Bureau Chief of Education Information and Accountability, will serve as K12 Data Advisor. Bureau functions and services include: assisting school districts in the reporting of accurate information, providing information to customers in order to meet their needs, fulfilling DOE Information Database reporting requirements, and reviewing and developing data collection procedures. Mr. Dukes has been with the department for 33 years and has been involved with PK-12 data collection since its inception.

Mr. Gene Kovacs, Bureau Chief of Community College and Technical Center MIS, will serve as Community College and Workforce Education Data Advisor. Mr. Kovacs has been involved in community college and workforce education data for more than ten years. Prior to his

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experiences with data, Mr. Kovacs taught workforce education in one of Florida's community colleges.

Serving on the Data Governance Core Team and reporting to the Project Director will be four representatives and an advisor. The purpose of these meetings will be to determine the principal aspects of the Data Governance Committee including membership, its roles, its responsibilities, and its authority. Core Team members will participate in workshops and will receive quarterly progress reports. Core Team members will devote an estimated 15 percent of their time to this project.

Ms. Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Students Services in the Division of Public Schools, will serve as PK12 Data Governance Representative. Her 26-year career as an educator in Florida began with positions such as an instructional assistant, a teacher for the middle grades, a school district-level teacher trainer. Since then, she has served as the Mathematics Coordinator of Florida's Statewide Systemic Initiative, a Research Associate and Bureau Chief in charge of School Improvement, a Deputy Chancellor for K12 Public Schools/Student Achievement, and most recently, as Deputy Chancellor for Curriculum, Instruction and Student Services.

Dr. Mark Baird, Director of Research and Best Practices in the Division of Workforce Education, will serve as Workforce Education Data Governance Representative. Dr. Baird has almost ten years of experience in research and evaluation.

Dr. Kathyrine Scheuch, Deputy Director of Research in the Division of Community Colleges, will serve as Community College Data Governance Representative. Dr. Scheuch earned an Associate of Arts at a community college, worked at a community college, and is currently part of the Division of Community Colleges. Additionally, she has more than ten years experience in research and working with students.

Dr. Heather Sherry, Director of the Office of Articulation, will serve as the PK20 Data Governance Representative. Dr. Sherry has more than ten years experience with the PK20 system via articulation issues. She will provide a seamless transition perspective to the data governance issues.

Mr. Juan Copa, Bureau Chief of Research and Evaluation in the Division of Accountability, Research and Measurement, will serve as Internal Data Access Advisor. Mr. Copa has utilized the PK20 Education Data Warehouse since its inception for his previous positions as well as his current position. He has almost ten years experience in research and evaluation.

In addition to the FLDOE staff described above, a Research Advisory Council will be established for the purposes of this project. The Research Advisory Council will consist of internal and external researchers who have extensive experience with Florida's data. Internal researchers may include some of those named earlier in this proposal as well as other FLDOE staff who routinely utilize the PK20 Education Data Warehouse and the source data systems. The external researchers will represent the Board of Governors, the Independent Colleges and Universities of Florida, and institutions of higher education in- and outside of- Florida who have

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received Florida's longitudinal education data for their own research purposes. The function of this committee will be to advise the FLDOE in the functionality of the various applications proposed herein.

FLDOE will contract with technology contractors to assist in the design, development, and implementation of the Metadata Application, sandbox, automated approval process, and the Web-based interface. The contractors will also assist with the development of the online training components for these applications.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1236-10_Appendix B_Resumes.doc

Attachment 2:

Title: Pages: Uploaded File: 1237-7_Timeline.doc

Attachment 3:

Title: Pages: Uploaded File: 1238-9_Appendix A_Optional Attachments.doc

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Appendix B - Resumes

Project Sponsor, Jay Pfeiffer

PROFESSIONAL EXPERIENCE:

February 2007 to Present

Deputy Commissioner

Division of Accountability, Research, and Measurement

Florida Department of Education

- Direct Division Activities including budgeting, strategic planning, contracts and grants, personnel, and staffing. This division houses the Department's public education data systems from pre kindergarten through graduate school. It includes the state's assessment systems for all public education.
- Report to the Commissioner of Education and is a member of the Commissioner's cabinet and policy team.
- Represent the State of Florida on the National Longitudinal Data System Advisory Committee of the Council of Chief State School Officers, the Workforce Performance Accountability Commission, and other assignments involving national organizations.
- Executive Sponsor to implement an internet Portal into the Department's data systems.
- Represent the Commissioner on a specially formed state committee established to closely examine Florida's K12 assessment and accountability programs.
- Coordinate the timing and release of high profile test and accountability system results.
- Responsibilities include overall supervision of administrative data systems for secondary and postsecondary assessment, PK12 Staff and Student Data, Community College Staff and Student Data, the PK20 Longitudinal Education Data Warehouse, and the Florida Education and Training Placement Information Program.
- Work on national initiatives with the Data Quality Campaign, the Institute for Education Sciences, the CALDER Institute for longitudinal data, the National Governor's Association, and State Higher Education Executive Officers, on issues of connecting and using data across education sectors and with related agency services.
- Administer state and federal grants and related procurements including grants from the National Postsecondary Education Cooperative dealing with higher education public reporting and the National Center for Education Statistics dealing with longitudinal data.
- Provide testimony and analyses to the State Board of Education, the State Board of Governors, and the Florida Legislature.

February 2005 to February 2007

Assistant Deputy Commissioner

Division of Accountability Research and Measurement

Florida Department of Education

- Co-directed the development of "Sunshine Connections" – a web-based information portal creating a business intelligence approach to accessing education information. This role included negotiating service level agreements to support hardware and software deployments, running focus group processes to develop requirements, and overseeing development plans.

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- Represented the Commissioner of Education on the Policy Board of the Northwest Regional Data Center dealing with data center policies, procedures, and budgets.
- Assisted the Deputy Commissioner in dealing with all aspects of Division operations including budgets, personnel, and other administrative tasks.
- Was directly responsible for supervising managers overseeing student and staff information systems for K12, career and technical education, adult education, community colleges, and universities. Responsibilities included maintaining cross cutting systems including a k20 education data warehouse and an automated follow-up system.

September 2002 to February 2005

Director

Office of K-20 Education Information and Accountability

Florida Department of Education

- Supervised five sections including 85 staff comprised of the Information Resource Management Units of the State University System, the State Community College System, the State Public K-12 System, the Workforce Education System, the Florida Education and Training Placement Information System, and the Education Data Warehouse.
- Was lead staff person in coordinating the development and implementation of a K-20 Accountability System representing all of Florida's education sectors.
- Lead staff in negotiating among vendors to create an information portal and applications environment for state and local education performance information systems.
- Participated in Staffing the Higher Education Funding Advisory Committee.
- Represented the Department in national meetings including those sponsored by the National Governor's Association, State Higher Education Executive Officers; the National Commission on Higher Education Management Systems, the National Postsecondary Education Cooperative, The EdTrust and others.
- Represented the Department on several national data collection projects using record linkage methodologies including the Longitudinal Employer Dynamics project of the U.S. Census; the Federal Employment Data Exchange Project with the Department of Defense, U.S. Postal Services, and the Office of Personnel Management; and the Administrative Data Analysis and Research project through the U.S. Department of Labor.
- Represented the Department on the National Governor's Association Best Practices project dealing with integrated performance information systems.
- Chaired the Workforce Estimating Conference on behalf of the Education Commissioner.
- Made numerous presentations to local, state, and national boards and committees.

June 1996 to September 2002

Director

Workforce Education and Outcome Information Services Bureau

Florida Department of Education

- Supervised the development and maintenance, and of Information systems to support Workforce Education programs in Florida including management information, follow-up services. Designed and developed statistical and analytic reports.
- Developed funding formulae using performance output and outcome measures for Florida's public postsecondary vocational and adult general education programs.

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- Supervised major development project including hardware acquisition and software development related to performance funding postsecondary vocational and adult general education programs.
- Made numerous presentations at state legislative hearings, statewide conferences and seminars, and national conferences.
- Directed response to reporting and performance measurement requirements to federal legislation including the Carl D. Perkins Act and the Workforce Investment Act. Participated in National Workgroups pertaining to these acts.
- Supervised a staff of from twenty-five to twenty-nine people.
- Represented the Commissioner of Education in Chairing the State Level Occupational Forecasting Conference which involved gathering and analyzing occupational opportunities for all levels of education and training.
- Represented the State of Florida by chairing a national committee on the development of unit record data systems for higher education entities as a part of the National Center for Education Statistics.

February 1988 to June 1996

Director

Florida Education and Training Placement Information Program

Florida Department of Education

- Supervised the development and implementation of a system which is used to collect employment and continuing education data of former students or program participants from job training and education programs including high schools, postsecondary institutions, and universities. Data have been arrayed to facilitate labor market analysis, program evaluation, and direct student counseling.
- Directed a staff of 7 to 9 people in all phases of program activity.
- Developed and managed special project grants from federal resources.
- Appointed by the Commissioner of Education to serve on internal Equal Employment Opportunity and Insurance Committees, and a Task force to develop a new secondary testing program for the state. Represented the Commissioner on the Governor's Alliance for Employment of the Handicapped and the Governor's Select Committee on Workforce 2000. Served on a variety of task forces related to accountability, program planning, interagency coordination, and data collection and use.
- Served as a consortium member of a project involving five states in the development of a revised labor market information system for the United States.

1980 to 2008

Consultant-Freelance work related to education data systems

- Reviewer of lessons learned publication sponsored by the Fordham Institute on longitudinal education data systems, Washington, DC, Summer 2008.
- Consultant and presenter for the James Hunt Institute of North Carolina with respect to

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- establishing longitudinal education data systems, spring and summer 2007, spring 2008.
- Consultant, University of Missouri, with representatives of state agencies and universities in establishing longitudinal K16 data systems, summer 2006
 - Data System Evaluation and organizational design, State of North Dakota – Fall 2006
 - Montana Department of Education/National Governor's Association – integrated performance information management systems, presentation, seminar, and consultation. August and November 2004.
 - With the State of Texas on developing an empirical approach to identifying new and emerging occupations using longitudinal data collected from employers. August through June, 1995-96.
 - With Volusia County (Florida) Schools on developing evaluation mechanisms for their School-to-Work transition planning grant to the U.S. Departments of Education and Labor. July 1995.
 - With the Center for International Studies, Florida State University on the implementation of a "Education to Labor Market Information System" in nine public Universities in Indonesia. Jakarta, Lampung, Pekanbaru, Medan, and Banda Aceh, Indonesia. Worked to facilitate linkages between universities and external agencies. February 1994.
 - With the State of North Dakota regarding the use of record linkage techniques in collecting follow-up data as part of an evaluation strategy for public education and training programs. November 1993.
 - With the Texas State Occupational Information Coordinating Committee on creating a vision for an automated follow-up process that relies on record linkage techniques. June 1993.
 - With David Stevens, PhD. of the University of Baltimore in developing materials associated with the use of record linkage techniques in developing outcome data on former students as a part of a handbook for state officials. April 1992.

EDUCATION:

January 1970 - June 1972

University of Florida Post Graduation Program

- Interdisciplinary studies through Departments of Anthropology and Geography with emphasis on methods of inquiry, quantitative analysis, Asian culture and history.

September 1961 - December 1965

University of Florida Undergraduate Program

- Major course work in Biology and Chemistry.

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Project Director, Jeff Sellers

PROFESSIONAL EXPERIENCE:

February 2007 to Present

Assistant Deputy Commissioner

Division of Accountability Research and Measurement

Florida Department of Education

Manage the offices which oversee the major student and staff education data systems for Florida, which include PK-12, Community College, Workforce Education and the PK-20 Education Data Warehouse.

February 2003 to February 2007

Director, K20 Education Data Warehouse

Division of Accountability Research and Measurement

Florida Department of Education

Florida Department of Education

September 2001 to February 2003

Education Data Warehouse Technical Manager

September 2000 to September 2001

Data Base Coordinator

August 1999 to September 2000

Technical Support Manager

March 1996 to August 1999

Systems Project Administrator

March 1995 to February 1996

Programmer/Analyst Manager

Florida State University

April 1994 to March 1995

Programmer/Analyst Supervisor

Florida Department of Education

April 1993 to April 1994

Systems Project Analyst

Florida Department of Education

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March 1990 to April 1993
Computer Programmer/Analyst I, II
Florida Department of Education

October 1987 to March 1990
Computer Operations Supervisor
Florida State University

August 1981 to October 1987
Computer Operator I, II, III
Florida State University

Prior duties include: Direct the activities of the K-20 Education Data Warehouse (EDW) team in the planning, scheduling, implementation and enhancements of the EDW. Establish priorities and allocation of available resources for EDW team. Serve as the point of contact for issues, e.g., networking, software, hardware, and system access; consulting and advising on specific application of data warehouse methodology to the K-20 environment, liaison between the department and hosting agencies (STO & NWRDC), evaluate and approve EDW hardware and software purchases. Conducting the original EDW needs assessment; participating in the vendor selection, involved in defining the EDW scope of work through the negotiations. Manager of the Education Data Center's Data Base Administration section, DOE's Oracle software and services coordinator, coordinate the DOE's initiative to establish a common database architecture, assist with the acquisition of products and services related to this common architecture, provide technical guidance and assistance to department staff in the use and maintenance of database products and services.

Plan and coordinate the organization, definition, security, implementation and maintenance of data base structures. Coordinate standards for a data dictionary to ensure uniformity of definitions. Review proposals for data base information systems for conformity to standards, proper content and efficient data base structure. Recommend implementation if merited or design modifications if warranted. Coordinate research and technical evaluations of new development in hardware and software to provide Data Center management with recommendations for improved staff productivity and system efficiency in the data base environment. Database administrator for the PK12 student database.

EDUCATION:

Florida State University
Bachelor of Science, 1989

Tallahassee Community College
Associate of Arts, 1985

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Assistant Project Director, Nancy Copa

PROFESSIONAL EXPERIENCE:

August 2008 to Present

Executive Staff Director

Division of Accountability, Research, and Measurement

Florida Department of Education

- Manage and coordinate projects assigned to the Division of Accountability, Research, and Measurement.
- Support the divisional support area responsible for responding to project requirements.
- Submit project status reports on behalf of the Division as required.
- Act as the legislative liaison for the Division.
- Work in collaboration with the Customer Relations Manager of the PK20 Education Data Warehouse in reviewing data requests and analytical review of the results.
- Oversee data sharing agreements between the department and other qualified entities.
- Conduct topical research projects on a regularly scheduled basis.

June 2007 to August 2008

Deputy Director of Research

Division of Community Colleges

Florida Department of Education

- Supervise staff in the Research and Evaluation Office; manage workloads and tasks assigned to all staff.
- Participate on committees related to community colleges by providing expert knowledge on the community college state databases and common research practices.
- Establish and maintain communications with the Division of Accountability, Research, and Measurement which houses the Community College and Technical Center MIS, the Educational Data Warehouse, and Florida Education and Training Placement Information Program (FETPIP).
- Serve as Division of Community Colleges' liaison to the Department of Education Data Request group and to the MIS Advisory Task Force (MISATFOR).
- Develop methodologies, run statistical analyses, and write reports and program reviews to be published for the general public and presented to the Community College System's Council of Presidents, Council for Instructional Affairs, and Council for Student Affairs.
- Conduct analyses and act as a resource for all evaluation and research for the Division. Respond to requests submitted by reporters, staff, institutions, and the general public.
- Coordinate the completion of and conduct analyses for annual reports to be submitted to the Legislature, Governor's Office, and for posting on the Web.

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November 2003 to June 2008

Research and Evaluation Coordinator

Division of Community Colleges

Florida Department of Education

- Create surveys, develop online version, distribute surveys, collect responses, conduct follow-up when necessary, conduct analyses, and write reports on findings. Provide survey assistance to colleagues.
- Participate on committees related to community colleges by providing expert knowledge on the community college state databases and common research practices.
- Establish and maintain communications with the Division of Accountability, Research, and Measurement which houses the Community College and Technical Center MIS, the Educational Data Warehouse, and Florida Education and Training Placement Information Program (FETPIP).
- Serve as Division of Community Colleges' liaison to the Department of Education Data Request group and to the MIS Advisory Task Force (MISATFOR).
- Develop methodologies, run statistical analyses, and write reports and program reviews to be published for the general public and presented to the Council of Presidents, Council for Instructional Affairs, and Council for Student Affairs.
- Coordinate and moderate annual meeting with Florida's participating institutions in a national five-year initiative funded by The Lumina Foundation for Education. Supervise staff associated with the initiative. Manage project budget and write annual reports to be submitted to managing initiative partner.
- Conference Coordinator and chair of conference planning committee for the annual Connections conference offered to all 28 community colleges. More than 150 participants attended the 2008 Connections conference and keynote presentations by nationally recognized education leaders.
- Design and maintain Research and Evaluation Office's Web page to post data and reports.

MGT of America, Inc.

March 2002 to October 2003

Senior Analyst, Program Evaluation Area

March 2000 to March 2002

Analyst, Disparities Area and Program Evaluation Area

June 1999 to March 2000

Research Associate, General Staff Area

- Supervised staff, met with clients, managed project budgets, developed methodologies, created data collection instruments (including survey, interview questionnaire, and focus group questionnaire), analyzed data, and wrote reports.

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- Created online data collection forms, surveys, focus group guides, interview guides, and data collection manuals. Conducted and analyzed numerous surveys, focus groups, interviews, teacher and student assessments, and training.
- Developed and implemented methodology, and conducted data analysis on multiple projects, including 7 projects for education.
- Developed and implemented process for distribution, collection, scoring, analysis, and reporting of the Gates-MacGinitie Reading Test (GMRT) for the state of Georgia.
- Developed and implemented process for staff to distribute, collect, and enter surveys to more than 2,500 respondents for the Institute for Intergovernmental Research.
- Supervised staff in data collection and analysis on multiple projects, including development and maintenance of a database to collect individual special education plans for 10,000 students.
- Experienced observer using Early Childhood Environment Rating Scale (ECERS) and Family Day Care Rating Scale (FDCRS).
- Supervised the Data Entry unit which involved onsite data collection and data entry in an efficient and effective manner.

EDUCATION:

Florida State University, Tallahassee Florida
Post-Master's Certificate, Institutional Research, 2004

Florida State University
Master of Science, 1999

College of Charleston
Bachelor of Arts, 1996

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Technical Manager, Andre Smith

PROFESSIONAL EXPERIENCE:

2007 to Present

Director, PK20 Education Data Warehouse

Division of Accountability, Research, and Measurement

Florida Department of Education

- Administers the daily operations of the K-20 Education Data Warehouse (EDW)
- Directs staff in all activities regarding the EDW maintenance and growth
- Manages all data integration projects involving the EDW for completeness and accuracy
- Develops indicators of efficiency and effectiveness, gathers data and customer feedback to manage the improvement of the work unit's products and services
- Directs all policy matters as it relates to the EDW

2004 to 2007

Director, Florida Education & Training Placement Information Program

Division of Accountability, Research, and Measurement

Florida Department of Education

- Provided leadership in collecting, processing, and analyzing education and training related program follow-up data
- Developed work unit plans that specify measurable objectives based on strategic and integrated plans
- Oversaw improvements to the work processes using customer requirements in redesigning process to ensure quality
- Supervised the development of software, displays, reports, system, and other data processing tools that support the mission of the unit
- Managed the Unit's security and access policy where it pertained to individually-identifiable student data
- Directed the activities of staff necessary to maintain and enhance the Florida Education and Training Placement Information Program (FETPIP)

1999 to 2004

Senior Data Base Analyst

Division of Accountability, Research, and Measurement

Florida Department of Education

- Responsible for standards and design of physical data
- Storage, maintenance, access and security administration
- Designed, developed, implemented, and maintained computer application systems
- Developed and maintained databases

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- Developed controls to ensure accuracy of reports
- Converted mainframe system into a Data Warehouse using Oracle as Relational Database Management System
- Optimized database access and allocated/re-allocated Database resources for optimum configuration and database performance

1998 to 1999

Systems Project Analyst

Division of Accountability, Research, and Measurement

Florida Department of Education

- Developed, tested, and documented computer programs
- Worked with external agencies
- Produced record linkages
- Produced outcome reports
- Served as liaison for data processing counterparts in other agencies
- Provided technical assistance to external agencies

1997 to 1998

Computer Programmer Analyst I

Division of Accountability, Research, and Measurement

Florida Department of Education

- Developed programs for collecting data to measure Florida's public schools, vocational institutions, community colleges, and universities' performance outcomes
- Produced data reports
- Worked with analysts and data managers to provide batch input for computer linkages with follow-up applications

1996 to 1997

Computer Lab Technician

Florida A&M University

- Coordinated the day-to-day operational management of the electronic classroom computer network
- Conducted software training for faculty, students, and staff
- Tested, evaluated and installed new software
- Assisted students with Access and Excel programs

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EDUCATION:

Florida State University
Master of Science, Educational Leadership/Administration

Florida State University
Bachelor of Science, Management Information Systems

Florida State University
Bachelor of Science, Criminology

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K12 Data Advisor, Lavan Dukes

PROFESSIONAL EXPERIENCE:

September 1996 to Present

Bureau Chief

Education Information and Accountability

Florida Department of Education

- Establish policy direction for DOE Information Data Base;
- Develop the DOE's data quality initiative for public school districts;
- Develop and manage Bureau budget and personnel issues;
- Provide policy guidance to staff regarding the Department's major statistical publications and presentations;
- Serve as representative of Commissioner on issues dealing with state and federal reporting requirements;
- Serve as Florida representative to the National Cooperative Education Statistics System;
- Represent the Commissioner as legislative liaison for the Division of Technology;
- Represent the Commissioner as liaison to the Education Information Advisory Committee of the Council of Chief State School Officers.

October 1983 to September 1996

Program Director I, II

Education Information and Accountability

Florida Department of Education

- Develop and manage the Florida DOE Information Data Base, including the development of data elements for both student and staff information systems;
- Direct the design of a national reporting system for school safety and discipline reporting for the Safe and Drug Free Schools Program;
- Design and manage a comprehensive public reporting system for student, staff, and program information, including developing an Internet-based publication system which began to move hardcopy publications to the Internet;
- Represent the Commissioner as liaison to the Education Information Advisory Committee of the Council of Chief State School Officers.

November 1972 to October 1983

Program Specialist II, III; Research Associate

Education Information and Accountability

Florida Department of Education

- Supervise the collection and processing of federal and state data reporting, including IDEA reporting, EEOC reporting, and other specialized reporting for state and federal agencies;

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- Established the first nationally acceptable automated system of reporting to compliance agencies in the federal system of reporting;
- Serve as data liaison for various state task forces/committees, including the Commissioner's Task Force on Truancy and Discipline and the Council on Teacher Education.

September 1967 to June 1971

Classroom Teacher

Union and Suwannee School Districts, Florida

- Taught English at the Jr. High/Middle School

EDUCATION:

Florida State University

Master of Education, Educational Administration, 1972

Valdosta State University

Bachelor of Science, Education, 1969

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Community College and Workforce Education Data Advisor, Gene Kovacs

PROFESSIONAL EXPERIENCE:

March 2008 to Present

Bureau Chief of Community College and Technical Center MIS

Accountability, Research, and Measurement

Florida Department of Education

- Oversee the collections and reporting/analysis of Florida College System data and the data reporting/analysis of all of Florida's Workforce Education data.
- Oversee project management for all phases of Management Information Systems design, development, and implementation.
- Facilitate strategic planning to introduce and implement new technological data systems.
- Implement required State and Federal legislation and other policies as they relate to College and Workforce data systems.
- Develop and present recommended process improvements to MIS Advisory Task Force (MISATFOR) and Workforce Education District Data Advisory Council (WEDDAC).
- Responsibilities include departmental data requests as well as request from State Legislative staff, Federal Government agencies, and other outside entities.

April 2002 to March 2008

Systems Programming Administrator

Community College and Technical Center MIS

Florida Department of Education

- Oversee the Extraction, Transformation, and Loading (ETL) process for the Facilities and Capital outlay Database (FCO), Personnel Database (PDB), Annual Personnel Reports (APR), and Integrated Database (IDB).
- Responsibilities include internal departmental data requests as well as request from State Legislative staff, Federal Government agencies, and other outside independent entities.
- Coordinate the development and presentation of recommended process improvements to MIS Advisory Task Force (MISATFOR).
- Implement approved MISATFOR recommendations.
- Evaluate new and existing Florida Statutes in order to design and implement system changes as required.
- Act as a facilitator for all 28 Community College Reports Coordinators in order to improve data submission processes with an emphasis on data accuracy and timeliness.

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June 1998 to March 2002

Computer Systems Analyst

Pensacola Junior College

- Conduct business systems analysis
- Design and troubleshoot the Payroll/Human Resource system for The Florida Community College Computer Consortium.
- Design, develop, test, debug and implement electronic reports for administrative support, custom user interface panels/screen for transaction data systems, and payroll batch processing programs.
- Provide daily system maintenance including system backup and payroll procedural functions.
- Document programming changes.
- Design, create, and distribute instructional documentation.
- Maintain all IRS/SSA electronic reporting systems.
- Serve as Lead programmer for Web enabling current Payroll/HR mainframe based systems.

August 1995 to May 1998

Business Technology Instructor

Escambia County School District

- Manage all phases of instruction within a 9-12 secondary computer lab setting.
- Implement new and existing technologies into classroom instructional environment.
- Participate as an active member of Technology Committee.
- Assist in creation and implementation of technology workshops for state Professional Development requirements.
- Adapt curriculum and technologies for incorporation of mainstreamed special needs students into a normal classroom environment.
- Develop assessments for Business Technology Education courses including Introduction to Computer Science, Web Page Design, and Intro to Business Computer Applications.

August 1994 to August 1995

Special Education Voc. Ed. Coordinator

Santa Rosa County School District

- Adapt course materials for Special needs students for all vocational courses at Locklin Technical Center.
- Provide training and support for vocational teachers for special needs materials integration and implementation into the their classroom environments.
- Coordinate scheduling and supervised activities of a job coach and a teacher assistant.
- Develop new job sites for off campus special needs job-training purposes.

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EDUCATION:

The University of West Florida
Master of Education, 2002

The University of West Florida
Bachelor of Science, 1994

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PK12 Data Governance Representative, Mary Jane Tappen

PROFESSIONAL EXPERIENCE:

February 2008 to Present

Deputy Chancellor of Curriculum, Instruction, and Student Services

Division of Public Schools

Florida Department of Education

- Act as the Chief Executive Officer of three instructional Bureaus (Bureau of Exceptional Education and Student Services, Bureau of Curriculum and Instruction, and Bureau of Student Assistance through Language Acquisition) in carrying out its mission.
- Provide leadership and administrative direction within the areas of curriculum and academic standards, exceptional student education, student services, coordinated school health, multicultural student language education and Title I/Migrant Programs,
- Develops educational policy directions for the Chancellor and Commissioner through State Board of Education rules preparation, State Board of Education agenda actions, legislative actions, and budget preparation activities.
- Provides information regarding the status of curriculum and instruction and other educational issues to school districts, the Legislature, the State Board of Education, the media, the general public, affiliate education organizations, and other state and federal agencies.
- Prepares and interprets state policies and directives and makes determinations as to the extent they are being carried out.

January 2007 to February 2008

Executive Director of the Office of Mathematics and Science

Florida Department of Education

- Lead in the development of Rigorous World Class K-12 Mathematics and Science Curriculum Standards
- Improve student rates of learning for mathematics and science in Florida.
- Align and manage federal and state funded projects that support improved student achievement in mathematics and science.

December 2004 to January 2007

Deputy Chancellor of Student Achievement

Division of K12 Public Schools

Florida Department of Education

- Act as the Chief Executive Officer of three instructional Bureaus (Bureau of Student Assistance, Bureau of School Improvement, Bureau of Exceptional Education and Student Services, Bureau of Family and Community Involvement, and Bureau of Academic Assistance through Language Acquisition) in carrying out its mission.

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- Lead on implementation of K-12 components of A++, including Secondary Redesign.
- Provide leadership, support, and direction for school district policy and administrative personnel in carrying out the federal and state's plan for school improvement and accountability programs for public education.
- Provide leadership and administrative direction within the areas of public school choice, implementation of NCLB, safe schools, Title I/Migrant Programs, multicultural student language education, school improvement, teaching and learning resources, curriculum and academic standards, exceptional student education, student services, student progression, coordinated school health, and academic intervention services.
- Develop educational policy directions for the Chancellor and Commissioner through State Board of Education rules preparation, State Board of Education agenda actions, legislative actions, and budget preparation activities.
- Provide information regarding the status of curriculum and instruction and other educational issues to school districts, the Legislature, the State Board of Education, the media, the general public, affiliate education organizations, and other state and federal agencies.
- Prepare and interpret state policies and directives and makes determinations as to the extent they are being carried out.

December 2002 to December 2004

Bureau Chief

Bureau of School Improvement

Florida Department of Education

- Administer the Florida Department of Education Instructional Materials Office, Curriculum Office, and School Improvement Office
- Implement the School Improvement component of Florida's System of School Improvement and Accountability
- Direct policy regarding Florida's public school choice options, and Florida's Implementation of NCLB Choice Options
- Administer the Florida School Choice Resource Center, the Voluntary School Choice Center, and Florida Comprehensive School Reform grants

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April 1996 to 2002

Director; Communications and Technology Facilitator

School Improvement Policy Center

College of Education

Florida State University

- Implement the School Improvement component of Florida's System of School Improvement and Accountability in partnership of the Florida Department of Education's Office of School Improvement
- Manage and organize qualitative and quantitative data on Florida's low performing schools
- Research, coordinate and develop publications in various formats – such as information packages, brochures, technical assistance papers – to support the functions and evolving needs of the office.
- Analyze legislative bills as required, drawing upon a synthesis of background knowledge related to the issues.
- Assist the Office of School Improvement and the School Improvement Policy Center by providing technical assistance to enhance the staff's effectiveness in the use of technology.
- Collaborate with the staff in Educational Technology to provide support and assistance with services they provide to the school districts.
- Market OSI services and on-line resources to educators statewide; improve the accessibility of the resources and services above, particularly at the school level.

September 1994 to April 1996

Mathematics Coordinator

Florida Statewide Systemic Initiative (FL SSI)

Florida Department of Education

- Developing and implementing the FL SSI Statewide Mathematics Plan.
- Overseeing and managing the FL SSI mathematics budget.
- Establishing statewide mathematics goals with direction from mathematics educators throughout Florida to guide FL SSI's mathematics reform efforts.
- Establishing and chairing the Statewide Mathematics Advisory Committee composed of leading mathematics educators from the State of Florida.
- Establishing Regional Mathematics Advisory Committees who were charged with writing mathematics plans to provide improved mathematics education in their respective regions.
- Coordinating the successful implementation of Regional Mathematics Plans.
- Identifying and supporting exemplary mathematics programs to be used in the Florida Public School System.
- Administering and coordinating the efforts of FL SSI mathematics specialists.

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- Communicating to all district superintendents and mathematics contacts the FL SSI Mathematics Plan and Goals as well as projects specific to their districts.
- Coordinating mathematics pre-and post-testing at FL SSI Discover Schools and fellow sites utilizing performance items from Florida's Model Curriculum Project and 4th grade sample NAEP items.
- Coordinating FL SSI mathematics initiatives with Florida Department of Education mathematics initiatives and with Florida's System of School Improvement and Accountability Blueprint 2000.
- Through participation and attendance at professional meetings and conferences keeping updated on the standards for mathematics education and teaching methodologies to enhance teacher training.

October 1993 to September 1994

Title II Mathematics Teacher Trainer

Duval County School Board

- Providing teacher training in the area of mathematics for all Title II eligible schools.
- Providing support for all Duval County Schools in the area of mathematics.
- Providing support for the Math Superstars program and competition.
- Coordinating and conducting the annual Math Field Day Competition.
- Coordinating and conducting the annual pre-planning mathematics teacher in-service day.
- Coordinating and co-developing mathematics benchmarks and assessment items for the Duval County Urban Systemic Initiative.

November 1981 to October 1993

Classroom Teacher

Jacksonville, Wakulla, and Leon County School Districts

- Classroom Teacher for mathematics grades 6-9;
- Classroom Teacher for students with varied exceptionalities.

EDUCATION:

Florida State University

Doctoral level course work in Mathematics Education

Jacksonville University

Master of Arts in Teaching with Major in Mathematics Education, 1991

Florida State University

Bachelor of Science with Major in Physical Education, 1980

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Workforce Education Data Governance Representative, Mark Baird

PROFESSIONAL EXPERIENCE:

2007 to Present

Director, Research & Best Practices

Bureau of Budget, Accountability, & Research

Division of Workforce Education

Florida Department of Education

- Design, conduct, and disseminate research studies on career-technical and adult general education program effectiveness and efficiency.
- Coordinate development of key components of a funding model for district adult and career-technical education programs, including but not limited to program costs, workload measures, and performance outcomes.
- Monitor and analyze state, departmental, and divisional accountability measures.

August 2005 to 2007

Legislative Policy Analyst

Office of Program Policy Analysis and Government Accountability

Florida Legislature

- Responsible for planning and conducting policy research projects in a team environment.
- Specific research tasks include on-site evaluations, literature reviews, interviews with agency and legislative staff, reviewing agency records, collecting and analyzing quantitative and qualitative data, drafting reports, and presenting findings to legislators and legislative committees.

1996 to 2001

Assistant Director

Center for International Programs

Valdosta State University

- Responsible for coordinating student exchange program.
- Oversee all campus-based study abroad programs
- Edit office newsletter
- Arrange annual lecture series
- Organize annual study abroad fair
- Manage special programs
- Author grant applications.

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1992 to 1996

U.S. Program Coordinator

Colombian-American Center for United Studies

- Responsible for recruitment, advising, and application processing.

EDUCATION:

Florida State University

Ph.D., 2005

Florida State University

Graduate Certificate in Educational Policy, 2004

University of Florida Dept of Education

Master of Arts, 1992

University of Florida Dept of Education

Bachelor of Arts, 1989

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Community College Data Governance Representative, Kathyrine Scheuch

PROFESSIONAL EXPERIENCE:

August 2008 to Present

Deputy Director of Research and Evaluation

Division of Community Colleges

Florida Department of Education

- Assists the Associate Vice-Chancellor in the production of research reports including, but not limited to Data Trends and Fast facts
- Assists in the production of program reviews
- Assists in the accountability process including the development of measures, data collection and data analysis
- Represents the Associate Vice-Chancellor before community college committees, associations and other recognized groups that represent interest in the areas of responsibility.
- Coordinates and helps with project development including strategic imperative projects.

November 2007 to July 2008

Director, Academic Program & Teacher Preparation

Division of Community Colleges

Florida Department of Education

- Oversaw day-to-day work for Common Course Prerequisites, Educator Preparation Institutes, Developmental Education and Community College Baccalaureate Programs (supervised three employees).
- Analyzed Florida Statutes, rules, and other policy statements which impact academic and professional education in the Community College System and other levels of public education; identifies issues; formulates policies and develops revisions to current policies to affect changes and improvements in the delivery of academic and professional education
- Completed two comprehensive program reviews for Community College Baccalaureate Programs and Educator Preparation Institutes.
- Served as liaison with Chief Academic Officers at all 28 community colleges, providing coordination as appropriate on statewide issues relating to curriculum and instruction.
- Served on standing committees for the Council for Instructional Affairs, College Center for Library Automation (Executive and Advisory), the Florida Distance Learning Consortium, the K-20 Teacher Education Program Approval Board Committee, and as the Division liaison with Just Read, Florida!

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January 2007 to October 2007

Assessment Research Analyst

Association for Institutional Research

- Reviewed evaluation forms of Integrated Postsecondary Education Data System (IPEDS) training workshops provided by AIR instructors.
- Coded data collected from all IPEDS workshops conducted in 2005 – 2006 in Microsoft Excel.
- Produced reports for two main workshops co-sponsored with AIR (*Council of Independent Colleges Data & Decisions* and *American Association for Community Colleges and National Council for Community College Research and Planning Data & Decisions*).

January 2007 to March 2007

Policy Manual Editor

Office of the Vice President of Academic Affairs

Tallahassee Community College

- Performed comprehensive review of TCC policy manual.
- Researched 2006 Florida education laws and statutes to verify currency of TCC policies.
- Provided recommendations for updates and changes to the Vice President of Academic Affairs and to the Policy Manual Committee via a comprehensive report.

February 2006 to December 2006

Research Assistant

Provost Task Force for Undergraduate Research

Florida State University

- Completed literature review for study.
- Interviewed faculty members for instrument development.
- Planned and executed design of study.
- Provide regular reports to Task Force Committee, Director of University Honors Office, and Dean of Undergraduate Studies.

November 2003 to December 2006

Assistant Director

University Honors in the Major Program

Florida State University

- Oversaw honors thesis program for junior/senior component of University Honors Program.
- Coordinated annual undergraduate research symposium.
- Provided outreach to underrepresented students, community college transfers, and general student population to recruit students for the program.
- Implemented electronic archiving of honors theses at FSU's D-scholarship Repository,

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summer 2004.

- Provided support for students completing honors theses via Blackboard organization management, record audits, and advising.
- Increased overall program participation as well as minority student participation.

October 2002 to November 2003

Coordinator, Academic Support Services

Center for Academic Retention and Enhancement (CARE Program)

Florida State University

- Assisted with Summer Bridge Program for first-generation college students.
- Advised first-generation college students regarding major selection
- Monitored academic progress of students experiencing academic difficulty.
- Provided retention statistics to program directors.

Fall 2001; Fall 2002

First-Year Experience Instructor

Division of Student Affairs

Florida State University

- Created bi-weekly lesson plans for an 8.5-week class for first time in college freshmen.
- Establish activities to meet course objectives (e.g., academic skills, campus life skills).
- Organized class trips and guest lecturers to help students connect with key campus resources.
- Worked with student peer leader who served as assistant in class.

October 2000 to October 2002

Academic Advisor

Division of Undergraduate Studies

Florida State University

- Advised undeclared undergraduate students in regard to liberal studies requirements.
- Assisted with planning and coordination of orientation-advising sessions for first-year and transfer students.
- Provided support for campus-wide advising services through training, workshops and consultation services.

November 1999 to October 2000

Undergraduate Evaluations Officer

Office of Student Services

Troy State University-Florida Region

- Evaluated academic records for students throughout seven TSU-Florida Regional sites.
- Evaluated military experience for college credit utilizing ACE guides and National Guides to help interpret SMART and AARTS transcripts.

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- Researched courses from other institutions to ensure proper articulation for transfer credit.
- Developed and set up course equivalencies in university's mainframe Datatel system.
- Provided consultation support for academic advisors and registrar throughout term and during graduation.
- Served as academic advisor and completed degree audits.

March 1999 to October 1999

Undergraduate Records Specialist

Office of Student Services

Troy State University-Florida Region

- Managed academic records for TSU-Florida Region students.
- Issued official undergraduate and graduate transcripts.
- Performed certifications for loan deferments, enrollment verification and education investigation forms.
- Assisted in evaluation of graduation certifications.
- Appointed deputy test administrator of Miller Analogies Test (MAT).

November 1998 to February 1999

Staff Assistant

Business Office

Okaloosa-Walton Community College

- Assisted students with various tasks ranging from processing fee payments to filling out paperwork.
- Processed admission forms, registration and drop/add requests.
- Provided administrative support for numerous activities sponsored by the college.

EDUCATION:

Florida State University

Doctor of Education, Educational Leadership & Policy Studies, 2007

University of Oklahoma

Master of Human Relations, 1997

The University of West Florida

Bachelor of Arts, 1994

Okaloosa-Walton Community College

Associate of Arts, 1992

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PK20 Data Governance Representative, Heather Sherry

PROFESSIONAL EXPERIENCE:

April 2004 to Present

Director

Office of Articulation

Florida Department of Education

- Collaborating with K-20 education sectors on the development and implementation of K-20 articulation policies in Florida
- Conducting research and producing reports designed to promote seamless articulation and maximum access
- Serving as a facilitator for the statewide Articulation Coordinating Committee (ACC) in the resolution of K-20 articulation issues
- Providing staff support for the ACC Standing Committee on Postsecondary Transition, the Statewide Oversight Committee (Common Prerequisites and AS/BS articulation), and the Statewide Residency Committee
- Oversight of the Statewide Course Numbering System
- Oversight of state responsibilities relating to the Independent Colleges and Universities of Florida (ICUF)
- Recommending statutory and State Board of Education/Board of Governors rule revisions relating to articulation issues
- Providing technical assistance to school districts, community colleges, state universities, and independent postsecondary institutions.

January 2007 to May 2007

Adjunct Professor

Policy Development in Education (graduate)

Florida State University College of Education

September 1999 to April 2004

Director of Articulation and Student Services/Policy Analyst

Division of Community Colleges

Florida Department of Education

- Identify policy issues in the areas of articulation, admissions, registration, financial aid, and dual enrollment
- Formulate policy issue papers
- Work with the Articulation Coordinating Committee (ACC) to resolve K-20 articulation issues
- Serve as the Chair of the ACC Task Force on Acceleration Policies
- Coordinate legislative activities for the Division and analyzing legislation relating to

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articulation and the Florida Community College System

- Interpret and make recommendations for revisions to Florida Statute and State Board of Education Rules
- Communicate policy changes to college practitioners through attending and making presentations at statewide meetings
- Represent the Community College System and the ACC at State University Admission and Articulation workshops
- Address student and college staff concerns through written and verbal correspondence

December 1998 to September 1999

Legislative Analyst

Committee on Community Colleges and Career Prep

Florida House of Representatives

- Draft bills and conduct analysis
- Conduct legal (historical) research
- Produce interim reports
- Identify policy issues
- Address member and constituent concerns

July 1998 to December 1998

Research Associate

MGT of America, Inc.

- Collect and organize data for consultant projects in the area of public higher education
- Assist in proposal writing and the production of reports.

July 1996 to June 1998

Research Associate

Postsecondary Education Planning Commission

- Conduct detailed research on current topics in postsecondary education
- Analyze findings and assist in the production of reports mandated by the Legislature
- Projects included: Review of Acceleration Mechanisms, Statewide Common Course Numbering System, Independent Contract Reviews, Master Plan for Florida Postsecondary Education.

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EDUCATION:

Florida State University
Doctor of Philosophy, Higher Education Administration, 2001

Florida State University
Graduate Certificate in Educational Policy, 2000

Florida State University
Master of Science, 1995

Florida State University
Bachelor of Arts, 1992

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Internal Data Access Advisor, Juan Copa

PROFESSIONAL EXPERIENCE:

July 2005 to Present

Chief, Bureau of Research and Evaluation

Division of Accountability, Research, and Measurement

Florida Department of Education

- Provide leadership to the Department's accountability unit (Evaluation and Reporting) and the Division's role of providing timely research and data analysis to inform policy.
- Provide data and analytical support to Department leadership team.
- Assist the Deputy Commissioner in formulating policy proposals, as well as implementing policies at the direction of Department leadership.

July 2006 to July 2007

Director, Office of Evaluation and Reporting

Division of Accountability, Research, and Measurement

Florida Department of Education

- Provided leadership to and managed the office tasked with the calculation of statewide education accountability measures and various research projects and evaluations of statewide policy. This office's primary responsibility is the annual calculation of School Grades, under Florida's A+ Plan, and Adequate Yearly Progress (AYP) designations, under the Federal No Child Left Behind Act.
- Directly involved in the calculation of other statewide education accountability measures, including voluntary pre-kindergarten readiness rates and teacher effectiveness measures for use in through the Special Teachers Are Rewarded (STAR) program.

January 2006 to July 2006

Educational Policy Consultant

Division of Accountability, Research, and Measurement

Florida Department of Education

- Performed various data analyses at the request of Department.
- Served as the deputy director of the office.
- Calculated School Grades and Adequate Yearly Progress.
- In consultation with others, developed a methodology, specific to Florida data, by which to calculate teacher effectiveness based on student performance.

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July 2005 to December 2005

Educational Policy Analyst

Division of Accountability, Research, and Measurement

Florida Department of Education

- Performed various data analyses at the request of the Department.
- Utilized statistical techniques to analyze educational data and prepare detailed reports, information briefs, and presentations conveying the findings of various analyses.
- Projects included an analysis of class size, various FCAT-related projects, the development of the calculation methodology for VPK readiness rates, issues regarding teacher projections, and student performance on college entrance exams, such as SAT and ACT.
- Duties also included SAS programming.

February 2004 to June 2005

Chief Legislative Analyst

Council for Education Policy Research and Improvement

Florida Legislature

- Conducted various analyses dealing with educational policy.
- Identified and conceptualized techniques employed to investigate various education policy concerns.
- Compiled data from various sources for statistical and inferential analysis.
- Prepared detailed reports for the Council on specific education issues of importance to the State of Florida.
- Served as the lead investigator for the Council's analysis of the medical education needs of the state.
- Organized and convened a task force of medical education stakeholders charged with identifying the necessary parameters to assess the adequacy of the physician workforce and developing cost/benefit estimates of the various alternatives available to address the need for additional physicians.
- Additional research projects included the development of a state funding methodology of postsecondary career and technical education and a comprehensive examination of the state's secondary and postsecondary career education system.

April 2001 to February 2004

Legislative Analyst

Council for Education Policy Research and Improvement

Florida Legislature

- Projects included a study on the factors influencing student progression through the postsecondary education system. This on-going project tracked a cohort of 1993-94 Florida public high school graduates over time as they enrolled in, advanced through, and graduated from the state's community colleges and universities and entered the

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workforce.

- Prepared detailed reports and presentations reporting student outcomes five, six, seven, and eight years after high school graduation.
- Employed regression analysis to predict the amount of time students take to complete a bachelor's degree and employed maximum likelihood estimation to predict the probability that a student will complete a bachelor's degree given a variety of student profiles and attendance patterns. As part of this project, a web application was developed allowing users to predict the likelihood of bachelor's degree completion within five, six, seven, or eight years based on user-defined student characteristics.
- Additional research projects have included a fiscal impact analysis of the constitutional amendment on class size reduction and an analysis of the Workforce Development Education Funding Formula.

December 1999 to April 2001

Research Assistant

Council for Education Policy Research and Improvement

Florida Legislature

- Developed an expertise in financial aid policy, the funding of workforce development education, student progression through postsecondary education, the review of new academic degree proposals, and needs-assessment analysis.
- Engaged in a variety of research activities.
- Responsible for compiling data from online sources and surveys.
- Organized information into databases.
- Designed tables, figures, and visual interpretations of data.
- Used statistical techniques to perform analyses on data.
- Assisted in the written explanation of analytical results to be included in presentations and reports to the Commission.

EDUCATION:

Florida State University
Master of Science, 1997

University of Miami
Bachelor of Arts, 1995

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**TIMELINE
Year One (March 2009 – February 2010)**

Task	QUARTER				Initiation and Completion Dates
	1	2	3	4	
Project Management					
Project kick off; initial administrative tasks					Ongoing
Year One Project Status Report Submitted					12/01/09-02/26/10
Data Governance Process					
Contract with consultant regarding data governance best practices					03/01/09-08/31/09
Data Governance Core Team and Consultant meet					09/01/09-10/30/09
Establish Data Governance Committee					11/02/09-11/30/09
Data Governance Committee kick off meeting					12/01/09-02/26/10
Establish charter and implementation plan of Data Governance Committee					12/01/09-02/26/10
Metadata Application					
Technical Committee kick off meeting					03/01/09-05/29/09
Review existing data systems and data element documentation					06/01/09-11/30/09
Finalize Data Elements Integration Plan					12/01/09-02/26/10
Review metadata application best practices					06/01/09-10/16/09
Review metadata applications currently available for purchase					10/19/09-01/29/10
Determine route for procuring metadata application					02/01/10-02/26/10
Sandbox					
Establish Research Advisory Council					03/01/09-05/29/09
Research Advisory Council kick off meeting					06/01/09-08/31/09
Contract with contractor regarding sandbox planning					03/01/09-08/31/09
Determine functionality of sandbox					09/01/09-11/30/09
Develop sandbox implementation plan					12/01/09-02/26/10

* Because the grant begins in March 2009, the quarters are as follows: Q1=March, April, May; Q2=June, July, August; Q3=September, October, November; Q4=December, January, February.

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TIMELINE

Year Two (March 2010 – February 2011)

Task	QUARTER				Initiation and Completion Dates
	1	2	3	4	
Project Management					
Year Two Project Status Report Submitted					12/01/10-02/28/11
Data Governance Process					
Review Metadata Application Implementation Plan					03/01/10-08/31/10
Review Data Elements Integration Plan					09/01/10-02/28/11
Metadata Application					
Procure Metadata Application					03/01/10-05/31/10
Prepare technological environment					06/01/10-02/28/11
Sandbox					
Conduct data element frequency analysis from past data requests					03/01/10-05/31/10
Determine data elements for inclusion in sandbox					06/01/10-08/31/10
Procure required infrastructure					03/01/10-05/31/10
Install and prepare required infrastructure					06/01/10-11/30/10
Format data elements for inclusion in sandbox					12/01/10-02/28/11
Automated Management of Approval Process					
Market review of software					03/01/10-05/31/10
Purchase software or begin development					Ongoing
Web-based Interface					
Determine requirements for Web-based interface					03/01/10-05/31/10
Develop Web-based interface					06/01/10-02/28/11

* Because the grant begins in March 2009, the quarters are as follows: Q1=March, April, May; Q2=June, July, August; Q3=September, October, November; Q4=December, January, February.

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TIMELINE

Year Three (March 2011 – February 2012)

Task	QUARTER				Initiation and Completion Dates
	1	2	3	4	
Project Management					
Year Three Project Status Report Submitted					12/01/11-02/29/12
Data Governance Process					
Begin regular meeting schedule (possibly annually) for Data Governance Committee					Ongoing – Beg. date not yet established
Metadata Application					
Populate Metadata Application					03/01/11-05/31/11
Test Metadata Application					Ongoing
Make necessary revisions to Metadata Application					Ongoing
Sandbox					
Complete development of sandbox					03/01/11-08/31/11
Test sandbox					Ongoing
Make necessary revisions to sandbox					Ongoing
Automated Management of Approval Process					
Complete development or install procured software					03/01/11-05/31/11
Test automated approval process					06/01/11-11/30/11
Make necessary revisions to automated approval process					06/01/11-11/30/11
Review of finalized automated approval process					12/01/11-01/31/12
Deploy automated approval process					02/01/12-02/29/12
Web-based Interface					
Test Web-based interface					Ongoing
Make necessary revisions to Web-based interface					Ongoing

* Because the grant begins in March 2009, the quarters are as follows: Q1=March, April, May; Q2=June, July, August; Q3=September, October, November; Q4=December, January, February.

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TIMELINE

Year Four (March 2012 – February 2013)

Task	QUARTER				Initiation and Completion Dates
	1	2	3	4	
Project Management					
Year Four Project Status Report Submitted					12/03/12-02/28/13
Metadata Application					
Finalize testing and revisions to Metadata Application					03/01/12-08/31/12
Create online training component					09/03/12-11/30/12
Test training component					12/03/12-02/28/13
Sandbox					
Finalize testing and revisions to sandbox					03/01/12-08/31/12
Create online training component					09/03/12-11/30/12
Test training component					12/03/12-02/28/13
Web-based Interface					
Test integration of Web-based interface and Metadata Application					03/01/12-05/31/12
Test integration of Web-based interface and sandbox					03/01/12-05/31/12
Make necessary revisions to Web-based interface					06/01/12-08/31/12
Create online training component					09/03/12-11/30/12
Test training component					12/03/12-02/28/13

* Because the grant begins in March 2009, the quarters are as follows: Q1=March, April, May; Q2=June, July, August; Q3=September, October, November; Q4=December, January, February.

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TIMELINE

Year Five (March 2013 – February 2014)

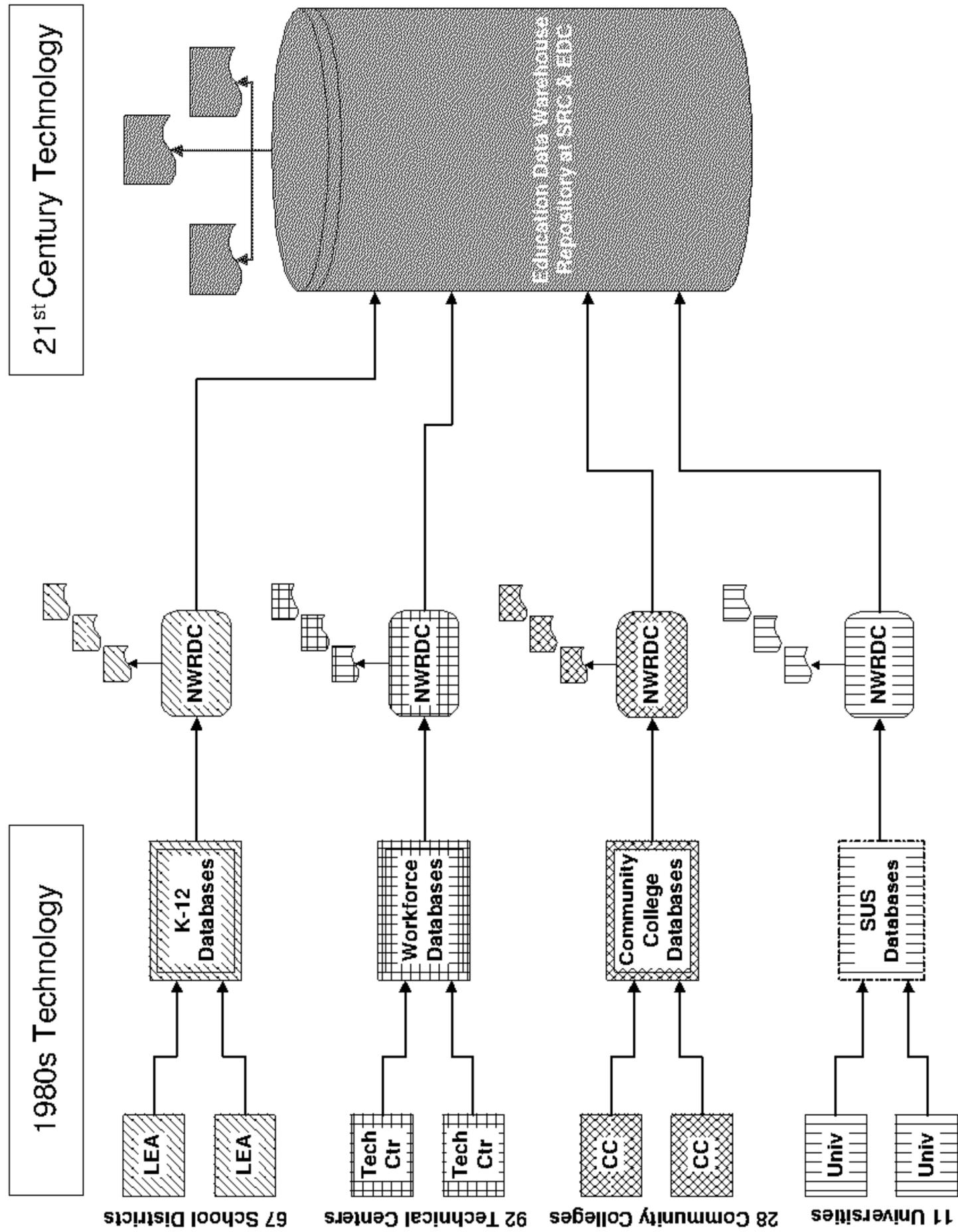
Task	QUARTER				Initiation and Completion Dates
	1	2	3	4	
Project Management					
Year Five (Final) Project Status Report Submitted					12/02/13-02/28/14
Metadata Application					
Final review of Metadata Application					03/01/13-08/30/13
Deploy Metadata Application					09/02/13-02/28/14
Sandbox					
Final review of sandbox					03/01/13-08/30/13
Deploy sandbox					09/02/13-02/28/14
Web-based Interface					
Final review of Web-based interface					03/01/13-08/30/13
Deploy Web-based interface					09/02/13-02/28/14

* Because the grant begins in March 2009, the quarters are as follows: Q1=March, April, May; Q2=June, July, August; Q3=September, October, November; Q4=December, January, February.

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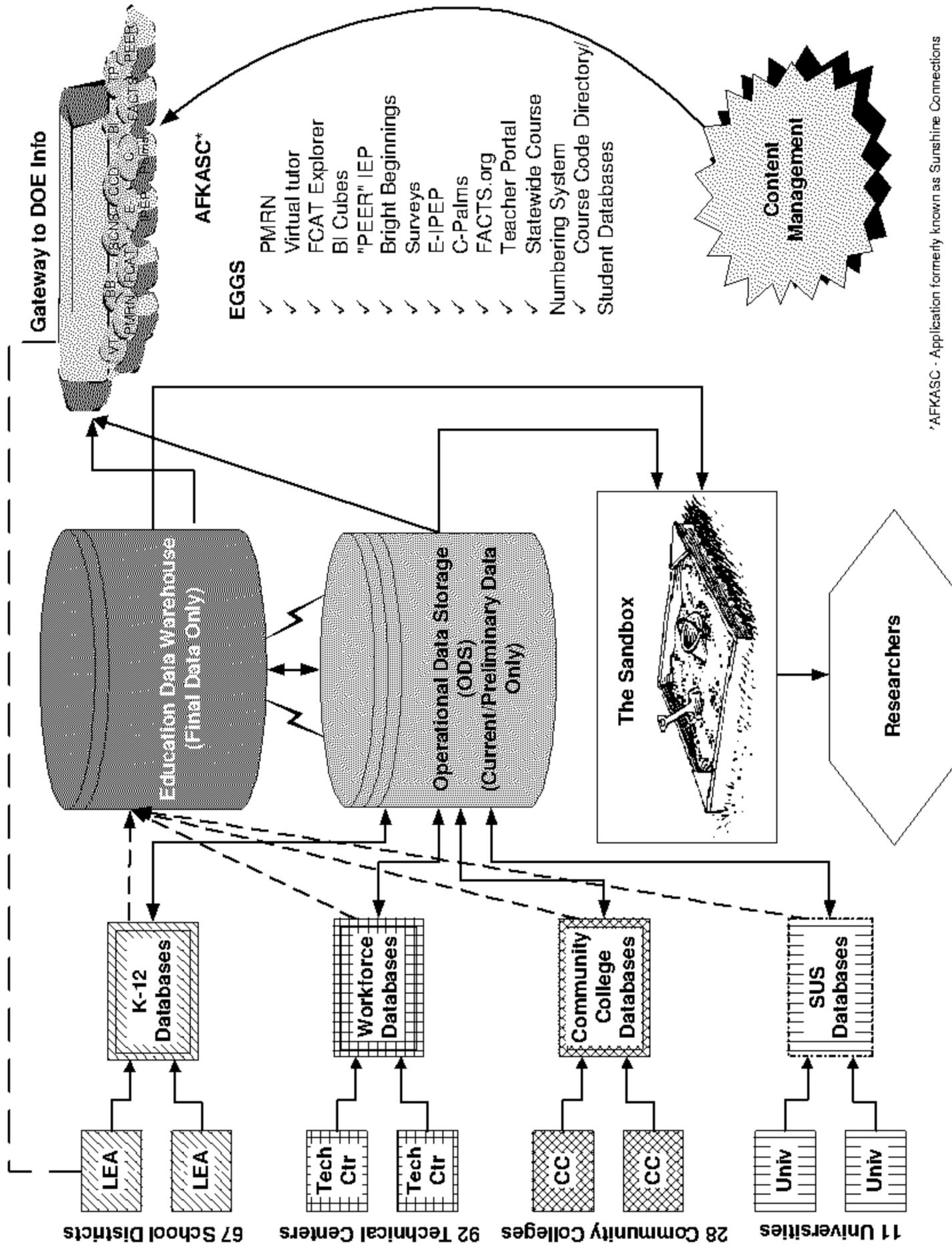
APPENDIX A

Figure 1. FLORIDA'S CURRENT TECHNOLOGY



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Figure 2. FLORIDA'S ENTERPRISE TECHNOLOGY PLAN



*AFKASC - Application formerly known as Sunshine Connections

Budget Narrative

Budget Narrative

Attachment 1:

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Budget Justification

FLDOE Contribution

The FLDOE staff assigned to this project are categorized into three teams: Project Leadership Team, Technical Committee, and Data Governance Core Team. The annual salary rates assigned to each team is the average annual salary of the team members (see Figure 1). Currently, FLDOE provides benefits in the amount of 34% of an employee’s annual salary.

Figure 1. Average Annual Salary of Project Teams

	Average Annual Salary	Benefits as Percentage of Annual Salary
Project Leadership Team	\$90,000	34%
Technical Committee	\$80,000	34%
Data Governance Core Team	\$70,000	34%

Serving on the Project Leadership Team will be the Project Sponsor, Project Director, and Assistant Project Director. The focus of Project Leadership Team will be to direct the activities of the project and monitor the progress of the project for timeliness and staying within budget.

The Project Sponsor will dedicate 5% of his time to this project. The Project Director will dedicate 15% of his time to this project and the Assistant Project Director will dedicate 25% of her time to this project.

Serving on the Technical Committee and reporting to the Project Director will be three data advisors. The purpose of these meetings will be to design and implement the technical aspects of the Metadata Application, the sandbox, the automated management of the approval process, and the Web-based interface. Committee members will participate in workshops and will receive quarterly progress reports. The Technical Committee will dedicate 25% of its time to this project.

Serving on the Data Governance Core Team and reporting to the Project Director will be four representatives and an advisor. The purpose of these meetings will be to determine the principal aspects of the Data Governance Committee including membership, its roles, its responsibilities, and its authority. Core Team members will participate in workshops and will receive quarterly progress reports. The Data Governance Core Team will dedicate 15% of its time to the project. However, the Data Governance Core Team will only be in existence for the first year when they will determine the membership of the Data Governance Committee. Because membership has not yet been determined, they are not figured into the budget for this project. However, the salary and benefits of the FLDOE staff participating on the Data Governance Committee related to the time spent on this project will be covered by the FLDOE. If outside staff (e.g., school district staff

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or external researchers) participate on the Data Governance Committee, their salary and benefits will be covered by their employer.

In addition to salary and benefits, the FLDOE will also cover travel expenses for one person to travel to Washington, D.C. for the annual meeting regarding the Statewide Longitudinal Data Systems Grant.

Figure 2. FLDOE Contributions to the Project

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Leadership Team	\$54,270	\$54,270	\$54,270	\$54,270	\$54,270	\$271,350
Technical Committee	\$80,400	\$80,400	\$80,400	\$80,400	\$80,400	\$402,000
Data Governance Core Team	\$70,350	\$0	\$0	\$0	\$0	\$70,350
Travel for one to Washington, DC ¹	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Project Total	\$207,020	\$136,670	\$136,670	\$136,670	\$136,670	\$753,700

¹ Flights from Tallahassee to Washington, DC are currently \$220-\$450. Hotels in Washington DC near the United States Department of Education are currently \$350-\$450 per night. Using the high end of the range calculates the trip at \$1,350 plus meal expenses, cab fare, airport parking, and additional airfare expenses such as luggage. Therefore, travel is estimated at \$2,000 to allow for price fluctuations over the course of the project.

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SLDS Grant Contribution

Figure 4 below details the anticipated allocations of the SLDS grant during the FLDOE's implementation of the project. The project proposed by FLDOE requires a consultant for the Data Governance Process. Costs for the consultant were estimated at \$30,000 during Year 1 of the project. The consultant will be hired for the planning portions of Year 1 only. The \$30,000 allotted will include 2-3 days of meetings with FLDOE staff as well as travel expenses and all other costs associated with completing their deliverables.

The proposed project also requires contracted services to assist FLDOE in determining requirements, designing, developing, and troubleshooting the Metadata Application, sandbox, automated approval process, and the Web-based interface. Additionally, the contractors will assist in developing the online training components for each of these applications. Costs associated with the contracted services are maximum costs allowable and will include all travel expenses and other costs associated with completing their deliverables. At this time, FLDOE cannot speculate the number of contractors required for these projects. Because these are estimates, FLDOE proposes the costs in Figure 4 as maximum costs and will fund any overages deemed necessary for completing the project.

Currently, FLDOE has a single web server and one database server to implement this restricted access area. In order to successfully implement the Metadata Application, sandbox, automated approval process, and the Web-based interface, the FLDOE will need to upgrade the current infrastructure and purchase additional hardware and software. Potential purchases would include Web and database servers, routers, disk storage (Storage Area Network (SAN) storage), data profiling tool and software. Figure 3 details the estimated hardware components and costs necessary to complete the project. However, these are just estimates because the goal of Year 1 is to determine the technological requirements for each of these applications. Then, the appropriate software and hardware will be procured in Year 2.

Figure 3. Estimated Hardware Requirements and Cost for the Sandbox

Hardware Component	Number Needed	Estimated Cost Per Unit	Total Cost
Web server	2	\$15,000	\$30,000
Database server	5	\$20,000	\$100,000
Router	2	\$7,500	\$15,000
Disk Storage	1.5 Terabytes	\$80,000	\$80,000
Total Costs			\$225,000

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Figure 4. SLDS Grant Contributions to the Project

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Management	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Travel for one to Washington, DC ²	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Data Governance	\$30,000	\$0	\$0	\$0	\$0	\$30,000
Data Governance Consultant	\$30,000	\$0	\$0	\$0	\$0	\$30,000
Metadata Application	\$30,000	\$430,000	\$30,000	\$10,000	\$0	\$500,000
Software	\$0	\$400,000	\$0	\$0	\$0	\$400,000
Contracted Services	\$30,000	\$30,000	\$30,000	\$10,000	\$0	\$100,000
Automated Approval Process	\$0	\$150,000	\$25,000	\$25,000	\$0	\$200,000
Software	\$0	\$100,000	\$0	\$0	\$0	\$100,000
Contracted Services	\$0	\$50,000	\$25,000	\$25,000	\$0	\$100,000
Web-based interface	\$0	\$140,000	\$20,000	\$40,000	\$0	\$200,000
Software	\$0	\$100,000	\$0	\$0	\$0	\$100,000
Contracted Services	\$0	\$40,000	\$20,000	\$40,000	\$0	\$100,000
Sandbox	\$147,500	\$920,000	\$295,000	\$147,500	\$0	\$1,510,000
Hardware	\$0	\$225,000	\$0	\$0	\$0	\$225,000
Software	\$0	\$400,000	\$0	\$0	\$0	\$400,000
Contracted Services	\$147,500	\$295,000	\$295,000	\$147,500	\$0	\$885,000
Project Total	\$209,500	\$1,642,000	\$372,000	\$224,500	\$2,000	\$2,450,000

² Flights from Tallahassee to Washington, DC are currently \$220-\$450. Hotels in Washington DC near the United States Department of Education are currently \$350-\$450 per night. Using the high end of the range calculates the trip at \$1,350 plus meal expenses, cab fare, airport parking, and additional airfare expenses such as luggage. Therefore, travel is estimated at \$2,000 to allow for price fluctuations over the course of the project.