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Expiration Date: 03/31/2012

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s): _____ * Other (Specify): _____		
* 3. Date Received: 12/15/2011 _____		4. Applicant Identifier: _____
5a. Federal Entity Identifier: _____		5b. Federal Award Identifier: _____
State Use Only:		
6. Date Received by State: _____		7. State Application Identifier: _____
8. APPLICANT INFORMATION:		
* a. Legal Name: Oklahoma State Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 736017987		* c. Organizational DUNS: 8099296490000
d. Address:		
* Street1: 2500 North Lincoln Boulevard		
Street2: _____		
* City: Oklahoma City		
County/Parish: _____		
* State: OK: Oklahoma		
Province: _____		
* Country: USA: UNITED STATES		
* Zip / Postal Code: 73105-4599		
e. Organizational Unit:		
Department Name: Office of the Superintendent		Division Name: Student Information
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mr.	* First Name: John	
Middle Name: _____		
* Last Name: Kraman		
Suffix: _____		
Title: Executive Director, Student Information		
Organizational Affiliation: _____		
* Telephone Number: 405-521-4892		Fax Number: _____
* Email: john.kraman@sde.ok.gov		

Application for Federal Assistance SF-424

*** 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-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

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

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

Building an Oklahoma P-12 State Longitudinal Data System

Attach supporting documents as specified in agency instructions.

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16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant (b)(4)

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

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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:

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	John		Kraman	

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* City:	Oklahoma City
County:	
* State:	OK: Oklahoma
* Zip Code:	73105-4599
* Country:	USA: UNITED STATES

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

405-521-4892	
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Email Address:

john.kraman@sde.ok.gov

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) #:

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No Provide Assurance #, if available:

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Please attach an explanation Narrative:

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Oklahoma SLDS FY 2012 Application

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CONTACT INFORMATION

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(b)(6)

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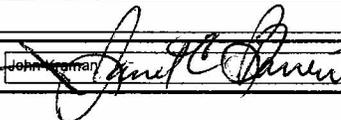
* Last Name:

Suffix:

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Oklahoma SLDS FY 2012 Application

Project Abstract

Project Title: Building an Oklahoma P-12 State Longitudinal Data System (SLDS)

Priority Addressed: Priority 1 (K-12 Data System)

Description of the Project: To ensure that students are prepared to move through the state education system successfully and to ensure that the education system is working for students, Oklahoma must have timely, accurate and meaningful data, as well as the tools to use effectively the data for decision-making. This project will support our P-12 SLDS vision – as well as a larger vision and long range plan for following students in Oklahoma’s Prekindergarten through Grade 20 and Workplace (P-20W) data system – by closing two critical gaps in the Oklahoma State Department of Education’s current data systems: the lack of longitudinal records and the lack of a web portal with the analytical tools for users to access and utilize the data.

Through this grant project, the Oklahoma State Department of Education (OSDE) proposes to design and build a data warehouse and a web portal (with analytical tools) using the best practices from other states. The OSDE also proposes to develop a training program necessary to empower teachers, school leaders, parents and others to use the data from the SLDS, to understand the needs of students as they move through the Oklahoma education system, and to make decisions that improve the preparation of students for success after high school.

Expected Deliverables: The Oklahoma P-12 SLDS will focus on eight deliverables, all of which are crucial to successfully meeting the state’s needs for its P-12 SLDS:

1. An *OSDE Data Governance Program* to guide the management and use of data
2. An *Enterprise Information Systems Architecture* establishing standards for the P-12 SLDS
3. A *Metadata Dictionary* to provide standards for the SLDS data model and exchanges
4. A *Data Warehouse* to contain point-in-time data about Oklahoma P-12 students
5. A *Web Portal* to provide secure access to standard and drill-down analytic reports
6. *Analytic Tools* to allow different types of users to analyze data from the data warehouse
7. A *Professional Development Plan* for internal OSDE and OSF/ISD staff to maintain and evolve the SLDS, and for users of the SLDS to make sound decisions based on quality data
8. An *Evaluation Process* to provide an independent evaluation of the P-12 SLDS project

The completion of the proposed project will reduce the data reporting burden on schools and districts, and will increase the efficiency of OSDE reporting to the federal government. It will also strengthen the OSDE’s ability to link students with teachers, programs, interventions and outcomes and allow the OSDE to link P-12 data with education data from other agencies.

Oklahoma SLDS FY 2012 Application

PROJECT NARRATIVE

“Building an Oklahoma P-12 State Longitudinal Data System” Priority 1: K-12 Data System

Section 1 – Need for Project

Introduction

Oklahoma’s State Department of Education (OSDE) is entering a new phase in data development and use. The focus of this new phase is on using data to promote effective education programs for Oklahoma students from the time they enter early learning programs through the elementary grades, middle school, high school, career and technical education, higher education, and into the workforce. To ensure that students are prepared to move through the system successfully and to ensure that the system is working for the students, we must have timely, accurate and meaningful data, as well as the tools to effectively use the data for decision-making to improve student outcomes.

This FY2012 State Longitudinal Data System (SLDS) grant application is for a K-12 data system (Priority 1) that covers all of the students served under the auspices of the Oklahoma State Department of Education. In addition to students in Kindergarten through Grade 12, over 70% of the State’s 4-year-olds and 25% of the State’s 3-year-olds are served in public schools. Thus, we refer to our proposed system as a P-12 SLDS.

This SLDS grant application reflects essential data needs that will support our P-12 vision as well as a larger vision and long range plan for following students from Oklahoma’s Prekindergarten through Grade 20 and Workplace (P-20W) education data system. We are seeking funding both from within the State and outside to realize this vision. The vision is derived from a full and honest assessment of the OSDE’s current data systems and their relationships to local district student information systems and the data systems of other education-related agencies. This grant will allow Oklahoma to fill two significant gaps:

The first gap—that OSDE does not have longitudinal records—requires us to seek resources to design and build a data warehouse using best practices from other states that have done so already.

The second gap—that we do not have adequate decision support—requires us to seek three additional resources. The first two are a web portal and the analytical tools for users to access the data; the third is training in the interpretation and use of the data.

Other deliverables needed to ensure the implementation of a successful P-12 SLDS include a metadata dictionary, a governance program, an enterprise-wide architecture, and an evaluation process.

Closing the gaps in OSDE's data system will have several meaningful benefits to the state.

- The anticipated reduction in the reporting burden for districts and schools will be demonstrated when the P-12 SLDS has timely and accurate data to replace the current aggregate web forms. This will also allow OSDE to automate most of the federal *EDFacts* reporting process and to shift our attention to supporting districts and schools rather than the federal government.
- The ability to link students with teachers, programs, interventions and outcomes will allow OSDE to monitor accountability, evaluate reforms, and shape policy with high quality data systematically.
- The availability of accurate and timely P-12 longitudinal records is an essential prerequisite to linking the OSDE's data with education data from other education agencies and will move Oklahoma closer to having a federated P-20W education data system.

What follows is a discussion of OSDE's data needs within each area of focus, the inability of state's existing education data systems to meet these needs, and how the SLDS-funded deliverables in this application will meet those needs and as a result provide benefit to the state of Oklahoma. At the end of this section, we will discuss how this OSDE work fits with Oklahoma's long range plan for the State's P-20W education data system and with the governor's larger Information Technology (IT) consolidation plan, which will help to sustain the P-12 education data system beyond the time frame for the FY2012 SLDS grant.

The OSDE's data systems and the federal-state-district data relationship

When State Superintendent Janet Barresi took office in January 2011, she found an array of data systems at OSDE consuming vast resources at the state and local level without delivering beyond the most basic of data sets (mostly compliance-driven at the aggregate level rather than education-focused at the student level). Oklahoma was struggling with ongoing challenges related to producing complete, accurate and timely data simply for compliance and was unable to marshal available data to improve schools, inform policy and operate an accountability system based on student-level data. The struggles with the OSDE data systems were further exacerbated by the fact that the large number of disjointed legacy systems used to maintain the vast array of disconnected and redundant reporting systems exhausted OSDE's human and financial resources that otherwise could have been deployed to improve the system overall. At the local level, school districts across the state were overwhelmed with the burden of producing quality data for the state and the federal government but starving for useful analytic data back from the state system. [Oklahoma's Current Data Structure for Decision Making is presented in Appendix A, Figure 1.]

With the support of the governor and additional resources from the state, Dr. Barresi directed OSDE staff to work with the Information Services Division (ISD) at the Office of State Finance (OSF/ISD) to untangle the OSDE's data systems, to identify opportunities to improve the

performance of the systems, and to close “information gaps” in the data (the gap between the data collected and the information needed). The results of this audit informed the blue print for the OSDE’s IT consolidation with OSF/ISD, as well as for improving OSDE’s data systems and their relationships with district student information systems.

- I. **OSDE identified as our most significant information gap the absence of adequate longitudinal education records for prekindergarten-grade 12 students, schools, districts, and programs in the Oklahoma public education system.** The legacy systems we have in place collect significant quantities of data frequently but lack the information architecture and processes for building, vetting, and maintaining either adequate point-in-time official statistical summary data (such as those required for federal reporting done through *EDFacts*) or historical unit-record data (such as those required for policy, research and program evaluation). In other words, OSDE’s legacy systems, which were transferred within the past year from OSDE to OSF/ISD, do not collect data in a process that allows the application of business rules that ensure data quality nor provide data in a timely and user-friendly way to educators, researchers or parents.

The OSDE has two primary education data systems in place to collect student data. The first system is a daily collection system (called the Oklahoma Student Information System or OKSIS) which is based on the Schools Interoperability Framework (SIF) standards. OKSIS pulls student data from local student information systems into a staging database from which schools and districts can run edit reports for correcting errors (although the data need additional validation and quality checks). This school year additional data elements, such as courses and grades, have been added to the OKSIS. In addition, student records in OKSIS have been linked to state assessment files to do assessment pre-coding of answer sheets. But still we lack the timely and comparative student data that we need to construct useful longitudinal student-level records from the different data sets collected.

The second system is the School District Reporting Site (SDRS) through which schools and districts submit multiple, redundant aggregate data on web forms. These data have been maintained in separate systems and have undergone neither integration nor cross-checking with the SIF-based daily collection system (OKSIS). These aggregate data collections are still being used for the official reporting in most instances, including *EDFacts*. Resolving discrepancies across such aggregate data collections without student-level data places incredible burdens on the data staff at the state and local levels.

Furthermore, the lack of longitudinal student data limits the OSDE’s ability to release meaningful data and respond to the many legitimate data requests OSDE receives each year. For instance, recently Native American tribes have requested access to data about how their children are doing academically and whether they graduate from high school college-, career- and citizen-ready. This information would be useful to tribal members as they identify programs that might be provided to help their children achieve at higher levels. OSDE also sees the need in the future to provide access to parents about the performance of their children so that they may be involved in supporting the instruction provided to their children.

Oklahoma's Legislature has not funded a replacement or consolidation of either of these systems. Many data functions for OSDE remain separate and entrenched. OSDE and OSF/ISD staffs are working to determine how additional data required for reporting can be collected through and extracted by the OKSIS, and how systems responsible for redundant collections can be retired. The development of a true SLDS would allow OSDE to eliminate many web forms and reduce the reporting burden on the schools and districts. It would also allow the State to eliminate (or at least reduce) extensive summary paper reports produced by OSDE by making more information available via an accessible, user-friendly web portal.

The OSDE needs to take the following steps and develop the following components for its SLDS that will leverage the strengths of our legislatively mandated SIF collections:

- calculate required and desired metrics and statistics for State and federal reporting;
- apply enhanced business rules for the schools and districts to clean their data at an early stage and to improve their local processes;
- extract current data from existing systems;
- design and architect operational, longitudinal, and research data stores;
- recover past data and statistics from existing systems for as many years as possible;
- create a portal to provide access to all users; and
- provide training and support programs to ensure proper and high-level usage of the data and sustainability of the system.

Real-time data maintained in the current system must be extracted and moved to the data warehouse. Validation and verification must occur to ensure that the data are accurate and complete. Comparisons must be made between the counts obtained from the OKSIS and the SDRS so that redundancy can be removed wherever possible. The new SLDS must be able to pull data automatically from the daily collection system when the data are needed for reporting.

Oklahoma needs resources to acquire the necessary data warehouse, portal, and data analysis tools to change our system from one that moves data to one that moves decisions. For OSDE, the gaps that can be filled by this grant are significant. For Oklahoma as a whole, the foundation provided through this grant is crucial. The OSF/ISD is consolidating State agency data systems as required by the Oklahoma Legislature in its IT consolidation legislation. One goal of this consolidation is to improve efficiencies in data collection and maintenance so that excess funds can be used to reinvest in system improvements.

OSDE's data systems were the first to move to OSF/ISD; other agencies will move their data systems to OSF/ISD in the coming years. OSF/ISD sees the development of the OSDE data warehouse as the starting point for meeting its goals for developing common data standards, unified identity management for users, data sovereignty, data governance, standards for sharing data, and the publication of information for all users. The standards developed through the project will help to facilitate the sharing of data across agencies in the future.

The efficiency realized through IT consolidation is only part of the solution for OSDE. The anticipated reduction in burden for schools and districts will be realized once the P-12 SLDS

has timely and accurate student-level data and no longer needs data from the current aggregate web forms. The OSDE is moving ahead on the collection of new data in the OKSIS based on specific recommendations received during a Technical Assistance Site Visit conducted as part of the U.S. Department of Education's State Education Information System Services (SEISS) project. In addition, OSDE is planning to revamp some aggregate collections by pre-populating certain information to reduce school and district burdens in completing forms that collect information not logically collected at the individual student level. These system changes will help to improve federal and state reporting processes related to programs and funding. But additional work on state and federal reporting is needed to ensure that Oklahoma data are fully validated and submitted as timely and easily as possible.

II. **The second major gap is that OSDE does not have in place adequate supports for state and local decision makers.** To facilitate the use of longitudinal student level records, we will develop two additional types of resources:

- A web portal that gives access to the data to users, particularly teachers and school administrators, and
- Analytical tools for users to analyze data.

As a result of this grant, we intend to make data available in the portal for teachers and administrators, giving each appropriate levels of access to their data, consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA). OSDE has begun meeting with educators (and faculty from colleges of education) to determine the types of data they desire and the functionality they need to use the data. We intend to give teachers and administrators the capacity to drill down into the data on their students to look at student performance in light of such factors as attendance, mobility, language proficiency, and other risk factors. (The provision of more sophisticated ad hoc analytic capability will not be a part of this grant, as there is much planning and training needed to accomplish that level of access and data usage. However, we will address this capacity in the future.)

[See Appendix A, Figure 2 – Proposed OSDE Structure for the SLDS to Support the Use of Data for Decision Making.]

Related to data use at the classroom level, there is the need for training and support materials associated with the further development and use of the system. In particular, we will develop three types of professional development training (with similar training tailored for parents and other groups in Oklahoma, such as the Native American tribes):

1. To build the OSDE's capacity to produce new reports and evolve the system, we will develop training for OSDE and OSF/ISD staff specific to Oklahoma on the maintenance and updating of the system after the project is completed.
2. To help end-users know how to access data in the system, we will develop training and associated materials for both initial training for existing teachers and staff, and subsequent training for new staff as they come on board.
3. To help teachers and administrators understand what the data are telling them, we will develop training in the interpretation and use of the data. This training will help

teachers find and apply solutions targeted to address specific problems that the data reveal.

Partnership between the OSDE and district leaders will bridge the work at the state level with instructional practice and professional development at the local level, and the communications between the state and local level will shape the development of the SLDS and ensure that the system meets the needs of teachers, principals, and parents. In September 2011, OSDE began a series of focus groups with school leaders, followed in November 2011 by groups of teachers and parents about their data needs and how the SLDS will be able to meet those needs. Starting in mid-January 2012, OSDE will hold a series of meetings with organizations of teachers and teacher educators about their data needs and requirements the system will need to meet in order to address their needs. These contacts will continue as the project goes forward.

The OSDE's data systems and the College, Career and Citizen Ready (C3) Agenda

Early in 2011, Dr. Barresi, Governor Fallin, and Oklahoma's State Legislature advanced a bold package of legislation to 1) empower students by preparing them to be successful and informed citizens, 2) empower parents by providing them with easy-to-understand information about their children and school, and 3) empower educators by providing targeted support and encouraging them to reach their full potential. Following are programs in this legislative agenda that either produce data or require new data from the SLDS (or new data links) for ensuring that the legislative intent for each reform is met.

- **Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments:** Oklahoma districts are transitioning to the CCSS by developing their own curricula in line with the new English language arts and mathematics standards anchored in what it takes to be ready for college and careers. Oklahoma has also joined the governing board of the PARCC, a state-led collaborative effort developing a common set of assessments for grades kindergarten through 12 (K-12) aligned with the CCSS. With this vigorous work, the state is on track for a full implementation of the CCSS standards and PARCC assessments by 2014-2015.
- **Third Grade Graduation:** In 2011, new legislation was passed requiring that Oklahoma students be retained if they are reading below grade level on the state reading assessment by the end of their third grade year (starting in 2013-2014). All kindergarten through grade 3 (K-3) students identified as being at-risk of reading below grade level, as determined by initial screening, diagnostic, and progress monitoring assessments, will be placed on a plan of reading improvement. Students will receive individualized remediation and accelerated interventions designed to help them achieve reading proficiency as described in the CCSS.
- **An Effective Teacher in Every Classroom:** Oklahoma is nearing completion of the development of the state's new Teacher Leader Effectiveness (TLE) System. The state's TLE Commission will finish drafting rules for State Board of Education approval by December 2011 for piloting in 2012-2013 and full implementation in 2013-2014. The TLE promises to support all teachers and administrators toward continuous improvement of instructional practices and student outcomes using a set of qualitative and quantitative

indicators recommended by the TLE Commission and approved by the State Board of Education.

- **A-F Grading System:** In 2011, the Oklahoma legislature adopted an A-F School Grading System to provide incentives to schools for challenging all students to reach high levels of college and career readiness. New administrative rules will be adopted in early 2012 for implementation of the new A-F School Grading System beginning with the assessment results from the 2011-2012 school year. These rules will be designed to hold all schools and districts accountable in a manner transparent to school leaders and easily communicated to the public using a set of indicators beyond assessment results.

Each of these reforms brings with it challenges and opportunities that require a strong coordination effort from the OSDE and, above all, a stronger SLDS for Oklahoma to inform progress toward meeting these four new state reforms. To support these four new state reforms, Dr. Barresi is pursuing three major projects:

1. **The State Longitudinal Data System:** The SLDS will provide access to data for the four reforms outlined above and the Delivery Unit described below related to the specific requirements of each, especially data on student outcomes to be used in identifying schools in need of additional support and targeted resources. Data requirements for these reforms will be among the highest priorities for the new SLDS.
 - a. **CCSS & PARCC:** Between now and 2014, improvements to the OSDE data collections and reporting back to districts must include the ability to draw on existing data about the performance of students that anticipates where the students will need to be relative to the newly adopted standards and the yet-to-be-developed assessments. The OSDE will need to help schools use this information to monitor each school's progress in closing any potential achievement gaps that can be identified.
 - b. **Third Grade Graduation:** The OSDE and local school leaders already know how well third graders are performing on the state readiness assessment, but with a new comprehensive early learning assessment system that Oklahoma is developing, there will be new information available to inform teachers and parents about how well our young children are prepared for this critical benchmark assessment. The SLDS will support decision-making about how to strengthen preparation for all students but especially for those struggling to reach basic literacy by the end of the third grade.
 - c. **An Effective Teacher in Every Classroom:** TLE and the corresponding growth measures present new challenges to the OSDE data systems. Data about teachers have always been segregated from data about students in the current data systems, but the new TLE system will require that the OSDE link teachers to students in the new SLDS and provide results to be used in determining the effectiveness of teachers and school leaders.
 - d. **A-F Grading System:** As described in the OSDE's *ESEA Flexibility Request*, Oklahoma is moving school accountability in a new direction that requires the capability of an SLDS that draws together data now spread across disconnected systems. Data on programs, assessment, student demographics, student academic

experiences, teacher qualifications, and other areas must be brought together in a model that allows educators to seek root causes for poor student performance.

2. **The REAC3H Network:** To implement its broad slate of reforms, the OSDE has also created a grassroots network called Regional Educators Advancing College, Career, and Citizen Readiness Higher (REAC3H) utilizing 70 volunteer coordinating districts to work with other districts to disseminate information, share best practices, offer training, and more. The goal of the REAC3H network is to provide leadership to Oklahoma school districts—through professional development, technical assistance, resources and collaboration. We will use these districts to help ensure that all districts receive the training needed to be effective users of the SLDS, and we are coordinating our school leader, teacher and parent focus groups about the SLDS through this network.
3. **The U.S. Education Delivery Institute:** To help develop a new approach that supports the C3 goals of the REAC3H Network, the OSDE has contracted with the U.S. Education Delivery Institute to help the department transform from being a compliance organization into a service organization capable of providing the level and type of timely assistance schools need to teach its students to the level of the CCSS and as measured by PARCC. The OSDE is building a Delivery Unit to ensure that the department successfully makes this transition and provides the supports required for CCSS implementation as reflected in improved outcomes for students – including ultimately graduating from high school ready for college, career, and citizenship.

Delivery itself will hinge on Key Performance Indicators associated with five student outcomes:

- a. Entering Kindergarten Ready to Learn
- b. Advancing to the Fourth Grade with Basic Literacy and Numeracy (see Third Grade Graduation above)
- c. Being Middle School Ready
- d. Being High School Ready
- e. Graduating College, Career and Citizen Ready (C3)

For each of these outcomes, the SLDS will need to report each Key Performance Indicator and an array of secondary indicators that support the analysis required to measure student progress toward each of the five outcomes and across all five outcomes longitudinally to validate the work of the Delivery Unit. In addition, the P-20W system will need to support the linking of the OSDE Key Performance Indicators with Career Tech, Postsecondary and Workforce outcomes in order to validate the meaning of College, Career and Citizen Readiness and our understanding of how our students are progressing towards that goal.

The work of the Delivery Unit will in turn shape the requirements for the SLDS to ensure that data essential for decision-making can properly guide the work of the OSDE, as well as the work of teachers and administrators helping students succeed.

With the new SLDS, the key reforms, clear outcome measures, and other systems in place, the OSDE will be able to monitor and evaluate the effectiveness of these efforts and measure their

impact on student performance. With increased transparency, the information that the SLDS can provide about the OSDE's reforms will be available to a variety of audiences (with identifiable information available only to those with the appropriate level of access) and in turn generate feedback and new ideas to help the OSDE advance its REAC3H policy agenda and improve outcomes for students.

The OSDE's data systems and the Oklahoma P-20W longitudinal data system

In 2009 the Legislature created the P-20 Data Coordinating Council to ensure the sharing of education data across all State agencies in support of data-driven decision making for Oklahoma students, educators, and parents (codified in Title 70 of the Oklahoma Statutes, sections 3-163 and 3-164). Among the areas covered in the vision for the P-20W "unified data system" are:

- Inclusion of student level data on courses, course grades, testing, instruction, demographics, etc.,
- Facilitation of data sharing across systems to answer longitudinal questions,
- Provision of access to many stakeholders,
- Support for the improvement of teaching and learning, and
- Fostering of a culture of evidence-based decision-making.

[See Appendix A, Figure 3 -- Proposed P-20 Education Data System.]

The State agencies on the council -- which includes the Oklahoma State Department of Education, the Oklahoma Department of Career and Technical Education, the Oklahoma State Regents of Higher Education, the Oklahoma Employment Security Commission, the Office of Accountability, and the information Services Division of State Finance -- are fully cooperating in this effort.

[See Appendix A; Figure 4 -- P-20 Governance Structure.]

The success of the P-20 Data Coordinating Council depends on the ability of the OSDE to produce longitudinal student-level records. The work of the Oklahoma Partnership for School Readiness Board (including the Departments of Human Services, Health, Commerce and several agencies also on the P-20 Data Coordinating Council), also depends on the SLDS. The OSDE as a member of the Oklahoma Partnership for School Readiness is working to connect with the wider early learning community to the P-20W state longitudinal data system.

[See Appendix A, Figure 5 -- Proposed P-20 Data Sharing Structure.]

But before the P-20W vision can be achieved, each of the agencies must ensure that its data are verified, validated, and available for sharing with other agencies. OSDE must ensure that these requirements are met within the P-12 community as well. Together OSDE and OSF/ISD have worked closely with the agencies and organizations involved in the P-20W effort to ensure that a common vision, architecture, and data model will achieve compatibility across all information systems regardless of eventual funding sources and the timing of implementation.

Oklahoma is fully committed to making education a data-driven decision-making enterprise. In addition to the support from State leaders, staff has been hired to make this happen and funding is being sought both from State government and externally.

Section 2 – Project Deliverables Related to System Requirements and Implementation

The Oklahoma P-12 SLDS will focus on eight deliverables, all of which are crucial to successfully meeting the needs stated previously.

Deliverable 1 - Data Governance Program. The OSDE will develop and adopt a comprehensive Governance Program for the Oklahoma P-12 SLDS to guide the management and use of data within the system. Agency coordination will be a particular focus.

A well-planned and implemented data governance program will assist OSDE and OSF/ISD staff in the day-to-day functioning of the SLDS and help to promote data quality and sustainability of the system. An effective data governance program promotes data quality, elimination of redundancy in data collections, elimination of data silos, and consideration of data as an agency-wide asset. Most importantly, this data governance program will help to establish data security, protect confidentiality and privacy, and define the protocols and procedures for OSDE/OSF/ISD to ensure that governance is enforced.

OSDE will contract for assistance building the data governance program, which will include compilation of OSDE and State laws and regulations related to data collection and usage, convening of governance and data steward committees, documentation of committee functions, development of policies concerning data collection and usage, and development of procedures to ensure efficient review and approval of changes and enhancements of the system and requests for access to the data as the needs arise. Timely and efficient decision-making will be essential.

With the expansion of longitudinal data sets, research interest will increase significantly. OSDE will use the governance deliverable of the P-12 SLDS Project to enhance our current process for managing research requests and managing access to data. OSDE will leverage the partnership with the Oklahoma State Regents for Higher Education to create processes that encourage research usage of the P-12 SLDS. The portal will have research information and directions as well as links to findings. The rules established by the governance group will be followed to ensure confidentiality of individual student data.

The Governance contractor will work with the OSDE Governance Committee created by a new Governance Framework adopted in 2011 to explicate governance policies for the department and to coordinate with districts and other education agencies in the state. Outreach to other education agencies begins with the Oklahoma P20 Data Coordinating Council, through which the OSDE has signed a data sharing Memoranda of Understanding (MOUs) with the Oklahoma State Regents for Higher Education, the Career and Technical Education Department and the Oklahoma Employment Security Commission. Parallel to the OSDE's Governance Framework, the P20 Data Coordinating Council adopted a similar framework to oversee data sharing across agencies.

Furthermore, as the P-20 Data Coordinating Council and the Oklahoma Partnership for School Readiness Board (that also adopted a data governance framework in 2011) establish governance for the entire P-20W education data system, the OSDE will coordinate these concurrent efforts as the agency that links the early learning and postsecondary data together.

The outcome will be a comprehensive education data governance program containing functioning committees, established policies, and documentation that will serve as a model within Oklahoma as IT consolidation under OSF/ISD extends to other sectors of state government.

Deliverable 2 - Enterprise Information Systems Architecture. The OSDE will build an Enterprise Information Systems Architecture to establish the standards for hardware, software, networks, Internet, data usage, procurement, training, and other aspects related to the Oklahoma P-12 SLDS.

An early deliverable for OSDE will be the development of an enterprise-wide architecture that brings together information about all of the information systems within OSDE/OSF/ISD including architecture standards for applications, hardware, processes, and networks. Working with a contractor, OSDE will develop a graphic representation showing the current links between data collections, repositories, and outputs. This architecture will be useful to OSDE and OSF/ISD as they move forward to eliminate redundant data collections. In addition, it will be useful as OSF/ISD builds a standard education universal bus which will help to interface the various education systems and promote efficient data exchange rates. This architecture will also help to ensure that all data collection and maintenance components are included in the planning for OSDE and OSF/ISD.

Deliverable 3 - Metadata Dictionary. The OSDE will implement a system for building, documenting, and managing the metadata standards upon which the data model and data exchanges for the Oklahoma P-12 SLDS will be designed, built, and managed.

OSDE recognizes the need to have an education metadata dictionary that will include important information about all of the data collected, maintained, and reported and used by the State. OSDE is committed to using common data standards as evidenced by the Legislature's adoption of SIF for all data collection. SIF is based on the National Center for Education Statistics (NCES) Data Handbooks' data definitions, which are also the core of the Common Education Data Standards. As a very early deliverable in the P-12 SLDS Project, OSDE will build a common data dictionary using an automated tool to be acquired to manage definitions across all data sources in the new data warehouse and among all data exchange partners across other agencies.

Our goal is to enter information on all OSDE data collections (including data elements and options lists), repositories where the data are maintained within OSDE/OSF/ISD, and outputs, such as *EDFacts* reports, State reports, and other uses of the data. Such a tool should be able to produce reports that help OSDE to monitor burden on school districts and redundant data collections, and to answer other questions of interest within the State about data collections and reporting. The metadata dictionary communicates clearly and succinctly to the districts exactly

what data are to be submitted, how the data are defined, in what format and when the data will be submitted, what the source is for the request, etc. Maintenance of this metadata dictionary will be an important component of the Data Governance Plan. This tool can help to ensure that only essential data are collected and the authoritative sources of data are identified.

Deliverable 4 - Data Warehouse. The OSDE will design and build a longitudinal data store that contains point-in-time data about Oklahoma P-12 students and is capable of exchanging data with other State agencies.

A P-12 SLDS will provide Oklahoma with a means for analyzing data about our schools, districts, and students not currently available. Multiple stakeholders will be considered in the design of the system, including school administrators, teachers, parents, OSDE staff, other State education agencies, colleges of education, and researchers. School administrators and teachers need to be able to analyze whether their students are achieving to high standards on standardized tests and with other Key Performance Indicators - and in what areas they are not doing well. But they also need to identify specific students who are at risk of not making the progress desired toward readiness for college, career and citizenship.

The data warehouse will bring together data about student background characteristics (e.g., limited English proficiency, free or reduced price eligibility), program participation (e.g., Migrant education, career/technical education, Title I), course completions, assessments, and other data maintained at the state level. Teacher data will be linked to student data in the SLDS. With the SLDS, OSDE will be able to identify schools that are effective and those still needing assistance in helping students to succeed, which will help with the identification of effective practices. In addition, OSDE can build more efficient processes for completing State and federal reporting. User input into the design of the data warehouse is essential and will be obtained at the beginning of the project. Caution will be taken, however, to avoid over-promising what can be produced or available in the beginning.

Security and sustainability are crucial to the effective development and use of the SLDS. OSDE will build the P-12 SLDS within the infrastructure of the OSF/ISD, where state-of-the-art security, back-up, maintenance, and support are available to OSDE. With the size of the State's information technology team and infrastructure supporting the P-12 SLDS, the sustainability of the technology will be assured. Locating the P-12 SLDS in the OSF/ISD will also situate it with the other statewide data warehouses being designed and built. Using this model, the State plans to eventually expand its capacity by including data from higher education, career and technical education, early learning, workforce, and other agencies to meet the P-20W vision.

Implementation of the data warehouse requires a series of technical activities and components, and a contractor will be sought to assist with the design and development of the SLDS. An early component will be the collection and analysis of user needs and potential data uses. This information will be used to both help design the RFP for a contractor and also to identify the components of the data model to be included in the SLDS.

Once the data model is designed, an Extract, Transform, Load (ETL) tool will be used to extract data from the various OSDE data systems, such as the OKSIS and the assessment database. Data

from the various OSDE collections will be linked using the unique identifiers. The data will be verified and validated in this stage of the process. Next is the implementation of the warehouse data model, which will be customized to hold the Oklahoma-specific data. Models used by other states will be reviewed and used as a starting point as appropriate.

Once the data are entered into the data warehouse and data quality is assured, data marts will be developed to facilitate reporting. Specific data marts will include one for State reports, one for *EDFacts* reporting and one for each of the use of the users who will be accessing the data, including teachers, administrators, parents, researchers, and the public.

OSDE needs to design and create a new model and set of procedures for doing federal reporting via *EDFacts*. The P-12 SLDS data warehouse provides the opportunity to build *EDFacts* tables through the SLDS rather than as a separate activity requiring additional data requests of districts as is the current process. One attractive approach is to use the data tool developed by the Idaho Department of Education that is being shared with other states. This tool assists states in formatting their data as needed to produce standard *EDFacts* submission files, and it produces reports that enable program staff to review the data for accuracy before the data are submitted. With this approach, we could use common reports developed for those and possibly other states using the same tables and procedures. Annual maintenance of the submission files could also be shared.

Reducing burden on schools and districts would come from managing the collection of quality data through the SIF objects in the OKSIS. We would continue to ensure that there are no gaps in the data collected and the *EDFacts* specifications.

The major reduction in burden, however, would be achieved when the web-forms collecting aggregate data that duplicate the data in the OKSIS can be eliminated. When the P-12 SLDS demonstrates that the data in its tables are timely and accurate enough for *EDFacts* and State reporting, then a substantial number of web forms will no longer be needed. Others may be made more efficient by pre-populating data from the OKSIS so that only the least amount of additional data need to be reported.

Deliverable 5 - Web Portal. The OSDE will build a web portal that will provide authentication and authorization for users to access data from the data warehouse for standard reports, drill-down analytic reports, and research.

The P-12 SLDS will make longitudinal data available to teachers, administrators, and other stakeholders (e.g., parents, Native American tribes) via a portal. The stakeholders will be engaged in the identification of requirements for the analytical tools and the portal.

An identity management system will be designed and implemented within OSF/ISD to authenticate and authorize each user. The goal will be to achieve a single-sign-on system to ease the burden on the LEA and other users. This identity management system in conjunction with the state service bus solution will also assist with long range plans for the exchange of electronic data such as through transcript exchanges and teacher certification documentation.

Special security components will be developed in the new data warehouse to ensure that when access is provided via the portal, the data will be secure. Accessibility levels will be clearly documented by the OSDE Governance Committee, and data users will be expected to adhere to strict standards that comply with state laws and FERPA. LEA and school users will have access only to their own data; similarly teachers will see data only from their assigned students. External researchers must complete an application for access to the data which is reviewed by OSDE staff for adherence to strict confidentiality standards. OSDE will continue to be extremely careful when reporting data to suppress small cells of data and not allow for cross-report comparisons that would enable these small cells to be deciphered as access to data is expanded through the portal.

Deliverable 6 - Analytic Tools. The OSDE will provide analytic tools for different types of users to analyze data from the data warehouse.

As part of the process to determine user needs, the OSDE will ask users about the current analytic tools in use and the levels of expertise across user groups. The users will be asked to describe the types of analyses they are currently conducting on the data that are available to them and the analyses they would like to conduct when the P-12 SLDS becomes available. This information will be used in the review of analytic tools in order to help identify the tool(s) most likely to meet the needs of the various users.

Two types of reporting tools will be provided via the web portal. Standard reports (menu-driven) will be available using the report generation package provided in the portal reporting system. These reports will range from specific reports made available to educators and administrators to aggregate higher levels reports available to the public. More sophisticated drag-and-drop reports will also be made available to teachers and administrators. Ideally, reports made available to local decision-makers will link to additional information about best practices that can help to improve performance or achieve desired outcomes for students. In the future, we hope to make query-based tools available to users to provide the opportunity to analyze data in a more targeted fashion. For researchers and others who require business analytics and research packages beyond what are typically available on-line, privacy –protected, confidential research data sets that are approved by the governance review board will be made available so they can use their own tool sets at their locations.

Deliverable 7 - Professional Development Program. The OSDE will develop and implement a Professional Development Program for both internal OSDE and OSF/ISD staff to maintain and evolve the P-12 SLDS and for users of the Oklahoma P-12 SLDS to effectively use the SLDS and make decisions based on quality data.

Training deliverables are major components of the P-12 SLDS application. There will be three focuses of the Professional Development/Training Program:

1. The first focus of training will be internal training/knowledge transfer for OSF/ISD and OSDE to ensure that key IT staff from both agencies understands both the technology aspects and the educational purposes of the system. Through the governance process, requests for changes and additions to the system will be approved that may require

- additional training for the IT staff to support those changes. IT staff will receive training on the internal workings of the system, such as how to produce reports, how to update system components, how to add data elements, and how to evolve the system over time.
2. The second focus for training will be user training. Data users will be trained on how to do the queries and reports allowed by the system and how to get assistance if there are technical problems. Within OSDE, OSF/ISD, and other partner agencies, about 20 trainers will be trained initially to then train other staff members in the use of queries and reports.
 3. The third focus will be related to the effective use of data for decision-making. OSDE's partners from higher education will be brought in to advise on the content of the training modules.

Because of staff turnover, training is an on-going process. The modules developed will be reusable, updateable, and accessible through multiple media, e.g., printed guides, video clips, WebEx, etc. OSDE will use its Video Training Center to conduct Webinars and other video conferences. Oklahoma's REAC3H Network will be used to deliver or supplement much of this training. With REAC3H, approximately 70 districts are trained, and they disseminate and train the remaining 450 districts.

OSDE has plans to hire 60 Common Core support staff to support LEA staff as they implement the Common Core State Standards and transition to the PARCC assessments. These positions will be leveraged in the training to take advantage of the P-12 SLDS reporting capabilities particularly the data that will assist teachers in improving instruction.

Deliverable 8 - Evaluation. The OSDE will contract for an independent evaluation of the P-12 SLDS project.

Evaluation is an essential component of OSDE monitoring of its P-12 SLDS effectiveness and will include both internal and external components. The evaluation will focus on each deliverable over the course of the grant. At the beginning of the project, various analytic tools will be reviewed to determine their fit between educator/user needs and tool capacity. Once the tools and system are implemented, OSDE Governance Committee will monitor usage of the system and seek stakeholder input on the effectiveness of the system in meeting stakeholder needs. Training deliverables will receive a formal evaluation. A more formal external evaluation component is proposed to summarize the effectiveness of the project at the end of each contract year. Feedback will be solicited from stakeholders as well as internal staff. The feedback received from stakeholders will help OSDE revise training and professional development activities and determine if additional types of support are needed. The evaluation should provide guidance to OSDE and OSF/ISD on ways to improve the implementation of the project.

Section 3 – Timeline for Project Deliverables

The deliverables listed in Section 2 will be accomplished through the joint efforts of the Oklahoma State Department of Education and the Office of State Finance/Information Service Division. We expect to procure the services of one or more contractors/vendors to help develop and implement portions of the work. Where contractors are expected to be hired, we have included timelines for the State procurement process. This timeline will be revised in conjunction with the contractors when they are hired. The following table is an overview and high levels activities that will be conducted in order to achieve the deliverables.

[See Appendix A, Figure 6 – Oklahoma P-12 State Longitudinal Data System Project Gantt Chart.]

Deliverable	Tasks and Subtasks	Begin Date	End Date
1. Develop and Implement Data Governance Program	a. Procure the services of a contractor to assist in the development of the data governance program.	May-12	Jul-12
	b. Identify and compile existing documentation.	Jun-12	Jul-12
	c. Develop plan for and contents of the implementation of the data governance program.	Jun-12	Jul-12
	d. Identify members of each committee and convene committees for the first time.	Aug-12	Aug-12
	e. Develop and adopt committee charters defining roles, responsibilities, and procedures for each committee.	Aug-12	Sep-12
	f. Convene OSDE Governance Committee meetings on a regular schedule. Review and revise documentation as needed.	Oct-12	Apr-15
	g. Monitor progress of and provide guidance on the SLDS project.	Oct-12	Apr-15
2. Develop Enterprise Information Systems Architecture	a. Procure the services of a contractor to develop the enterprise information systems architecture.	Aug-12	Oct-12
	b. Identify all data collections, repositories, and outputs within OSDE.	Nov-12	Jan-13
	c. Identify lead business and technical owners for each.	Oct-12	Nov-12
	d. Meet with lead business and technical owners to determine the links between the collections,	Nov-12	Mar-13

Deliverable	Tasks and Subtasks	Begin Date	End Date
	repositories and outputs.		
	e. Work with contractor to develop a visual representation for how these components fit together.	Nov-12	Apr-13
3. Develop Metadata Dictionary	a. Procure services of a contractor to develop metadata dictionary	Jul-12	Sep-12
	b. Identify the data dictionaries for each of the data collections, repositories, and outputs within OSDE.	Oct-12	Jan-13
	c. Enter the data elements into the metadata dictionary.	Oct-12	May-13
	d. Work with OSDE Governance Committees to develop and implement a plan for maintenance of the contents of the Metadata Dictionary.	May-13	May-13
	e. Identify essential reports needed by the OSDE Governance Committee and the Data Stewards Committee.	May-13	May-13
	f. Extract reports from the metadata dictionary to provide the OSDE Governance Committee to assist in their decisions.	Jun-13	May-15
4. Develop Data Warehouse	a. Develop a logical design for the SLDS.	May-12	May-12
	b. Identify the physical requirements for the SLDS.	Jun-12	Jun-12
	c. Develop RFP to procure contractor for project.	Jul-12	Aug-12
	d. Procure contractor (e.g., review proposals, interview finalists, select contractor)	Aug-12	Jan-13
	e. Finalize project plan	Jan-13	Feb-13
	f. Produce requirements for Tables, Reports, and User Interface	Mar-13	Apr-13
	g. Design data warehouse	May-13	Jul-13
	h. Document data sources	Aug-13	Oct-13
	i. Build data warehouse	Nov-13	Jun-14
	j. Move data into warehouse (via ETL tool)	Jul-14	Oct-14
	k. Test system	Oct-14	Jan-15
5. Develop Web Portal	l. Acceptance of system	Jan-15	May-15
	a. Develop a logical design for the SLDS.	May-12	Jul-12
	b. Identify the physical requirements for the Portal.	Aug-12	Nov-12
	c. Develop RFP to procure contractor for project.	Dec-12	Apr-13

Deliverable	Tasks and Subtasks	Begin Date	End Date
	d. Procure contractor (e.g., review proposals, interview finalists, select contractor)	May-13	Sep-13
	e. Finalize project plan	Oct-13	Dec-13
	f. Build portal	Jan-14	Aug-14
	g. Test system	Sep-14	Dec-14
	h. Acceptance of system	Dec-14	Mar-15
6. Incorporate Analytic Tools	a. Develop a logical design for the SLDS.	May-12	Jul-12
	b. Identify the physical requirements for the Analytic Tools	Sep-12	Jan-13
	c. Develop RFP to procure contractor for project.	Jan-13	Jun-13
	d. Procure contractor (e.g., review proposals, interview finalists, select contractor)	Jun-13	Nov-13
	e. Finalize project plan	Nov-13	Feb-14
	f. Install analytic tools	Feb-14	Oct-14
	g. Test system	Oct-14	Feb-15
	h. Acceptance of system	Feb-15	May-15
7. Develop and Implement Professional Development Plan	a. Identify existing professional development mechanisms and requirements and develop a draft professional development plan	Jun-12	Aug-12
	b. Work with SLDS contractor to develop materials and modules to provide training on sustaining the data warehouse and portal.	Jul-13	Oct-14
	c. Schedule and hold training sessions on system maintenance/knowledge transfer for OSDE and OSF/ISD staff.	Nov-14	May-15
	d. Meet with stakeholders to identify training needs. Include educators, administrators, parents, researchers. Cover both system usage and data use.	Jan-13	Mar-14
	e. Develop materials and modules on the use of the portal and data warehouse for various stakeholder groups.	Apr-14	Oct-14
	f. Schedule and hold training sessions for stakeholder groups.	Oct-14	Apr-15
8. Develop and Implement Evaluation Process	a. Procure a contractor to conduct evaluation process.	May-12	Jun-12
	b. Plan and implement Year 1 evaluation.	Jul-12	Apr-13
	c. Plan and implement Year 2 evaluation.	May-13	Apr-14
	d. Plan and implement Year 3 evaluation.	May-14	Apr-15

Section 4 – Project Management Plan

Leadership

The P-12 project is sponsored by the Oklahoma State Department of Education working in partnership with the Office of State Finance, as well as other public education agencies of the State of Oklahoma.

The executive sponsors of the P-12 SLDS project represent the agencies that are jointly responsible for the success of the project. **Dr. Janet Barresi** serves as the State Superintendent of Public Instruction and is responsible for making recommendations to the State Board of Education on all matters pertaining to the policies and administration of the State Department of Education and the public school system. **Alex Pettit** serves as the Chief Information Officer in the Office of State Finance and is responsible for the information systems of all State of Oklahoma agencies, approving their procurement of information technology hardware, software and consulting services.

In June the Oklahoma State Department of Education's information technology resources were transferred to the Office of State Finance under a service agreement. This organization will provide the P-12 SLDS an extensive support staff, infrastructure and overall architecture for sustainability. OSDE and OSF/ISD are committed to the future success of the P-12 SLDS after it has been implemented. This includes ongoing commitment of staff and other resources for system maintenance, quality control, and user training.

Project Management

The Oklahoma State Department of Education and Office of State Finance/Information Services Division recognizes a project as complex as the P-12 SLDS project cannot succeed without a rigorous project management plan.

To ensure effective completion of the SLDS project it requires full project management processes, including management of the following: integration, scope, time, cost, quality, human resources, communication, risk and procurement. The project management methodology followed by OSDE and OSF/ISD is best practice taken from the Project Management Institute, Project Management Body of Knowledge (PMI PMBOK).

The OSF/ISD project framework consists of five process groups: Concept, Initiation, Planning, Execution, and Close. Each of the sequential processes goes through defined steps. After award of the grant, we will review the proposed timeline to ensure coordination with these phases.

[See Appendix A, Figure 7 – OSF/ISD Project Portfolio Management Framework.]

Concept Phase: During the Concept Phase, the project idea is identified and evaluated for portfolio prioritization. The potential benefits and initial scope are defined. The deliverables being developed during this phase are an updated portfolio list for communication to the Governance Board(s) and stakeholders.

Initiation Phase: During the Initiation Phase, the Governance Board defines and authorizes a project or project phase. The analysis team researches the initial scope (what the project must deliver); estimates the initial costs, time, schedule and resource commitments; and identifies initial issues and constraints. The deliverables of this phase are the High Project Level Plan, an updated Portfolio List, and a Project Scorecard. The first several weeks of work on the project are critical for establishing a sound working relationship within the project team. Following are the initial activities that will be addresses as part of the Initiation Phase:

- The primary project staff must review any available documentation including the vision and charter to familiarize themselves with the scope and requirements of the project.
- The Project Manager will develop a detailed baseline work plan with complete resource loading, to track progress and asses schedule risks.
- A staff development plan and retention plan will be created to ensure that members of the project team are appropriately trained and retained through the course of the project.
- A project Kick-Off meeting will be held to formally announce project initiation. This meeting will focus specifically on the responsibilities of the project team members and the working relationships and interactions between the contractors and State staff that are defined and approved.
- All project members will participate in a WBS session, to review the project deliverables and schedule, and create a WBS dictionary for each task/deliverable within the work plan.

Planning Phase: During the Planning Phase, the objectives are further refined and planning of the course of action required to attain the objectives is completed. The project management team identifies and analyzes the options and alternatives; creates the project plans and estimates; documents the existing business processes and systems; manages the scope, schedule, and costs to ensure balance; documents issues and constraints; assesses the risks involved; and creates the plan to mitigate those risks. The deliverables of this phase are the Detail Plan; and an updated Portfolio List and Scorecard. The following activities are completed as part of the planning phase:

- The project task plan will be established. Through a WBS session the team will identify deliverables for each phase and begin expanding the plan for the current project. The task plan, through a WBS dictionary, will identify the task owner, task duration, level of effort, any predecessors, and any associated risks. The WBS is a living process and will be used several times throughout the project life-cycle.
- Existing business processes and requirements will be documented. These will be reviewed and understood by the project team and the lead analysts.

Execution Phase: During the Execution Phase people are integrated to carry out the plan. The schedule, cost, and work are being monitored and managed; progress, issues, and resolutions are

being communicated to stakeholders; design, development, configuration, testing, verification, assessment, and documentation of the deliverables are being carried out; evaluation of deliverable readiness is being conducted to provide feedback and sign off; and transformation of the deliverables to the customers is occurring. The deliverables for this phase are updated scorecards on a monthly basis to report to the Governance Board(s) and the project deliverables.

- In the Execution Phase the team of analysts, will gather the business requirements in an effort to reengineer and transform the SLDS into an enterprise business environment. Business requirements will be gathered from end user subject matter experts and from gathering and reviewing all federal and state rules. All business requirements must be compared for any overlap and conflicting issues. All business requirements must be included and clearly identified throughout all future documentation to ensure traceability. The Project Director will ensure that all stakeholders have been heard, that all issues and action items have been resolved, and all federal and state rules have been considered and followed.
- The Analysis process will specify the required functionality of the system in terms of business needs. During this part of the project the project team will view the system from the perspectives of the business and the user, and not from a technology perspective.
- The Development process is divided into two stages: construction and production readiness. In the construction stage the systems, modules and components are fully documented, code is written and tested, and discrepancies have been corrected. The production readiness stage is where the End User Acceptance Testing is completed and affirms that the system is suitable for production use.
- The Implementation process includes: Execution of the communication plan outlined in the implementation plan, Conduct trainings for all personnel that will be required to use the system, and Deploy and monitor.

Close Phase: During the Close Phase formal acceptance of the deliverables is being obtained to bring the project to an orderly close. Resources are released to other projects or operational demands, and the final metrics are compiled with actual completion dates, costs, and closing statements. The deliverables for the closing phase are the metrics for the final project costs, budget, and resource utilization. The following activities will be conducted as part of the project closure:

- Conduct a Lessons Learned Session with all project team members to gather knowledge that was gained throughout the project that can be useful for other projects.
- Work with the finance and legal teams to ensure all project related contract commitments are finalized and closed. Complete a final accounting of the project budget.
- Prepare a project closing report to detail the success of the project, accomplishments, important project data, significant project changes and their effect on the project, issues requiring further work, final project accounting and explanation of variances, and recommendations for future projects.
- Communicate the project closure to all stakeholders.

Project Control

Project monitoring will be conducted through frequent status reports and team meetings.

Status reports will be created to provide overall status of the project to include: work comparison of current and baseline costs, work hours, duration, completion dates, variances, completed tasks, plan for activities scheduled, milestones issues/problems encountered and new or heightened risks. The status reports will be shared with all project team members, the steering team, and the OSDE governance teams. Frequent team meetings will be conducted to update team on project status and ensure continual work on project objectives. Agendas and minutes of all team meetings will be kept in the appropriate location for access by all team members.

Upon award, the work outlined in the grant application will be further refined to a more detailed level and tracked through the regular project management tools. The Project Managers will have the overall responsibility for the success of the project. They will be responsible for ensuring tasks are scheduled, allocated, and completed in accordance with project schedules, budgets, and quality requirements.

Project Organization

The SLDS project will be governed by a Steering Committee composed of state managers and executives who represent all stakeholders in the SLDS project. They will provide executive support and direction and will meeting regularly during the life of the project. The members of the Steering Committee will be established during the Initiation phase of the project.

Project management will be both internal and external. Internally, OSDE will provide an experienced Program Director, John Kraman, who is familiar with OSDE information sources and the protocols for managing projects, and OSF/ISD will provide a Project Director, Kathryn Henson, who is knowledgeable about data systems and OSF/ISD project management and controls. This is crucial to the early start of the P-12 SLDS project and the long-term success. Externally, the contractor engaged to design and build the P-12 SLDS will be required to provide a full-time, Project Management Institute – Project Management Professional (PMI-PMP) or equivalently certified, project manager to work with the OSF/ISD Project Manager, which OSF/ISD will provide for the length of the project.

The OSDE Program Director, John Kraman, is responsible directly to the State Superintendent for the success of the project. He serves as a member of the Executive Leadership Team and will chair the OSDE Governance Committee. The Program Director will be responsible for

- ensuring the content of the system is consistent with national data standards,
- ensuring that information included in the system meets State and federal reporting requirements, communicating with stakeholders about their needs and system requirements,
- reviewing stakeholder problems using the system, and
- communication with other State agencies as part of the P-20W and Early Learning systems are developed.

The hardware and software for the P-12 SLDS will be physically located and managed within OSF/ISD. The Project Director within OSF/ISD, Kathryn Henson, will be assigned along with several OSF/ISD staff to the new SLDS as detailed in the Staffing Plan. This will ensure that the

P-12 SLDS will be managed to the standards of the State and OSF/ISD for reliability and sustainability on an on-going basis. The OSF/ISD Project Director is responsible for directing the procurement process and working with the vendors responsible for the technical design, implementation, and delivery of the SLDS. In addition, the Project Director will work with the existing help desk system to incorporate the support for the new SLDS. The Project Director will chair the Data Stewards Committee (once it has been established), which will include both technical staff from OSF/ISD and program staff from OSDE.

Governance

Oklahoma has been developing a multi-agency governance structure over a number of years in support of Race to the Top and other activities. A cross-agency governance group has drafted an initial plan. OSDE will build on the work done by this group, but with the special focus needed for our P-12 community. We will implement a three-level governance program with an Executive Committee, a Governance Committee, and a Data Stewards Committee. As part of the development and implementation of the governance program, the following areas will be considered:

- Committee charters and a regular meeting schedule
- Processes and policies needed to review system access and usage, implement changes or enhancements to the system
- Policies and procedures needed to ensure that data are only accessed by persons with a legitimate professional need
- Engagement with stakeholders

The proposed objectives for the governance model are to establish a culture of data quality that integrates data use into everyday aspects of the organization, ensuring that proper data use and management are an integral part the mission, establishing clear high-level executive sponsorship of data governance, establishing protocols that respect a distinction between the ability to collect and provide data and the authority to collect and provide data, establishing clear ownership and stewardship of each data element being collected, and establishing data owners and data stewards within each program area.

The Legislature established the P-20 Data Coordinating Council in 2009 to coordinate data sharing across agencies and the Oklahoma Partnership for School Readiness in 2003 to coordinate the early learning community (including the development of a unified data system that connects it directly to the P-12 data system). We intend for our P-12 SLDS to participate in data exchanges with these entities. OSDE has in place a data sharing process and policy with its LEA partners and local stakeholders. See graphics in Appendix A, Figure 5. The P20 Data Sharing Structure will need to be enhanced as the stakes grow with data sharing across other agencies. A continuing focus of the P-12 SLDS Project will be the ultimate goal of sharing data from P-12 with early learning, higher education, career and technical education, workforce, and other State agencies. A common effort to establish data standards to facilitate data sharing will be a major focus of both the internal OSDE data governance and the P-20W data governance activities. The P-12 SLDS Project will leverage the memoranda of understanding already in place among these agencies.

Wide-spread Support for the P-12 SLDS

The P-12 SLDS application is endorsed through letters of support from numerous partners and stakeholders, which are included in Appendix B. Where data exchanges are anticipated across agencies, memoranda of understanding have been signed. These describe our shared vision, commitment, and agreement to work together to make the P-12 SLDS and the greater P-20W system successes.

Support from within OSDE is assured through the endorsement and signing of this application.

Location of the System

As described earlier, the P-12 SLDS technology components will be hosted and maintained by the OSF/ISD, but ownership and governance will reside with OSDE. OSDE has extensive requirements related to ensuring the confidentiality of student data according to FERPA requirements. Stringent security components will be developed in the new data warehouse and portal to ensure that when access is provided beyond OSDE, the data will be secure. Accessibility will be clearly documented, and data users will be expected to adhere to strict standards. The system will also include public documentation that clearly articulates what data will be accessible, to which users, and for what purposes.

Section 5 – Staffing

Appendix C includes resumes for individuals mentioned in this section.

The staffing plan for the Oklahoma P-12 SLDS project is intended to leverage the skills of the experienced personnel already supporting the OSDE information technology systems. We will complete this by moving seasoned IT staff from routine maintenance duties to work on the Oklahoma P-12 SLDS Project; limited duration employees and contracted personnel will take on their existing duties.

Numerous positions and roles are needed. A Project Manager will be hired to manage the P-12 SLDS project, including change management, risk and issue management, progress reporting and monitoring, and quality reviews. Business and system analysts will define the needed systems, processes and procedures. The Data Architect will work with the analysts and contractor to build the system, metadata dictionary, data warehouse, web portal, and analytic tool set. Trainers will prepare the stakeholders, users, and IT specialists to effectively use and maintain the data. Our help desk will support the users of the SLDS.

Oklahoma is fortunate to have so many OSF/ISD staff members who can fulfill several of the project roles listed below. There are additional OSF/ISD staff that will be utilized on this project as needed to support the Oklahoma P-12 SLDS Project's efficient completion.

Key Staff Members will provide visible, senior-level support to the Project and communicate about the Project with the stakeholders. Responsibilities include:

1. Provide vision for the Project.
2. Champion the Project Manager.
3. Assist the Governance Team to define high-level objectives.
4. Show support by attending Project events such as Kickoff Meetings, major Milestone events, recognition events, and rollouts.
5. Ensure the Project has sufficient resources and funds.
6. Assist the Project Manager to resolve significant problems.
7. Manage environmental and political factors.

In the following paragraphs, we identify key staff and their roles and responsibilities regarding this project as well as the percentage of time they anticipate devoting to the project.

The level of commitment for each employee assigned to the Project is defined by the number of work hours expended on Project tasks, ranging from 10% to 100%. Some team members will participate only as needed. The level of commitment is determined by the Project Director for each person assigned to the Project.

Program Director – John Kraman (b)(6), *Executive Director of Student Information* in the *Oklahoma State Department of Education (OSDE)*, will serve as the program administrator and will provide overall leadership for all phases of the project. He will fulfill the reporting requirements required in the grant. He will also be the liaison for the P-12 SLDS to the P-20W data system as part of his in-kind contributions to the project.

Project Director – Kathryn Henson (b)(6) *Manager of Student Information Systems* in the *Office of State Finance/Information Service Division (OSF/ISD) Education Services*, will manage collaboration across all agencies, provide oversight for project staff, and provide overall budget control and reporting for the grant. The Project Director will work closely with the Program Manager to ensure the Oklahoma P-12 SLDS Project is successful.

Project Manager – TBD (100%) in *OSF/ISD Education Services* will have responsibility for day-to-day operations of the project and implementing the work plan. He or she will ensure tasks are scheduled, allocated, and completed in accordance with project management requirements, project schedules, budgets, and quality requirements. Responsibilities include:

1. Plan Project communications.
2. Plan Project information distribution.
3. Plan Project performance reporting.
4. Manage stakeholders.
5. Monitor status of Project sub-teams and produce weekly and monthly status reports.
6. Lead day-to-day operations of the project.
7. Implement project plan
8. Create and monitor Risk Management Plan.

Project Coordinator – TBD (100%) in *OSF/ISD Education Services* will perform administrative and clerical duties necessary to run the grant efficiently. He or she will serve as information and communication lead. Responsibilities include:

1. Plan and schedule meetings and appointments.
2. Organize and maintain paper and electronic files.
3. Conduct research.
4. Disseminate information through telephone, mail services, Web sites, and e-mail.
5. Arrange all travel and guests arrangements.

Business Analyst – Leea Mote (b)(6) *Student Information System Business Analyst* in *OSF/ISD Education Services*, will be responsible for coordinating the identification and documentation of requirements, managing requirements, working with key stakeholders to understand business needs, assisting with user documentation, training, and application support. Responsibilities include:

1. Determine and document business requirements and provide to Contractor.
2. Assist with the creation of the Risk Management Plan.
3. Provide functional support for the agency information systems.
4. Interact with the stakeholders to define and install the appropriate Information system.

5. Receive, resolve and distribute multiple communications to the user community.
6. Assist with developing training manuals, documentation, and schedules and distributing them to the user groups.
7. Direct development and distribution of functional process improvement and changes to assist users in system utilization and functionality.

System Analyst – Duane Brown (b)(6) *Student Information System Business Analyst* in OSF/ISD Education Services, will outline the system requirements and the system functionality, document the technical specifications, and assist in system documentation. Responsibilities include:

1. Work closely with IT personnel and business partners to identify and maximize opportunities to use information and technology to improve product, service and program business processes.
2. Review, analyze, and create detailed documentation of information systems and user needs, including workflow, program functions, and steps required to develop or modify computer programs.
3. Coordinate the development of all approved versions of the business and functional specifications for specified applications.
4. Review use cases and other technical documents with IT project staff to ensure business requirements are adequately reflected in technical planning documents.

Application Developers – Tomas Finch, Chris Hyde and Raymond Thompson (b)(6) *Net Application Developers* in OSF/ISD Education Services, will design the application to fit with the architecture of OSDE and OSF/ISD; design, develop, unit test software applications, review, and translate specifications to write programs to produce appropriate programs and systems. Responsibilities include:

1. Confer with users to evaluate requirements.
2. Discuss solutions and develop plan of approach.
3. Analyze and design program logic, screen layouts, reports, and testing criteria to support development of new of enhancers systems.
4. Prepare program documentation to support new systems and applications.
5. Participate in structured walk-through and other activities to review systems and provide training and support.
6. Perform ongoing maintenance and review of applications systems and programs.
7. Plan and develop of automated applications systems to support the business needs of an organization.

Data Architect – TBD (100%) in OSF/ISD Education Services will perform data management functions; define and maintain the data standards; support database enhancements including data source identification, student data collection and verification, designing and implementing modifications to the database structure; and monitor database activity, space allocation, and backup/recovery.

1. Maintain Data Architecture methodologies and best practices.

2. Collaborate with the appropriate stakeholders to define and maintain data standards.
3. Develop performance design standards for data access and utilization for use in the Enterprise Architecture.
4. Produce the logical and physical data models.

Report Lead – Dawn Williams (b)(6) *USED Reporting in the OSF/ISD Education Services* will facilitate the revamped reporting of education data for ED Facts.

1. Define data needs for federal ED Facts reporting.
2. Assist with the design of the metadata dictionary.
3. Identify authoritative sources for data to be reported.
4. Help establish timelines for data availability.

Training Coordinator – (TBD) (100%) in *OSF/ISD Education Services* will be responsible for scheduling and holding training session for the stakeholder groups. Responsibilities include:

1. Create Training Plan for staff.
2. Create Training curriculum guidelines.
3. Create Training Plan or track for each staff role.
4. Create Training guidelines.
5. Determine staff required to conduct staff training and re-training.
6. Develop the standard guidelines of training.
7. Schedule training, including securing training space and trainers.
8. Maintain and update training material, including Online Training schedule and Web site, and repository for Training manual, curricula, and schedules.
9. Identify the means by which training will occur, including type of training, training options, contractors, and internal staff.

Quality Management Coordinator – (TBD) (100%) in *OSF/ISD Education Services* will ensure that all planned architectural changes are reported in the appropriate manner, obtain appropriate approval for changes, and negotiate changes if necessary. He or she will maintain a common repository of change information, ensuring the accuracy of the information contained within the repository. This person will work within the Governance Program to coordinate information flow for the Change Management process, ensuring all pertinent stakeholders are provided adequate notification and information and providing reports required to document and manage the process. He or she will be the lead for all quality assurance and quality control activities. Responsibilities include:

1. Accept change requests and review for adherence to the process.
2. Report change request status and resolve conflict.
3. Assist in decisions concerning change scheduling, implementation or rejection.
4. Maintain the consolidated change schedule.
5. Oversee the change process and tool education.
6. Communicate system changes to Stakeholders.
7. Resolve and follow-up on any quality issues.
8. Identify, develop, and maintain Test Plans, Standards, and Process Manuals.

Staffing Matrix

Staff Position	FTE	Funding Source	Location	Person Designated	Deliverables
Program Director	(b)(6)	100% - SLDS	OSDE	John Kraman	1,8
Project Director		100% - OSF/ISD	OSF/ISD	Kathryn Henson	1,2,3,4,5,6,7,8
Project Manager		100% - OSF/ISD	OSF/ISD	TBD	1,8
Project Coordinator		100% - OSF/ISD	OSF/ISD	TBD	1,2,3,4,5,6,7,8
Business Analyst		100% - OSF/ISD	OSF/ISD	Leea Mote	1,2,3,4,5,6,7
Systems Analyst		100% - OSF/ISD	OSF/ISD	Duane Brown	2,3,4,5,6,7
Application Developers (x3)		100% - OSF/ISD	OSF/ISD	Thomas Finch, Chris Hyde, and Raymond Thompson	2,3,4,5,6,7
Data Architect		100% - OSF/ISD	OSF/ISD	TBD	2,3,4,5,6,7
Report Lead		100% - OSF/ISD	OSF/ISD	Dawn Williams	2,3,4,5,6,7,8
Training Coordinator		100% - SLDS	OSF/ISD	TBD	3,4,5,6,7
Quality Management Coordinator		100% - SLDS	OSF/ISD	TBD	1,2,3,4,5,6,7,8

Figure 1 - Oklahoma's Current Data Structure for Decision Making

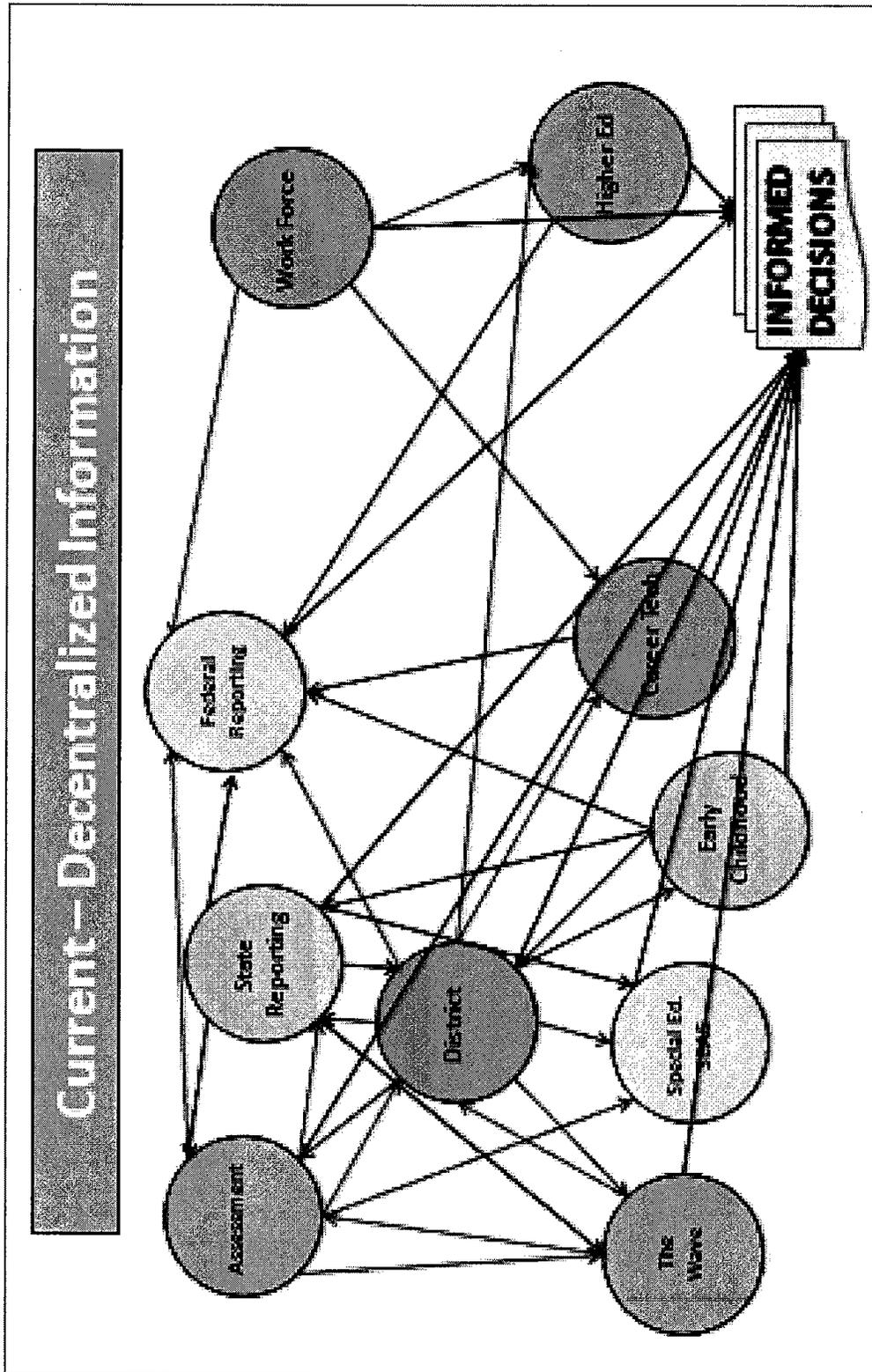


Figure 2 - Proposed OSDE Structure for the SLDS to Support the Use of Data for Decision-Making

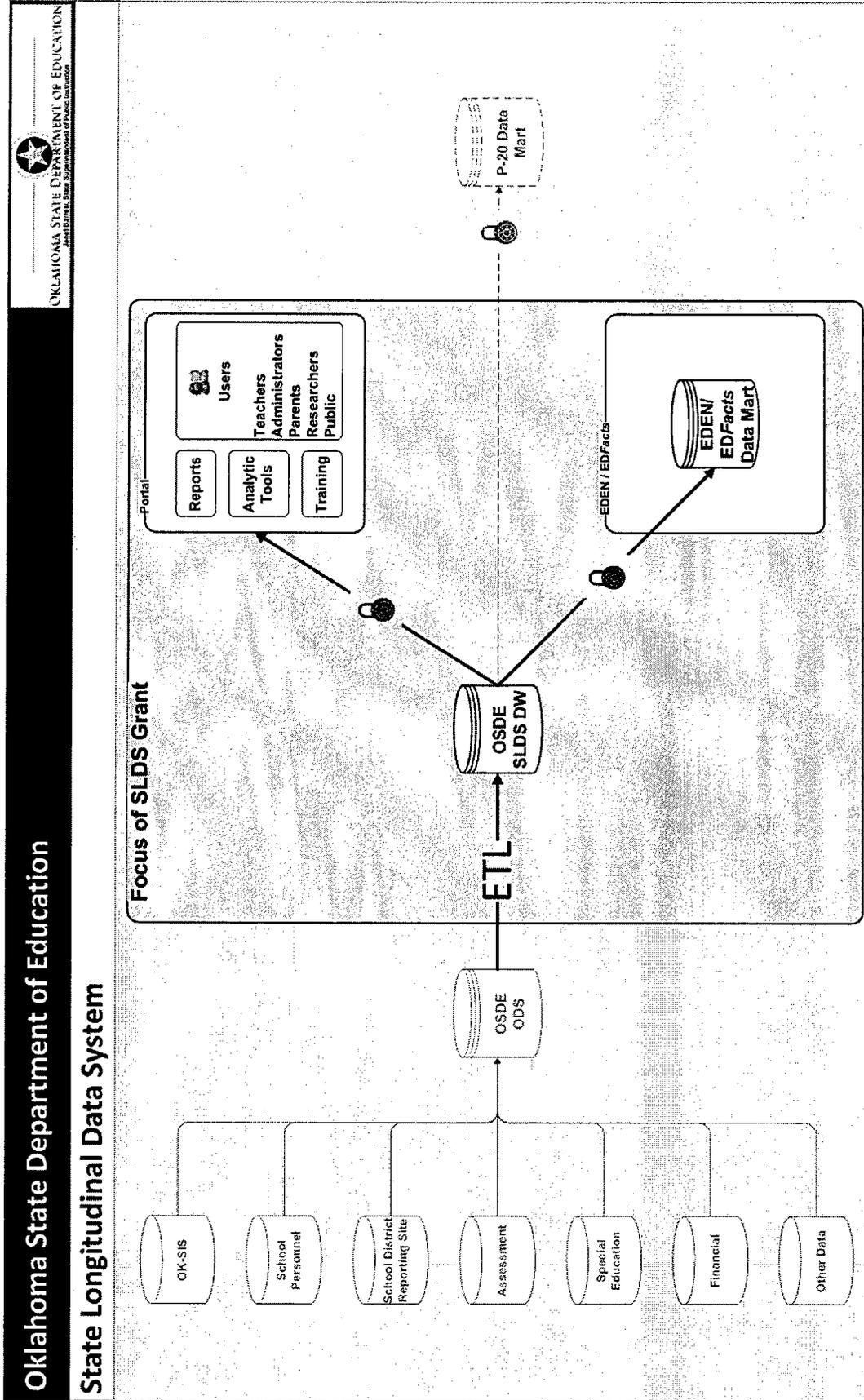


Figure 3 - Proposed P-20 Education Data System

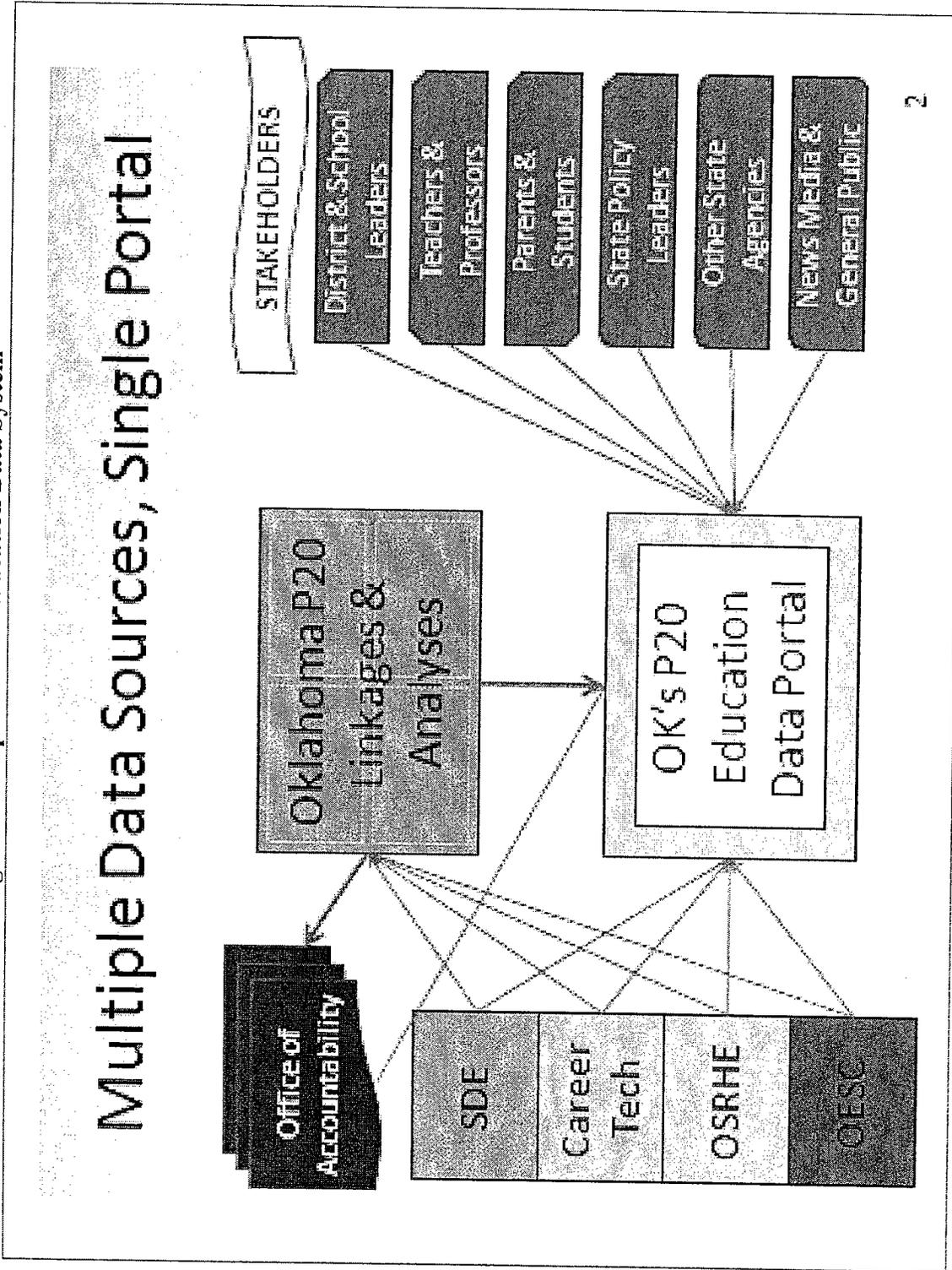


Figure 4 - P-20 Governance Structure

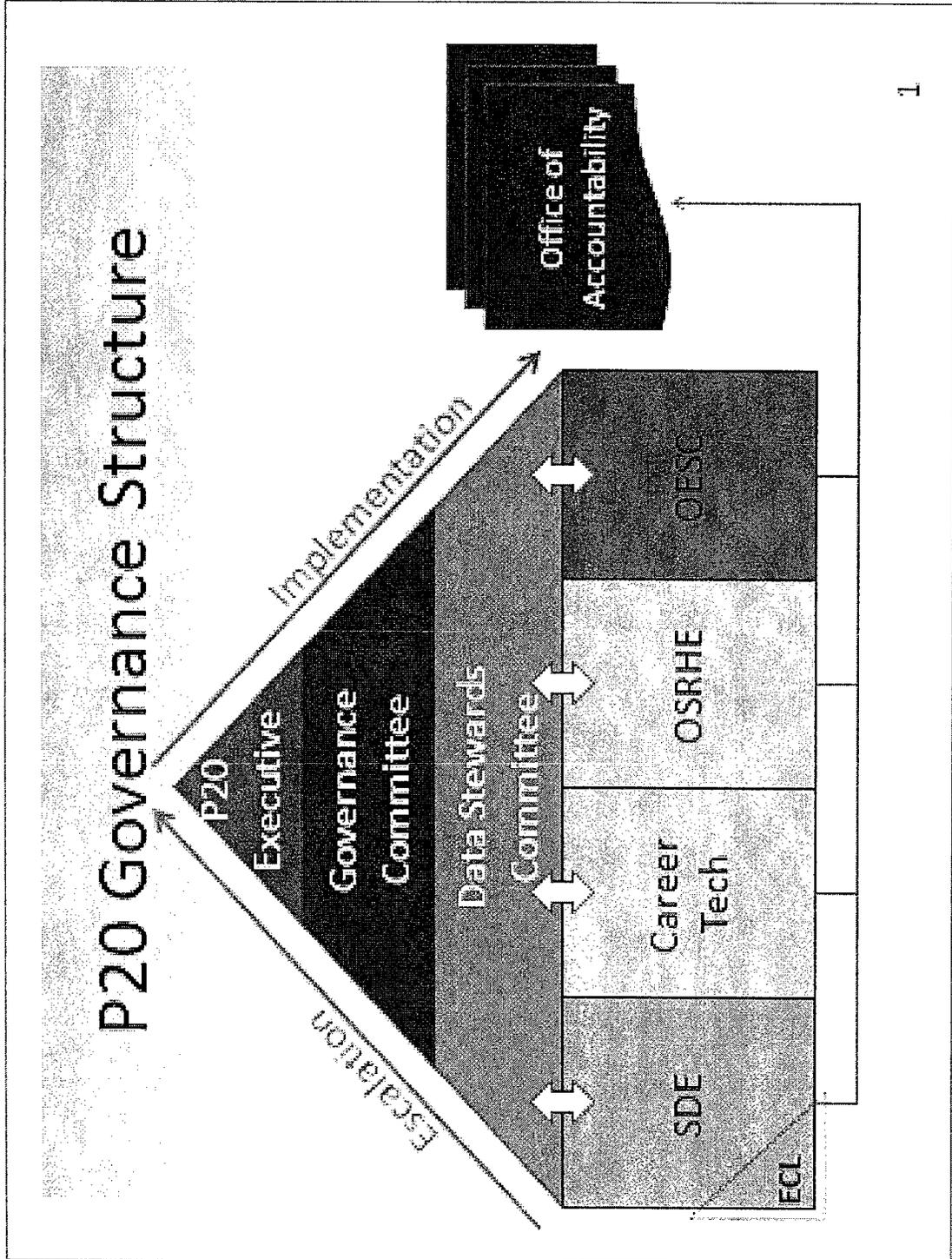


Figure 5 - Proposed P-20 Data Sharing Structure

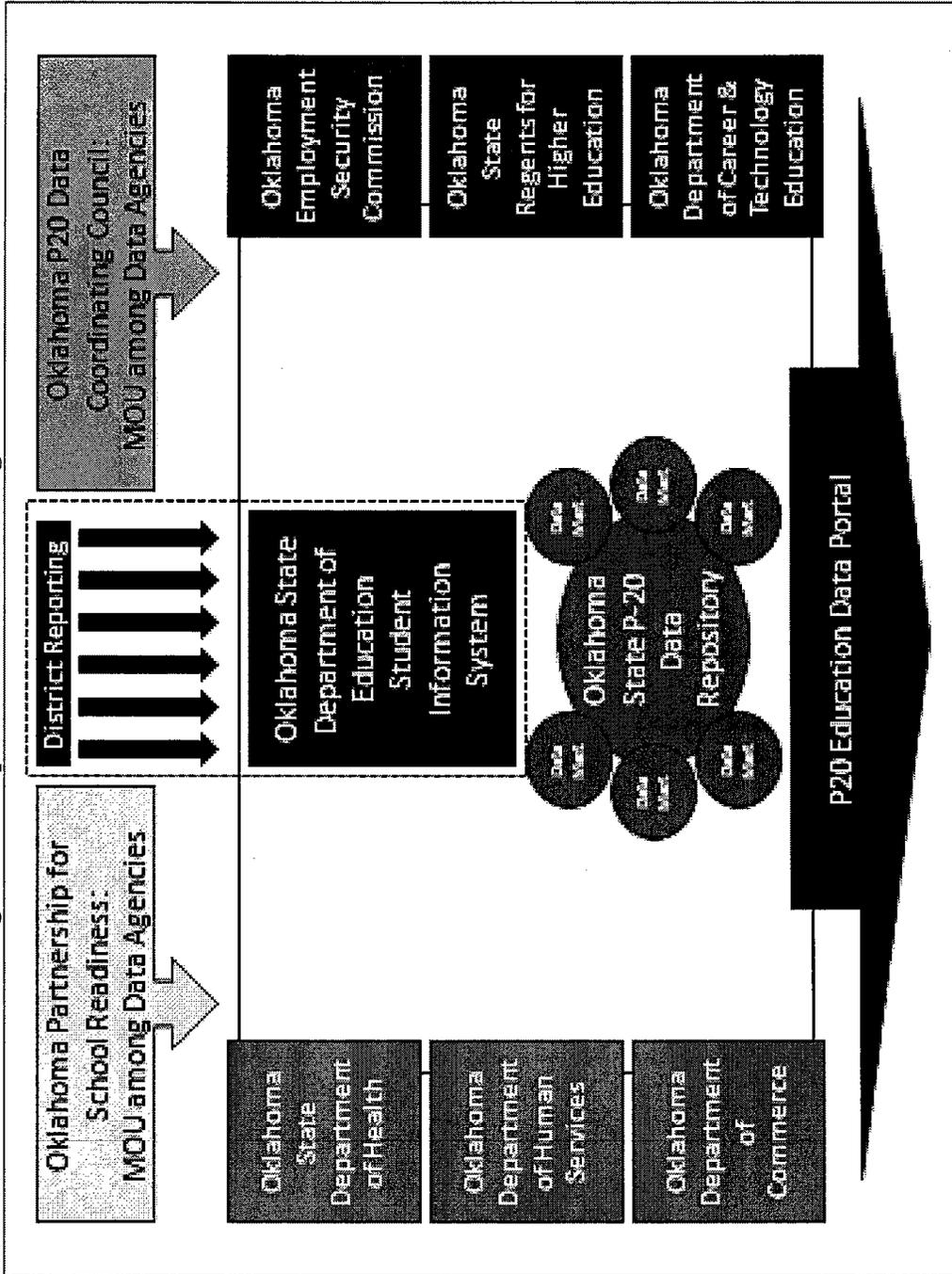
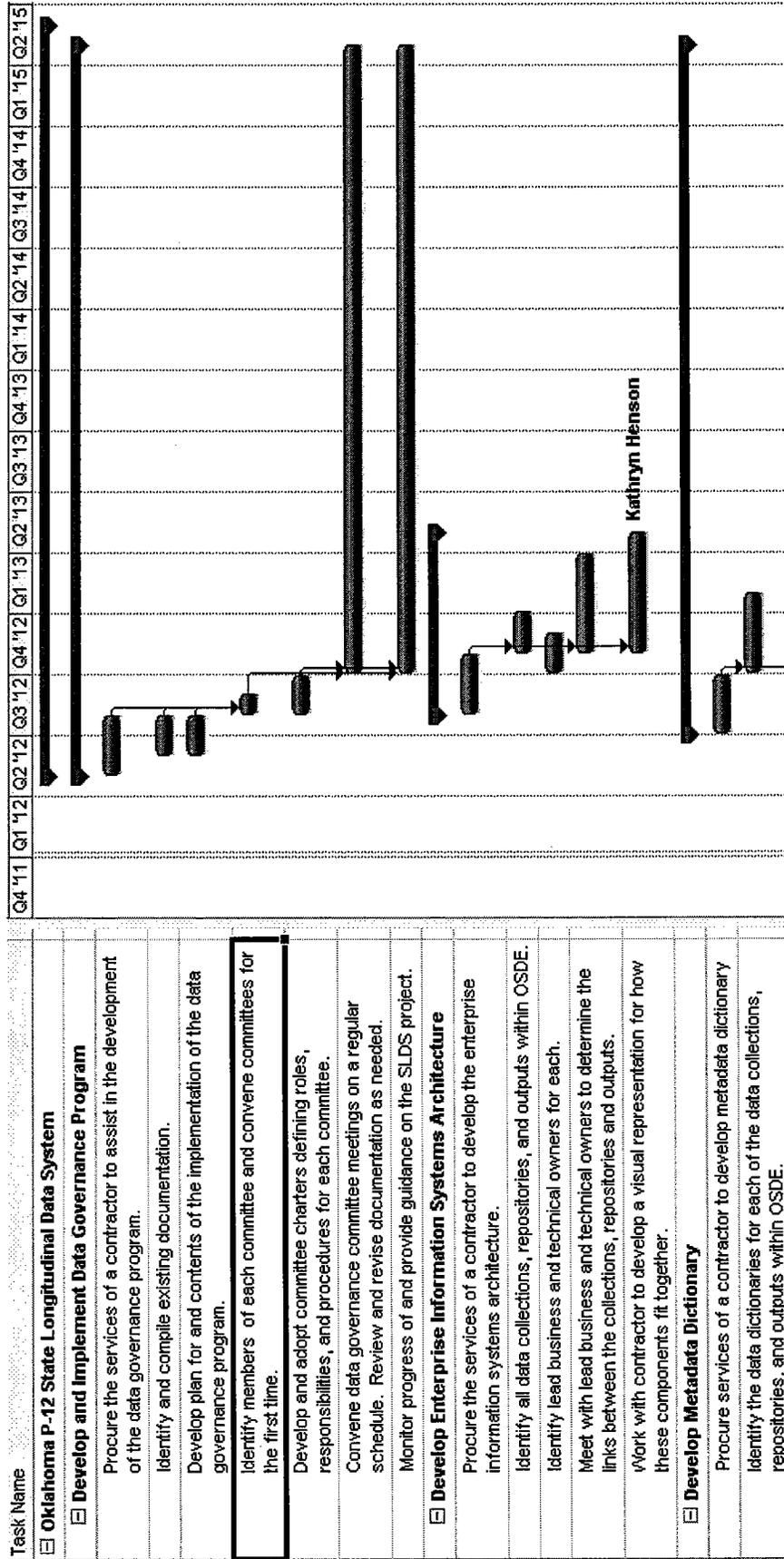
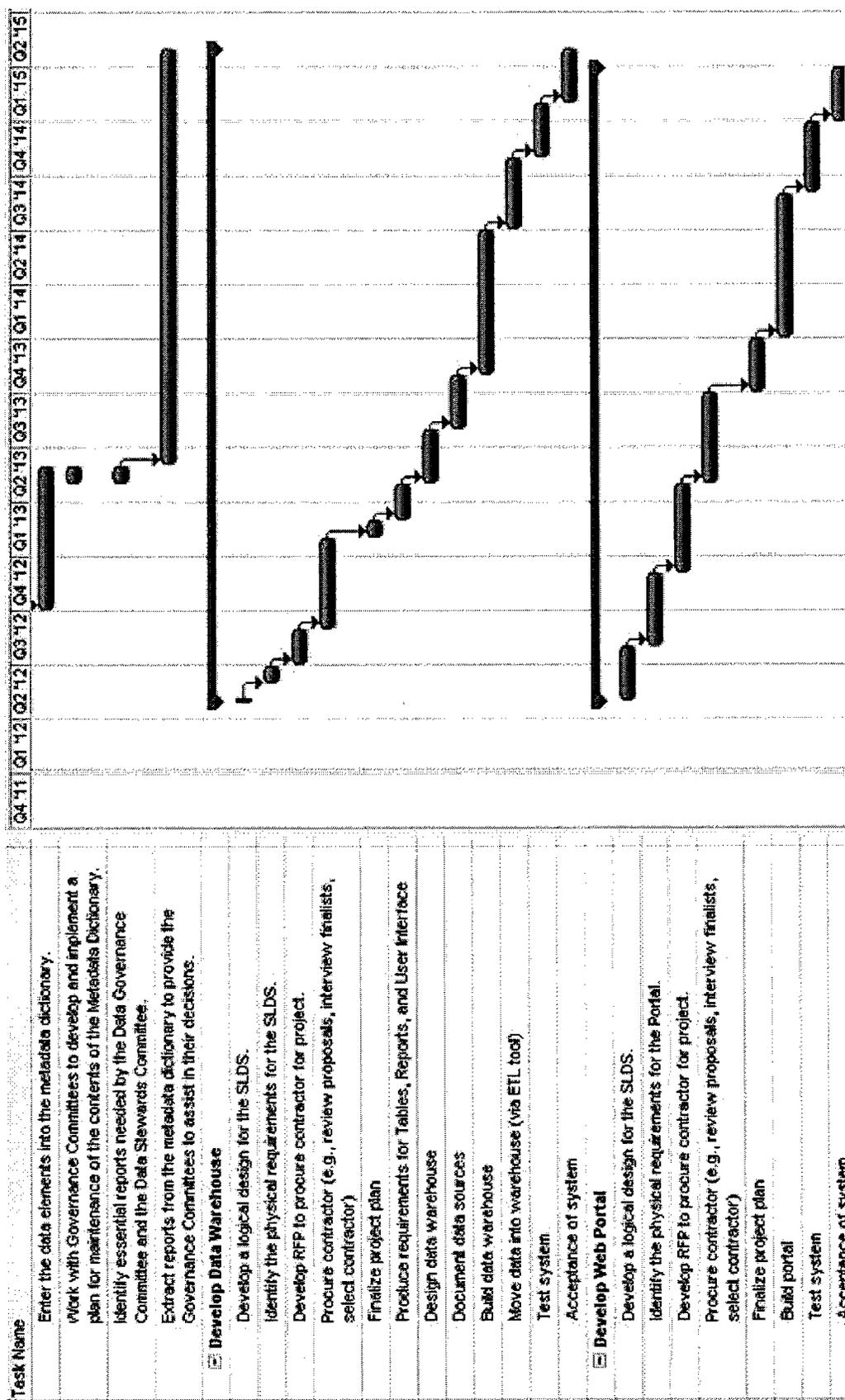


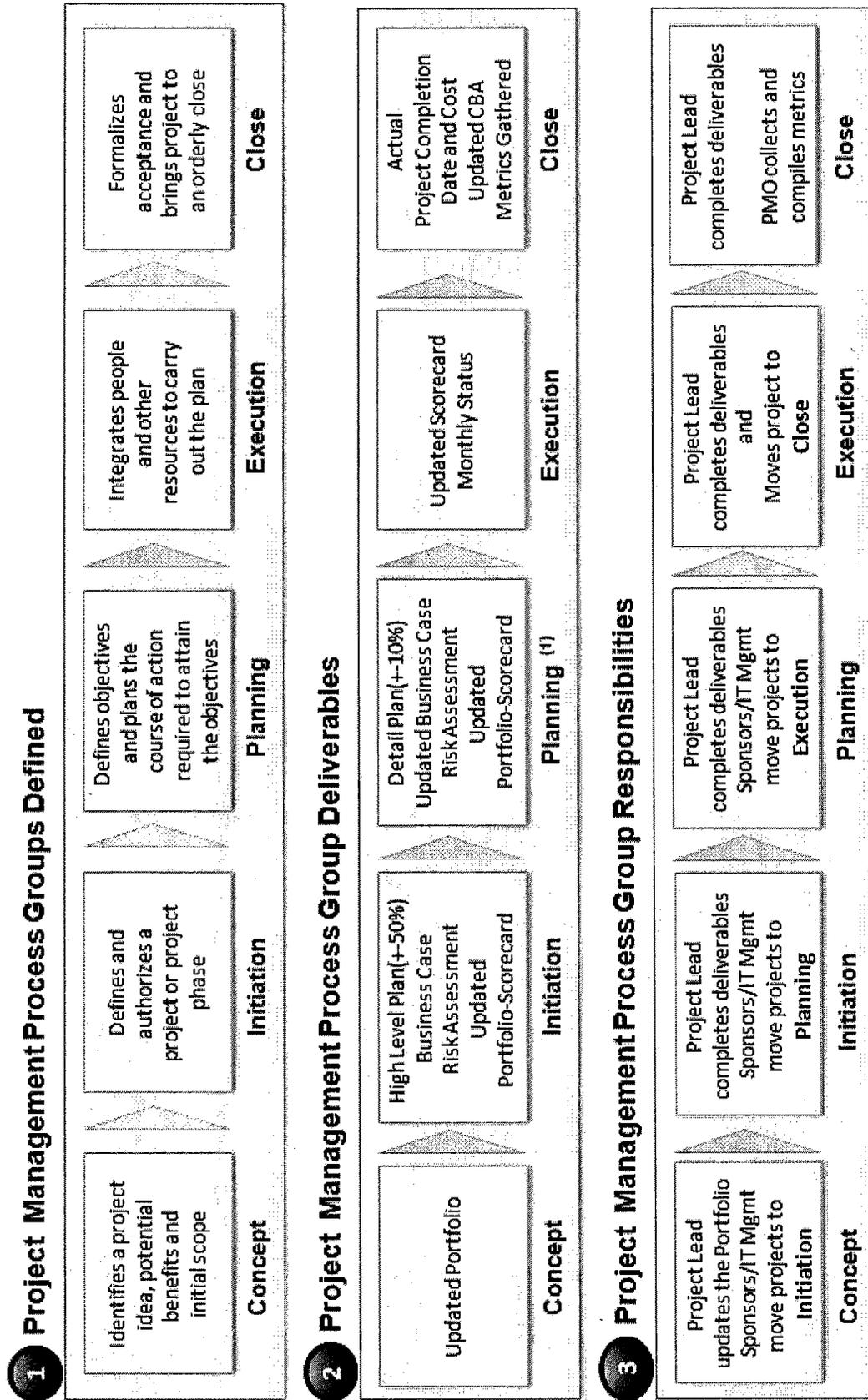
Figure 6 – Oklahoma P-12 State Longitudinal Data System Project Gantt Chart





Task Name	Q4 '11	Q1 '12	Q2 '12	Q3 '12	Q4 '12	Q1 '13	Q2 '13	Q3 '13	Q4 '13	Q1 '14	Q2 '14	Q3 '14	Q4 '14	Q1 '15	Q2 '15
Incorporate Analytic Tools															
Develop a logical design for the SLDS.															
Identify the physical requirements for the Analytic Tools															
Develop RFP to procure contractor for project.															
Procure contractor (e.g., review proposals, interview finalists, select contractor)															
Finalize project plan															
Install analytic tools															
Test system															
Acceptance of system															
Develop and Implement Professional Development Plan															
Identify existing professional development mechanisms and requirements and develop a draft professional development plan															
Work with SLDS contractor to develop materials and modules to provide training on sustaining the data warehouse and portal.															
Schedule and hold training sessions on system maintenance/knowledge transfer for OSDE and OSF/ISD staff.															
Meet with stakeholders to identify training needs. Include educator's, administrators, parents, researchers. Cover both warehouse for various stakeholder groups.															
Schedule and hold training sessions for stakeholder groups.															
Develop and Implement Evaluation Process															
Procure a contractor to conduct evaluation process.															
Plan and implement Year 1 evaluation.															
Plan and implement Year 2 evaluation.															
Plan and implement Year 3 evaluation.															

Figure 7 – OSF/ISD Project Portfolio Management Framework



Oklahoma SLDS FY 2012 Application: Appendix B

Letters of Support

Office of the Governor Oklahoma State Senate	Marry Fallin, Governor Brian Bingman, President Pro Tempore Kris Steele, Oklahoma House of Representatives Speaker Clark Jolley, Assistant Majority Floor Leader
Office of the Speaker	Paul Risser, Chairperson
Oklahoma State Senate	Glen D. Johnson, Chancellor
Oklahoma P-20 Data Coordinating Council	Alex Z. Pettit, Chief Information Officer
Oklahoma State Regents for Higher Education	Susan Field, Chairman Education Oversight Board; Robert Buswell, Executive Director
Office of Chief Information Officer	Office of Accountability
Education Oversight Board, Office of Accountability	Marny Dunlap, Chairperson
Oklahoma Partnership for School Readiness	Fred Mogan, President
State Chamber of Oklahoma	Stanley A. Lybarger, President & CEO
Bank of Oklahoma	Raymond L. Rodgers II, Chairperson
Oklahoma Advisory Council on Indian Education	Dean Nafziger, Director
Regional Educational Laboratory Southwest	Larry L. Fruth II, Executive Director
Schools Interoperability Framework Association	Steven Crawford, Executive Director
Cooperative Council for Oklahoma School Administration	Dwayne Noble, Superintendent
Atoka Public Schools	Jim Glaze, Superintendent
Chickasha Public Schools	Tony O'Brien, Superintendent
Frederick Public Schools	June L. Gerred, Director, Curriculum Technology
Glenpool Public Schools	Kathy Dunn, Executive Director, Teaching & Learning
Mid-Del Schools	Craig McVay, Superintendent
Roff Public Schools	Joe Kitchens, Superintendent
Western Heights Public Schools	Peggy Leonard, Teacher
Chickasha Public Schools	Heather Johnson, Parent
Mid-Del Schools	R. Wayne Stewart, President
Oklahoma Association of College for Teacher Education	Susan C. Scott, Professor
University of Central Oklahoma	Phil Berkenbile, State Director
Oklahoma Department of Career and Technology Education	Patrick McGregor, Executive Director
Oklahoma Association of Carrer and Technology Education	Suzette Rhodes, President
Oklahoma Association of Technology Centers	Dennis Ruttman, Superintendent
Caddo Kiowa Technology Center	Greg Winters, Superintendent
Canadian Valley Technology Center	

Central Tech

Francis Tuttle Technology Center
Gordon Cooper Technology Center
Great Plains Technology Center
Indian Capital Technology Center
Kiamichi Technology Centers
Meridan Technology Center
Northeast Technology Center
Pioneer Technology Center
Pontoc Technology Center
Red River Technology Center
Western Technology Center

Phil Waul, Superintendent
Michelle Keylon, Assistant Superintendent,
Instruction
Marty Lewis, Superintendent
Tom Thomas, Superintendent
Thomas F. Stiles, Superintendent
Eddie Coleman, Superintendent
Douglas R. Major, Superintendent
Fred Probis, Superintendent
Steve Tiger, Superintendent
Greg Pierce, Superintendent
Ken Layn, Superintendent
Hoyt Lewis, Superintendent



Mary Fallin
Office of the Governor
State of Oklahoma

November 28, 2011

Dr. Janet Barresi,
Oklahoma State Superintendent of Public Instruction
2500 North Lincoln Blvd.
Oklahoma City, OK 73105

Dr. Barresi,

I am writing you today to express my support for the Oklahoma State Department of Education's FY2012 State Longitudinal Data System (SLDS) grant application.

Establishing a SLDS in our state is key to empowering our teachers and parents with the data and information they need to improve outcomes for our students and to help them graduate from our high schools ready to succeed.

This grant opportunity offers Oklahoma the chance to build a critical piece of its student information system. Your FY2012 SLDS grant application touches on Oklahoma's need to analyze, link and report data currently out of reach in our state. Should we win this competition, Oklahoma will be in a better position to realize the benefits of data system investments already made and to meet the needs of our teacher and parents for useful and timely information about their students and children, as well as reduce the reporting burdens facing our schools and districts.

I sincerely appreciate your efforts in reaching out to Oklahomans across the state to learn about their needs concerning education data and connecting your work with local school districts – as well as other education agencies including career and technical education and higher education. Bringing these important stakeholders together and building a consensus around the kind of state longitudinal data system Oklahoma needs will prove to be beneficial.

I am confident that under your leadership, the Oklahoma State Department of Education will continue to make great strides and that the development of the state longitudinal data system will be a critical element to the success of your reform agenda.

Sincerely,

A handwritten signature in black ink that reads "Mary Fallin".

Mary Fallin
Governor

Oklahoma State Senate

Senator Brian Bingman
Senate District 12
(405) 521-5528
Fax (405) 521-5578



State Capitol
Room 422
Bingman@oksenate.gov

Dr. Janet Barresi,
Oklahoma State Superintendent of Public Instruction
2500 North Lincoln Blvd.
Oklahoma City, OK 73105

December 2, 2011

Dr. Barresi,

It is with pleasure that I offer my support for the Oklahoma Department of Education's application for the FY2012 State Longitudinal Data System grant. Should Oklahoma receive this grant, it will greatly enhance our state's ability enact key education reforms, ultimately to the benefit of every student in our public school system.

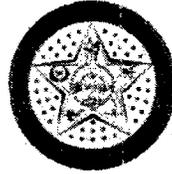
This grant will help Oklahoma improve its data reporting infrastructure and collection of information. The state will use the funds to enhance its communication activities between the Department of Education and individual school districts. Furthermore, the state will be aided by more efficient and timely communication with the U.S. Department of Education. The ultimate result will be a communication system that can be utilized to increase student performance in schools and leverage information to ensure an appropriate educational approach to each student.

I appreciate your effort in moving Oklahoma forward in the arena of education. Working together, we can achieve a bright future for all of our students.

Kindest regards,

A handwritten signature in cursive script that reads "Brian Bingman".

Brian Bingman
President Pro Tempore, Oklahoma Senate



Office of the Speaker
Oklahoma House of Representatives
Oklahoma City, OK 73105

December 13, 2011

Dr. Janet Barresi,
Oklahoma State Superintendent of Public Instruction
2500 North Lincoln Blvd.
Oklahoma City, OK 73105

Dr. Barresi,

I am writing you today to express my support for the Oklahoma State Department of Education's FY2012 State Longitudinal Data System (SLDS) grant application.

Establishing a SLDS in our state is an important part of equipping legislators and policy makers to determine improvements necessary in providing a world-class education to Oklahoma's students and ensure their success upon graduation.

This grant opportunity offers Oklahoma the chance to build a significant piece of its student information system. The Oklahoma House of Representatives has shown a strong commitment to improving student outcomes and a willingness to adopt evidence-based policies that have been proven to work in other states. Measuring and verifying success is essential to building the best education system for the children of Oklahoma. The FY2012 SLDS grant application addresses Oklahoma's need to analyze, link and report data currently out of reach in our state. Should we win this competition, legislators will be in a better position to realize the benefits of previous data system investments, meet the needs of teachers and parents for useful and timely information about their students and children, and reduce the reporting burdens on local schools and districts.

I appreciate your leadership in the development of the SLDS and commitment to honest and accurate assessments of outcomes in Oklahoma schools. We would benefit from more accountability and transparency in all arenas of state government and accurate collection of data. I am confident the Oklahoma State Department of Education will continue to make great strides in improving educational opportunities for all children, and that the development of the State Longitudinal Data System will be a critical element in this endeavor.

Sincerely,

A handwritten signature in black ink that reads "Kris Steele".

Speaker

Oklahoma Senate

Clark Jolley
Assistant Majority Floor Leader

State Capitol Building
2300 North Lincoln Boulevard
Oklahoma City, OK 73105
jolley@oksenate.gov – E-mail
www.clarkjolley.com – Web



District 41
Edmond, Oklahoma

Executive Assistant
Gay Greeno
(405) 521-5622 – Telephone
(405) 521-5784 – Facsimile
greenog@oksenate.gov – E-mail

December 2, 2011

Janet Barresi
Superintendent of Public Instruction
State of Oklahoma
Oliver Hodge Memorial Education Building
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

Dear Superintendent Barresi:

I am pleased to offer my full support to the State Department of Education in your application to the U.S. Department of Education for the Oklahoma K-12 State Longitudinal Data System (K-12 SLDS).

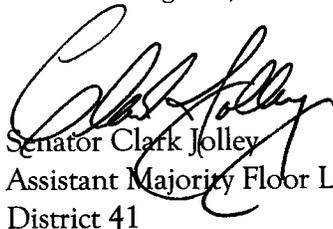
As you are aware, I served as author of Senate Bill 222 in 2009, known as the Education Accountability Reform Act, which created the P-20 Data Coordinating Council whose function was to coordinate the creation of a unified, longitudinal student data system to provide interoperability and efficient and effective storage, use and sharing of data among the State Department of Education, Oklahoma Department of Career and Technology Education, Oklahoma State Regents for Higher Education, Legislature, other policymakers and executive agencies, and the general public.

The Council has examined Oklahoma's existing databases and determined that a high quality, Pre-K through 12 student longitudinal data is needed in order to fully provide data to educators, students, and their families.

The K-12 SLDS grants through the U.S. Department of Education would provide the means to implement this necessary part of our data system and enable SDE to better support and strengthen our teachers and improve outcomes for our students.

I am confident that SDE will use these funds effectively and I fully support your efforts in applying for the U.S. Department of Education K-12 SLDS grant.

With best regards,


Senator Clark Jolley
Assistant Majority Floor Leader
District 41

CJ/eg Application: R372A120038

OKLAHOMA P-20 DATA COORDINATING COUNCIL

PAUL RISSER, CHAIR
P-20 DATA COORDINATING
COUNCIL

December 6, 2011

PHIL BERKENBILE, DIRECTOR
OKLAHOMA STATE DEPARTMENT
OF CAREER AND TECHNOLOGY
EDUCATION

Dear Superintendent Barresi,

It is my pleasure to write on behalf of the Oklahoma P-20 Data Coordinating Council in strong support of the State Department of Education's application to the U.S. Department of Education for the **Oklahoma K-12 State Longitudinal Data System (K-12 SLDS)**.

RICHARD MCPHERSON, DIRECTOR
OKLAHOMA EMPLOYMENT
SECURITY COMMISSION

In response to legislation from the State Legislature (Senate Bill 222), for the past two years Oklahoma's P-20 Data Coordinating Council has carefully planned the unified, longitudinal P-20 Student Data System. The purpose of this integrated student data system is to provide longitudinal information that will enhance student learning and accountability throughout Oklahoma, and make available data and information to guide education policies and practices. This data system will link information about schools, teachers and students throughout Oklahoma's educational system, including pre-kindergarten, primary and secondary schools, CareerTech, colleges and universities, and to the Oklahoma Employment Security Commission workforce information.

STANLEY BRYANT
SCHOOL TEACHER REPRESENTATIVE

ROBERT BUSWELL, DIRECTOR
OFFICE OF ACCOUNTABILITY

During this planning process, the P-20 Data Coordinating Council evaluated the existing databases of all levels of Oklahoma's education systems, examined gaps in these systems and the connections between them, identified key questions that should be answerable from the longitudinal data system, reached agreement on the design of the state student data system, and formalized this agreement in a formal, joint memorandum of understanding.

STEVEN CRAWFORD
SCHOOL SUPERINTENDENT
REPRESENTATIVE

JANET BARRESI
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

Strong databases currently exist in the Oklahoma Employment Security Commission, CareerTech Department and in the State Regents for Higher Education unitized student database (in existence since 1977). Moreover, these databases are linked so data and information can be exchanged. The crucial missing link in Oklahoma's ability to implement a high-quality, student longitudinal database is the absence of a fully operational and linked pre-K through 12 database. In this proposal, Oklahoma's State Department of Education will focus squarely on Oklahoma's most significant information gap: the absence of adequate longitudinal education records for students, schools, districts, and programs. Only by filling this crucial gap will these data be available to educators, students and their families, and only then will Oklahoma have the final piece in its P-20 Student Data System which will also inform optimum educational practices and guide appropriate policies.

JILL GEIGER
OFFICE OF STATE FINANCE

CHANCELLOR GLEN JOHNSON
OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION

SENATOR CLARK JOLLEY
OKLAHOMA STATE LEGISLATURE

The Oklahoma P-20 Data Coordinating Council understands that the State Department of Education is firmly committed to the goals of this application and is quite capable of implementing them. Thus, the Council strongly supports this SLDS application and requests that the U.S. Department of Education provide the necessary funding.

DONALD PARKER
BUSINESS REPRESENTATIVE

ALEX PETTIT
OKLAHOMA CHIEF INFORMATION
OFFICER

(b)(6)

Paul Risser, Chair

REPRESENTATIVE EARL SEARS
OKLAHOMA STATE LEGISLATURE



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

December 12, 2011

The Honorable Janet Barresi
Superintendent
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599

Dear Superintendent Barresi:

Re: Letter of Support

The Oklahoma State Regents for Higher Education (OSRHE) support the Oklahoma State Department of Education's (SDE) application for funding through the federal Statewide Longitudinal Data Systems Grants for FY 2012. As Chancellor of the Oklahoma State System of Higher Education, I can attest that our State System has been active in the discussion and development of the grant application and its objectives.

Our long history of working in partnership with Oklahoma's SDE on college preparation initiatives leads us to fully support the use of the grant funds for development of a comprehensive Longitudinal Data System. The OSRHE are eager to fully develop a data system that will incorporate our extensive postsecondary Unitized Data System and workforce link with a Pre-K to 12 system that will address the needs of all of the educational and workforce entities in Oklahoma.

We strongly support SDE's desire to develop a data system that will be used to support and strengthen instructors in the classroom, provide feedback and opportunities for improvement to our Schools and Colleges of Education, and to enhance college preparation policies that will bolster college completion for Oklahoma's students.

The federal, statewide P-20 Longitudinal Data System will be an invaluable tool in OSRHE's primary strategic goals of increasing the number of college graduates in the state, strengthening teacher education and better aligning our educational system to the needs of Oklahoma's workforce.

We appreciate the opportunity to pursue this grant opportunity with all of our educational partners, including the State Department of Education, the State Department of Career and Technology Education, and the Oklahoma Employment Security Commission. We look forward to being a contributing partner upon receipt of the grant.

Sincerely,

(b)(6)

Glen D. Johnson
Chancellor

655 Research Parkway, Suite 200 - Oklahoma City, Oklahoma 73104-3603

Application: R372A120038 P.O. Box 108850 - Oklahoma City, Oklahoma 73101-8850

www.okhighered.org - Phone: 405.225.9100 - Fax: 405.225.9230



Office of Chief Information Officer

Governor
Mary Fallin

Alex Z. Pettit

December 12, 2011

Dr. Janet Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

We fully support the Oklahoma application for funding under the FY 2012 Statewide Longitudinal Data System (SLDS) grant. While Oklahoma has already been recognized as a national leader for our education reform efforts, the project associated with this grant application will allow us to make great strides toward expanding our data-driven policies and assessments. This grant will help us establish many strategic components of the Oklahoma SLDS and assist in the integration of existing information systems.

Specifically, this grant represents a critical first step toward integrating previously independent and disparate information systems in several Oklahoma state agencies. The integration of these systems and their data will create a more holistic view of state and district reports and allow for more accessible and secure information exchange for our districts, schools, teachers, parents and students.

In addition to this integration, this grant will assist in the implementation of an enterprise service bus, an enterprise data warehouse and an enterprise identity management solution. All three components are critical for the success of our SLDS and are supportive for many other statewide information systems strategies.

The SLDS will enable an integrated approach to Oklahoma's education reforms and will support Oklahoma's ultimate education outcome – students graduating from high school ready for college, career and citizenship. It also supports our government modernization and information technology consolidation efforts.

We appreciate your leadership in this grant application and have greatly enjoyed our partnership in developing the approach and requirements for this statewide system. We look forward to working with your team during the SLDS implementation and on future endeavors.

Sincerely,

A handwritten signature in black ink, appearing to read "AZP", with a long horizontal line extending to the right.

Alex Z. Pettit
Chief Information Officer and
Cabinet Secretary of Information
Technology and Telecommunications

AZP:crh



Education Oversight Board / Office of Accountability

Susan Field, Chairman • Robert Buswell, Executive Director

December 5, 2011

Dear State Superintendent Barresi,

We are pleased to express our enthusiastic support for the Oklahoma State Department of Education in their pursuit of a Student Longitudinal Data System grant from the U.S. Department of Education.

Information from the Oklahoma State Department of Education has long been a major component of our School Report Cards, District Report Cards, and summary State Report produced under the Oklahoma Educational Indicators Program. Information from the State Department of Education is also used in the production of reports for our School Performance Review Program as well as ad hoc reports compiled during the course of any given year.

Having data provided in a more timely and accurate manner via a single, integrated Student Longitudinal Data System serves to greatly enhance not only the quality, but also the quantity of work produced by the Office of Accountability. We look forward to having additional staff time dedicated to analysis and research using information provided through a new Student Longitudinal Data System.

Office of Accountability products are used by administrators, teachers, students, parents, grant writers, researchers, and policy makers across Oklahoma. The new and improved data released to our office through a Student Longitudinal Data System should lead to greater system accountability, improved instruction, and increased student performance in our state.

The Education Oversight Board believes the State Department of Education is fully committed to completing the goals of this grant program and proudly supports their application for funding.

for the Education Oversight Board

for the Office of Accountability

(b)(6)

Susan Field
Chairman

Robert Buswell
Executive Director



December 2, 2011

Superintendent Janet Barresi
Oklahoma State Department of Education
2500 N Lincoln Blvd
Oklahoma City, ok 73105

Dear Superintendent Barresi,

On behalf of the Oklahoma Partnership for School Readiness, I am pleased to submit a letter of support and commitment to collaboration with the Oklahoma State Department of Education (OSDE) in the development of an enhanced student longitudinal data system. Oklahoma recently submitted an application for the Race to the Top, Early Learning Challenge Grant and worked collaboratively with the OSDE as the lead agency for that application on the development of a unified, longitudinal early childhood data system. The connections between an early learning childhood data system and the proposed State Department of Education enhanced student data system presented in this proposal are critical links in the ability for Oklahoma to develop a system to better inform policy decisions.

We look forward to our continued collaboration with the OSDE in the development of technology to help us answer the key policy questions that we identified through the Early Childhood Data planning efforts and commit to continued efforts to integrate this data within the broader context of the K-12 educational system in Oklahoma.

Sincerely,

Oklahoma Partnership for School Readiness

(b)(6)

Marny Dunlap, MD
OPSR Board Chair

421 Northwest 13th Street, Suite 270
Oklahoma City, Oklahoma 73103
www.smartstartok.org
T: 405.278.6978 F: 405.290.7154

Smart Start is an initiative of the Oklahoma Partnership for School Readiness
Application: R372A120038



December 5, 2011

Dr. Janet Barresi
Oklahoma State Superintendent of Public Instruction
2500 North Lincoln Blvd.
Oklahoma City, OK 73105

Dear Dr. Barresi:

I am writing you today to express support for the Oklahoma State Department of Education's FY2012 State Longitudinal Data System (SLDS) grant application.

Establishing a SLDS in our state is a strategic step to empowering our teachers and parents with the data and information they need to improve outcomes for our students and to help them graduate from our high schools ready to succeed in the workforce or in higher education. This grant opportunity offers Oklahoma the chance to build a critical piece of our state's student information system.

Your FY2012 SLDS grant application touches on Oklahoma's need to analyze, link and report data currently out of reach in our state. Should we be awarded this competitive grant, Oklahoma will be in a better position to realize the benefits of data system investments already made. We will also be able to better meet the needs of our teachers and parents for useful and timely information about their students and children, as well as reduce the reporting burdens facing our schools and districts.

The State Chamber sincerely appreciates your efforts in reaching out to Oklahomans across the state to learn about their needs concerning education data and connecting your work with local school districts – as well as other education agencies including career and technical education and higher education. Bringing these important stakeholders together and building a consensus around the kind of state longitudinal data system Oklahoma needs will prove to be beneficial.

I am confident that under your leadership, the Oklahoma State Department of Education will continue to make great strides and that the development of the state longitudinal data system will be a critical element to the success of our state's education reform agenda.

Sincerely,

(b)(6)

Fred Morgan

FSM:rm



Bank of Oklahoma
P.O. Box 2300
Tulsa, Oklahoma 74192

www.bok.com

Stanley A. Lybarger
President & CEO
(918) 588-6888

December 9, 2011

Dr. Janet Barresi
State Superintendent
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

Dear Superintendent Barresi:

I am writing to you in full support the Oklahoma State Department of Education's FY2012 State Longitudinal Data System (SLDS) grant application.

The success of our state depends on our school system's ability to prepare young people to become the engaged, responsible citizens and skilled, productive workers of tomorrow. From the perspective of a business that relies on accurate, timely and reliable information to make decisions essential to our future success, there has been a critical gap in the SDE's ability to collect, analyze and report actionable information. I believe that with an SLDS grant, your department will be able to close this gap and help you build a state longitudinal data system capable of meeting the needs of our schools, parents and teachers, as well as those of the business community.

Bank of Oklahoma has been a stalwart supporter of our state's education system and was a founding partner of the Oklahoma Business and Education Coalition (OBEC) more than a decade ago. By increasing the power of the state's education data system and opening the doors of transparency and comparability, businesses will be in the position to see not only how well our students are advancing and our teachers performing, but also the effectiveness of our education programs and reforms, and the efficiency with which we as a state are directing our education resources.

There is much we need to know about our children's experience in school and their progress towards graduating from high school ready for college, career and citizenship. Your SLDS grant application addresses our state's data systems' needs and winning this grant will help us learn what we need to know in order to improve our schools and the outcomes of our students.

I will continue to support efforts that will improve our schools as we always have, and will continue to support the development of a state longitudinal data system and the work of the P20 Data Coordinating Council.

Sincerely,

(b)(6)

SAL/ah

Raymond Rodgers, II
Chairperson, OACIE
Sapulpa Public Schools
3 S. Mission
Sapulpa, OK 74066

December 5, 2011

State Superintendent Janet Barresi:
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Re: State Department of Education to the U.S. Department of Education grant application for development of the State Longitudinal Data System or SLDS.

Dear Dr. Barresi:

This letter is to offer support of the Oklahoma Advisory Council on Indian Education for the Oklahoma State Department of Education (OSDE) to the U.S. Department of Education grant application for development of the State Longitudinal Data System or SLDS.

It has long been the desire of our Oklahoma Tribal Education Departments and other Tribal Government Programs to have access to data from the OSDE in order to track our tribal student's academic progress and provide them with services from their member tribal governments. The incorporation of a data system which allows the parents and guardians of the student to allow the release of their student's information to their tribes will be very useful in improving outcomes for our Indian students.

Oklahoma Indian students have led the nation in test scores according to National Center for Education Statistics (NCES), National Indian Education Study (NIES) in 2007 with 4th grade reading scores¹ and eighth grade students ranked 2nd nationally in reading scores in the same study. Scores in mathematics and other core subjects are not as enlightening. That however, may result from these scores coming from self identified data; therefore the OSDE is not getting a true reflection of academic performance of our Indian students. By having access to longitudinal data as a Tribal Education Department we would be able to clearly provide additional data to the OSDE in the testing areas of the Local Education Agency and their Indian students.

Many times the local Indian Education Programs (Title VII and JOM) are called upon to provide this information to the TED's but because of minimal funding of these programs many times there is no staffing to enable these programs to pass along the general information. Plus, our Indian Education Programs are currently trying to develop a means of communicating our cultural awareness in the classroom and getting relative instruction into the rigor and helping to build relationships between teacher and student.

Other findings reported by Ahniwake Rose, Policy Analyst, Health and Education, National Congress of American Indians in NCES released "The Condition of Education 2010" found that:

Application: R372A120038

- “In 2007–08, greater percentages of Hispanic, Black, and American Indian/Alaska Native students attended high-poverty public elementary and secondary schools than did White or Asian/Pacific Islander students”.

Are we reaching all of our Indian students located in these schools?

- “In 2008, the 3 percent of American Indian/Alaska Native school-age children spoke a language other than English at home and/or spoke English with difficulty”.

Language is a vital part of reviving and maintaining one’s culture, we are beginning to see our tribal programs getting the funding and support to have viable language programs but we are still far short on participation by our students. Getting the language programs into the schools is key.

- “In 2008, 1 percent of college students were American Indian/Alaska Native”.
- “40 percent of American Indians/Alaska Natives graduated with a bachelor’s degree or its equivalent within 6 years. American Indians/Alaska Natives and African Americans consistently had the lowest graduation rates of the five racial/ethnic groups”.

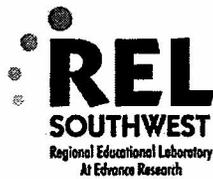
Getting our students “college ready” is the top priority of a majority of Indian Education programs, TED’s and tribal governments.

Data driven programs are able to show success in many areas of academics and it is imperative to any grant application. By having greater access to the OSDE data, sharing our tribal data, and strengthening our teachers cultural awareness, providing relevancy in instruction will improve outcomes for our Indian students as well as all students. Working with the OSDE we can all experience progress as we work toward the goal of empowering our students through education so they can fulfill their purpose in this life.

Sincerely,

(b)(6)

Raymond L. Rodgers, II
Chairperson, Oklahoma Advisory Council on Indian Education



November 29, 2011

Dr. Janet Barresi
Superintendent of Public Instruction
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599

Dear Dr. Barresi:

The Regional Education Laboratory Southwest (REL Southwest) is pleased to endorse the Oklahoma State Department of Education's (OSDE) application to the National Center for Education Statistics (NCES) for the development of a state longitudinal data system (SLDS). As part of our work in Oklahoma, one of the five states included in the REL Southwest region, we have collaborated with key education stakeholders who have identified the need for state longitudinal data as a high priority so that it that can be used in research to inform policy and practice. The long-term research efforts of REL Southwest in Oklahoma will be enhanced by the successful development of an SLDS, and we are enthusiastic about the OSDE plan to achieve this important goal.

We at REL Southwest are working with colleges of education and state agencies that play key roles in teacher preparation and certification where there is a critical need for data to inform policy. The research agenda initially defined by these state partners includes critical issues such as tracking teacher graduates over time to determine their effectiveness in the classroom as defined by student achievement and identifying teacher effectiveness by certification pathway. In addition, discussions are underway for additional research projects related to college and career readiness. Research on each of these projects will require an SLDS that makes high quality data available to educators, state agencies, and researchers.

In our conversations with the OSDE about the development of an SLDS, the OSDE team has recognized the needs and priorities of these stakeholders and took concrete steps to include them in planning efforts. This inclusive approach involving stakeholders in the process increases transparency, encourages input and collaboration, and ensures that the SLDS will be relevant to the needs of stakeholders.

Based on these observations and our first-hand experience in Oklahoma, we believe the OSDE is deeply committed to developing a well-functioning SLDS that will meet the needs and honor the priorities of education stakeholders. As a result, we strongly support the OSDE application to NCES that will provide critical resources for the development of an SLDS.

Sincerely,

(b)(6)

Dean Nafziger, Ph.D.
Laboratory Director, REL Southwest

Application: R372A120038

12.6.11



State Superintendent Janet Barresi
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599

Superintendent Barresi,

It is with great pleasure that this letter serves as a supporting document for your FY 2012 State Longitudinal Data System Program Grant application. On behalf of the SIF Association's US Management Board of Directors and the more than 3,200 members of our open standard initiative, we think that the Department is the ideal agency to begin the real-world linking of the various government entities involved with lifelong learning (i.e. early childhood, K12, Higher Education and workforce) mandated by your state legislature. A successful SLDS submission would enable this work to become a reality and a model for other states.

In your submission, we hope you tout Oklahoma's on the ground work in educational data systems development that has been positively impacting classrooms across the state. We have seen the success stories from the WAVE work that lessened the data operations and reporting burden on schools across your state ranging from unique student identification generation to automating student progress reporting. The proposed repository to extract the data from the Wave and to begin linking data (teacher to student, tests and courses, etc.), the portal that will give teachers access to the state longitudinal perspective on their kids, and the PD to help them use the system and learn how to use the data is the ideal next step. This work, along with the next steps underway to collect a more robust set of data on individual students through the Wave will mean that the deliverables in this proposal will have a greater impact. Real-world solution examples like these add value to the "customers" of your agency and can be a model, if replicated across other state agencies, to dramatically enable other government agencies to effectively service its citizens!

The leadership the agency has shown, and the strategic direction it has moving forward, has proven that with large scale stakeholder engagement and well communicated expectation setting you can develop "win-win" scenarios for the real-world" pain points that local agencies face each day. Too many times we in education are involved in the "...wouldn't it be great if we could..." conversations while missing the immediate challenges facing our students, parents, practitioners and policy makers. Your SLDS application, **with its focus on demands and needs of stakeholders**, will show that you can successfully address their issues across state agencies and provide government value to Oklahoma's citizens.

Sincerely,

(b)(6)

Larry L. Fruth II, PhD
Executive Director / CEO
SIF Association



**COOPERATIVE
COUNCIL FOR
OKLAHOMA
SCHOOL
ADMINISTRATION**

November 29, 2011

The Honorable Janet Barresi
Oklahoma State Superintendent of Public Instruction
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dr. Barresi:

I am writing this letter in support of your application for the federal Statewide Longitudinal Data Systems (SLDS) Grant. CCOSA members understand the importance of having a robust statewide data system capable of providing accurate and timely information that informs instruction to achieve student success. School administrators across Oklahoma have benefitted from the collaborative efforts of the P-20 Data Coordinating Council, you and your staff at the State Department of Education. Improving shared quality data collection between public schools, career technology centers, institutions of higher education and the workforce will truly move Oklahoma in the right direction.

If approved, the SLDS Grant would help create a better informed public education stakeholder group. CCOSA members appreciate the bearing of timely and accurate data as it relates to making better decisions regarding the students and staff of Oklahoma's system of common education. Our goal is to provide the best educational opportunities for Oklahoma students. The SLDS Grant will help public schools meet our obligation of providing a high quality education for all PreK-20 students.

Data management, collection, transmission, and usage are essential to our members and the districts they lead. CCOSA stands ready to partner with you and your staff to provide the best data system, the best learning environment possible, for our members and the students they serve.

It is our hope that the selection committee will recommend awarding the SLDS Grant to Oklahoma. If so, we know that the results of such an award will help push our state's educational systems into the 21st Century. Thank you for your consideration and please contact me or any member of my staff if CCOSA can ever be of assistance.

Sincerely,

(b)(6)

Steven Crawford
CCOSA Executive Director

The Cooperative Council for Oklahoma School Administration, Inc.

2901 North Lincoln Boulevard

Oklahoma City, OK 73105

Application: R372A120038

OFFICE OF THE SUPERINTENDENT
ATOKA PUBLIC SCHOOLS

P.O. BOX 720

ATOKA, OKLAHOMA 74525

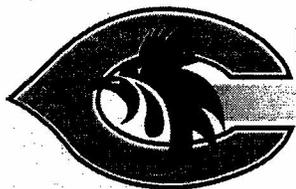
Superintendent Barresi,

As a member of the REAC3H Network's SLDS Committee, I'm excited how this grant can be used as a valuable tool to help all educators facilitate data from the Oklahoma State Dept. of Education. I believe that the end result will enable all school districts to better meet the educational goals of their students.

Sincerely,

Dwayne Noble

Superintendent Atoka Public Schools



CHICKASHA

PUBLIC SCHOOLS

900 West Choctaw Avenue
Chickasha Oklahoma 73018
(405) 222-6500 (405) 222-6590 Fax
www.chickasha.k12.ok.us

November 29, 2011

To Superintendent Barresi,

I am writing this letter to offer my support for the United States Department of Education State Longitudinal Data System Grant. Chickasha Public Schools will directly benefit by having a system that allows us to manage, analyze and report the large volume of student level data that is currently being submitted to the Wave System. This new system will reduce the reporting from the local districts and vastly increase the amount of timely, usable data that will empower teachers, parents, local administrators, college of education and many others.

Chickasha Public Schools held two focus group meetings on November 17th with representatives from the State Department of Education. Meaningful discussions associated with student data and how it can benefit teachers, students and parents came out of this meeting. Teachers and parents both believe this data can enable schools and families to make better student decisions and help be more vigilant in identifying problems before it is too late.

As Superintendent of Chickasha Public Schools, I am confident that the State Department of Education, under Superintendent Barresi's leadership, will use the State Longitudinal Data System Grant to meet the needs of all stakeholders in the state of Oklahoma. I believe this endeavor will strengthen our teachers in the area of instruction and improve the outcomes for our students.

In closing, I am proud to be a active member of the REAC³H Network's SLDS Committee that is directly involved in shaping the framework of the Oklahoma State Longitudinal Data System

Sincerely

(b)(6)

Jim Graze, Superintendent of Schools,
Chickasha Public Schools

Home of the Fightin' Chicks

ADULT LEARNING CENTER 222-6562
HIGH SCHOOL 222-6550
QUALITY ACADEMY 222-6507
MIDDLE SCHOOL 222-6530
Application: R372APP20038

GRAND AVENUE 222-6524
LINCOLN 222-6522
SOUTHWEST 222-6540
BILL WALLACE ECC 222-6544

ATHLETIC DEPARTMENT 222-6556
HEALTH SERVICES 222-6519
FOOD SERVICES 222-6573
TRANSPORTATION & MAINT 222-6570

FREDERICK PUBLIC SCHOOLS

"Home of the Frederick Bombers"

Office of the Superintendent

Tony O'Brien, Superintendent

December 5, 2011

Dr. Janet Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, OK

Dear Dr. Barresi,

I am writing this letter of support for the 2012 State Longitudinal Data System Grant. I have been very active at the district and state level in attempting to bring about a data system in which all of the data that school personnel needed was available to each district while also being congruent across the state. I believe that the end result should be a data system produced by the state department of education (SDE) that gives each district that ability. I believe also that since the SDE will be handling the grant, the end result will be a system produced that will be functional for the entire state.

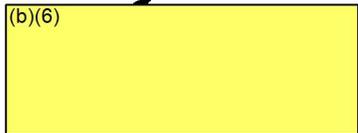
The State of Oklahoma has been very proactive in its approaches to using data from the district perspectives in the past. I think with the upcoming Teacher and Leader Effectiveness piece that is also coming to us, that it is imperative that our data be very strong and reliable for the sake of good teaching and learning practices that will be impacted in each and every classroom across our state.

As a volunteer lead participant in the REAC3H Network's SLDS Committee, I hope to also have a direct hand in shaping what the future of our data system looks like. Through the input the SLDS committee will receive, I believe that we will have a strong system, in which every district will have ownership.

Thank you for what you do for the children of our state.

Sincerely,

(b)(6)



Tony O'Brien
Superintendent

Frederick Public Schools, Box 370, 817 N. 15th Street, Frederick, Oklahoma 73542
Phone: 580-335-5516 Fax: 580-335-2324

Glenpool Public Schools

Vision: To develop passionate, prepared, productive learners and thinkers

December 6, 2011

Superintendent Barresi,

I have become aware of the Oklahoma State Department of Education's efforts to create and maintain a longitudinal data system for student data. Our district would benefit greatly from the development of a SLDS from the district administrative level all the way down to the individual classroom teacher. It would be valuable to have historical information for new students immediately upon admission to our school and allow teachers to begin serving the student's educational needs promptly, minimizing unnecessary delays that occur when a student enrolls into a new school district.

As a member of the REAC3H Network SLDS Committee I was able to participate in a planning session where district representatives voiced needs specific to their own schools. I appreciate the state's desire to build a system that meets the needs of the stakeholders and end users. A representative from the SDOE even came to our school to gather information from teachers and parents about the type of data they needed to fulfill their tasks and the usefulness and need for such an information system. Allowing stakeholders to have a strong input will certainly contribute to the successful implementation of a SLDS.

I have been an active user of the State's WAVE data system and the integration of our local data information system using SIFF. I appreciate the state's vision for creating a warehouse of student data that eliminates the redundancy in reporting between the agencies we deal with as a LEA. It is critical that the LEA has quick access to the stored data and the capacity to query the data for information that is needed in a variety of forms to allow districts to make the best decisions for planning, implementing, instructing, and monitoring the education of our students. Our state certainly has the creative vision and technical expertise to not only launch such a project, but to see it through as a dynamic tool that increasingly benefits schools, teachers, parents, and students.

The preliminary plans articulated by the REAC3H Network show a profound understanding of the task at hand and a well thought out implementation process. As with all plans to achieve excellence, funding is a critical need. I am confident, based on the preliminary plans, that the State of Oklahoma will use the grant dollars wisely and efficiently to create and sustain the SDLS so needed by our state. I am excited to be part of the planning discussions and look forward to the realization of this innovative vision.

Respectfully,

June L Gerred
Director, Curriculum Technology
Glenpool School District

P.O. Box 1149

Glenpool, Oklahoma 74033-1149

www.glenpool.k12.ok.us

Phone: 918-322-9500

Fax: 918-322-1529

Application: R372A120038

Mid-Del Schools
7217 S.E. 15th Street
Midwest City, OK 73115
Phone: 405-737-4461
Fax: 405-739-1615
Website: mid-del.net



Kathy Dunn
Executive Director
Teaching & Learning
Phone: 405-737-4461 x1225
Email: kdunn@mid-del.net

**Teaching &
Learning Team**

Dr. Pam Twidwell
Interim Superintendent
Deputy Superintendent
Teaching & Learning/
Operations

Kathy Dunn
Executive Director
Teaching & Learning/
Federal Programs

Dr. Rene Axtell
Director Special Services

Dr. Silvy Kirk
Director Secondary
Teaching & Learning

Johnny Thompson
Director Elementary
Teaching & Learning

Jackie Castleberry
Safe & Drug Free/ At-Risk
Coordinator

Jerry Frydrych
Instructional Facilitator,
Math and Science

Nancy Edwards
Instructional Facilitator,
Language Arts and Social
Studies

Anita Friend
Instructional Facilitator,
Technology Integration

Heather Johnson
Parent Education and Even
Start Coordinator/
Homeless Liaison

Karel Nichols
Title I/ Professional
Development Coordinator

Bill Sutton
Technology Integration
Consultant

Sheril Thompson
Indian Education/ English
As a Second Language/
World Languages
Coordinator

Tressa Wilson
Advanced Learning/
Assessment Coordinator

November 29, 2011

Dr. Janet Barresi
State Superintendent of Public Instruction
2500 North Lincoln
Oklahoma City, OK 73105

Dear Dr. Barresi,

The Mid-Del Teaching & Learning Team has discussed the benefits of a statewide Student Longitudinal Data System (SLDS) designed to provide timely information about students in the state of Oklahoma. Representatives from the Oklahoma State Department of Education are also meeting with our Teacher and Parent Focus Groups in the Mid-Del community to determine what types of data they would like to see in a statewide system. Mid-Del stakeholders have expressed the need for assessment data, special placement data, and at-risk alerts to be readily available when a student first moves into our school system.

Mobility is an issue in Mid-Del, with the added challenge of obtaining the records needed to place students appropriately in programs that support their unique learning needs. A statewide Data System would decrease the amount of time and energy spent on obtaining records, and it would decrease the amount of time a student might be inappropriately placed while waiting for records to arrive.

Having information and input as a member of the REAC3H Network's SLDS Committee has allowed us to communicate with our Focus Groups, and we feel that we have had the opportunity for direct and ongoing involvement in the shaping of the Oklahoma Student Longitudinal Data System that will enable our teachers to quickly identify student needs and hence shape instruction based on students needs from data that is readily available. The Oklahoma State Department of Education has led a comprehensive study of possible designs for the SLDS, and we are confident the grant will launch the development of a carefully planned system.

Thank you, Dr. Barresi, for your leadership in launching a statewide Student Longitudinal Data System to benefit teaching and learning in Oklahoma.

Sincerely,

(b)(6)

Kathy Dunn
Executive Director, Teaching & Learning

Mission Statement

When the young people of Mid-Del enter our schools, they will be **safe**.
When they enter our classrooms, they will be **challenged**.
When they leave our schools, they will be **ready**.

Roff Public Schools

*P.O. Box 157
Roff, OK, 74865*



Craig McVay

*Superintendent
580 456-7663*

December 1, 2011

Superintendent Janet Barresi
Oklahoma State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, Ok 73105-4599

Dear Superintendent:

Oklahoma school students have been taking assessments for as long as I can remember. Year after year, our students are assessed and for what reason? The results of those tests very rarely get to teachers in their classrooms in any fashion that will allow them to know and correct student deficiencies. In other words, the need for data at the classroom level is imperative. The stakes are great and the stakeholders demand that they are given a fair chance to use the data to facilitate learning at the level it is intended to affect.

As you know, I have attended many meetings statewide and nationwide in an effort to gain as much knowledge about the best practices of educating our young people. In this quest for information I have found what I knew to be true, we are completely lacking a real data system that will allow teachers and other stakeholders to use data in a competent manner. It is imperative that Oklahoma gain ground in this area.

I believe that your team at the Oklahoma State Department of Education will use any assistance to improve our data system so that the everyday instructors will be able to improve educational delivery.

As a school leader at the local level and as a regional coordinator for the REAC3H Network and a member of the State Longitudinal Data System Committee, I truly can say that I have the knowledge base to support your team's effort at improving our data delivery system. I completely and totally support that effort for the educational good of our state.

Sincerely,

(b)(6)

Craig McVay
Roff Public School

Western Heights

PUBLIC SCHOOLS

Office of the Superintendent
8401 S.W. 44th St. Oklahoma City, OK 73179
Ph. 405-350-3410 Fax 405-745-6322

29 November 2011

The Honorable Janet Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education
Oliver Hodge Building
2500 N. Lincoln
Oklahoma City, Oklahoma 73105

Dear Dr. Barresi,

I am pleased to offer my support for Oklahoma's application to the U.S. Department of Education to develop a State Longitudinal Data System (**SLDS**). It is very important that Oklahoma improve its current data capacity from aggregated and blunt snapshots of student data to a more detailed and individualized review of the entire academic history of all Oklahoma students. Using its existing data system (WAVE), the state of Oklahoma is currently unable to provide a true analysis of the value-add that schools and teachers bring to students. I know from my discussions with key Oklahoma State Department of Education (**OSDE**) staff that determining the actual academic growth of individual students over time and using the capacity of its data system to associate the instructional/academic progress of students with the actual districts, schools, and teachers of record over time is an extremely important priority for the OSDE.

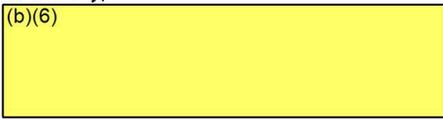
The Oklahoma State Department of Education must develop an Oklahoma Longitudinal Data System (**OLDS**) system capable of matching the instructional efforts of Oklahoma schools (and the teachers located therein) to the academic performance of the students over time. Based on the in depth discussions that I have had with OSDE data specialists, I am convinced that OSDE data staff are well aware of the importance of the electronic translation of both teacher and student schedules over time. Absent highly accurate (near 100%) automated/electronic translation of teacher and student schedules via the OLDS there will be no way for the state or districts to determine the actual instructional value-add that a teacher or school site brings to the academic growth of individual students each year. Without the implementation of the OLDS initiative, the future of Oklahoma school accountability efforts will continue to be seriously compromised.

Once the OSDE has implemented the capacity to determine the value-add that a school, teacher or district brings to students, then the state/district can develop the capacity to inform instruction by delivering critical student performance data to teachers, parents and students in near real time. In the 21st Century we live in an information-driven society. Students and parents expect their schools will prompt them with relevant information regarding student progress toward key academic goals such as college readiness, high school graduation status, or other forms of academic progress. The state has an opportunity and an obligation to track and provide information about student progress. The proposed OLDS will put the state in a leadership role in this informational process.

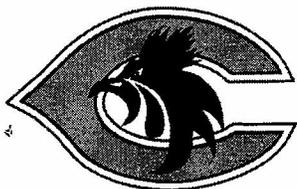
I am pleased to offer my support for this initiative. As a highlighted district in the 2011 report *Traveling Through Time: The Forum Guide to Longitudinal Data Systems*, I believe that the viability of Oklahoma's accountability and school improvement programs depend on the development of effective longitudinal data management practices. I am excited by the Oklahoma Department of Education's revitalized interest in developing an effective longitudinal data management system as highlighted in the National Forum of Educational Statistics' report.

Sincerely,

(b)(6)

A large yellow rectangular box redacting the signature of Joe Kitchens.

Joe Kitchens, Superintendent



CHICKASHA PUBLIC SCHOOLS

900 West Choctaw Avenue
Chickasha Oklahoma 73018
(405) 222-6500 (405) 222-6590 Fax
www.chickasha.k12.ok.us

Home of the Fightin' Chicks

Dec. 1, 2011

To Superintendent Barresi,

I am writing this letter to offer my support for the United States Department of Education State Longitudinal Data System Grant. Chickasha Public Schools will directly benefit by having a system that allows us to manage, analyze, and report the large volume of student level data that is currently being submitted to the Wave System. This new system will reduce the reporting from the local districts and vastly increase the amount of timely, usable data that will empower teachers, parents, local administrators, The Education department at USAO, and many others.

Chickasha Public Schools held two focus group meetings on November 17th with representatives from State Department of Education. Meaningful discussions associated with student data and how it can benefit teachers, students, and parents came out of this meeting. Teachers and parents both believe this data can enable schools and families to make better student decisions and be more vigilant in identifying problems before it is too late.

As a teacher at the Chickasha Middle School, I am confident that the State Department of Education, under Superintendent Barresi's leadership, will use the State Longitudinal Data System Grant to meet the needs of all stakeholders in the state of Oklahoma. I believe this endeavor will strengthen our teachers in the area of instruction and improve the outcomes for our students.

In closing, I am proud to be a member of the REAC3H Network's SLDS Committee that is directly involved in shaping the framework of the Oklahoma State Longitudinal Data System.

Sincerely,

(b)(6)

Peggy Leonard
Chickasha Middle School Science Teacher

ADULT BASIC EDUCATION 222-6562
HIGH SCHOOL 222-6550
QUALITY ACADEMY 222-6507
MIDDLE SCHOOL 222-6530
Application: R372A436038

GRAND AVENUE 222-6524
LINCOLN 222-6522
SOUTHWEST 222-6540
BILL WALLACE ECC 222-6544

ATHLETIC DEPARTMENT 222-6556
HEALTH SERVICES 222-6519
FOOD SERVICES 222-6573
TRANSPORTATION & MAINT 222-6570

Heather Johnson

(b)(6)

A large rectangular area of the document is redacted with a solid yellow background. The redaction covers the address and contact information of the sender.

To Superintendent Barresi,

I am writing this letter to offer my support for the U.S. Department of Education State Longitudinal Data System Grant. My family will directly benefit from this system, and I am excited to be able to access my child's school records easily and electronically. I am also excited to have that her academic career will be able to easily transfer from one school district to another. The possibilities of this system are very exciting. This system will allow me the ability and resources to help my child academically, socially, and emotionally. The access to resources and the ability to track her school progress will allow me as a parent to ensure we are doing everything possible to prepare her for college.

I am confident that the Oklahoma State Department of Education will create a system that is beneficial to all involved.

Sincerely,

Heather Johnson
Parent of Tatum Johnson, Soldier Creek Elementary, Mid-Del Schools

OACTE



**Oklahoma Association of Colleges
for Teacher Education**

Affiliate of American Association of
Colleges for Teacher Education
School of Education
7777 South Lewis Avenue
Tulsa, Oklahoma 74171
Phone 918-495-7096
Fax: 918-495-6959

November 28, 2011

Dr. Janet Barresi,
Oklahoma State Superintendent of Public Instruction
2500 North Lincoln Blvd.
Oklahoma City, OK 73105

Dr. Barresi,

This letter is to show support for the proposed State Longitudinal Data System (SLDS) being constructed by the Oklahoma State Department of Education. The Oklahoma Association of Colleges for Teacher Education (OACTE), representing the multiple teacher education programs in the state, has every confidence that the proposed SLDS will facilitate the production of data and provide it to us in a timely manner that will be extremely useful to each of our programs. Being able to follow our graduates and to measure their effectiveness in the public schools will enable us to further improve our programs, thereby not only allowing us to produce even better teachers for the public school classrooms, but also providing a positive impact on the learning of the P-12 student.

Mr. Kraman and the OACTE have begun dialogues about what data, and the reporting of the data, will be most useful to teacher preparation programs, and I am confident that these conversations will continue and prove to be very valuable to all factors of education.

It continues to be extremely important that the relationship between common education and higher education is unrestricted. The creation of the SLDS will allow this communication to continue.

Sincerely,)

(b)(6)

R. Wayne Stewart, Ed.D.
Dean of Education, Oklahoma Panhandle State University
President, Oklahoma Association of Colleges for Teacher Preparation

OACTE web site
<http://www.oacteok.org>

Application: R372A120038



December 2, 2011

Superintendent Janet Barresi,

I am writing in behalf of John Kraman's grant application for data support to strengthen instruction and improve outcomes for our students.

I am writing from two perspectives, one as President of the Oklahoma Association of Teacher Educators and a professor in the College of Education and Professional Studies at the University of Central Oklahoma. Currently, I work with pre-service teachers and have been part of a great state organization of teacher educators looking at research in teacher education. From these two perspectives I see a great need to help our teacher candidates understand how to use accessible data for instructional purposes. At this time we have limited access to such data and there is a strong need for more informative student data. You have spoken in the past of creating a system of growth for our students. I believe this opportunity will help with this process.

It is vital we develop a process, product and technological accessibility to monitor the cumulative academic growth of our students over a period of time. We need this information at the student level and linked to instruction. In our field we rely on OSDE to provide useful data that will be utilized in our teacher preparation courses, programming and research.

I look forward to the great things that the OSDE has planned to help the teacher education programs better prepare teachers for the P-12 classrooms.

Respectfully,

(b)(6)

Susan C. Scott, Ed.D.
Professor and President of OATE
Professional Teacher Education
College of Education and Professional Studies
University of Central Oklahoma

(b)(6)

November 28, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

The Oklahoma Department of Career and Technology Education supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

Staff from the Department of Career and Technology Education has been actively involved in the discussion of the grant requirements and objectives. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow CareerTech the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Phil Berkenbile, Ed.D.
State Director



4545 North Lincoln, Suite 159
Oklahoma City, OK 73105-3404
(405) 525-8906 • Fax: (405) 525-8973 • www.okacte.org

Patrick McGregor
Executive Director • pmcgregor@okacte.org

Cheryl Harder
Assistant Director • charder@okacte.org

OKLAHOMA ASSOCIATION OF CAREER AND TECHNOLOGY EDUCATION

November 29, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City OK 73105-4599

Dear Dr. Barresi

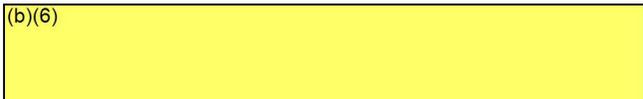
On behalf of the OkACTE and OATC I am proud to support the application for federal Statewide, Longitudinal Data System Grant for 2012. Our associations represent over 3600 Career and Technical Education professionals in Oklahoma and all of our 29 Technology Centers. Oklahoma's CareerTech system is considered by most experts as the finest state delivery system of Career and Technical Education in the nation. Our association is the largest of its kind in all of the 50 states.

In order to enhance our services to customers and students, this grant opportunity will provide the linchpin to completing the ability for our students to move seamlessly through the maze of secondary school to technical training and then on to post-secondary education.

Thank you for pursuing this grant opportunity and assisting our system with continuing to improve the opportunities for our customers and all of our Oklahoma citizens.

Sincerely,

(b)(6)



Patrick McGregor, Executive Director

Application: R372A120038



4545 Lincoln Blvd., Suite 159
Oklahoma City OK 73105-3413
November 29, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

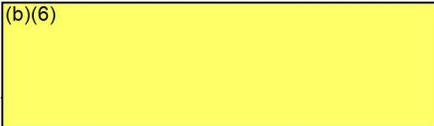
On behalf of the Oklahoma Association of Technology Centers I am pleased to support the State Department of Education's application for funding the federal Statewide, Longitudinal Data Systems Grants for 2012. Our association is very proud of the efforts of our Technology Centers to provide the finest experience for our customers as is possible. I feel that the student data system in Oklahoma could be greatly enhanced by the awarding of this grant, and our Technology Centers are in a position of support for all of our sending high schools and the students therein.

This longitudinal data system will allow Oklahoma's CareerTech system and our Technology Centers the opportunity to evaluate the impact of our training and instructional delivery systems.

Thank you for pursuing this grant opportunity and we look forward to the possibility of improving the experiences for our students and all of our partner schools.

Sincerely,

(b)(6)

A yellow rectangular box redacts the signature of Suzette Rhodes.

Suzette Rhodes, President
Oklahoma Association of Technology Centers



November 29, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Caddo Kiowa Technology Center supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

The staff from the Department of Career and Technology Education has been actively involved in the discussion of the grant requirements and objectives. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow CareerTech the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Dennis Ruttman,
Superintendent

PO Box 190
Fort Cobb, OK 73038
405-643-5511 (v)
405-643-2144 (f)

CADDO KIOWA
Technology Center



6505 East Highway 66
El Reno, OK 73036-9117

Phone: (405) 262-2629
Fax: (405) 422-2292

November 29, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Canadian Valley Technology Center supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Canadian Valley Technology Center, one of the Technology Centers Districts of Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

We at Canadian Valley Technology Center feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow CareerTech the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Dr. Greg Winters
Superintendent

GW/sc

November 29, 2011

Administration
Drumright Campus
Transportation & Safety Ed.

3 CT Circle
Drumright, OK 74030

918.352.2551
TSE 918.352.7311

Admin. Fax 918.352.4117
Campus Fax 918.352.2441
TSE Fax 918.352.4522

Drumright
Business Center

201 N. Settle Dr.
Drumright, OK 74030

918.352.4517
Fax 918.352.9545

Sapulpa Campus
& Business Center

1720 S. Main St.
Sapulpa, OK 74066

918.224.9300
Campus Fax 918.224.3190

BC 918.224.0235
BC Fax 918.224.0744

Dr. Janet Barresi
Superintendent, State Dept of Education
2500 North Lincoln Blvd
Oklahoma City, OK 73105-4599

Dear Dr. Barresi:

Oklahoma's CareerTech system and our state would benefit greatly from the opportunity to receive a federal grant to assist with a longitudinal study creating a data system to improve education.

Oklahoma has one of the finest CareerTech systems, and the opportunity to receive funds through this grant would help create a system of data that can be used to evaluate and improve education training opportunities throughout Oklahoma.

We fully support the State Department of Education's efforts to develop the data system that would be used to support and strengthen education throughout our state. Our CareerTech system would offer our full support to pursue this grant opportunity.

Sincerely,

(b)(6)

Phil Waul
Superintendent





FRANCISTUTTLE
TECHNOLOGY CENTER

Dr. Janet Barresi
State Superintendent
Oklahoma State Dept of Education
2500 N. Lincoln Blvd
Oklahoma City, OK 73105

Dear Dr. Barresi:

At no other time in education's history has data been so important to the daily activities of a school district. Data can be a very powerful tool in making a difference in the lives of our students. We want access to a longitudinal data system that can help us make data-driven decisions about instruction in our district. Please accept this letter of support for the application of our state's longitudinal data system grant.

Over the past several months I have had the privilege of participating on the REAC3H Network's SLDS Committee. Through this committee I have been able to learn about the struggles we have in Oklahoma as it relates to our data system. I have also learned about your vision and commitment to connect P-20 data to our students. This committee has also provided me an opportunity to share our unique data needs.

As a technology center school district we need a more seamless way to acquire the academic history of our students. Since we are a shared-time school district, we rely on our sending schools to provide us with the academic information we need about the students. We currently get paper copies of high school transcripts, but we do not have the staff to enter the grades and assessments for all 1800 high school students each year. A longitudinal student data system would allow us immediate-electronic access to a student's educational history, which in turn would allow us to make the appropriate educational plan for the student. It would also allow us to determine the impact that we have on a student's academic achievement.

It is clear that developing a longitudinal data system is very important to you and your staff. You have also made it clear that obtaining a state longitudinal system grant is imperative to the success of developing the state's P-20 system. I think your approach to build a grass-roots effort to recognize the need for a P-20 system and to allow the field to have input has been wonderful. It is refreshing to work with a group of individuals that are so dedicated to improving our educational system and the lives of each individual student. I have enjoyed my participation on the SLDS committee and I look forward to our continued collaborative effort toward a state longitudinal data system.

Sincerely,

(b)(6)

Michelle Keylon
Assistant Superintendent, Instruction
Francis Tuttle Technology Center

Marty Lewis, Superintendent

One John C. Bruton Blvd.

Shawnee, OK 74804

(405) 273-7493

Fax: (405) 273-6354

November 29, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Gordon Cooper Technology Center supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans through the entire spectrum of educational offerings.

Staff from the Department of Career and Technology Education has been actively involved in the discussion of the grant requirements and objectives. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow all of us in the CareerTech system the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Marty Lewis
Superintendent/CEO
Gordon Cooper Technology Center

November 29, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Dear Dr. Barresi:

Great Plains Technology Center, along with the Oklahoma Department of Career and Technical Education, is pleased to support the State Department of Education's application for funding through the federal Statewide, Longitudinal Data System Grants for FY 2012. As a member of one of the strongest career and technical systems in the nation, we believe that the receipt of such funds will create a data system that will generate reports and data that can and will be used to evaluate and improve the education and training opportunities in Oklahoma.

Since the effort has actively involved members from the Oklahoma Department of Career and Technical Education, we feel confident that the State Department of Education will use the grant funds to build a comprehensive longitudinal data system that will address the needs of both secondary and postsecondary education as well as the workforce entities in Oklahoma. We look forward to the development of a data system that will allow CareerTech the opportunity to further evaluate the impact of our instruction and training. This evaluation will lead to adjustments and improvements to insure the success of our students in postsecondary education, work, and life.

We also believe a strong data collection system will be an effective tool to support and strengthen the instructors in the classroom. Strengthening instructors can only lead to improved outcomes and opportunities for Oklahoma's students. Each dollar spent in support of instruction can have a great impact on the outcomes of our educational system and we look forward to being a full participant in the project, once funds are received.

We appreciate the State Department of Education's efforts and support your decision to pursue these grant funds. We look forward to being an integral part in the process and partnering with the State Department of Education upon the receipt of grant funding.

Sincerely,

(b)(6)

Tom Thomas, Ed.D.
Superintendent

ICTC | Indian Capital TECHNOLOGY CENTER

Envision. Experience. Excel.

November 28, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Indian Capital Technology Center would like to go on record as a partner with the Oklahoma Department of Career and Technology Education to support the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

Staff from the Department of Career and Technology Education has been actively involved in the discussion of the grant requirements and objectives. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow CareerTech the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Thomas F. Stiles
Superintendent
Indian Capital Technology Center



Kiamichi Technology Centers

November 28, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Kiamichi Technology Centers supports the State Department of Education's application for funding through the Federal Statewide, Longitudinal Data Systems Grants for FY 2012. As a Technology Center District that has multiple campuses covering over 13 counties, we realize that receiving funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

Staff from the Department of Career and Technology Education has been actively involved in the discussion of the grant requirements and objectives. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

Kiamichi Technology Centers are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow Technology Centers across the state the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Eddie Coleman
Superintendent
Kiamichi Technology Centers

Bill G. Powers Complex
P.O. Box 548
Wilburton, OK 74578-0548
(918) 465-2323 • Fax (918) 465-3666
Oklahoma CareerTech System

Application: R372A120038



November 28, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Meridian Technology Center supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow Technology Centers the opportunity to better evaluate the impact of instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

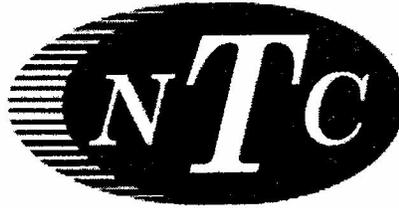
(b)(6)

Douglas R. Major, Ed.D.
Superintendent/CEO

1312 South Sangre Road
Stillwater, Oklahoma 74074-1899

Tel: (405) 377-3333
Fax: (405) 377-9604

www.meridiantech.edu



November 29, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

The Oklahoma Department of Career and Technology Education supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

Staff from the Department of Career and Technology Education has been actively involved in the discussion of the grant requirements and objectives. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

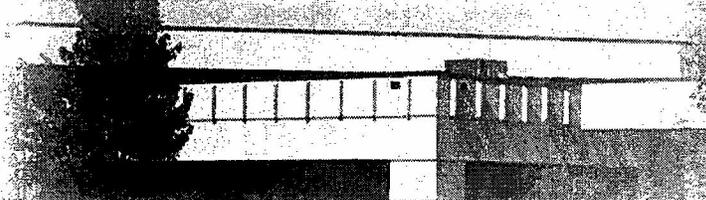
We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow CareerTech the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Fred Probis
Superintendent
Northeast Technology Center



PIONEER TECHNOLOGY CENTER

Enhancing Lives, Securing Futures

November 30, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

The Oklahoma Department of Career and Technology Education supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

Staff from the Department of Career and Technology Education has been actively involved in the discussion of the grant requirements and objectives. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow CareerTech the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Steve Tiger, Ph.D.
Superintendent/CEO





Pontotoc Technology Center

Superintendent, Greg Pierce

www.pontotoc.com

November 28, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Pontotoc Technology Center supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

Staff from Pontotoc Technology Center support the grant requirements and objectives. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow Pontotoc Technology Center the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students.

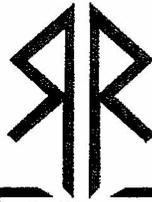
We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Greg Pierce
Superintendent

"Training to Succeed"



RED RIVER TECHNOLOGY CENTER
3300 W. Bois D'Arc • PO Box 1807 • Duncan, OK 73534
Phone: (580) 255-2903 • Fax: (580) 252-1327
www.redriver.tec.ok.us

November 29, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Red River Technology Center supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. The development of new data reporting will help us improve the education and training that we provide to our customers.

We are encouraged by the SDE's desire to develop a data system that will be used to support the instructors in each classroom. The data system will also allow us to evaluate our instruction in our continuing effort to ensure success of our students.

Sincerely,

(b)(6)

Ken Layn
Superintendent

RECEIVED

DEC 01 2011

ADMINISTRATIVE SERVICES
STATE DEPT OF EDUCATION

November 30, 2011

Dr. Janet Barresi
Superintendent, State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Dr. Barresi,

Western Technology Center supports the State Department of Education's application for funding through the federal Statewide, Longitudinal Data Systems Grants for FY 2012. Oklahoma's CareerTech system is one of the strongest in the nation, and receipt of funds through this grant will create a system of data and reports that will be used to evaluate and improve the education and training opportunities available to Oklahomans.

Western Technology Center is familiar with the requirements and objectives of the grant funds. We feel confident that the State Department of Education will utilize the grant funds toward the development of a comprehensive longitudinal data system that will address the needs of the educational and workforce entities in Oklahoma.

We are encouraged by the SDE's desire to develop a data system that will be used to support and strengthen the instructors in the classroom, and to improve the outcomes and opportunities for Oklahoma's students. The development of a longitudinal data system will allow CareerTech the opportunity to evaluate the impact of our instruction and training, and to make adjustments and improvements to ensure the success of our students. One of the most important assets of CareerTech is our ability to stay current with the needs and trends of business and industry. This will serve as an excellent tool in helping us maintain that.

We appreciate and support the decision to pursue this grant opportunity. We lend our support to this effort, and look forward to being a continuing partner upon receipt of the grant.

Sincerely,

(b)(6)

Hoyt Lewis
Superintendent, Western Technology Center

"Securing Your Future"

JOHN D. KRAMAN

SUMMARY OF QUALIFICATIONS

Over a decade of experience managing projects and conducting policy research for major national initiatives and supporting the implementation of policies and systems critical to advancing the college- and career-readiness agenda.

- Proven ability to lead teams and manage research projects – from project design to meeting deadlines
- Extensive knowledge of state education policies – especially in relation to the college- and career-readiness agenda
- Trusted resource providing leadership and guidance within OSDE, and other agencies and to partner organizations
- Adept in managing, analyzing, displaying and presenting information and data to a variety of audiences
- High standard of work with considerable attention to detail and command of the issues

PROFESSIONAL EXPERIENCE

Oklahoma State Department of Education, Oklahoma City, OK

EXECUTIVE DIRECTOR, STUDENT INFORMATION (June 2011 – present)

- Build relationships and establish partnerships across the state of Oklahoma and with national organizations to advance the State Department of Education's College-, Career- and Citizenship Readiness Agenda and develop the state's P20 Education Data System.
- Establish ongoing communications with stakeholders across the state to gather data system and design requirements for the P20 Education Data System – and to develop a common vision for the system and to build trust and buy-in among those stakeholders.
- Organize the data systems and processes within the State Department of Education to support and drive the development of the P20 Education Data System.
- Serve on the State Department of Education's leadership team to develop and coordinate SDE policies and reforms.
- Lead State Longitudinal Data Systems grant writing efforts – as well as develop other funding opportunities to support the development of the P20 Education Data System.

Achieve, Inc., Washington, DC

ASSOCIATE DIRECTOR, RESEARCH (January 2009 – May 2011)

SENIOR POLICY ANALYST (January 2006 – December 2008)

POLICY ANALYST (February 2004-December 2005)

Lead Annual "Closing the Expectations Gap" Reports

Responsible for comprehensive vision, leadership and management of Achieve's flagship annual report, directing the research, analysis, writing and presentation of key findings:

- Directed team of two researchers and coordinate efforts of seven other members of the Achieve staff and leadership. Efficiently managed \$250,000 annual project budget.

- Oversaw IT contractor to develop online instrument to survey state K12 chiefs in all 50 states (and the District of Columbia), as well as the overall information management system.
- Interviewed senior state policy leaders regarding political and policy developments.
- Wrote annual report and presented findings to a variety of audiences – to the 35 state leadership teams in the American Diploma Project Network, as well as the greater national policy audience.
- Collaborated with prominent national organizations – such as the Data Quality Campaign and the Editorial Projects in Education – regarding related national surveys and the college- and career-readiness agenda.
- The sixth report was released in February 2011 – on time and budget.
- *“Closing the Expectations Gap” is commonly cited as a trusted resource regarding state policies and reforms – such as by the National Center for Education Statistics (NCES).*

Lead Policy Research and Data Analysis for Standards and Assessments Projects

Lead research and analysis for standards and assessments projects, including develop research methodology, create work plan, and contribute to the writing of reports. Recent projects include the following:

- Provided international benchmarking research and policy analysis to the writing teams of the Common Core State Standards Initiative (CCSSI), including evidentiary guidance for the common standards and insights regarding the national and international policy contexts into which the common standards will be released.
- Contributed international benchmarking and research expertise to the common science standards work. Responsibilities include working closely with science content staff to develop a methodology for analyzing international expectations in science and presenting findings to the National Research Council.
- Analyzed data from content evaluations of standards and assessments, and contribute to reports such as “Achieve’s Analysis of Mathematics and Science Standards from the APEC Economies” (2009), “Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up” (2008) and “Aligned Expectations? A Closer Look at College Admissions and Placement Tests” (2007).

Coordinate Research Efforts

Collaborated with project staff and coordinate their work across different Achieve units and projects: strategize about new work and connect with existing work in order to achieve broader organizational goals.

- Hired and trained project staff, including six policy analysts and more than a dozen interns.
- Helped project staff adjust to shifting priorities and competing deadlines in a fast-paced environment.

The American Diploma Project, Washington, DC,

RESEARCH DIRECTOR (July 2001 – February 2004)

- Coordinated multifaceted, two-year, \$2.4 million research effort to identify the benchmark knowledge and skills in English and mathematics that high school graduates require in order to succeed in college and the “high-performance” workplace.
- Performed analysis, writing and editing for all American Diploma Project literature, including the final report: “Ready or Not: Creating a High School Diploma That Counts” (2004).
- Briefed governors, legislators, policy makers, business leaders and teachers on American Diploma Project benchmarks and policy recommendations.

The Center for Education Reform, Washington, DC

DIRECTOR OF RESEARCH (June 2000 – July 2001)

- Conducted research on a broad range of state and federal education reforms.
 - Provided research-based policy recommendations to White House and Congressional staff members, state legislators, the media, and grassroots organizations.
 - Produced policy reports for internal use and for publications on education reform topics, such as “Charter School Laws: Scorecard and Ranking” (2001).
-

EDUCATION

BRANDEIS UNIVERSITY, History Department, Waltham, MA:

M.A. in History, ABD status conferred, 1996

JAMES MADISON UNIVERSITY, College of Arts and Letters, Harrisonburg, VA:

B.A. in History and Political Science, 1992

KATHRYN HENSON

Summary

Highly motivated Information Technology and Project Management professional with over 20 years experience - Proven track record in leadership and project management across various business and IT disciplines and organizations producing successful results - Strong written and verbal communication skills – Fortitude for tactical Organizational Change

Experience

Office of State Finance/Information Services Division (07/2011 to present)

Education Services

Education IT Manager

Oklahoma State Department of Education (10/2010 to 06/2011)

Education IT Manager

- Provides strategic recommendations and daily management for *The Wave*. *The Wave* is a student level tracking system (centralized database and dashboard) to abide by Oklahoma legislative mandates. The centralized database contains longitudinal information such as demographic, course enrollment, program participation and eligibility, assessment, and mobility for P-12 schools.
- Direct supervisor of the Wave division Infrastructure, Development and System Support Teams.
- Responsible for daily Contractor Management.
- Communicating the status of *The Wave* at various state and federal levels.
- Manages the requirement gathering, analysis and design, development of user and operational manuals, prioritize production requests, and conduct problem resolution for issues regarding *The Wave* system.

Oklahoma Department of Human Services (1999 to 2010)

Senior Project Manager

- Served as senior project manager on numerous multidisciplinary project teams for the planning, development and executing numerous multi-million dollar enterprise initiatives/projects successfully.
- Served as the enterprise architect and senior project manager for the agency's legacy replacement initiatives with an initial estimate of \$280 million.
- Develop, recommend, and maintain accurate and current project budgets. Manage cost and quality controls in all project activities. Assist in development of procedures, policies, record keeping, and duties as required related to overall administration of capital improvement projects.
- Direct the work of contract consultants retained to provide specialized expertise in project studies, programming, development, design, or management.

- Author or approval all project related communications intended for project team and stakeholders to include; agency director, commission, officers and user community.
- Regularly prepare and present information on the health and status of various agency initiatives to audiences ranging in size from 10 to 300.
- Authored multiple feasibility studies, request for proposals (RFP) and invitation to bid (ITB).

Senior Management

- Many years of experience in senior manager providing leadership and mentoring to staff and peers.
- With the unique ability to leverage an extensive technical background with strong business management experiences I provide clear and cohesive communications between different disciplines across various organizational units.
- Provide responsible professional and technical assistance in the development, administration and implementation of Federal and State programs; assist in formulating program policy, goals and procedures; and, collect and compile relevant data supporting recommendations.
- Managed complex and politically sensitive agency initiatives within the organization or for the community at-large; coordinate daily communication and administration.
- Participate in the agency strategic planning cycle to include, the development and execution of the agency's short and long-term goals and objectives.
- Assist in the preparation of the budget; make budget recommendations relative to assigned program areas of responsibility; analyze budget recommendations prepared by other staff; oversee staff research of past expenditures; and, project future expenditures.
- Exercise initiative and independent, astute judgment in sensitive situations; interview, investigate, problem solve and negotiate.
- Ability to organize, plan, schedule and implement operations; conduct analytical and administrative projects related to area of assignment.
- Demonstrate political acumen; deal positively with confrontation and controversial issues; and, facilitate agency participatory decision making to resolution.

Threes Feathers Associates – (1993 – 1999)

System Manager

- Managing daily operation for Three Feathers Associates, ensuring that all administrative duties of the organization were carried out smoothly and effectively and technology systems are maintained. Preparing quarterly reports for each grant that was funded by the Federal Government. Play a key role in public relations, team-building, and fostering effective communications. Providing leadership and guidance to the Program/Grant Directors, managing the workflow, coordinate and develop policy and procedures, execute the staffing requirements, which could ranged anywhere from 3 to 10 position per grant. Duties included budgeting, profit and revenue projections, quarterly reports, training and staff development, staff performance evaluation, customer service performance, purchasing, designed an employee time tracking system, contract conference activities, maintain the network system and preserve a professional relationships with partners.

Certifications and Professional Development

Enterprise Architecture
Six Sigma Green Belt Certified
Information Technology Infrastructure Library Certified (ITIL)
Project Management for IT Professionals
IT as a Service Organization
Oklahoma Society Certified Public Managers
Portfolio Management
Network Management Certification
Leadership Development Training
Franklin Covey
Enterprise System and Network Management

Achievements, Award and Recommendations

2009 – Certificate of Appreciation (OKDHS MOSAIC Project)
2008 – Certificate of Recognition (OKDHS Disaster Recovery/Business Continuity Project)
2007 – Governor’s Commendation (MCMS/508 Complacency Project)
2006 – OKDHS Employee of the Year
2005 – Secretary of the Oklahoma Society of Certified Public Manager
2004 – OKDHS Director Commendation (OKDHS MIPS Project)
2002 – Certificate of Recognition (OKDHS Email Project)
2001 – Certificate of Recognition (OKDHS Y2K)

Skills

Methodologies: Enterprise Architecture, Business and System Analysis, Risk Management, Change Management, Quality Control, Software Development Life Cycle, Disaster Recovery/Business Continuity, UML

Interpersonal Skills: Trouble Shooting / Problem Solving, Presentations, Team Player, Customer Service, Visionary, Organizational Change, Independently accomplish tasks, Effective Communicator, Business Writing (Procedures/Process docs, Info Mapping), Project Docs (Project Plan, Schedule, Req’s, Design...), Resourcefulness, Organization, Mentoring

End User Application: MS Word, MS Excel, MS PowerPoint, MS Project, MS Visio, Remedy Suite, MS Outlook, MS Exchange, MS OneNote, MS Active Directory, SNA, Terminal Server, Adobe, Window Operating Systems, Z/OS (z server operating system), TSO, JCL, System Architect, DOORS, Eclipse, HTML and XML.

Education

B.S., Social Work – University of Oklahoma
A.A., Psychology - OCCC

LEEA MOTE

EDUCATION

Mid America Christian University

May 2011 – Present

Masters in Leadership – Business Management

University of Central Oklahoma

Aug 2005 – May 2010

Bachelor of Business Administration (Management Information Systems)

WORK EXPERIENCE

Office of State Finance – Information Services Division

Nov 2011 – Present

Education Services

Business Analyst

Elicit requirements using interviews, document analysis, requirements workshops, surveys, site visits, business process descriptions, and use cases, scenarios, evaluate information gathered from multiple sources, reconcile conflicts, decompose high-level information into details, abstract from low-level information to a general understanding, distinguish user requests from the underlying true needs, communicate and collaborate with external and internal customers to analyze information needs and functional requirements, engage in multiple initiatives simultaneously, liaison between the customer community and the software development team, and collaborate with developers and subject matter experts to establish the technical vision and performance needs.

Oklahoma University – Center for Public Management

Sep 2010 – Nov 2011

Project Management Specialist II

Participate in developing and maintaining of project plans, requirements and methodologies to ensure objectives are met, extensively utilizes software products (Eclipse, DOORS, System Architect, Excel, Access, Visio, Outlook, PowerPoint and Word) to perform project tasks, develop, monitor and maintain task plans for small to medium projects using OKDHS Project Management methodology, provide oversight for requirements gathering and management utilizing the DOORS product, provide oversight of the OKDHS methodologies and content maintenance utilizing the Eclipse software tool, provide support for Enterprise Architect gate point reviews utilizing the SA and DOORS tools, work with large-scale software application development environment designing and documenting workflow, work with SME and technical staff to identify software development tasks and maximize related business processes, time-lines and project information, design the OKDHS methodology repository based on information gathered, evaluate requirements and determine possible solutions, implement changes and monitor progress, regulate and manage user access to methodology website, develop training manuals and documentation for Eclipse, DOORS and SA user groups, schedule, distribute and conduct training on Eclipse, DOORS and SA products., utilize quality practices to perform functional testing for products, utilize Common Look to ensure document compliancy,

Oklahoma Department of Human Services – Enterprise Program Management Office

Feb 2009 – Feb 2010

IS Application Spec II

Conducted business analysis of OKDHS methodologies and project life-cycle practices, gathered, analyzed and documented functional specifications, researched and gathered best practices for IT project plans and software development methodology, gathered current methodologies and templates from divisions, documented current workflow, analyzed harvested information, recommend methodologies and template to use in future business, created databases for tracking deliverables and to monitor Change Management, gathered and documented requirements from harvesting for DOORS and System Architect, updated methodology content with Eclipse, identified reviews during the methodology process and what requirements will be reviewed.

**Central Texas College – Military Services
Clerk II**

Apr 2008 – Jan 2009

Typed degree plans for military personnel, Entered transfer credits into database, Ran college transcripts, Sent letters notifying of missing classes, Sent letters to graduates.

**Oklahoma Department of Human Service – DSD – Project Management Office
Nov 2006 - Feb 2008**

Project Management Web Administrator

Updated office website utilizing MS Front Page and MCMS, Ran division-wide time entry reports using Crystal Reports, Assisted staff with time entry and MS Project problems, Answered trouble calls related to MS project, Drafted organization wide emails for Director approval, Helped Project Managers schedule project meetings, Received visitors to PM Office and direct to correct staff member, Answered phones calls related to project time entry, Cross referenced time entered to actual time off, assist in maintaining tasks plans for multiple project in MS Project.

**Oklahoma Department of Human Services - Finance Division – Budget Unit Feb 2006 -
Nov 2006**

Analyst

Tracked account expenditures and increases, Updated account locations, documented account transfers and filed all paperwork, Distributed over expenditure reports to division directors, set up new accounts and locations.

COMPUTER SKILLS

Microsoft Office (Publisher, Word, Excel, Outlook, Project, Visio, PowerPoint) - 5+ years, Crystal Reports - 2+ years, DOORS - 2 years, Microsoft FrontPage - 5+ years, Microsoft Access (VB script) - 3+ years, Microsoft Content Management Server - 2+ years, Eclipse - 2 years, System Architect - 1+ years, Rational Method Composer – 2+ years, Common Look – 1 year, AS 400 - 1 + years, VB.NET 2008 - 3+ years, 10-key calculator, Scanner, Copier, Fax machine - 5 + years

AWARDS/HONORS/MEMBERSHIPS

Girl Scout Gold Award
2005 Prudential Community Spirit Award Winner
2005 U.S. News and World Report AXA Award Winner
Business Analyst Institute – Oklahoma City Chap

DUANE BROWN

BUSINESS ANALYST - PROJECT MANAGER - CUSTOMER SERVICE MANAGER

Excel in customer service, problem solving, and integrating people and ideas together to reach a project goal. I have over ten years in a customer service management role in food service, entertainment and information technology. I have over four years experience in initiating, planning and implementing software development requirements and integrating software developers, systems and end users toward a common goal and purpose. I can adapt and learn quickly in any environment and role and will achieve beyond what is required.

EXPERIENCE

OK OFFICE OF STATE FINANCE, Oklahoma city, OK Systems Support Lead

7/2011 – Present

Business Analyst. Propose, create, gather and document requirements for new projects and web applications. Assess and test functionality on all applications, software and provide solutions to development, contractors and systems teams. Understand and apply system logic. Write technical and functional specifications for application development. Write customer use manuals for applications. Prepare training presentations; documentation. Travel and train district end users; give presentations at conferences and vendor user group meetings.

Key Knowledge Areas Specific to this job:

- Thorough understanding of the Schools Interoperability Framework (SIF) as required in Oklahoma State legislation for the Wave project.
- Understanding of Project Management Process.
- Ability to write and interpret Microsoft SQL queries and language.
- Working knowledge of Visual Basic, C#, .NET for problem solving, testing and documenting requirements.
- Excellent presentation preparation and communication skills to large and small audiences.
- Analysis and Problem Solving.

OK STATE DEPARTMENT OF EDUCATION, Oklahoma City Systems Support Lead

3/2007 – 6/2011

Business Analyst and Manage Customer Service. Propose, create, gather and document requirements for new projects and web applications. Assess and test functionality on all applications, software and provide solutions to development, contractors and systems teams. Understand and apply system logic. Write customer use manuals for applications. Prepare training presentations; documentation. Travel and train district end users; give presentations at conferences and vendor user group meetings.

Key Knowledge Areas Specific to this job:

- Thorough understanding of the Schools Interoperability Framework (SIF) as required in Oklahoma State legislation for the Wave project.
- Understanding of Project Management Process.
- Ability to write and interpret Microsoft SQL queries and language.

- Working knowledge of Visual Basic, C#, .NET for problem solving, testing and documenting requirements.
- Excellent presentation preparation and communication skills to large and small audiences.
- Analysis and Problem Solving.
- Thorough understanding of Microsoft Office products and custom software built by our in-house and contracted developers.

INCREDIBLE PIZZA CO, Warr Acres, OK**4/2005 – 6/2007****Director of Entertainment/Customer Service**

One of three division managers (Customer Service, Entertainment, Food Service). Manage approximately 60 employees. Budgeting and inventory. Manage staff responsible for upkeep and repair of over 100 video games, go-karts, bumper cars and routine maintenance to attraction area. Company gross income of approx. 8 million annually.

Key Knowledge Areas Specific to this Job:

- Excellent Customer Service Skills.
- Ability to multi-task, communicate, problem solve and organize.

EDUCATION, TRAINING, & ACCOMPLISHMENTS

SOUTHERN NAZARENE UNIVERSITY, Bethany, OK**5/1997****Bachelor of Arts, Major in Music; Minor in Christian Education**

- Schools Interoperability Framework (www.sifassociation.org) US Management Board and US Technical Board.

DAWN WILLIAMS

Professional Experience

Office of State Finance/Information Services Division/Education Services

Executive Director of Information Services and USDE Reporting 07/2011-Present

Oklahoma State Department of Education (OSDE)

Executive Director of Information Services and USDE Reporting 2008-06/2011

IT Branch Manager/Database Administrator 1988-2008

Database Analyst 1985-1988

Computer Programmer III 1981-1985

Computer Programmer II 1979-1981

Relevant Skills:

- Planning, organizing and directing all aspects of the large server (HP/Tandem NonStop computer) Database Management (SQL) and Web Application design and development which includes assigning staff to projects, supervising application development and maintenance projects. Overseeing testing efforts and control of application migration from test to production.
- Broad knowledge of data collected and reported for every system and every section within the OSDE.
- Designing, implementing and maintaining complex database structures (SQL Server 2000 & 2005) for microcomputer/web application systems. Writing scripts, stored procedures, queries and DTS/SSIS packages.
- Developing reports using Crystal Reports.
- Meeting with users to identify needs and develop project plans.
- Serving as Oklahoma's EDFacts coordinator working with each federal program division (Title I, Title III, Special Education, etc.) and gathering federally mandated data and submitting more than 200 files per year to USED through EDFacts (the central portal for all USED data.)
- Serving as Oklahoma's CCD (Common Core of Data) Non-fiscal coordinator submitting Oklahoma's universe of data annually.
- Reporting quarterly ARRA data files to OSF/Federal Reporting.gov.
- Scheduling, coordinating and directly supervising workloads of section personnel.

Training/Education:

- Most recent training has included:
 - ASP.Net Application Development
 - XML, Web Services and SQL Server 2005
 - SQL Server Report Services
- Received degree in Computer Science from OSU (OKC) in 1977.

CHRISTOPHER B. HYDE

Qualifications

- Ability to quickly master new software and apply its full range of capabilities;
- Accurately assess customer's needs and offer solid resolutions;
- Ability to manage on demand tasks with minimized impact on long term goals;
- Excellent verbal communications and customer support skills;
- Professional experience with complex information management systems.

Education

Master of Business Administration December 2008
Jackson College of Graduate Studies and Research, University of Central Oklahoma
Edmond, OK

Bachelor of Science: Management Information Systems with minor in Accounting
May 2004
College of Business Administration, Oklahoma State University
Stillwater, OK

Associate in Applied Science: Computer Science (Web design & development) May 2007
Division of Information Technology, Oklahoma City Community College
Oklahoma City, OK

Professional Experience

Oklahoma Office of State Finance/Information Services Division/Education Services
.Net Developer November 2011 - Present

Supervisor: Kathryn Henson

- Develop and maintain state student information system (i.e. The Wave) using Microsoft .Net 4.0 compatible technology (i.e. C# & Dot Net Nuke).
- Perform database administration tasks on Microsoft SQL Server 2008 r2 which include: backup and restore databases, T-SQL development (i.e. create custom queries, stored procedures, functions, troubleshooting, etc.), and create indexes to improve data extraction efficiency.

Oklahoma Department of Corrections – Evaluation and Analysis Division
Data Management Coordinator March 2005 - November 2011

Supervisor: Dr. Mike Connelly

- Created new centralized information tracking systems for special projects using .net (ASP & VB). Also managed training, troubleshooting, and reporting for these systems. Examples are:
 - Evaluation and Analysis ticketing system;
 - Criminal Justice Institute – Evidence Based Practice Research;

- Diversion Program – Two separate programs: female team in Tulsa and OKC team.
- Developed automated reports using SQL Server Reporting Systems (SSRS) by extracting information from both SQL Server and Oracle databases. Reports improved reporting efficiency by increasing data validity, reduce staff involvement, and reducing completion time.
- Developed automated data extractions that are utilized on a recurring basis to report offender related statistical information. These reports are often used to summarize information for senior state leadership related questions for extremely time sensitive offender statistical data reports. Examples of reports are:
 - Offender statistical reports to answer questions for state Congressional leaders;
 - Offender statistical reports to support inquiries from numerous state and federal agencies;
 - Offender statistical reports for senior department managers to support federal grant applications and other offender program issues.
- Managed research requests until July 2007.
 - Rewrote operating procedure 21501 entitled “Procedures Regulating Research”;
 - Managed agency review and final submission to upper management for approval;
 - Coordinated background investigations and scheduling of facility visits.
- Backup webmaster (March 2005 – July 2007) for the office of the Deputy Director of Administration that managed the content, flow, and accessibility of information on the agency's publicly accessed website and two restricted access websites.
- Developed Evaluation and Analysis website.
 - Published accessible statistical information;
 - Managed development of accessible electronic forms.
- Monitor trends in information technology, test new software, and suggest integration of new software to improve the timeliness and quality of information collection and reporting.

Oklahoma Department of Corrections – Community Corrections

Information Network Systems Specialist III (Temporary) August 2004 to March 2005

Supervisor: Mike Crabtree

- Coordinated with the Information Technology unit to support and maintain a computer network for Eastern and Central Oklahoma with more than 1,000 computers.
 - Created and maintained a work order tracking system;
 - Cabled new offices;
 - Upgraded operating systems and transferred information;
 - Trained staff on new software, troubleshooting hardware, network, and software problems;
 - Assessed new technology for the agency.

Wal-Mart – Stillwater, OK

Customer Service Manager

February 2003 to August 2004

Supervisor: David Mooneyhan

- Front end manager responsible for cashiers, customer satisfaction, and customer sales.

- Scheduled of 10+ cashiers at any time;
- Coordinated and provided training to cashiers;
- De-escalated and mediated customer and employee conflicts;
- In depth knowledge of store inventory;
- Communicated and exercised sound judgment and organizational practices;
- Assessed and proficiency of employees.

Special Training

- Oklahoma Department of Corrections Correctional Leadership Development (CLD)
 - Progressive Discipline
 - The Next Step
 - CLD I
 - CLD II
- Oklahoma Department of Corrections Leadership Academy
- Microsoft Course 2779: Implementing a Microsoft SQL Server 2005 Database
- Microsoft Course 2543: Core Web Application Technologies with Microsoft Visual Studio 2005
- Microsoft Course 2544: Advanced Web Application Technologies with Microsoft Visual Studio 2005
- Completed pre-requisite courses for Graduate in Applied Mathematics from University of Central Oklahoma: Trigonometry, Calculus (I-III), Differential Equations, Numerical Methods, and Mathematical Statistics.

Skills

Programming Languages

- | | | |
|----------------------------------|--------------------------|---------------------------------|
| • Visual Basic & C# .Net | • JavaScript | • Standard Query Language (SQL) |
| • Active Server Pages (ASP) .Net | • XHTML | • Procedural Language (PL)/SQL |
| • PHP | • Cascading Style Sheets | • Transact(T)-SQL |

Software/Applications

- | | |
|---|---|
| • Microsoft Office (Excel, Word, Publisher, Access) | • Adobe Professional, Dream weaver, & Flash |
| • Tools for Oracle Applications Development (TOAD) | • Visual Studio (2005, 2008, & 2010) |
| • Microsoft Windows Operating System (NT/2000/XP/7) | • Dot Net Nuke |

Databases

- | | | |
|----------|---|---------|
| • Oracle | • Microsoft SQL Server (2005 - 2008 r2) | • MySQL |
|----------|---|---------|

RAYMOND L. THOMPSON

Professional Experience

Office of State Finance/Information Services Division (07/2011 to present)
Education Services
.Net Application Specialist/Developer

Oklahoma State Department of Education (01/2007 to 06/2011)
Wave Team
.NET Application Specialist/Developer

- Implemented OSDE business rules and applied according to Schools Interoperability Framework (SIF) in data validation of student information submitted to OSDE by school districts throughout the state.
- Maintained existing DotNetNuke modules and developed new DotNetNuke modules for Wave website for school districts to view results of submitted student information.
- Wrote and ran adhoc SQL queries to analyze data in Operational Data Store databases.

RS Software, Norman, Oklahoma (12/2004 to 01/2007)

- Made enhancements to existing software applications using VB6 and SQL.
- Developed new applications for pharmacy industry using VB.Net (03 and 05)
- Provided customer support for existing customers.

CopperMark Bank, Oklahoma City, Oklahoma
Vice President of Data Processing (1988 to 2003)
Programmer/Analyst (1984 to 1988)

- Managed centralized data processing operations of \$600 million bank. Reported to executive vice president. Was responsible for hardware/software upgrades, performance tuning and capacity planning. Customized core application software. (Jack Henry & Associates' Liberty Banking System)
- Developed interfaces and communications for Debit Card, ATM, loan coupon ordering, automatic ACH loan payments, automatic ACH CD interest payments and IRA distributions.
- Automated payroll and accounts payable interfaces to general ledger.
- Developed Cash Balancing, Shareholder Accounting, and Savings Bond Cashing/Tax Reporting systems.
- Purchased, installed and developed interface for COLD system for online reporting.
- Purchased and installed IBM 3892 18 pocket document sorter for check processing.
- Developed check-processing system including sorter software, communications, and interfaces to Liberty Banking System.
- Developed, implemented, and tested Disaster Recovery Plan.
- Configured and implemented TCP/IP communications on AS/400.

- Developed interface for new image based check processing system.

First Data Management Corporation, Oklahoma City, Oklahoma

Programmer/Analyst Special Projects

(1982 to 1984)

Senior Programmer/Analyst

(1979 to 1980)

Languages:

C#.Net, Visual Basic.Net, ASP.NET, SQL, C, C++, Java, VB6, XML, XHTML, HTML, Boo, RPG III, RPG IV (ILE), CL, CLE, PL1, COBOL, Assembly, Fortran

Communications Protocols:

FTP, TCP/IP, WebServices XML, Bisynchronous, Asynchronous, RJE, SNA/SDLC

Operating Systems:

Windows 7 , WIN95/98/NT, 2000, XP, Vista, OS/400, Novell 3.x, DOS, IMS, and MVS/JES3

Equipment:

Personal Computers , Workstations, IBM AS/400, IBM S/36, IBM S/38, IBM 3083 (mainframe)

Education/Training:

160 hours @ University of Central Oklahoma, Edmond, OK and OCCC, Oklahoma City, OK

Major - Mathematics, Minor - Computer Science (GPA 3.05)

LogiInfo XML and AdHoc Reporting – CPSI, Columbia, IL

XML Class – Premirus Corporation

A+ Certified

Net+ Certification Course

Novell System Administration 3.1, Novell Training Center, Bartlesville, OK

THOMAS FINCH

EXPERIENCE

**Office of State Finance/Information Services Division
Education Services
Lead Software Developer**

Jul 1, 2011 - present

**Oklahoma State Department of Education
The Wave**

Lead Software Developer

Feb 27, 2006 – Jun 30, 2011

- Create DotNetNuke web modules to work with the Wave's data and the district/school users. I participate in the training of these modules and also the continued maintenance of these modules as well.
- Create window applications to allow our help desk personnel and other staff members to work with data we have collected from the districts/schools, our subcontractors, vendors, and ourselves.
- Work closely with our other developers and DBA personnel in order to assure that our applications/data extraction methods are all running/operating as close to perfection as possible.

RS Software

Software Developer / Web Developer

Jan 2004 – Feb 20, 2006

- Created and maintained web sites.
- Maintained both on and off web servers where the web sites were hosted.
- Worked with every one of the sites administrators and trained on all updates made to the sites.
- Created web services to communicate via encryption from window application across the internet that worked in conjunction with web applications.

Comtec Electronic Systems, Inc.

Service/Installation Manager

Jan 1987 - Jan 2001

- Began as Installation Technician. After one year, promoted to service and on-call technician. Promoted to Service Manager. In 1999, promoted to Service/Installation Manager.
- Installed and maintained any kind of electronic system installed into homes/businesses. This included security, fire, access, surveillance, central vacuum, cable, network, and audio systems.
- Worked closely with customers, technicians, vendors, and staff to coordinate and complete jobs in a timely fashion.
- Vigilant in quality production and customer satisfaction.
- Responsible for hiring and firing employees.
- Managed up to ten installation and service technicians. Developed work schedules, trained, and inspected for quality workmanship.

- Organized training programs, for staff development. Recommend raises for quality workers and dealt with personnel problems.

SKILLS

- Work with all Microsoft Office software.
- Know many development/data communication languages such as C, C++, C#, VB 6.0, VB.NET, Cobol, Java, Turbo Pascal, HTML, XML, XHTML, Oracle 9i, ASP, ASP.NET, VBScript, JavaScript, CSS, and SQL Server 2000 and 2005.
- Visual Studio 2003, 2005, and 2008 development software.

EDUCATION

- Computer Science Degree/Programming

Oklahoma SLDS FY 2012 Application: Appendix D

Acronyms

C ³	College, Career and Citizen Ready Agenda
CCSS	Common Core State Standards
DBA	Database Analyst
ECL	Early Childhood Learning
ELC	Early Learning Community
ETL	Extract, Transmit, and Load – a tool for moving data
FERPA	Family Educational Rights and Privacy Act
FY	Fiscal Year
ISD	Information Services Division
IT	Information Technology
LEA	Local Education Agency
MOU	Memorandum of Understanding
NCES	National Center for Education Statistics
ODCTE	Oklahoma Department of Career and Technical Education
OESC	Oklahoma Employment Security Commission
OKSIS	Oklahoma Student Information System; formally known as the Wave
OPSR	Oklahoma Partnership for School Readiness
OSDE	Oklahoma State Department of Education
OSF	Office of State Finance
OSRHE	Oklahoma State Regents for Higher Education
P-12	Prekindergarten through Grade 12
P-20	Prekindergarten through Grade 20
P-20W	Prekindergarten through Grade 20 and the Workforce
PARCC	Partnership for Assessment of Readiness for College and Careers
PMI-PMBOK	Project Management Institute – A Guide to the Project Management Body of Knowledge
PMI-PMP	Project Management Institute – Project Management Professional
REAC ³ H	Regional Educators Advancing College, Career, and Citizen Readiness Higher
RFP	Request for Proposal
RTTT	Race to the Top
SEISS	State Education Information System Services project
SIF	Schools Interoperability Framework
SLDS	State Longitudinal Data System
TLE	Teacher Leader Effectiveness



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

OMB Control Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Oklahoma State 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	\$149,575	\$149,575	\$149,575			\$448,725
2. Fringe Benefits	\$71,119	\$71,119	\$71,119			\$213,357
3. Travel	\$3,000	\$3,000	\$3,000			\$9,000
4. Equipment						
5. Supplies						
6. Contractual	\$1,036,000	\$2,080,000	\$1,210,000			\$4,326,000
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	\$1,259,694	\$2,303,694	\$1,433,694			\$4,997,082
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	\$1,259,694	\$2,303,694	\$1,433,694			\$4,997,082

***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: 07 / 01 / 2010 To: 06 / 30 / 2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 8.7 %

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

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

Name of Institution/Organization	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.
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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)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

Oklahoma SLDS FY 2012 Application

BUDGET NARRATIVE

Priority 1: K-12 Data System

The Oklahoma State Department of Education (OSDE) is requesting a Statewide Longitudinal Data System grant in the amount of **\$4,997,082**. Funds to support the eight deliverables described in this grant application (as well as project management) will be covered by both grant funds and state funds. (b)(4) in state in-kind funds will be used to supplement the federal grant funds in support of grant activities.

With federal and state funding to support accomplishing the eight deliverables we are proposing (and the project management required to support them), Oklahoma will lay the groundwork to ensure that we have data needed to monitor student progress toward readiness for college, career, and citizenship. We must have timely, accurate and meaningful data, as well as the tools to effectively use the data for decision-making to help teachers and administrators improve student outcomes.

The Budget Narrative is laid out by expenditure type with further explanation and details about the costing over the three year period of the grant. The estimated total costs of the deliverables and project management are also discussed over the life of the grant.

Budget Justification (Federal Funds)

Personnel:

Estimated Total Cost: \$448,725

Oklahoma state staff costs are based on actual salaries and benefits of specific staff or positions. The contractor costs are based on actual contract rates. Proposed resource costs integrate in-kind personnel salaries, project fringe benefits, travel, equipment, supplies, contractual service, indirect costs, training-related expense and *project management* (this includes salaries and benefits for *project management* **not** related to a specific deliverable). A small percentage of the funding for this grant proposal is intended to support additional staff. The additional staff will be two time-limited OSD/ISD FTEs who will expend 100% of their effort in managing and supporting the P-12 SLDS grant activities.

A substantial amount of the personnel hours on grant activities will be funded through in-kind funds from OSF/ISD and OSDE.

OSDE is requesting funds to cover the salaries of two full time staff members; a Project Coordinator and a Training Coordinator and 25% of the Program Manager's salary. The totals for these personnel are \$149,575 in year 1, 2 and 3; totaling \$448,725 at the end of year 3.

The Oklahoma State Department of Education will employ a Project Coordinator for this grant. The salary for this position is expected to be \$60,063 annually. This individual will be a time-limited OSDE FTE who will expend 100% of his or her effort in managing and supporting the SLDS grant activities. The job duties will include advising and providing support to the project leaders on all phases of the implementation of the new State Longitudinal Data System as it relates to this grant. The Project Coordinator will work with the Program and Project Directors and the Project Staff to coordinate and support the work of the P-12 SLDS Project.

The Oklahoma State Department of Education will employ a Training Coordinator for this grant. The salary for this position is expected to be \$60,063 annually. This individual will be a time-limited FTE who will expend 100% of his or her effort in coordinating and supporting all training activities for the Oklahoma's K-12 SLDS grant activities. The Training Coordinator will report directly to the Program Director.

25% of the Oklahoma Department of Education P-12 SLDS Program Director salary and fringe benefits will be funded by this grant. The salary percentage for this position is expected to be \$29,500 annually.

Percentage of time of OSDE and OSF/ISD staff on the different deliverables is included in the Resource Allocation spreadsheet.

Fringe Benefits:

Estimated Total Cost: \$213,357

Fringe benefits for the Program Director, Project and Training Coordinators will be approximately 30% of annual salary this will include all payroll taxes, insurance, and retirement benefits. Projecting that these fringe benefit rates will remain stable over the 3-year grant period, the total for fringe benefits over the 3-year period is **\$213,357**.

Consultants and Contractors:

Estimated Total Cost: \$4,326,000

OSDE proposes to enter into a number of contracts for technical system development as well as consulting and training services to achieve the deliverables described in this application. The costs in Year 1, 2, and 3 are estimated to be \$1,036,000, \$2,080,000, and \$1,210,000. All contracts will be bid according to requirements of the Oklahoma Central Purchasing Division and will comply with the Office of State Finance/Information Services Division Form 115.

The contractor engaged to design and build the P-12 SLDS (data warehouse, portal, and analytic tools) will be required to provide a full-time, Project Management Institute – Project Management Professional (PMI-PMP) or equivalently certified, project manager to work with the OSF/ISD Project Manager which OSF/ISD will provide for the length of the project.

Travel

OSDE will send two staff to the annual SLDS best practices conference at an estimated cost of \$3,000 in Year 1, 2, and 3 totaling \$9,000 after year 3.

Total Direct Costs

Estimated Total Cost: \$4,997,082

The total direct costs federally funded through this application are Personnel at \$448,725, Fringe Benefits at \$213,357, travel at \$9,000 and Contractual Services at \$4,326,000 totaling **\$4,997,082** for the life of the three year grant.

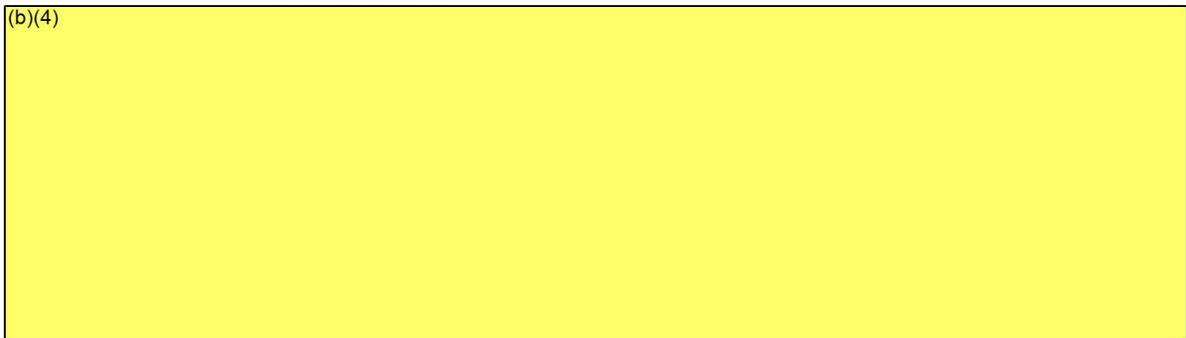
Other

Equipment, Supplies, and Construction are not being requested through this grant.

Budget Justification (Non-Federal Funds)

Personnel:

(b)(4)



Fringe Benefits:

(b)(4)

Total Non-Federal Costs

(b)(4)

Budget Justification by Deliverable

1. Governance Program

Personnel: For this deliverable, OSDE will expend the equivalent of 0.75 FTE's. Salaries for these staff members will be \$54,744 for each year 1, 2, and 3; totaling \$164,232 after year 3.

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$24,920 for each year 1, 2, and 3; totaling to \$74,760 at the end of year 3.

Travel: OSDE will send two staff to the annual SLDS best practices conference at an estimated cost of \$3,000 in Year 1, 2, and 3 totaling \$9,000 after year 3.

Equipment, Supplies, Construction, and Other Costs: None of these costs will apply to this deliverable.

Contractual: A contractor will be brought on for the building and implementation of the Governance Program amounting to \$40,000 in year 1, \$10,000 in year two and \$10,000 in year three; totaling \$60,000 at the end of year three. The goal of this contract is to establish a program of data governance and to help OSDE and OSF/ISD implement the program over the course of the three years of the grant. The data governance program will continue beyond the grant period solely with support from OSDE and OSF/ISD. The contractor brought on will be responsible for compiling the OSDE and State laws and regulations related to data collection and usage, convening the governance and data

stewards committees, documenting committee functions, developing the policies concerning data collection and usage, developing procedures for review and approval of changes and enhancements of the system and requests. This deliverable is projected to include a lot of upfront work in year one and taper off will minimal interaction from the contract in years two and three.

Total Costs: Total funded costs for work proposed in this application for this deliverable are estimated to be \$122,664 in year 1, \$92,664 in year 2, and year 3; totaling **\$307,992** at the end of year 3.

2. System Architecture

Personnel: For this deliverable, OSDE will expend the equivalent of 0.74 FTE's. Salaries for these staff members will be \$45,307 for year 1. Since the estimated completion time for the architecture is in the first year, the personnel will not be allocated for year 2 and 3.

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$22,453.

Travel, Equipment, Supplies, Construction, and Other Costs: None of these costs will apply to this deliverable.

Contractual: A contractor will be brought on early in the project for the development of the enterprise-wide Architecture amounting to \$50,000. All of these funds will be expended in year 1. The implementation of the enterprise-wide architecture is an essential building block for the other deliverables and will therefore need to be established as early as possible. The outside consultant will establish standards for data usage, training, and other aspects related to the Oklahoma P-12 SLDS.

Total Costs: Total funded costs for work proposed in this application for this deliverable (that fall exclusively in year 1) are estimated to be **\$117,760**.

3. Metadata Dictionary

Personnel: For this deliverable, OSDE will expend the equivalent of 1.08 FTE's. Salaries for these staff members will be \$67,273 for each year 1, 2, and 3; totaling \$201,819 over the life of the grant.

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$33,103 for each year 1, 2, and 3; totaling \$99,309 at the end of year 3.

Travel, Equipment, Supplies, Construction, and Other Costs: None of these costs will apply to this deliverable.

Contractual: A contractor will be brought on for the design and development of the Metadata Dictionary at the cost of \$129,000 in year 1, \$15,000 in year 2, and year 3; totaling \$159,000 at the end of year 3. In year one the metadata software license will be purchased at a cost of \$80,000, the consultant will provide services amounting to \$49,000. The services include establishing the enterprise data dictionary and entering data about all OSDE data collections, repositories, and outputs for use as part of the data governance activities. The \$15,000 in years two and three are for the software license and software maintenance. This contract will assist OSDE in communicating clearly to the districts exactly what data are to be submitted, how the data are defined, in what format and when the data will be submitted, and what is the source for the request. The total cost will be **\$159,000** over the life of the grant.

Total Costs: Total funded costs for work proposed in this application for this deliverable are estimated to be \$229,376 in year 1 and \$115,376 in years 2 and 3; totaling **\$460,128** at the end of year 3.

4. Data Warehouse

Personnel: For this deliverable, OSDE will expend the equivalent of 2.76 FTE's. Salaries for these staff members will be \$167,388 for each year 1, 2, and 3; totaling \$502,164 at the end of year 3.

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$81,934 for each year 1, 2, and 3; totaling \$245,802 at the end of year 3.

Travel, Equipment, Supplies, Construction, and Other Costs: None of these costs will apply to this deliverable.

Contractual: A contractor will be brought on for the implementation of the Data Warehouse at the cost of \$547,000 in year 1, \$1,300,000 in year 2, and \$800,000 in year 3. A total of **\$2,647,000** has been identified over three years to contract with an outside consultant to design and build a longitudinal data store that contains point-in-time data about Oklahoma P-12 students and is capable of exchanging data with other State agencies.

Total Costs: Total funded costs for work proposed in this application for this deliverable are estimated to be \$796,322 in year 1, \$1,549,322 in year 2, \$1,049,322 in year 3; totaling **\$3,394,966** at the end of year 3.

5. Web Portal

Personnel: For this deliverable, OSDE will expend the equivalent of 1.50 FTE's. Salaries for these staff members will be \$93,939 for each year 1, 2, and 3; totaling \$281,817 at the end of year 3.

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$45,991 for each year 1, 2, and 3; totaling \$137,973 at the end of year 3.

Travel, Equipment, Supplies, Construction, and Other Costs: None of these costs will apply to this deliverable.

Contractual: A contractor will be brought on for the implementation of the Web Portal at the cost of \$100,000 in year 1, \$300,000 in year 2, and \$100,000 in year 3; totaling \$500,000 at the end of year 3. The outside consultant will design and build authentication and authorization for users to access data from the Oklahoma P-12 SLDS.

Total Costs: Total funded costs for work proposed in this application for this deliverable are estimated to be \$239,930 in year 1, \$439,930 in year 2, \$239,930 in year 3; totaling **\$919,790** at the end of year 3.

6. Analytical Tools

Personnel: For this deliverable, OSDE will expend the equivalent of 1.22 FTE's. Salaries for these staff members will be \$76,784 for each year 1, 2, and 3; totaling \$230,352 at the end of year 3.

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$37,561 for each year 1, 2, and 3; totaling \$112,683 at the end of year 3.

Travel, Equipment, Supplies, Construction, and Other Costs: None of these costs will apply to this deliverable.

Contractual: A contractor will be brought on for the implementation of the Analytical Tools at the cost of \$100,000 in year 1, \$200,000 in year 2, and \$50,000 in year 3; totaling \$350,000 at the end of year 3. The outside consultant will select and implement the reporting tools for use in the web portal for differ types of users. Standard reports will be built according to requirements identified by stakeholders.

Total Costs: Total funded costs for work proposed in this application for this deliverable are estimated to be \$214,345 in year 1, \$314,345 in year 2, \$164,345 in year 3; totaling **\$693,035** at the end of year 3.

7. Professional Development

Personnel: For this deliverable, OSDE will expend the equivalent of 1.65 FTE's. Salaries for these staff members will be \$102,223 for each year 1, 2, and 3; totaling \$306,669 at the end of year 3.

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$50,356 for each year 1, 2, and 3; totaling \$151,068 at the end of year 3.

Travel, Equipment, Supplies, Construction, and Other Costs: None of these costs will apply to this deliverable.

Contractual: A contractor will be brought on for the implementation of the Professional Development at the cost of \$35,000 in year 1, \$220,000 in year 2, and \$200,000 in year 3; totaling \$455,000 at the end of year 3. The contractor will develop the professional development program for both internal OSDE and OSF/ISD staff to maintain and evolve the P-12 SLDS for users of the Oklahoma P-12 SLDS to effectively use the SLDS and make decisions based on quality data.

Total Costs: Total funded costs for work proposed in this application for this deliverable are estimated to be \$187,579 in year 1, \$372,579 in year 2, \$352,579 in year 3; totaling **\$912,737** at the end of year 3.

8. Evaluation

Personnel: For this deliverable, OSDE will expend the equivalent of 0.34 FTE's. Salaries for these staff members will be \$21,132 for each year, totaling \$63,396 after year 3.

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$10,394 for each year 1, 2, and 3; totaling \$31,182 at the end of year 3.

Travel, Equipment, Supplies, Construction, and Other Costs: None of these costs will apply to this deliverable.

Contractual: A contractor will be brought on to evaluate each deliverable and summarize the effectiveness of the project amounting to \$35,000 for each year 1, 2, and 3; totaling \$105,000 after year 3.

Total Costs: Total funded costs for work proposed in this application for this deliverable are estimated to be \$66,526 in year 1, 2, and 3; totaling **\$199,578** at the end of year 3.

Budget Justification for Project Management

Personnel: For project management not related to a specific deliverable, the salaries for staff members will be \$132,191 for each year, totaling \$396,573 after year 3 (of this total \$105,519 will be supported with federal funds and (b)(4) with non-federal funds).

Fringe Benefits: Based on the personnel assigned, the total budget for fringe benefits will be \$59,923 for each year 1, 2, and 3; totaling \$179,769 at the end of year 3 (of this total \$47,526 will be supported with federal funds and (b)(4) with non-federal funds).

Travel, Equipment, Supplies, Construction, and Other Costs: None of these costs will apply project management.

Contractual: None of these costs will apply project management.

Total Costs: Total funded costs for work proposed in this application for this deliverable are estimated to be \$192,114 in year 1, 2, and 3; totaling **\$576,342** at the end of year 3.

Deliverable: Data Governance

Duration: 5/2012 - 5/2015

1 Personnel	FTE % Year 1	Year 2	Year 3	Total
Program Director	12%	\$14,160	\$14,160	\$42,480
Project Coordinator	30%	\$18,011	\$18,011	\$54,033
Training Coordinator	0%	\$0	\$0	\$0
Project Director	19%	\$14,159	\$14,159	\$42,477
Project Manager	1%	\$745	\$745	\$2,235
Business Analyst	3%	\$1,770	\$1,770	\$5,310
System Analyst	0%	\$0	\$0	\$0
Developer	0%	\$0	\$0	\$0
Developer	0%	\$0	\$0	\$0
Developer	0%	\$0	\$0	\$0
Data Architect	0%	\$0	\$0	\$0
Report Lead	0%	\$0	\$0	\$0
Quality Coordinator	10%	\$5,899	\$5,899	\$17,697
Total Personnel		\$54,744	\$54,744	\$164,232
2 Fringe Benefits				
Employer Retirement		\$9,534	\$9,534	\$28,602
Health Benefits		\$11,762	\$11,762	\$35,286
FICA		\$3,624	\$3,624	\$10,872
Total Fringe Benefits		\$24,920	\$24,920	\$74,760
3 Travel				
SLDS Conference		\$3,000	\$3,000	\$9,000
Total Travel		\$3,000	\$3,000	\$9,000
4 Equipment				
N/A				
Total Equipment		\$0	\$0	\$0
5 Supplies				
N/A				
Total Supplies		\$0	\$0	\$0
6 Contractual				
Contract Services		\$40,000	\$10,000	\$60,000
Total Contractual		\$40,000	\$10,000	\$60,000
7 Construction				
N/A				
Total Construction		\$0	\$0	\$0
8 Other				
N/A				
Total Other		\$0	\$0	\$0
12 Total Costs		\$122,664	\$92,664	\$307,992

Deliverable: System Architect

Duration: 8/2012 - 4/2013

1 Personnel	FTE %	Year 1	Year 2	Year 3	Total
Program Director	0%	\$0	\$0	\$0	\$0
Project Coordinator	0%	\$0	\$0	\$0	\$0
Training Coordinator	0%	\$0	\$0	\$0	\$0
Project Director	1%	\$745	\$0	\$0	\$745
Project Manager	0%	\$0	\$0	\$0	\$0
Business Analyst	25%	\$14,748	\$0	\$0	\$14,748
System Analyst	10%	\$6,727	\$0	\$0	\$6,727
Developer	1%	\$693	\$0	\$0	\$693
Developer	1%	\$600	\$0	\$0	\$600
Developer	1%	\$590	\$0	\$0	\$590
Data Architect	20%	\$12,007	\$0	\$0	\$12,007
Report Lead	5%	\$3,298	\$0	\$0	\$3,298
Quality Coordinator	10%	\$5,899	\$0	\$0	\$5,899
Total Personnel		\$45,307	\$0	\$0	\$45,307
2 Fringe Benefits					
Employer Retirement		\$7,544			\$7,544
Health Benefits		\$12,072			\$12,072
FICA		\$2,837			\$2,837
Total Fringe Benefits		\$22,453	\$0	\$0	\$22,453
3 Travel					
N/A					
Total Travel		\$0	\$0	\$0	\$0
4 Equipment					
N/A					
Total Equipment		\$0	\$0	\$0	\$0
5 Supplies					
N/A					
Total Supplies		\$0	\$0	\$0	\$0
6 Contractual					
Contract Services		\$50,000	\$0	\$0	\$50,000
Total Contractual		\$50,000	\$0	\$0	\$50,000
7 Construction					
N/A					
Total Construction		\$0	\$0	\$0	\$0
8 Other					
N/A					
Total Other		\$0	\$0	\$0	\$0
9 Total Direct Costs (lines 1-8)		\$117,760	\$0	\$0	\$117,760
10 Indirect Costs (8.28%)					
11 Training Stipends					
12 Total Costs (lines 9-11)		\$117,760	\$0	\$0	\$117,760

Deliverable: Metadata Dictionary

Duration: 7/2012 - 5/2015

1 Personnel	FTE %	Year 1	Year 2	Year 3	Total
Program Director	0%	\$0	\$0	\$0	\$0
Project Coordinator	5%	\$3,002	\$3,002	\$3,002	\$9,006
Training Coordinator	5%	\$3,002	\$3,002	\$3,002	\$9,006
Project Director	1%	\$745	\$745	\$745	\$2,235
Project Manager	0%	\$0	\$0	\$0	\$0
Business Analyst	25%	\$14,748	\$14,748	\$14,748	\$44,244
System Analyst	18%	\$13,454	\$13,454	\$13,454	\$40,362
Developer	1%	\$693	\$693	\$693	\$2,079
Developer	1%	\$600	\$600	\$600	\$1,800
Developer	1%	\$590	\$590	\$590	\$1,770
Data Architect	25%	\$12,007	\$12,007	\$12,007	\$36,021
Report Lead	20%	\$12,533	\$12,533	\$12,533	\$37,599
Quality Coordinator	5%	\$5,899	\$5,899	\$5,899	\$17,697
Total Personnel		\$67,273	\$67,273	\$67,273	\$201,819
2 Fringe Benefits					
Employer Retirement		\$11,252	\$11,252	\$11,252	\$33,756
Health Benefits		\$17,620	\$17,620	\$17,620	\$52,860
FICA		\$4,231	\$4,231	\$4,231	\$12,693
Total Fringe Benefits		\$33,103	\$33,103	\$33,103	\$99,309
3 Travel					
N/A					
Total Travel		\$0	\$0	\$0	\$0
4 Equipment					
N/A					
Total Equipment		\$0	\$0	\$0	\$0
5 Supplies					
N/A					
Total Supplies		\$0	\$0	\$0	\$0
6 Contractual					
Contract Services		\$129,000	\$15,000	\$15,000	\$159,000
Total Contractual		\$129,000	\$15,000	\$15,000	\$159,000
7 Construction					
N/A					
Total Construction		\$0	\$0	\$0	\$0
8 Other					
N/A					
Total Other		\$0	\$0	\$0	\$0
9 Total Direct Costs (lines 1-8)		\$229,376	\$115,376	\$115,376	\$460,128
10 Indirect Costs (8.28%)					
11 Training Stipends					
12 Total Costs (lines 9-11)		\$229,376	\$115,376	\$115,376	\$460,128

Deliverable: Data Warehouse

Duration: 5/2012 - 5/2015

1 Personnel	FTE %	Year 1	Year 2	Year 3	Total
Program Director	0%	\$0	\$0	\$0	\$0
Project Coordinator	5%	\$3,002	\$3,002	\$3,002	\$9,006
Training Coordinator	10%	\$6,004	\$6,004	\$6,004	\$18,012
Project Director	2%	\$1,490	\$1,490	\$1,490	\$4,470
Project Manager	0%	\$0	\$0	\$0	\$0
Business Analyst	15%	\$8,849	\$8,849	\$8,849	\$26,547
System Analyst	20%	\$13,454	\$13,454	\$13,454	\$40,362
Developer	50%	\$34,674	\$34,674	\$34,674	\$104,022
Developer	50%	\$30,018	\$30,018	\$30,018	\$90,054
Developer	50%	\$29,496	\$29,496	\$29,496	\$88,488
Data Architect	30%	\$18,011	\$18,011	\$18,011	\$54,033
Report Lead	25%	\$16,491	\$16,491	\$16,491	\$49,473
Quality Coordinator	10%	\$5,899	\$5,899	\$5,899	\$17,697
Total Personnel		\$167,388	\$167,388	\$167,388	\$502,164
2 Fringe Benefits					
Employer Retirement		\$27,892	\$27,892	\$27,892	\$83,676
Health Benefits		\$43,558	\$43,558	\$43,558	\$130,674
FICA		\$10,484	\$10,484	\$10,484	\$31,452
Total Fringe Benefits		\$81,934	\$81,934	\$81,934	\$245,802
3 Travel					
N/A					
Total Travel		\$0	\$0	\$0	\$0
4 Equipment					
N/A					
Total Equipment		\$0	\$0	\$0	\$0
5 Supplies					
N/A					
Total Supplies		\$0	\$0	\$0	\$0
6 Contractual					
Contract Services		\$547,000	\$1,300,000	\$800,000	\$2,647,000
Total Contractual		\$547,000	\$1,300,000	\$800,000	\$2,647,000
7 Construction					
N/A					
Total Construction		\$0	\$0	\$0	\$0
8 Other					
N/A					
Total Other		\$0	\$0	\$0	\$0
9 Total Direct Costs (lines 1-8)		\$796,322	\$1,549,322	\$1,049,322	\$3,394,966
10 Indirect Costs (8.28%)					
11 Training Stipends					
12 Total Costs (lines 9-11)		\$796,322	\$1,549,322	\$1,049,322	\$3,394,966

Deliverable: Web Portal

Duration: 5/2012 - 3/2015

1 Personnel	FTE %	Year 1	Year 2	Year 3	Total
Program Director	0%	\$0	\$0	\$0	\$0
Project Coordinator	5%	\$3,002	\$3,002	\$3,002	\$9,006
Training Coordinator	10%	\$6,004	\$6,004	\$6,004	\$18,012
Project Director	2%	\$1,490	\$1,490	\$1,490	\$4,470
Project Manager	0%	\$0	\$0	\$0	\$0
Business Analyst	15%	\$8,849	\$8,849	\$8,849	\$26,547
System Analyst	18%	\$12,109	\$12,109	\$12,109	\$36,327
Developer	23%	\$15,950	\$15,950	\$15,950	\$47,850
Developer	23%	\$13,808	\$13,808	\$13,808	\$41,424
Developer	23%	\$13,568	\$13,568	\$13,568	\$40,704
Data Architect	10%	\$6,004	\$6,004	\$6,004	\$18,012
Report Lead	11%	\$7,256	\$7,256	\$7,256	\$21,768
Quality Coordinator	10%	\$5,899	\$5,899	\$5,899	\$17,697
Total Personnel		\$93,939	\$93,939	\$93,939	\$281,817
2 Fringe Benefits					
Employer Retirement		\$15,641	\$15,641	\$15,641	\$46,923
Health Benefits		\$24,470	\$24,470	\$24,470	\$73,410
FICA		\$5,880	\$5,880	\$5,880	\$17,640
Total Fringe Benefits		\$45,991	\$45,991	\$45,991	\$137,973
3 Travel					
N/A					
Total Travel		\$0	\$0	\$0	\$0
4 Equipment					
N/A					
Total Equipment		\$0	\$0	\$0	\$0
5 Supplies					
N/A					
Total Supplies		\$0	\$0	\$0	\$0
6 Contractual					
Contract Services		\$100,000	\$300,000	\$100,000	\$500,000
Total Contractual		\$100,000	\$300,000	\$100,000	\$500,000
7 Construction					
N/A					
Total Construction		\$0	\$0	\$0	\$0
8 Other					
N/A					
Total Other		\$0	\$0	\$0	\$0
9 Total Direct Costs (lines 1-8)		\$239,930	\$439,930	\$239,930	\$919,790
10 Indirect Costs (8.28%)					
11 Training Stipends					
12 Total Costs (lines 9-11)		\$239,930	\$439,930	\$239,930	\$919,790

Deliverable: Analytic Tool

Duration: 5/2012 - 5/2015

1 Personnel	FTE % Year 1	Year 2	Year 3	Total
Program Director	0%	\$0	\$0	\$0
Project Coordinator	5%	\$3,002	\$3,002	\$9,006
Training Coordinator	10%	\$6,004	\$6,004	\$18,012
Project Director	2%	\$1,490	\$1,490	\$4,470
Project Manager	0%	\$0	\$0	\$0
Business Analyst	10%	\$5,899	\$5,899	\$17,697
System Analyst	20%	\$13,454	\$13,454	\$40,362
Developer	10%	\$6,935	\$6,935	\$20,805
Developer	10%	\$6,004	\$6,004	\$18,012
Developer	10%	\$5,899	\$5,899	\$17,697
Data Architect	15%	\$9,005	\$9,005	\$27,015
Report Lead	20%	\$13,193	\$13,193	\$39,579
Quality Coordinator	10%	\$5,899	\$5,899	\$17,697
Total Personnel		\$76,784	\$76,784	\$230,352
2 Fringe Benefits				
Employer Retirement		\$12,834	\$12,834	\$38,502
Health Benefits		\$19,901	\$19,901	\$59,703
FICA		\$4,826	\$4,826	\$14,478
Total Fringe Benefits		\$37,561	\$37,561	\$112,683
3 Travel				
N/A				
Total Travel		\$0	\$0	\$0
4 Equipment				
N/A				
Total Equipment		\$0	\$0	\$0
5 Supplies				
N/A				
Total Supplies		\$0	\$0	\$0
6 Contractual				
Contract Services		\$100,000	\$200,000	\$350,000
Total Contractual		\$100,000	\$200,000	\$350,000
7 Construction				
N/A				
Total Construction		\$0	\$0	\$0
8 Other				
N/A				
Total Other		\$0	\$0	\$0
9 Total Direct Costs (lines 1-8)		\$214,345	\$314,345	\$693,035
10 Indirect Costs (8.28%)				
11 Training Stipends				
12 Total Costs (lines 9-11)		\$214,345	\$314,345	\$693,035

Deliverable: Professional Development

Duration: 6/2012 - 4/2015

1 Personnel	FTE % Year 1	Year 2	Year 3	Total
Program Director	0%	\$0	\$0	\$0
Project Coordinator	5%	\$3,002	\$3,002	\$9,006
Training Coordinator	65%	\$39,023	\$39,023	\$117,069
Project Director	2%	\$1,490	\$1,490	\$4,470
Project Manager	0%	\$0	\$0	\$0
Business Analyst	5%	\$2,950	\$2,950	\$8,850
System Analyst	10%	\$6,727	\$6,727	\$20,181
Developer	15%	\$10,402	\$10,402	\$31,206
Developer	15%	\$9,005	\$9,005	\$27,015
Developer	15%	\$8,849	\$8,849	\$26,547
Data Architect	5%	\$3,002	\$3,002	\$9,006
Report Lead	18%	\$11,874	\$11,874	\$35,622
Quality Coordinator	10%	\$5,899	\$5,899	\$17,697
Total Personnel		\$102,223	\$102,223	\$306,669
2 Fringe Benefits				
Employer Retirement		\$17,036	\$17,036	\$51,108
Health Benefits		\$26,918	\$26,918	\$80,754
FICA		\$6,402	\$6,402	\$19,206
Total Fringe Benefits		\$50,356	\$50,356	\$151,068
3 Travel				
N/A				
Total Travel		\$0	\$0	\$0
4 Equipment				
N/A				
Total Equipment		\$0	\$0	\$0
5 Supplies				
N/A				
Total Supplies		\$0	\$0	\$0
6 Contractual				
Contract Services		\$35,000	\$220,000	\$455,000
Total Contractual		\$35,000	\$220,000	\$455,000
7 Construction				
N/A				
Total Construction		\$0	\$0	\$0
8 Other				
N/A				
Total Other		\$0	\$0	\$0
9 Total Direct Costs (lines 1-8)		\$187,579	\$372,579	\$912,737
10 Indirect Costs (8.28%)				
11 Training Stipends				
12 Total Costs (lines 9-11)		\$187,579	\$372,579	\$912,737

Deliverable: Evaluation Process

Duration: 5/2012 - 4/2015

1 Personnel	FTE % Year 1	Year 2	Year 3	Total
Program Director	1%	\$1,180	\$1,180	\$3,540
Project Coordinator	10%	\$6,004	\$6,004	\$18,012
Training Coordinator	0%	\$0	\$0	\$0
Project Director	1%	\$745	\$745	\$2,235
Project Manager	1%	\$745	\$745	\$2,235
Business Analyst	0%	\$0	\$0	\$0
System Analyst	0%	\$0	\$0	\$0
Developer	0%	\$0	\$0	\$0
Developer	0%	\$0	\$0	\$0
Developer	0%	\$0	\$0	\$0
Data Architect	0%	\$0	\$0	\$0
Report Lead	1%	\$660	\$660	\$1,980
Quality Coordinator	20%	\$11,798	\$11,798	\$35,394
Total Personnel		\$21,132	\$21,132	\$63,396
2 Fringe Benefits				
Employer Retirement		\$3,549	\$3,549	\$10,647
Health Benefits		\$5,507	\$5,507	\$16,521
FICA		\$1,338	\$1,338	\$4,014
Total Fringe Benefits		\$10,394	\$10,394	\$31,182
3 Travel				
N/A				
Total Travel		\$0	\$0	\$0
4 Equipment				
N/A				
Total Equipment		\$0	\$0	\$0
5 Supplies				
N/A				
Total Supplies		\$0	\$0	\$0
6 Contractual				
Contract Services		\$35,000	\$35,000	\$105,000
Total Contractual		\$35,000	\$35,000	\$105,000
7 Construction				
N/A				
Total Construction		\$0	\$0	\$0
8 Other				
N/A				
Total Other		\$0	\$0	\$0
9 Total Direct Costs (lines 1-8)		\$66,526	\$66,526	\$199,578
10 Indirect Costs (8.28%)				
11 Training Stipends				
12 Total Costs (lines 9-11)		\$66,526	\$66,526	\$199,578

Project Management

Duration: 5/2012 - 5/2015

1 Personnel	FTE % Year 1	Year 1	Year 2	Year 3	Total
Program Director	12%	\$14,160	\$14,160	\$14,160	\$42,480
Project Coordinator	35%	\$21,013	\$21,013	\$21,013	\$63,039
Training Coordinator	0%	\$0	\$0	\$0	\$0
Project Director	20%	\$14,904	\$14,904	\$14,904	\$44,712
Project Manager	98%	\$73,030	\$73,030	\$73,030	\$219,090
Business Analyst	2%	\$1,180	\$1,180	\$1,180	\$3,540
System Analyst	2%	\$1,345	\$1,345	\$1,345	\$4,035
Developer	0%	\$0	\$0	\$0	\$0
Developer	0%	\$0	\$0	\$0	\$0
Developer	0%	\$0	\$0	\$0	\$0
Data Architect	0%	\$0	\$0	\$0	\$0
Report Lead	1%	\$660	\$660	\$660	\$1,980
Quality Coordinator	10%	\$5,899	\$5,899	\$5,899	\$17,697
Total Personnel		\$132,191	\$132,191	\$132,191	\$396,573
2 Fringe Benefits					
Employer Retirement		\$22,526	\$22,526	\$22,526	\$67,578
Health Benefits		\$28,892	\$28,892	\$28,892	\$86,676
FICA		\$8,505	\$8,505	\$8,505	\$25,515
Total Fringe Benefits		\$59,923	\$59,923	\$59,923	\$179,769
3 Travel					
N/A					
Total Travel		\$0	\$0	\$0	\$0
4 Equipment					
N/A					
Total Equipment		\$0	\$0	\$0	\$0
5 Supplies					
N/A					
Total Supplies		\$0	\$0	\$0	\$0
6 Contractual					
Contract Services		\$0	\$0	\$0	\$0
Total Contractual		\$0	\$0	\$0	\$0
7 Construction					
N/A					
Total Construction		\$0	\$0	\$0	\$0
8 Other					
N/A					
Total Other		\$0	\$0	\$0	\$0
9 Total Direct Costs (lines 1-8)		\$192,114	\$192,114	\$192,114	\$576,342
10 Indirect Costs (8.28%)					
11 Training Stipends					
12 Total Costs (lines 9-11)		\$192,114	\$192,114	\$192,114	\$576,342

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>John Kramer <i>Janet Bureau</i></p>	<p>* TITLE</p> <p>State Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Oklahoma State Department of Education</p>	<p>* DATE SUBMITTED</p> <p>12/15/2011 1-10-12</p>

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Oklahoma State Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Janet Middle Name:
* Last Name: Barresi	Suffix:
* Title: State Superintendent	
* SIGNATURE: 	* DATE: 12/15/2011 1-10-12