

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120017

Grants.gov Tracking#: GRANT11026085

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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

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): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="12/15/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Elementary and Secondary Education, RI Department of"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="05-6000522"/>	* c. Organizational DUNS: <input type="text" value="9299565630000"/>	
d. Address:		
* Street1: <input type="text" value="255 Westminister Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Providence"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="RI: Rhode Island"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="02903-3414"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Accountability/Quality Control"/>	Division Name: <input type="text" value="Accountability/Quality Control"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Peg"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Votta"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Research Specialist"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="401-222-8412"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="margaret.votta@ride.ri.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.):

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

The Next Frontier: Expanding Rhode Island's Statewide Longitudinal Data System (SDLS) to Better Support the Needs of the Postsecondary and Workforce Community

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="4,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,000,000.00"/>

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

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

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:

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
DAVID LUTHER	Deputy Commissioner
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Elementary and Secondary Education, RI Department of	12/15/2011

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

*** APPLICANT'S ORGANIZATION**

Elementary and Secondary Education, RI Department of

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mr. * First Name: David Middle Name: v

* Last Name: Abbott Suffix:

* Title: Deputy Commissioner

* SIGNATURE: DAVID LUTHER

* DATE: 12/15/2011

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Ms. Peg [] Votta []

Address:

* Street1: 255 Westminister Street
 Street2: []
 * City: Providence
 County: []
 * State: RI: Rhode Island
 * Zip Code: 02903-3414
 * Country: USA: UNITED STATES

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

401-222-8412 []

Email Address:

margaret.votta@ride.ri.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) #: []

No Provide Assurance #, if available: []

Please attach an explanation Narrative:

[] [] [] []

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT: The Next Frontier: Expanding Rhode Island's Statewide Longitudinal Data System to Better Support the Needs of the Postsecondary and Workforce Community

The Rhode Island Department of Elementary and Secondary Education (RIDE), the Rhode Island Office of Higher Education (OHE), the Rhode Island Department of Labor and Training (DLT), the Rhode Island Higher Education Assistance Authority (RIHEAA), and The Providence Plan (ProvPlan) have partnered to pursue a Statewide Longitudinal Data System (SLDS) grant that expands upon the current efforts to create a seamless data infrastructure that supports Rhode Island as it moves forward in the implementation of a P-20W policy agenda.

In recent years, Rhode Island has made notable progress in the development of its longitudinal data system (LDS). Such outcomes include the development of a robust P-12 data warehouse that aims to align with the new Common Education Data Standards and a data-sharing agreement between RIDE and RIOHE that enables the linkage of K-12 and higher education data. Through these investments, RIDE has created a variety of data platforms such as Infoworks Live!, the Rhode Island DataHUB, WaytogoRI, and others that enable students, parents, teachers, education leaders, researchers, and policy makers to directly access the information that is valuable to their needs

Despite the progress Rhode Island has made in the development of its LDS, greater investment is needed in our capacity to link P-12 data with postsecondary and workforce data. As a result, Rhode Island has aligned its activities in this proposal with the goals associated with SLDS Priority 3. Equally important, Rhode Island seeks to implement strategies that leverage our LDS to promote data-driven decision making. Our project includes four key outcomes with deliverables that respond to the State's most pressing needs associated with our LDS. Outcomes and deliverables include:

1. *Integrate new sources of postsecondary data (adult education, career and technical education, and WLA-funded workforce development) into Rhode Island's current LDS.* Through data-sharing agreements among project partners, Rhode Island will possess the capacity to securely link P-12 data with a variety of postsecondary and workforce data sources at an individual level and share this information with a variety of stakeholders at an aggregate level to inform and guide policy and operations.
2. *Invest in the data infrastructure and technology systems within RIOHE and RIDLT so that these agencies can more fully participate in Rhode Island's LDS.* As RIDE has improved its data systems in recent years, investment in the state's postsecondary and workforce data systems has not kept pace. SLDS funds will be used to design more functional data systems within these two agencies so that they can participate in linkage efforts and build their internal capacity to analyze data interactively.
3. *Identify adult learners as a critical and priority audience in the ongoing development of data tools that are specifically designed to support student/consumer level of the LDS.* In order to meet the growing demand of the State's adult learner community, resources will be used to launch an adult education portal within WaytogoRI – the state's career and college planning website that helps students, parents, and educators explore education options and make plans to achieve education and career goals.
4. *Prioritize "users and use" of the LDS by making investments in training and ongoing technical assistance for all stakeholders, especially practitioners and researchers.* To capitalize on our expanded LDS, Rhode Island will provide all stakeholders with training and ongoing support so that they may use various data platforms to their fullest potential. Furthermore, Rhode Island will establish governance structures on data access and presentation as a way promote data-driven decision making.

As the state education agency, RIDE will serve as the fiscal agent for the grant and provide the overall project management. Key partnerships with RIOHE, RIDLT, RIHEAA, and ProvPlan are reflected in the proposal. Rhode Island seeks \$4 million for these activities over a three-year period.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

A. NEED FOR THE PROJECT

The Rhode Island Department of Elementary and Secondary Education (RIDE) has partnered with the Rhode Island Office of Higher Education (RIOHE), the Rhode Island Department of Labor and Training (RIDLT), the Rhode Island Higher Education Assistance Authority (RIHEAA), and The Providence Plan (ProvPlan) to pursue an investment of FY 2012 Statewide Longitudinal Data Systems (SLDS) resources from the U.S. Department of Education (ED).

RIDE and its partners are committed to a theory-of-change that by expanding the breadth, depth, functionality, and use of its longitudinal data system (LDS) Rhode Island will be able to improve the developmental trajectory of every student along the P-20W continuum, while promoting a culture of data-driven decision making. To achieve these outcomes, Rhode Island is committed to enhancing the level of collaboration, trust, and transparency needed to ensure that data are collected and analyzed in ways that answer critical questions facing all stakeholders: from students to policymakers.

As reflected in this application, many efforts and partnerships in Rhode Island are in place to use data to enhance instructional practice, measure the long-term success of students, increase accountability, expand reporting capacity, improve strategic thinking, and solidify the relationship between education and workforce development. Despite the progress Rhode Island has made to date in the development of its LDS, greater investment is needed in areas with regard to our capacity to link P-12, postsecondary, and workforce data (Priority 3). Equally important, resources are needed to implement strategies and partnerships that use the LDS to promote data-driven decisions.

CURRENT STATE OF RHODE ISLAND'S LONGITUDINAL DATA SYSTEM

Over the past three years, Rhode Island has made considerable progress in the development of its LDS; however, this level of advancement has not been consistent along the P-20W continuum. Our success to date is evidenced by the fact that Rhode Island's LDS includes all 12 elements in the America COMPETES Act and the fact that the State was reported to possess nine of the 10 data elements in the 2011 Data Quality Campaign's (DQC) *"10 Essential Elements of a State Longitudinal Data System"*, and seven of 10 in DQCs *"10 State Actions to Ensure Effective Data Use."*

To gain a full appreciation of Rhode Island's LDS and to set the stage for the needs and goals outlined in this proposal, it is valuable to understand the status of the individual data systems that exist within the three state agencies in this proposal (RIDE, RIOHE, and RIDLT). As presented in the following summaries, there is substantial diversity in the level of sophistication within the P-12, postsecondary, and workforce data systems - resulting in different types of investment needed.

Rhode Island Department of Elementary and Secondary Education (RIDE) - At the present time, the P-12 data system developed by RIDE has been the most resourced to date, and subsequently, is the most advanced data system in terms of completeness and linkage capacity.

In the early part of the 2000s, RIDE developed and implemented an in-house Information Services portal designed to facilitate information exchange and state reporting. These efforts were aimed at transforming a system defined by inefficient manual workflows, costly paper processes, inaccurate data, SEA/LEA system silos, and intra-RIDE system stovepipes. By modernizing and re-engineering operational and system processes, RIDE achieved positive results for LEAs and the Department itself. In short, new technology systems and operational re-engineering efforts resulted

in a foundation of cleaner information, streamlined electronic workflows, more unified instructional technology processes, improved document management capacity, and better interoperability.

Another key outcome of this modernization was the fact that RIDE could now use Web-based forms and utilities to improve program-based data collections as well as statewide and systems-output data. A core element of this system – eRIDE – helped streamline the collection process and improved the accuracy, timeliness, and utility of data that RIDE leadership could use to inform management, budget, and policy decisions in ways that support and promote student achievement.

Another key development of this modernization effort was the development of a State-Assigned Student Identifier (SASID) – a system in which a unique number is provided to currently enrolled students and allows for the ability to track and measure across time and location at the finest level of data granularity. The RIDE Information Services portal not only streamlined data management and reporting but also supported the creation of platforms that maximized the best available technology at the time. In fact, Rhode Island received national awards for *Information Works!*, the state’s first online school-accountability initiative, and the *SALT Survey* (School Accountability for Learning and Teaching) that was administered to parents, teachers, administrators and students.

At the time, the PDF formats associated with these platforms satisfied users who were grateful for the first time to be able to access information electronically. However, the advances in technology in the latter half of the decade made these platforms quickly outdated. Users soon wanted platforms that had better visualization technology, the capacity to manipulate data “on the fly”, and the ability to create reports that could be customized by educational activity, geography, or along time series.

At the same time in which RIDE data systems and corresponding platforms were becoming a bit “long in the tooth,” the agency saw its first leadership change in 17 years - with the hiring of Commissioner Deborah Gist. Since her arrival in 2009, Ms. Gist’s passion for education and her commitment to reform has transformed RIDE and every facet of the education system in the state.

Commissioner Gist’s unwavering support and commitment to Rhode Island’s LDS was immediately evident. Within her first month, the Commissioner hired an external consultant to provide a gap analysis of the current LDS. The consultant explored the data warehouse and all other RIDE data feeds, interviewed LEA technology directors, vendors, and any partners associated with RIDE’s data infrastructure. In addition, the investigation included detailed interviews with representatives from all of RIDE’s offices to determine data needs, technology gaps, and governance issues.

The consultant examined RIDE’s entire TetraData platform, including the data warehouse design, the back-end infrastructure, the ETL (Extract, Transform, Load) processes, and the software tools designed to serve the front-end applications. In evaluating RIDE’s “very sophisticated and complex platform,” the report gave the agency high marks for the system’s security infrastructure, its data-cleaning protocols, and the system’s capacity to analyze statewide assessment data and produce canned reports (its primary initial function). Paradoxically, the report was critical of deficiencies in system flexibility, ease-of-use, and effort needed for maintenance. The report also gave low marks for the system’s capacity to provide public access to information, create data feeds with third party applications and LEAs, sync with higher education databases, and integrate data from RIDE’s special education, career and technical education, finance, and adult education data systems.

The report findings and subsequent recommendations helped solidify “Developing User-Friendly Data Systems” one of the five priority goals in the RIDE 2010-2015 Strategic Plan, “Transforming

Education in Rhode Island.” In the 2+ years since Commissioner Gist’s arrival, Rhode Island has implemented new data governance models and moved ahead with modifications to its data platforms – with several more significant enhancements slated to be implemented in 2012.

By September, RIDE will have implemented its new Enterprise Data System, a significant upgrade to its infrastructure that will result in a new data rich ecosystem. Exhibit 1 on page 57 provides the new Overview of Data Flow at RIDE. Upgrade efforts will align with the data elements in Version 2 of the Common Education Data Standards (CEDS) – a development process that RIDE officials have monitored closely. The RIDE Enterprise Data System will include the launch of an updated integration layer – an Operational Data Store (ODS) - that will exist between eRIDE and an updated Data Warehouse. The ODS will consolidate all the disparate source system data together in one highly normalized database, which will provide standardization and consistency to the information. The ODS will feed the data to the data warehouse which will be structured for reporting. The data warehouse will supply data to a series of newly constructed Data Marts that will fuel several Data Platforms that support students, parents, educators, administrators, researchers, and policymakers.

The Data Platforms include an updated *Information Works LIVE!* – an interactive website that provides the public easy access to information about schools, districts, and the state as a whole. In addition, RIDE has used substantial portions of its FY 2009 SLDS grant to support the development and launch of the *Rhode Island DataHUB* and *Way To Go Rhode Island*.

The Rhode Island DataHUB (developed by ProvPlan – a local nonprofit) is a data integration and visualization system which links education, health, child welfare, and human services information at an individual level, but produces outputs at a fine aggregate level in order to preserve confidentiality. See Exhibit 2 on page 58, which provides an overview of the DataHUB architecture and design schema. As part of the Rhode Island DataHUB development in 2009, RIDE became a charter member of the Open Indicators Consortium (OIC) – a nine-member national collaborative of public and nonprofits working to improve access to more and higher quality data through the development of Weave - a high-performance open source data analysis and visualization platform.

Way To Go Rhode Island (WaytogoRI) functions as the primary student/consumer component of the LDS. Developed and maintained by the RI Higher Education Assistance Authority (RIHEAA), WaytogoRI provides interactive career and college planning tools to help students, parents, and educators explore education options, discover a wide variety of occupations, and make plans to achieve education and career goals. The site also allows students to maintain an electronic portfolio and provides them with free tools, such as SAT/ACT prep, career and college inventories, transcript tracking, and college applications to plan and prepare for their future. Note that WaytogoRI is a component of the “Student Portal” in the Data Platform section of Exhibit 1 on page 57

In addition to these platforms, RIDE is poised to launch two new major Data Platforms in conjunction with Rhode Island’s Race to the Top (RTT) work. The first is the launch of an Instructional Management System (IMS), which can be seen in Exhibit 1 under the term “IMS” in the Data Platform section. The second is the launch of the Educator Performance and Support System (EPSS), which is a component of “Accountability” in the Data Platform section. Both the IMS and EPSS platforms will be launched in 2012. The IMS will support teachers and educational leaders in their efforts to improve student success, close achievement gaps, and ensure that students are on the path towards success in college, careers, and life. When launched, the IMS will provide a systematic and ongoing combination of curriculum (including standards), instruction,

and assessment to support improvements in student achievement. Using a single, web-based platform, the IMS will provide a 360° view of each student ensuring that fully-informed and evidence-based decision making drive personalized learning and offer teachers an easy-to-use method to guide day-to-day activities, interventions, and progress monitoring. Meanwhile, the EPSS will be a central component of the state's new teacher evaluation system that will provide an easy-to-use interface to collect and manage data on all components of RIDE's educator evaluation system. In general, educators will use the EPSS to manage the evaluation process, which will include viewing formative evaluation summaries, tracking professional development progress, and managing final summative rankings. Collectively, the design, launch, and initial support of these two platforms represent a \$6.5 million investment.

Overall, the P-12 portion of Rhode Island's LDS has made strong progress in recent years and once the state's outcomes for the FY 2009 SLDS grant and the RTT grant are achieved, Rhode Island will have the type of P-12 data infrastructure needed to support the LDS. Although it is great that RIDE's systems have become the "gold standard" within the State's LDS, the reality is that these quality systems presently shine a bright light on those areas that have been underinvested in recent years – that is, postsecondary and workforce data systems and the overarching challenge to transition from simply having good data systems to applying them in ways that help educators, parents, and other stakeholders use data to inform decisions and improve outcomes.

Rhode Island Office of Higher Education (RIOHE) – RIDE and RIOHE are separated by only one floor in the State's education administration building; however, the "distance" in the overall quality of their data systems is significantly greater. It is well-known in Rhode Island education circles that the State's higher education data systems lack a level of sophistication, richness, and technical capacity when compared to Rhode Island's P-12 system. And despite the current state of the higher education data system that exists at RIOHE, an historical examination reveals that the current RIOHE data system is quite similar to how RIDE data systems existed in the mid- 2000s. In other words, there exists a data system that is functional, but lacks the necessary depth to move beyond answering the basic sets of questions associated with federal and state reporting, and as a result does not currently operate in a way that can maximize the potential of the LDS.

The current higher education data system was developed in 2006 and was designed specifically as an evaluation tool for RIOHE's strategic plan developed three years earlier. The data warehouse – rudimentary by today's standards - includes student-level information for all students at three public institutions of higher education, including demographic, scholastic, and course-taking profiles for students at all points of entry, stop-out, and exit.

Within this data system infrastructure, there are several challenges. The three public institutions of higher education in the state - the Community College of Rhode Island (CCRI), the University of Rhode Island (URI), and Rhode Island College (RIC) - all have different student information systems. Consequently, these systems make it difficult for the institutions to share data meaningfully.

The Rhode Island Office of Higher Education (RIOHE) has contracted successfully with a third party – the Drexel University Center for Labor Markets & Policy (formerly located at Northeastern University in Boston) - to function as a data repository and the data management agent. The vendor has provided valuable research and analyses; but new demands of the data require that RIOHE report and analyze more, within tighter time constraints, and for additional audiences. Though the current data repository has served RIOHE well; there is growing realization that the Office's current

data warehouse infrastructure can no longer meet the ever-increasing demands for accountability, program evaluation, and evidence of targeted supports for students.

Despite the reality that Rhode Island's current higher education data system needs to overcome several barriers to participate in a P-20W longitudinal data system, RIOHE is committed to moving forward to meet these challenges. For starters, RIOHE and RIDE have signed a mutual data-sharing agreement which creates the first-ever capacity for a two-way P-12 and higher education data exchange at the individual level. In addition to this data-sharing agreement, RIOHE recently secured resources via the College Access Challenge Grant Program (CACGP) from ED. Within the CACGP scope, there are resources to link P-12 and higher education data as a way to better understand both the pathways and barriers that determine college access, persistence, and completion.

To facilitate this type of analysis, RIOHE contracted with ProvPlan to create fine-level aggregate matching using the Rhode Island DataHUB. Three examples of the ProvPlan scope include: 1) examining the predictive relationship between state assessment results among high school students and their ability to succeed in credit-bearing college coursework; 2) the retention, completion, and grade-performance trends of students that transfer from the community college to four-year institutions, and 3) the efficacy of various student support services on college access and retention.

Overall, there exists strong internal commitment at both RIOHE and the State's public institutes of higher education to elevate their data systems in ways that improve Rhode Island's capacity to increase the numbers and proportion of students who successfully enter, persist, and ultimately complete a postsecondary degree. Furthermore, there are great public policy pressures in Rhode Island to measure the "value" of different approaches to higher education in terms of workforce outcomes and employment trajectories. To achieve these desired outcomes, RIOHE recognizes the importance of strengthening and expanding the state's LDS along the P-20W continuum and using this system to explore those essential questions that will ultimately lead to better decision making.

Rhode Island Department of Labor and Training (RIDLT) – Compared to the systems and level of collaboration that exist at RIDE and RIOHE, RIDLT can be characterized as the newest partner in the state's LDS community. While efforts to accelerate this relationship are ongoing as part of RIDE's FY 2009 SLDS grant, a great deal of work remains. As an agency, RIDLT's fundamental purpose is to provide workforce development, security, and protection to workers, employers, and citizens. The agency offers employment services and economic incentives to individuals and employers. RIDLT also enforces labor laws, prevailing wage rates, and workplace safety standards. In addition, the agency provides temporary income to unemployed and temporarily disabled workers. Given that Rhode Island's unemployment rate has been a steady top five fixture in the country for more than four years, RIDLT has faced substantial challenges and demands in helping Rhode Island's economy recover.

Within RIDLT, the Labor Market Information (LMI) Division is responsible for the collection, analysis, dissemination, and publication of information on the state labor market. The LMI Division's focus is to describe the labor area in terms of its jobs, workers, wages, industrial structure, and economic conditions. This is most often reflected in the production of monthly, quarterly, and annual reports on topics related to employment, unemployment, wages, and occupational safety. The Division's primary audiences for these static reports are job seekers, employers, planners, policy makers, economists, news media, and government officials. The LMI Division also collaborates

with RIDLT program staff to provide individual-level data on workforce development programs that are reported to the U.S. Dept. of Labor in conjunction with the Workforce Investment Act.

Given the limited scope of its responsibilities, the current workforce data system within RIDLT can be characterized as adequate. The agency has the capacity to produce the static data needed for its compliance reports. Nevertheless, the RIDLT workforce system is in no way as sophisticated as Rhode Island's P-12 education data system and - due in part to laws governing privacy - is the least integrated into the Rhode Island LDS. One explanation as to why workforce data systems are far behind education systems - in Rhode Island and throughout the country - can be found in a correlation between recent federal policymaking and ongoing LDS development.

In many ways, the pace in which education data systems have developed in this country can be linked to the numerous changes in federal education policy over the past decade. Since 2002, there have been no less than six pieces of legislation that have produced substantial changes in education data systems. Such examples include the No Child Left Behind Act (2001), the Education Sciences Reform Act (2002), the Individuals with Disabilities Education Improvement Act (2007), the America COMPETES Act (2007), the reauthorization of the Higher Education Act (2008), and the American Recovery and Reinvestment Act (2009), which produced Race to the Top. In addition, hundreds of millions of dollars have been dedicated to establishing LDS systems in most states.

Comparatively speaking, the last significant piece of federal legislation in the areas of workforce and labor that impacted workforce data systems was the Workforce Investment Act (WIA) of 1998. While efforts to reauthorize WIA have more or less stalled for the past seven years, DOL is beginning to make small, but important, steps to have states modernize their workforce data systems. Overall, these efforts toward modernization are in response to the ongoing efforts to expand the functionality of LDSs from postsecondary education to workforce.

In 2010, DOL launched the Workforce Data Quality Initiative (WDQI) grant program, which enables "state workforce agencies to develop and implement statewide longitudinal workforce data systems that track individual-level data across a range of employment, training, and postsecondary education programs to help policymakers assess the effectiveness of those programs and improve service delivery options." One of the primary goals of WDQI - the enabling of workforce data to be matched to education data with the goal of tracking individual records from pre-kindergarten through postsecondary and into the workforce system - is an encouraging sign that DOL recognizes that states will need to make significant investments in workforce development systems in order to realize the goal of P-20W systems. Unfortunately, the total amount of funds under the 2010 WDQI grant was only \$12.2 million - slightly less than the average ARRA SLDS grant award made in 2010.

RIDLT responded to the WDQI program with the hope that resources could be dedicated toward improving their data systems. The State was not successful with its application, but has committed to apply again when the next program solicitation is released in early 2012. Furthermore, RIDLT is carefully monitoring the pending release of the Workforce Innovation Fund - a new grant competition to be jointly administered by DOL and ED that will provide competitive grants to states that promote "bold system reforms that will deliver better employment and education results." The fund will award competitive grants to state workforce agencies, and although the guidance has not yet been released, RIDLT is hopeful that data system enhancements will be a focus area. Overall, RIDLT finds itself in a similar position to RIOHE. Its data systems are functionally sufficient for the data demands that existed several years ago. However, the lack of investment to

modernize these systems means that these data systems lack the types of technology that could make them stronger contributors toward Rhode Island's LDS, and of course, greater beneficiaries of the data-driven decisions that will emerge. Fortunately, there is strong political will within the leadership structures at RIDLT, RIOHE and RIDE to overcome their respective data system barriers, and this application for SLDS resources represents our state's most coordinated effort to make this happen.

PRIORITY 3: GOALS AND NEEDS FOR RHODE ISLAND'S LDS

Collectively, RIDE, RIOHE, and RIDLT share a commitment to promoting a user-friendly LDS that not only connects disparate data in ways that will answer sophisticated policy and operational questions, but one that is greatly accessible to meet the needs of multiple stakeholders. This shared commitment is reflected in the Statement of Agreement for this project (see pages 61-67).

In developing this application, RIDE, RIOHE, and RIDLT have reached a consensus regarding the most pressing needs for improvement to the State's LDS – an agreement that puts Rhode Island squarely within the topics associated with Priority 3 (the improved coordination of data from various postsecondary institutions and systems and State workforce agencies in connection to the State's P-12 data system). Listed below is a status report of how Rhode Island's LDS currently fares in the areas of governance and policy requirements, technical requirements, and data use requirements.

GOVERNANCE AND POLICY REQUIREMENTS

Need and Uses. *A successful data system should address the State's key postsecondary education and workforce development policy questions. The system should provide data and data-use tools that can be used in education decision-making at multiple levels, including the state, system, institutional, and student/consumer level.*

Through the execution of several data-sharing agreements and the development of several new data platforms over the past 2-3 years, Rhode Island's LDS is making substantial progress in beginning to address specific policy questions. Tools such as the DataHUB are helping state agencies, institutions, and researchers use and understand data more effectively. To date, this work has focused on policy questions within the K-12 system (e.g., understanding factors affecting attendance at the elementary school level) and between the K-12 and higher education systems (e.g., examining the relationship between state assessment results among high school students and their ability to succeed in credit-bearing college coursework). While the State is eager to continue these types of analyses, there is an equal level of desire, interest, and commitment to expand this work to integrate adult education, career and technical education (CTE), and workforce development data into the LDS – and of course, making that transformation from interesting data findings to real policy changes.

Among LDS development efforts at the student/consumer level, Rhode Island is very pleased with the progress that WaytogoRI has made to date. WaytogoRI has worked in partnership with RIDE and RIOHE to design the state's first universal electronic transcript. All RI public school students will use this portal to send their transcripts to any institution across the country. With 126,000 students already using the tool to explore education options and make plans to achieve education and career goals, Rhode Island recognizes the need for and value of extending this platform to the 150,000 adult learners in our state who are desperate for online resources to help them.

Governance. *A successful data system includes a clearly-articulated governance structure consisting of representatives from key postsecondary and/or workforce organizations, including postsecondary institutions themselves, adult education providers, CTE programs, and grantees of the U.S. Department of Labor Workforce*

Data Quality Initiative program, if applicable. The governance structure must have clearly-defined roles and responsibilities to manage the collection, maintenance, and sharing of postsecondary and/or workforce data with the K-12 State educational agency, and the use of those data. Particularly when expanding the data capacity in existing postsecondary and/or workforce data systems to include other educational data, an LDS must identify the entities responsible for the operation of the data system and should include a common understanding of data ownership, data management, and confidentiality and access, as well as the means to resolve differences among partners.

During the start-up phase of Rhode Island's LDS, the Statewide PK-16 Council – chaired by then Governor Carcieri - served as the primary governance and advisory structure. This Council played a key role in shaping the goals, objectives, and design protocols associated with the initial SLDS. The membership of the PK-16 Council was well crafted and included representatives throughout the education and workforce systems. The PK-16 Council's effectiveness was profiled in the National Center for Public Policy and Higher Education Report "States, Schools, and Colleges: Policies to Improve Readiness for College and Strengthen Coordination Between Schools and Colleges."

With the temporary cessation of the Statewide PK-16 Council due to a change in gubernatorial administration in 2011, Rhode Island is currently without a similar governance structure. Fortunately, the vast majority of institutional knowledge, strategic thinking, and operational capacity associated with the former PK-16 Council is still available and accessible. This is due to the fact the former PK-16 Council staff person – Ms. Janet Durfee-Hidalgo – was appointed in early 2011 to serve as the Director of PK-20 Affairs in the Rhode Island Office of Higher Education.

Recognizing the critical link between an effective LDS and an effective data governance structure, Governor Chafee is slated to create the Rhode Island P-20W Council – an action that will likely occur before this project starts. The creation of such a governance entity was outlined as part of a series of recommendations put forth by Director Richard Licht (RI Department of Administration) in his October 2011 report to the Rhode Island General Assembly on the "Organizational Structure, Staff Support and Resource Allocation of Higher Education in Rhode Island."

In the interim, Rhode Island continues to make progress. RIDE and RIOHE recently executed a data-sharing agreement linking P-12 and higher education data, and the Steering Committee for Rhode Island's 2010 College Access Challenge Grant Program is functioning as an ad-hoc SLDS Work Group. The Work Group membership (see list on page 68) represents a cross-section of agencies, postsecondary institutions, non-profit organizations and others in the state that are committed to working together to promote the development and implementation of a robust P-20W longitudinal data system. It is expected that this ad-hoc SLDS Work Group will provide temporary governance over this project until a P-20W Council is convened. At that time, governance will transfer accordingly, with most of the current ad-hoc Work Group members remaining involved either with direct council or sub-committee membership. When this new Council is convened, data governance issues within the context of an expanding LDS in Rhode Island will become one of the immediate and focal priorities for the group as noted in the recommendation text on page 70.

Institutional Support: *A successful data system requires institutional support from relevant stakeholders within and outside the State postsecondary education governing organization or agency and State workforce agencies. The support must include authorization to develop and implement connections across the K-12 SLDS and postsecondary and workforce systems as well as the commitment of necessary staff and other resources, including institutional support from the agency providing a State WDQI grant, if applicable.*

Recognizing the important role that institutional entities must play in the design and operation of an LDS, RIOHE has been leading the State's efforts to promote greater integration of the state's public institutes of higher education into the LDS conversations. The focus on these three entities (CCRI, URI, and RIC) makes sense given that 85% of the state's higher education students attend these three institutions. Rhode Island is also committed to understanding the outcomes associated with its K-12 students who attend institutes of higher education outside of the state. Data for understanding this cohort come via an arrangement with the National Student Clearinghouse (NSC).

Through the State's College Access Challenge Grant, RIOHE, RIDE and ProvPlan recently began convening a Longitudinal Data Analysis (LDA) Subcommittee of the Steering Committee that consists of institutional researchers at these three schools. The primary agenda for this work group is to develop greater synergies in how the three institutions can improve data-sharing and utilization practices through ongoing collaboration in the areas of data dictionary design, mutual data dimension logic, and business rules associated with their database structures. Like many public colleges and universities, issues of remedial education needs, persistence, retention, and completion often dominate the discussions about future policy and practice. These entities are committed to using data within the LDS infrastructure to better understand their institutions.

By building greater collaboration among RIOHE and these three public institutions, Rhode Island is building momentum about governance and policy issues with respect to its LDS. At this point, RIDLT has only been minimally involved; however, as reflected in letters of support in Appendix B (pages 71-100) and our Statement of Agreement (pages 61-67), greater institutional support along the entire P-20W continuum will occur – especially with the addition of new strands of postsecondary data such as adult education, CTE, apprenticeship, and WIA-funded workforce data.

Sustainability. *Following implementation, a successful data system requires ongoing support from the institutions and agencies that are a part of it. At a minimum, the system requires ongoing commitment of staff and other resources for system maintenance, quality control, and user training.*

Rhode Island understands that a central component to building a successful LDS is to ensure that resources continue to be available to provide ongoing support and maintenance. As outlined in the leveraged resources section of our budget, the three state agency partners are committed to investing the time and resources for maintenance, quality control, training, and developing new efficiencies.

As the largest contributor to the LDS, RIDE has succeeded in making the case to our General Assembly for a state appropriation (\$75,000) to support its data warehouse and LDS activities. While such a state-level commitment does not yet exist with RIOHE and RIDLT, a key outcome of this project is to make the case for such an investment. RIDE staff commitment to the LDS is strong and is dispersed cross-office. This commitment will remain long after this grant is complete. In terms of the LDS work completed by other partners such as ProvPlan, RIHEAA, and the Adult Education Professional Development Center, each is committed to working with local foundations to continue this work. The United Way of Rhode Island and the Rhode Island Foundation have included letters of support with this application – letters based on their past support for the efforts and ideas presented in this application (pages 90-91). Despite this progress, a great deal of work is still needed to engage other private-sector funders such as the Nellie Mae Educational Foundation – a previous supporter of the State's RTT development effort and a major investor in research projects that focus on student-centered learning approaches and other LDS-related issues.

TECHNICAL REQUIREMENTS

Privacy Protection and Data Accessibility. *An SLDS must ensure the confidentiality of individual data, consistent with the requirements of the Family Education Rights and Privacy Act (FERPA) and other State laws or regulations concerning the confidentiality of individual records. The system should also include public documentation that clearly articulates what data will be accessible, to which users, and for what purposes.*

Ensuring data privacy protection has and will continue to remain an absolute priority and focus area within the ongoing development of the State's LDS. As reflected in the attached Statement of Agreement, each entity in this project has pledged to follow all applicable confidentiality laws including but not limited to the Family Education Rights and Privacy Act (FERPA) and the Rhode Island Educational Right to Privacy Act. In addition, partners will continue to apply the latest principles and guidelines recommended by the National Institute of Standards and Technology via their "Guide to Protecting the Confidentiality of Personally Identifiable Information (PII)."

As outlined in the Staffing Plan, RIDE Deputy Commissioner and General Counsel David Abbott, will play an important role in this project and his expertise and years of direct involvement with FERPA will help guide the ongoing application of privacy protection regulations within the development of Rhode Island's LDS.

With regard to this particular element, there are two areas of substantial need. The first is to develop a common understanding of Rhode Island laws that govern the use of wage and unemployment information for LDS analysis and policy research activities. The second is the need for the new P-20W Council to develop public documents that articulate data governance rules and protocols and in particular how confidential data will be accessible to which users and for what purposes.

Data Quality. *A successful data system must ensure the integrity, security, and quality of data. It should include a plan for training those entering/using the data and procedures for monitoring the accuracy of information.*

In order to achieve the data-driven decision making outcomes that are the goal of Rhode Island's LDS, policymakers, practitioners, and the public at-large need to have the fullest confidence in the accuracy of data that is being used to formulate recommendations and action plans. While each of the agencies that collect data for the LDS implement rigorous collection and quality assurance protocols, the multitude levels at which data are collected means that training in the areas of data entry and data interpretation is an ongoing need. As a result, it is and will remain a priority.

In terms of data security, Rhode Island has a strong track record of implementing high security protocols to both safeguard data and ensure its uninterrupted access. Within state government, the Division of Information Technology with the Department of Administration oversees all data security and accessibility protocols, while the State has been consistent users of external IT security firms to assess its systems and those of its non-governmental partners such as ProvPlan. Much like ensuring data quality, focusing on data integrity and cybersecurity will remain an ongoing need. Despite its small size, Rhode Island has been significantly involved in the issues of cybersecurity - from both a policy and workforce development perspective. As a result, our ongoing LDS efforts will seek to leverage the local expertise that exists within institutes of higher education and industry.

Interoperability. *The system should use a common set of data elements with common data standards to allow interoperability and comparability of data among programs such as the Common Education Data Standards (<http://nces.ed.gov/programs/ceds/>), as available and applicable. Other examples include the IPEDS data definitions, when applicable, the national/Federal coding systems, when applicable, such as Classification of*

Instructional Programs (CIP) and Standard Occupational Classification (SOC) codes. At a minimum, any postsecondary data system(s) and/or workforce data system(s) developed under this grant must be linked to the State's K-12 SLDS, with a mechanism established for ongoing data exchange.

Rhode Island will continue to focus on the issue of system interoperability, especially as the LDS continues its rapid expansion in terms of partners and data feeds. To facilitate this growth, the State of Rhode Island is committed to using the most current and robust data standards available.

As indicated above, RIDE is in the process of developing its new Enterprise Data System. In doing so, the agency is committed to ensuring that this system is compatible with Version 2 of the Common Education Data Standards (CEDS) and will monitor subsequent versions of CEDS that are developed in the coming years to ensure that the Enterprise System aligns to the new standards.

As outlined in the Project Deliverables sections, upgrades to the data infrastructure with RIOHE are a major need with respect to the ongoing development and maturation of the LDS. In implementing these upgrades, RIOHE is committed to making sure that it takes the necessary steps to continue using the Integrated Postsecondary Education Data System (IPEDS) as well as adopting CEDS. Definitions and code sets for the postsecondary items included in CEDS have been synchronized with the IPEDS glossary, which will support this activity. As reflected in the attached Statement of Partnership, RIDE is committed to sharing ideas, resources, and hardware (as appropriate) to help RIOHE make this transition to CEDS.

The existing mechanisms and strategies of integrating workforce data into Rhode Island's LDS are currently not as well defined as those for K-12 and higher education data. Although Version 2 of CEDS speaks to the ongoing need to integrate workforce elements into the structure, and there are expectations that future versions will do this, a review of the current 645 CEDS tables confirms its intent to support education data systems first and foremost. At this point, there are few CEDS elements that actually address workforce factors. As a result, Rhode Island is committed to establishing a customized system to integrate workforce data into the LDS to facilitate ongoing data exchange. In doing so, Rhode Island will seek to use the occupational taxonomy from the Standard Occupations Classification (SOC) and the more current Occupational Information Network (O*NET) systems that RIDLT is currently using as part of their data management systems. Rhode Island will also monitor activities within other states and at the national level as workforce information becomes a much more integrated component into longitudinal data systems.

Enterprise-wide Architecture. *A successful SLDS includes an enterprise-wide data architecture that links records across information systems and data elements across time and allows for longitudinal analysis. The architecture should include at a minimum a system for assigning unique student identifiers, a data dictionary, a data model, and business rules. The system must make data dictionaries publicly available.*

Rhode Island is committed to making sure that its LDS contains the architecture that can support and link a multitude of records at a temporal and cross-agency scale. To achieve this, Rhode Island has implemented a State-Assigned Student Identifier (SASID) – a system in which a unique number is provided to currently enrolled students and allows for the ability to track and measure across time and location. SASID data date back to 2004, which makes longitudinal data analysis for individuals prior to that time period more difficult, but certainly possible through the use of deterministic and probabilistic algorithm matching techniques that are currently in use.

In addition to having robust identifier systems, Rhode Island is committed to having a systematized P-20W data dictionary that is both universal and publicly available. At this point, state agencies and institutions of higher education that feed the LDS have slightly different data dictionaries, a current obstacle that the use of CEDS will help alleviate. Rhode Island has a good track record of amending its systems to promote standardization. Four examples of this work include the development of the eTranscript, the creation of Course Coding, the design of the Uniform Chart of Accounts, and the State's participation the Office of Special Education Programs indicator development project.

As part of the FY 2009 SLDS grant, RIDE, RIOHE and RIHEAA partnered to deliver a universal eTranscript. The transcript incorporated conversations with deans, admissions officers, guidance counselors, and principals about the content of this document. Together these agencies worked with practitioners across the state to develop and adopt one, universal transcript for secondary students that contains common course codes and data agreed upon by both the K-12 and post-secondary community. RIDE is working with WaytogoRI to develop an extract solution for our data warehouse so that transcript data pulled from our system can feed the eTranscript on demand.

In terms of course coding, RIDE has completed an alignment and classification of all secondary Science, Math, English Language Arts and History courses to the National Center for Education Statistics' School Codes for Exchange of Data standards. The revised course codes have been uploaded into a web-based, RIDE-developed course mapping tool that allows districts to bring the aligned course data into their student information systems. RIDE now has the capacity to perform transcript analysis that matters, in that course levels and rigor will be - for the first time - equivalent across all schools and districts. The course coding tool will be available to all LEAs in January 2012.

A third and fourth set of examples include RIDE's recent implementation of its Uniform Chart of Accounts (UCOA). This is a nationally recognized model that has aligned the finance and accounting mechanisms of every LEA in the state, thereby enabling greater possibilities of comparative and longitudinal analysis. Also, Rhode Island is one of the ten states selected to participate in receipt of Intensive Technical Assistance and Consultation by the National Post School Outcomes with has a significant focus on the percent of youth who are no longer in secondary school, had Individualized Education Plans (IEPs) in effect at the time they left school.

Having a strong enterprise-wide architecture within the LDS also means having consistent data models and business rules. Among LDS partners, RIDE is leading this effort through the design of systems that maximize the use of an Operational Data Store (ODS) that can integrate data from multiple sources, return data to operational systems for further operations work, and then advance it to the data warehouse for reporting and subsequent data marts and platforms for analysis (see Exhibit 1 on page 57 for how RIDE is achieving this type of architecture). Within the scope of this project, RIOHE and RIDLT will each design and implement a similar and congruent architecture.

DATA USE REQUIREMENTS

Secure Access to Useful Data for Stakeholder Groups. *Appropriate and secure access to data must be provided to key stakeholder groups including policymakers, program staff from the state level agencies that have the responsibility for postsecondary and/or workforce programs, institution-level staff, and external researchers. Access must be balanced with the need to protect privacy and confidentiality consistent with privacy protection laws.*

The various state agencies whose data make up the LDS currently maintain appropriate and secure access to their data for internal staff and external stakeholder groups. The result is a functional, yet

disparate system of rules and guidelines that protect privacy and confidentiality consistent with protection laws. However, as the LDS continues to advance both in its diversity of data and the timeframe in which the system is seeking to cover, there is a demonstrated need for a more coordinated data layer cloud architecture.

As outlined in Exhibit 3 on page 59, the system that RIDE is developing consists of four layers. These include a *Public Layer* that gives the public access via the internet to various types of information, such as one-stop-access to anonymous aggregate education information and predefined aggregate reports for research and evaluation purposes. The second layer – *the Analytical Layer* – will provide secure and authorized access to information that can be manipulated in a highly efficient manner using powerful Online Analytical Processing (OLAP) tools. The OLAP structure will increase speed of queries that formerly could take hours to complete in a normalized database environment. For the deeper “drill-down” and/or “drill through” layers, the system will use the *Transactional Layer*, which includes detailed student information, as well as *the Confidential Layer* of student information that is marked as “private and confidential”. Within the latter, the highest level of security protocols will be in place to protect this information and to insure its appropriate usage.

Data Use Deliverables. *The system must include deliverables to meet end-user needs (to inform decision-making and evaluate policies and programs) such as reporting and analysis tools. Design of these deliverables must be informed by early and sustained engagement of representatives from user groups to ensure the system will meet their information needs and continuously improve to meet evolving needs. Information must range along the P-20W continuum and include K-12 Feedback, Postsecondary Feedback, and Consumer Information.*

As reflected throughout this application (narrative, Statement of Agreement, and letters of support), RIDE and RIOHE have worked independently as well as collaboratively to support the ongoing development of the Rhode Island LDS. This joint commitment to building the capacity of the LDS has elevated the partnership in education in ways that have never existed before. In particular, such levels of collaboration have led to joint support of the RI DataHUB as the primary vehicle to support data analysis efforts that will provide feedback reports to K-12 and within higher education.

As of the end of 2011, much of the groundwork has been laid to develop these feedback mechanisms and it will be during the first six months of 2012 where the actual linking and subsequent analysis will begin to answer the essential questions that Rhode Island has asked about the functionality, performance, and inter-connectivity of the State’s K-12 and higher education systems. From there, Rhode Island is committed to advancing an agenda of “users and use” of the LDS (as articulated in Outcome #4). To achieve the goal of having informed stakeholders at every level of education, each of these agencies is committed to making sure that valuable information does not remain within the state agency infrastructure, but rather is distributed widely to LEAs, schools, institutes of higher education, and adult education and CTE programs. As these relationships continue to mature, greater levels of partnership with RIDLT and workforce programs will represent the next set of focused needs.

In addition to the strong capacity to produce actionable strategies through P-12 and postsecondary linkage and feedback, Rhode Island has taken seriously the desire and expectation to develop an LDS that engages students and parents as stakeholders. This commitment is best reflected in the progress that the State has made in the development of consumer information portals such as the website WaytogoRI.org. Developed and maintained by the RI Higher Education Assistance Authority (RIHEAA), WaytogoRI provides interactive career and college planning tools to help

students, parents, and educators explore education options, discover a wide variety of occupations, and make plans to achieve education and career goals. The site also allows students to maintain an electronic portfolio and provides them with free tools, career and college inventories, transcript tracking, and college applications to plan and prepare for their future.

Training on Use of Data Tools and Products. *The system should include a professional development program to prepare end-users to effectively use the data use products.*

Rhode Island has already demonstrated a strong commitment to train LDS end users in several of its data platforms - with more activities slated to occur in conjunction with this proposal. There are several elements within the LDS in which ongoing training and technical support for end users represents a major need. These include the new RIDE data infrastructure system, the Rhode Island DataHUB, WaytogoRI, RIDE's new Instructional Management System (IMS), and RIDE's new Educator Performance and Support System (EPSS)

Over the past year, 250+ individuals have participated in hands-on trainings for the DataHUB and more trainings are expected to occur in the first half of 2012 as part of the FY 2009 SLDS project and the CACG project. Since September, RIHEAA has provided presentations and trainings on WaytogoRI to 10,000+ students, parents, educators, and others through college fairs, in-school presentations, principal meetings, and sessions with school faculty and military recruiters.

Meanwhile, RIDE has developed an extensive training schedule in 2012 as educators throughout Rhode Island become users of the IMS and the EPSS. These trainings – in conjunction with the State's RTT work – will focus on using data to improve instruction and provide appropriate interventions, incorporate data analysis into decision-making on a daily basis both independently and collaboratively, and both aggregated and disaggregated data appropriately for analyzing academic achievement at a student, classroom, school, district, and state level. Given the diversity of training formats that RIDE will use as part of its RTT work – lecture-style, webinars, WebEx, videos, virtual office hours, etc., our LDS project will greatly monitor the evaluation reports received in determining the most effective and appropriate approaches to provide training on data tools. As outlined in Project Deliverables Outcome #4, training and ongoing technical assistance on LDS platforms to the multitude of stakeholders represents a major deliverable for our project.

Professional Development on Data Use. *The system should include a professional development program to help end-users effectively interpret/apply the data to inform decision-making and improve practices.*

Presently, Rhode Island does not possess a professional development program on data use as part of the certification or licensure process, but the State is committed to the development of such an effort. And, like many states, Rhode Island has yet to make adequate process in helping LDS end users make the transition from analysis to data-driven decision-making and improved operations. Such a system has not been developed due to the current focus on the actual design and launch of the LDS – a reality noted as a particular call-for-action by the Data Quality Campaign. As articulated in the Statement of Agreement, participating entities in this proposal have a shared agenda to develop such a professional development and support system that leverages the use of the LDS to answer essential questions to a point where it can be a major contributor to policy making, operational enhancements, and decisions about resources. Outcome #4 of our proposal outlines the State's vision to provide training and ongoing technical assistance to all stakeholder groups so that they can effectively use the various data platforms within the LDS for this purpose.

Evaluation of Data Products, Training, and Professional Development. *The system should include a process for evaluating the effectiveness of the data use deliverables, training and professional development programs.*

Given the incremental progress that Rhode Island has made in training end users and the lack of systems that currently exist to provide professional development to promote data driven decision-making, the State presently does not have a process for evaluating the effectiveness of such activities relative to its data platforms. Developing such an evaluation process is a component of Outcome #4, which will prioritize building the capacity of “users and use” of the LDS.

Partnerships with Research Community. *The State must have a policy in place for the processing of requests for data for research purposes and for communicating the scope of data available for analysis. The State should establish partnerships with internal and/or external research groups to assist in answering questions that can inform policy and practice. The State should and actively disseminate research and analysis findings to the public while ensuring confidentiality of individual student data.*

Recognizing the important role that the research community must play in the design and operation of an LDS, Rhode Island has created the Longitudinal Data Analyses (LDA) Work Group as part of the CACG program. Established in 2010, the LDA Work Group is a broad and established group of social scientists and policy researchers across the state. The Work Group grew out of the Rhode Island Urban Education Task Force (2009) to pursue a statewide research agenda in the service of effective education programs, policy and practice. Examples of completed analyses by the LDA Work Group to date include student-level mobility studies in our urban districts and analyses of RIDE’s persistently lowest-achieving schools. These analyses have informed the development of LEA improvement plans. The LDA Work Group’s current set of activities— funded through the College Access Challenge Grant - is to develop a model for predicting post-high school outcomes using the power of the LDS.

Despite the foundation, function, and momentum that already exists within the Work Group, there remains a demonstrated need to expand the focus, scope, and membership of the group toward the issues associated with adult education, postsecondary career and technical education, and workforce development – areas where the group is admittedly not as strong as they are in PK-16 education. The expansion of the group, including greater involvement of institutional researchers from the State’s three public institutes of higher education, will be a key priority for the Work Group.

Sustainability Plan. *The system must include a plan for sustaining the deliverables/training beyond the grant.*

As outlined above, the proposed scope to conduct an evaluation of LDS training, professional development, and data products within Project Deliverables Outcome #4 will also include efforts to identify methods and strategies to sustain the deliverables and training beyond the SLDS grant. While action toward filling this need has not really begun in earnest, Rhode Island is certainly thinking about methods and systems to sustain these activities through the leveraging of private foundation resources that will potentially see Rhode Island as a national model. Two sustainability strategies are currently under consideration: resources through the Annie E. Casey Foundation and partnerships through the National Neighborhoods Indicator Partnership (NNIP).

Rhode Island, and the capital city of Providence in particular, has had a 10-year relationship with the Casey Foundation via the Making Connections initiative, and we are currently a finalist (down to the last two) for the Foundation’s new multi-year Evidence-to-Success initiative. This purpose of this project is to deploy the use of evidence-based practices and approaches in the areas of child welfare

and human services to improve the social, educational, and economic outcomes for young children living in distressed communities. As part of the application and review process, Casey Foundation leadership has seen the DataHUB and other LDS platforms in action and these applications have had a large role in Rhode Island's case for funding. A decision regarding funding will occur in early 2012.

The secondary sustainability strategy that Rhode Island will pursue is through the Urban Institute and the NNIP. Rhode Island will host the annual NNIP meeting in September 2012 – an important event in which three dozen cities will present current models of democratizing data and promoting data-driven decision making. National funders are a major audience at the conference and as the conference host, our State will gain access to a variety of audiences and the opportunity to begin to lay the ground work for sustaining LDS efforts and implementation activities.

B. PROJECT DELIVERABLES FOR SYSTEM REQUIREMENTS & IMPLEMENTATION

As outlined through the need section, RIDE, RIOHE, and RIDLT have worked to identify the most pressing needs for improvement to Rhode Island's LDS – an agreement that lends itself directly to Priority 3 (the improved coordination of data from various postsecondary institutions and systems and State workforce agencies in connection to the State's P-12 data system). Collectively, Rhode Island has identified four project outcomes and corresponding deliverables that respond to the most pressing needs associated with our LDS. In designing these outcomes, RIDE has made sure to them with the Governance and Policy, Technical, and Data Use Requirements discussed and analyzed in the previous section. Overall, our four outcomes are summarized as follows:

- 1. Integrate new sources of postsecondary data (adult education, career and technical education, and WIA-funded workforce development) into Rhode Island's current LDS.**
- 2. Invest in the data infrastructure and technology systems within RIOHE and RIDLT so that these agencies can more fully participate in Rhode Island's LDS.**
- 3. Identify adult learners as a critical and priority audience in the ongoing development of data tools that are specifically developed to support student/consumer level of the LDS.**
- 4. Prioritize "users and use" of the LDS by making investments in training and ongoing technical assistance for all stakeholders, especially practitioners and researchers.**

The remaining portion of this section consists of an overview of our outcomes, including evidence that the failure to address these needs will undermine our State's ability to create, use, and sustain an LDS that it is actionable, contextual, longitudinal, and interoperable. While guiding the future and ongoing governance of the State's P-20W agenda will also be an outcome associated with our project, this issue is more fully addressed in the section: Project Management and Governance Plan.

OUTCOME 1: Integrate new postsecondary data (adult education, career and technical education, and WIA-funded workforce development) into Rhode Island's current LDS.

As highlighted in our Need for Project section, much of Rhode Island's efforts to develop its LDS to date have focused on promoting linkages and systems between the K-12 and higher education data systems. While these linkages will continue to evolve, Rhode Island recognizes the importance of expanding the scope of the LDS now to include other postsecondary data streams such as adult education, career and technical education (CTE), and workforce development program data.

In reality, this population of adult learners represents the single largest missing component in the State's LDS. Each year, an estimated 11,000 Rhode Islanders participate in adult education classes, postsecondary CTE programs, and WIA-funded workforce development trainings – a number that closely mirrors the number of in-state students at the University of Rhode Island (the state's largest 4-year institute of higher education). Despite these participation levels and the fact that a majority of participants in these programs are native-born Rhode Islanders who can be linked to their K-12 student records, Rhode Island has not yet attempted to integrate this data.

Having a greater understanding of the pre and post education and employment outcomes associated with residents participating in adult education, CTE, and WIA-funded workforce development programs will strengthen the State's capacity in numerous areas. These include the capacity to examine the efficiency of adult education and workforce program operations, the ability to develop and evaluate new models of program service that leverage technology-based learning approaches, and the opportunity to make meaningful policy and operational changes – based on established predictive factors – that will seek to improve the education and employment trajectories of residents.

In terms of current governance, RIDE has jurisdiction over the 36 publicly-funded adult education and the 18 occupational-oriented CTE programs in the State via its Office of Multiple Pathways, while RIDLT oversees 123 WIA workforce development programs via the Rhode Island Governor's Workforce Board (which officially functions as the state's Workforce Investment Board). Presently, the adult education (which includes GED), CTE, and workforce development programs all maintain their own data systems. The information gathered in these programs can be defined as operating within the "data systems of the past" in that data are collected to satisfy compliance and reporting requirements that typically flow in one direction – up. In recent years, RIDE and RIDLT have piloted small data exchanges among participants in these systems, but there has not been a comprehensive effort to bring these data sources into the LDS.

With the availability of new resources, Rhode Island will integrate these sources of postsecondary data into the LDS. This *Benchmark* deliverable will occur through a multi-step process in which both RIDE and RIDLT will make these data accessible to the LDS via the Rhode Island DataHUB. Such an outcome will create numerous opportunities for analysis and research that will benefit LDS stakeholders at multiple levels: students, parents, educators, administrators, service providers, and policy makers. Conversely, without such an investment, Rhode Island will continue to be "data-rich and insight poor" about one of the largest cohort of learners within the P-20W framework.

The process for introducing new datasets into the DataHUB has evolved over the past three years. During that time, ProvPlan has worked to integrate individual-level record data from several state agencies including: K-12 education data from RIDE, higher education data from RIOHE; public health data from the RI Department of Health, and child welfare data from the RI Department of Children, Youth, and Families. In the next six months, Medicaid data from RI Department of the Human Services and corrections data (incarceration/parole/probation) from the RI Department of Corrections will also be integrated into the DataHUB. ProvPlan has also had discussions with the RI Family Court regarding the addition of juvenile justice data to the DataHUB and the RI Department of Behavioral Health, Developmental Disabilities, and Hospitals regarding behavioral health data. In all of these instances, state agencies either have and/or will recognize ProvPlan as an authorized representative as it relates to specific federal and state regulation regarding data sharing for research.

As part of Outcome #1, ProvPlan will partner with RIDE to facilitate the data integration process of adult education/CTE data and RIDLT to manage a similar process with workforce development data. The first step of integrating these strands of data into the LDS will include ProvPlan amending its data-sharing agreement with RIDE and executing a new agreement with RIDLT.

While the work with each agency will differ slightly, the process will follow a scripted protocol that includes data preparation, data linkage, indicator development, and data story development – the latter being a popular format for a broad range of stakeholders that enables end users to interact directly with the data. In addition to the narrative below, Exhibit 2 on page 58 provides a diagram of the data integration procedures into the Rhode Island DataHUB.

Data preparation activities for each of these datasets begins with a series of meetings with agency staff to gain an understanding of the data: history, regulations, and other attributes that exist. Once the data have been transferred to ProvPlan using a mutually agreed upon secure method, ProvPlan will conduct an analysis of the data which involves a full examination of the data to assess validity, accuracy, completeness, consistency, and uniqueness. From there, ProvPlan will identify necessary data cleaning steps and complete a full documentation of data elements – a process that includes a review of business logic and historical changes to data.

After the data profiling is complete, ProvPlan will attempt to re-create data from published reports both as a method to understand the data and a measure of quality control to confirm correct transfer. After this process, ProvPlan will then move ahead with systematizing the data (cleaning, value-added fields, etc.) in preparation for importing the data into the DataHUB itself.

As the data are prepped for linkage activities, ProvPlan will begin a process to design and code the data table schema. As part of this process, ProvPlan will ensure that all relevant CEDS elements are included in the process as well as tables and data elements that are specific to more localized needs. This process will also focus on efforts to enhance the load process which will simplify the design of queries and reduce indicator computational demands. ProvPlan will produce a series of “dummy data” for this function so that programmers do not have access to any original data. Concurrent to the data model design process, ProvPlan will conduct a series of algorithm tests – adjusting the weights and thresholds of variables – to improve matching efforts.

After these steps are complete, ProvPlan will perform a series of linkage and matching activities. Similar to past data integration efforts, ProvPlan will use a combined deterministic and probabilistic matching protocol. The deterministic pass will primarily rely on name, date of birth, and SASID (if the latter is applicable). After the deterministic match of individuals is complete, an initial list of orphans (not matched names) will be generated. From there, ProvPlan will use probabilistic matching techniques to improve the overall match percentage. These techniques will include a double metaphone converter mechanism (i.e., a phonetic algorithm) to account for common spelling disparities, calculation of frequencies of each value found in the match population for each data field included in the pass, an adjustment to agreement and disagreement weights applied to each data field, and the blocking of certain elements to improve computational speed and efficiency. When all of these steps are complete, ProvPlan will conduct a series of data validation steps, followed by a process to import the data into existing DataHUB architecture.

To date, ProvPlan has had a high degree of success with these linking methods. For example, when ProvPlan added Rhode Island's incoming kindergarten class in 2010, the organization was able to match 90% of them with a lead poisoning test from the RI Department of Health data. Given that the purpose of the DataHUB as it relates to Rhode Island's LDS is to promote data-driven decision making and inform policymakers about their choices, such matching rates are more than suitable. The DataHUB is never used to determine program and/or public benefit eligibility.

Of course, the key purpose of integrating the adult education, CTE, and workforce development data into the Rhode Island DataHUB is to conduct a variety of analyses and answer many essential questions regarding policy and programmatic operations. To facilitate this, ProvPlan will convene a variety of stakeholder work groups in the adult education, CTE, and workforce development community to participate in the indicator development process. The interest for such activities within each of these sectors is outlined in letters of support on pages 92-100.

Similar to its data linkage approach, ProvPlan has developed a protocol to guide indicator development. This process begins by asking the work group to develop a series of essential questions that represent a prioritization of issues to be addressed both within the specific focus area (i.e., adult education) and the related longitudinal issues (i.e., linking P-12 to adult education to higher education data). This process results in the creation of consensus-driven essential questions. An example of a likely adult education essential question is: what are the differences in the first-year higher education persistence rates among enrolled students with a GED compared to enrolled students who graduated with a high school diploma in the prior spring?

After essential questions are formulated, ProvPlan will identify the data needed to answer them through the development of a query logic process. The basic requirements for this include a listing of the required information with the corresponding data elements and data tables. Next, the protocol outlines the identification of the unit(s) of analysis, the need for further definition of terms relative to the data dictionary, any disaggregations of data if needed, useful flags on the data based on past experience, and items that will require a subsequent data audit. From this process, the query logic is developed and provided to a programmer to reduce the risk of coding error. Once the query is performed and the indicator is created, ProvPlan will go through a multi-step process to validate the data output, document indicator metadata, and obtain workgroup feedback on the initial results.

The purpose of the indicator development process is to promote "Data Story" development. Data Stories are often the end product of a DataHUB linkage. Data Stories involve a multi-dimensional inquiry cycle in which a select group of individuals (i.e., the CTE Work Group) collaborate to create a series of interactive graphics (charts and maps) and text that seek to answer the essential question. This process effectively combines the topical expertise of the work group with the strategic clustering of indicators and other relevant data sets to support the process. In many ways, Data Stories end up becoming a primary vehicle for fulfilling and advancing an LDS research agenda.

Using a consensus-building approach that enables Work Group members to "roll up their sleeves" and build their own capacity to use data, the ultimate goal of Data Stories is to assemble a well-packaged set of findings, implications, and/or recommendations that can be subsequently presented to policy-making bodies, practitioner communities, or a variety of other stakeholders. Data Stories are also designed to operate in a self-guided capacity on the DataHUB website, enabling even the most novice user to receive high-quality data and information.

In addition to the *Benchmark* delivery associated with Outcome 1 (the integration of adult education, CTE, and workforce development data into the LDS), RIDE, RIOHE, and RIDLT will partner with ProvPlan to create a set of *Product* deliverables in the form of 18 Data Stories - with the goal of designing six stories link adult education data, six that use CTE data, and six that use workforce. All of these data stories will leverage data along with the P-20W continuum via the Rhode Island DataHUB. A detailed timeline in association with these deliverables is on page 30.

OUTCOME 2: Invest in the data infrastructure and technology systems within RIOHE and RIDLT so that these agencies can more fully participate in Rhode Island's LDS.

Compared to the robust data infrastructure that will exist at RIDE by mid-2012, both RIOHE and RIDLT need to make fundamental investments in their technology systems in order to participate as full partners in the ongoing development of Rhode Island's LDS. Without these investments, the level of progress in which Rhode Island can establish and use an LDS will be significantly impeded.

The good news is that RIOHE and RIDLT each have a solid understanding about their needs. The development of an LDS-supporting data infrastructure at RIOHE was part of the State's ARRA SLDS request, while RIDLT proposed building an internal data warehouse structure to support LDS efforts as part of their Workforce Data Quality Initiative proposal to DOL in 2010. Although neither proposal was funded, this application leverages the groundwork that has already been laid.

In assessing its own needs for internal data warehouse capacity, RIOHE recognizes the immediate return on investment associated with building a much-updated system that aligns to the protocols and procedures outlined in the Common Education Data Standards (CEDS). Such an outcome would allow for RIOHE to understand its own higher education data better from a policy and operations perspective. In addition, an updated system would facilitate greater data linkage capacity with P-12 data, adult education and CTE data, and eventually workforce outcomes data.

Much like RIOHE, an investment in RIDLT's data infrastructure needs will make substantial strides in helping to align disparate data systems that were initially designed to satisfy reporting functions and not to link with any type of longitudinal data system. In making this transition to a more integrated data infrastructure, RIDLT will leverage its strong working relationship with the Division of Information Technology within the Rhode Island Department of Administration. This cohort of IT professionals has managed the development of RIDLT's hardware systems over the years to establish high levels of security and availability – as reflected by the fact that it meets Tier 2 specifications as described by the TIA-942 standards (Telecommunications Industry Association).

As Rhode Island looks to further build out its LDS and the data systems that fuel it, all participating agencies are working collaboratively to understand how the various federal laws such as the Family Education Rights and Privacy Act (FERPA), the Carl D. Perkins Act (which focuses on CTE), and the Rhode Island Employment Security Act play a role in both the design process and the designation of authorized representatives with regard to Personally Identifiable Information (PII).

As part of this process, legal staff at all agencies have and will continue to build a long-term relationship to understand the various and changing methods in which data stewardship under FERPA can be preserved, while expanding the utility of the LDS to include workforce data. Pursuing these types of solutions collaboratively is essential to building the types of trust, transparency, and accountability needed to promote appropriate data-sharing protocols. Through

these established partnerships, confidence will continue to build in a manner that paves the way for numerous other linkages and analyses that provide real opportunity to reap the potential of the LDS.

In terms of the proposed investments for each of these agencies, each will build a new internal data warehouse structure designed with the goal of promoting a more integrated LDS along a P-20W continuum. These will be considered *Product* deliverables as part of the SLDS grant. In accordance with the project timelines outlined on page 31, RIOHE will build an updated information storage architecture and information retrieval system that will provide for an integrated store of higher education information (both vertically and horizontally). The process of developing the integrated store will meet RIOHE's technology objectives in that the process will provide designated users with secure and controlled access to student, teacher, curriculum, program, and organizational information. A similar set of deliverables will also emerge from the RIDLT investment – in terms of storage architecture and retrieval systems - that will result in an integrated store of workforce information (both vertically and horizontally). In the case of RIDLT, authorized users will gain secure and controlled access to data and information related to the agency's workforce development services, unemployment insurance data, and workforce regulation and safety information.

In terms of design, both data warehouse storage frameworks will be built around a central client data storehouse that provides an enterprise wide, client centric view of the "virtual agency". This storehouse will include client and case data and links to the sources of data in the various operational IT systems. These links and the central data architecture will allow managers to perform online application processing (OLAP) analysis of enterprise-wide data to help determine the outcomes of the services and programs received both within RIOHE and RIDLT.

In both instances, the data warehouse information storage framework will be invisible to the user but will provide a set of tools and standards used by developers to create the other components of the framework as well as the data warehouse functions. The benefits to the end user will be seen in the robustness and breadth of the capabilities to be found in the data warehouse functions. The key component of the information storage framework will be the database of individual-level records on each client served by the various higher education and workforce entities that feed the data.

The data warehouse access/presentation frameworks will provide a common look and feel, data management, functional navigation, and data integration service components. Each will have a presentation framework in a Web portal shell or electronic Gateway (eGateway) that will allow users to work more effectively and will reduce costs for training and support services. Users will be presented with the eGateway shells from which they can launch, run, view and manage numerous data warehouse components concurrently. The shell will also provide common functionality, such as navigation and menus that are shared among all respective data warehouse applications. The look and feel of the entire data warehouse (names and color schemes) will be managed in one place for all functions making it a simple matter to integrate the data warehouse with the look and feel of the master design standards. For each agency, functional components of the presentation eGateway framework include: a customizable welcome page; central logon/logoff; launch and close functions; view of active functions; navigation between functions; context specific menus based on user authorization; and a centralized Help facility.

The data warehouse security framework for each system will increase effectiveness by supporting individual privacy rights while allowing access to information for appropriate purposes based on the

users “need to know” security profile. Information will be categorized based on how specific to an individual client it is, and it is organized into “cartridges” according to which agency “owns” it, allowing for fine grained targeting of access permissions to just those individuals with authorization.

Overall, the base architecture of the data warehouse infrastructures to be built at RIOHE and RIDLT will improve organizational effectiveness by providing a student/client centric view of the profiles and activities of the respective service recipients. The systems will be designed to support outcomes research to allow policymaking analysis to consider all of the services that students/clients may receive. The new infrastructures will also support program effectiveness by allowing appropriate RIOHE and RIDLT staff and their authorized representatives to monitor all of the activities associated with a particular student/client across all relevant programs. Of course, each of these data warehouse infrastructures will be designed to effectively stream and link information into the RI DataHUB to support ongoing LDS development along a P-20W continuum. In addition to the building of the data warehouses at RIOHE and RIDLT, the proposed scopes of work with regard to this goal will also include a strong commitment to training and ongoing technical assistance for data warehouse end users. These activities are listed in Outcome 4 and in our timelines.

OUTCOME 3. Identify adult learners as a critical and priority audience in the development of data tools that are specifically developed to support student/consumer level of the LDS.

In developing the student/consumer components of its LDS, Rhode Island has wisely invested in WaytogoRI to help connect middle and high school students directly to resources that build their own capacity to plan for college and career. Since its launch in 2009, WaytogoRI has had more than 125,000 accounts created, strong web traffic, and an active cohort of educators who are using the website as a teaching, advisory and guidance tool. Despite the efforts that educational leaders have made in Rhode Island to promote student level use of the LDS, the State has yet to extend its reach to include adult learners – a major gap in the LDS that Rhode Island seeks to correct in this project. This section describes those deliverables (Features and Benchmarks) that will lead to key developments in the evolution of our LDS – namely, the launch of a web-based adult education portal within WaytogoRI.

According to the 2010 census, Rhode Island had 150,431 adults who were considered to be part of the adult education target population in Rhode Island. Here, the term “target population” is defined as residents who are at least 16 years-old, not enrolled in school, and who either may not have a high school diploma and/or are limited English proficient. By comparison, the number of students enrolled in Rhode Island’s elementary and secondary system is 142,874 – five percent fewer than the number of adult learners. It is no secret within state education circles that despite the ongoing need to support, nurture, and invest in our P-12 population that a great disparity exists in the levels of services - information and programmatic - that currently meet the needs of adult learners.

Over the past year, key stakeholders in Rhode Island’s adult education community have come together using discreet amounts of philanthropic funds and significant in-kind resources to design a mock-up of an adult learner portal within WaytogoRI. Not only would the current design of the portal let adult learners access a variety of adult education resources but also provide them the capacity to track their own progress in CALIS – the Comprehensive Adult Literacy Information System database system the State uses to measure changes in educational functioning levels among adult education participants. Through an impressive grassroots effort, adult education stakeholders

have made the case to RIDE, RIHEAA, and others that the demand among the adult learner community is there and that the adult learner portal has the ability to support the ever-expanding needs of adult learners. This is especially the case with regard to ongoing efforts to create blended-learning programs that combine traditional in-class work and technology-based delivery approaches that provide adult learners with greater levels of flexibility in terms of time, place, space, and pace.

Recognizing the reality of limited resources and the need to leverage existing capacity, the development team of the Rhode Island adult education portal is seeking to integrate its vision for an adult education portal into WaytogoRI – the portal that RIDE has made the cornerstone of its LDS efforts to meet the needs of middle school and high school students (and their parents).

An integrated adult learner portal within WaytogoRI would include providing end users with existing web-based adult education and career resources in Rhode Island as well as the development of a complementary database that would provide additional resources to directly support adult basic education (ABE) learners English for Speakers of Other Languages (ESOL) learners, and/or those participating in technology-based learning approaches. In many ways, the development of this portal work is driven by the acknowledged lack of alignment that exists between adult education resources and certificate/degree programs and between vocational education and career pathways. It is this lack of alignment that ultimately inhibits the ability of adult education practitioners, students, and would-be students from navigating the existing systems in an effective manner.

To-date, the initial design of the portal and preliminary testing of the adult education user interface have been completed. Building on the existing business plan, the development team is ready to identify the specific requirements for resource integration, outline a business logic that would need to be developed, and design an RFP to hire developers to oversee the creation of various APIs (application programming interfaces). LDS investment would support system build-out, integration, and testing of the portal as well as the public roll-out phase and training (Outcome 4) that would activate and sustain the adult education community user-base. The design of the adult education portal seeks to leverage five online resources listed below, while Exhibit 4 on page 60 illustrates how the portal will function with existing resources to cover the adult services continuum.

- *WaytogoRI*, which currently serves K-12 college-bound students as a planning tool. Waytogo is a customized implementation of a platform used by many states, provided by XAP Corp.
- *EmployRI*, funded by RIDLT and intended to match job seekers with employers, is a customized implementation of a platform used by many states.
- *AskRI*, funded by RI Office of Library and Information Services (OLIS), presents a range of learning and information resources for residents of the state
- *Rhode Island 211*, operated by the United Way of Rhode Island, provides work-life resource referral services, both through a call center and online.
- *CALIS*, funded by RIDE for adult education data reporting and monitoring, is a customized implementation of a platform maintained by Benchmark Corporation.

In terms of interim steps associated with the adult education portal deliverable, the build-out of the portal will require research and development of a resource database that includes the added place-based and distance-learning programs and services and an enhanced WaytogoRI website interface. Such an interface will be developed to allow for user goal-setting, directed self-placement, and

resource presentation. Users will access a landing page that allows them to select one or multiple goals (e.g. improve reading/writing/math, get high school diploma/ GED, get job training, etc.) and self-placement criteria (e.g. beginner, intermediate or advanced math level, industry interest areas, class time/ location preferences etc.). Such a process will occur through highly graphical screens that are designed for adult learners. Based on the choices that the user makes, they will be presented with prioritized, high-quality resources that are organized in accordance with those goals. The resource presentation page will show the most recommended resources. Users will be able to “favorite” resources, which keeps them on the page, and to ask for more or different resources.

As mentioned in earlier sections, WaytogoRI allows users to maintain an electronic portfolio which, for the adult learner, will consist of current goals, goal history, directed self-placement, formal assessment results, and resource usage. The planned interface enhancements will also provide adult educators with access to information that assists them with learning management, reporting and administration. Educators will also be able to conduct batch uploads to register adult learners for accounts in WaytogoRI.

An effective build-out of the adult education portal will also involve steps to ensure that as users access data (residing in different sources), they are provided with a unified view of these data. The web application-developers will construct a schema in ways that model the kinds of answers adult learners are seeking. Developers will design "wrappers" or adapters for each data source, such as vocational training options or employment opportunities. When an application-user performs a query through the portal, the data-integration solution will transform this query into appropriate queries (conducted through the goal-setting and self-directed placement screens described above) over the respective data sources. Finally, the virtual database will combine the results of these queries into the answer to the user's query (the resources presentation). The data integration work will focus on integrating current WaytogoRI interface with the CALIS and EmployRI websites.

To promote technology-based learning opportunities, the portal will also be designed to support distance learners and to support practitioners in using distance learning to complement their classroom programs. An inventory of the costs and utilization of distance learning programs for adult learners across the state is underway, and the intention is to realize significant savings and improved utilization by combining resources and seeking statewide licenses. To facilitate distance-learning utilization, we will implement a single sign-on solution so that the WaytogoRI user logs in once and gains access to distance learning programs without being prompted to log in again.

In preparation for the public rollout of the adult education portal in Spring/Summer 2013, a soft-launch will be conducted, along with testing, troubleshooting, and refinement. The soft launch will involve user focus groups consisting of adult learners, adult education professionals, post-secondary institutions, employers, and policy-makers. The successful implementation and roll-out of the adult education portal will rely on the design and delivery of targeted professional development for targeted users in the adult education community (Outcome 4). Project partners will collaborate to provide instructor-led trainings as well as to develop online tutorials and resources (Outcome 4).

The adult education portal development team consists of representatives from RIHEAA, RI Adult Education Professional Development Center, WorkSource Partners, Rhode Island Family Literacy Initiative, and RIDLT. Project roles and responsibilities are detailed in the staffing section on page 39. All in all, as part of our state's comprehensive LDS, the adult education portal will be deployed

to generate useful consumer information to assist current and future learners and members of the workforce. RIHEAA and the Adult Education Professional Development Center are poised to make this portal one of the primary deliverables associated with strengthening the State's LDS.

OUTCOME 4. Prioritize “users and use” of the LDS by making investments in training and ongoing technical assistance for all stakeholders, especially practitioners and researchers.

Similar to the majority of states engaged in LDS implementation, Rhode Island is confronting the challenges of cultivating user groups among stakeholders and helping them navigate the information platforms that are most suited to their interests and needs. In this vein, the Rhode Island LDS Data Platforms - WaytoGoRI, DataHUB, and Information Works LIVE! – will forever fall short of expectations if they are not being used to inform decision making at the policy and operations levels.

To fully capitalize on an expanded LDS that incorporates new sources of postsecondary data and reap the benefits of a strengthened RIDLT and RIOHE data infrastructure, Rhode Island must ensure that its targeted user-base has the training and ongoing technical support to leverage the power of an enhanced P-20W LDS. To achieve this, Rhode Island must have an established LDS governance structure that provides guidance on data management and access, engagement of representatives from user groups, and an institutionalized data use professional development and user support model – as outlined in the system requirements overview in the needs section.

When the Data Quality Campaign released the 7th annual state analysis (Data for Action 2011), one of their central findings was that with few exceptions, states were still wrestling with the transition from developing systems to building stakeholder capacity to use the data to guide their decisions. In order to leverage the capacity of the LDS to promote data-driven decision making in Rhode Island, the state is committed to applying a substantial portion of LDS funding (via this grant) to achieving our fourth project goal – investing in training and technical assistance (TA) activities that prioritize users by ensuring that data can be accessed, analyzed, and used by all stakeholders.

To achieve the deliverable for more users and use of LDS platforms, RIDE and its project partners are committed to increasing staffing capacity devoted to this specific effort. Thus, in addition to the LDS Project Director, our project will include two other positions – an LDS Manager for Research & Evaluation Partnerships and a DataHUB Help Desk Coordinator. These personnel will implement systems to provide access to information and build capacity of stakeholders to use data for effective decision making. These outcomes will occur by focusing on three areas of work: 1) facilitating the development of research agendas that leverage the LDS capacity, 2) promoting professional development opportunities, and 3) raising awareness of available data.

PROMOTING USER-SHIP VIA AN LDS MANAGER FOR RESEARCH & EVALUATION PARTNERSHIPS

The LDS Manager for Research & Evaluation Partnerships will be responsible for collaborating with agency (RIDE, RIDLT, RIOHE) staff and LDS governance members to develop formal LDS data-use policies and researcher engagement protocols. This will occur in year one of the project. The Manager will also cultivate internal and external partnerships for research. In terms of LDS evaluation activities, the LDS Manager for Research & Evaluation will develop and perform both formative and summative evaluations in accordance with the LDS vision, goals, and objectives as well as identify, engage and manage external evaluation consultants to measure our project's impact.

Achieving our goal of promoting and expanding LDS use requires that project partners maintain a focus on building capacity of agency staff (across the LDS agencies) to participate in evaluation and research processes, increase practitioner engagement throughout the school system, postsecondary, adult education, and workforce programs, and strengthen linkages to the research community.

The Manager will work with partner agency directors and staff to coordinate LDS data for internal and external program evaluation; including the development of policy briefs and papers for practitioner-oriented publications, and the preparation of grants and other funding projects. The Manager and the LDS Project Director will work in partnership to facilitate the sharing of information from the LDS platforms. This process will include creating strategies for regularly disseminating a variety of reports such as diagnostic reports, early warning system reports, college/career readiness reports, high school and education program feedback reports, and customized reports generated in response to queries from policy makers, administrators, educators, and parents.

The Manager will also work with the LDS project management team to establish and carry out a practitioner engagement strategy. The strategy will be built around developing the best way to attract users of the P-20W longitudinal data platforms and promote data use among adult education, postsecondary, and workforce development practitioners. The Manager will be responsible for creating a culture of data use at an organizational level. This process will include organizing focus groups to help identify opportunities and barriers for practitioners to use data and identifying a variety of steps and resources needed to establish and sustain a data use learning community.

While K-12 educators in Rhode Island will be fully immersed in the training efforts related to Data Quality, IMS and EPSS implementation and the State's overall RTT focus on data use to improve instruction and analyze achievement, the *Feature* and *Benchmark* deliverables in this goal represent the first concentrated effort to promote LDS data use among other education and workforce systems. The Manager will launch the practitioner engagement process by seeking outreach assistance from the Adult Education Professional Development Center, the RIDE Office of Multiple Pathways, the Governor's Workforce Board's and its nine Industry Partnerships, and other conveners. Activities regarding focus groups and training are outlined in the project timetables located on page 33.

As Rhode Island has developed its data systems and LDS over the past few years, the State has recognized that practitioners sometime have difficulty in posing the right types of questions that data can help answer. Through this goal, the Manager will work directly with practitioners to facilitate "communities of practice" that engage applied researchers and local practitioners in hands-on research of importance to day-to-day practice. The Manager will support and help develop research partnerships that contribute to organizational learning and build local capacity to implement effective practices by analyzing problems and evaluating interventions. For instance to assist teachers/ instructors, principals, program director, superintendents, or even legislative staff and policy makers with this type of action research, the Manager will help to identify the research question by asking "What do you want to know and for what purpose?" The Manager will facilitate access to the appropriate LDS data and relevant data analysis. The Manager may serve as a direct resource to help practitioners interpret the findings, consider the implications on policy and practice, take action based on the data and conduct their evaluation of the intervention to contribute to continuous improvement processes. Alternately, the LDS Manager for Research & Evaluation may help identify and engage a researcher or consultant to provide assistance.

To date, a number of LDS stakeholder organizations are already convening Professional Learning Communities (PLCs – also referred to as Communities of Practice) around a range of professional interests and issues to facilitate shared learning. Implementation methodologies and expertise are widely available to guide the Manager in applying the PLC approach as a core component of our practitioner engagement and data use promotion strategy. Based on the outcomes of the focus groups, the Manager will stagger the initiation of six PLCs (consisting of stakeholders from k-12, adult education, postsecondary education, and workforce development) over the project period. PLCs will meet regularly during the LDS implementation period and actively receive support from the Manager. PLCs will be facilitated so that members can encourage each other to try out a strategy, work with peers to address a problem, to research an issue, or receive training in an environment of shared learning. They will be instrumental in publicizing to the broader community what the PLC is doing, invite/involve any staff members who express interest and take steps to sustain the PLC and promote the culture of data use. Depending on demand, the LDS project team will also establish and moderate a virtual PLC to support a community of online users.

The project management team is committed to helping meet the needs of all stakeholder groups, and we are particularly encouraged by the potential of the research community to interact with the LDS. This encompasses researchers at the state's public institutes of higher education as reflected in the letter of support on pages 88-89, research entities like the Annenberg Institute for School Reform (pages 92-93) and national policy organizations. The Manager will participate in the development and implementation of a long-term research agenda for the LDS. This individual will also assist state agencies in reviewing and assessing external proposals for research and requests for data.

As previously above, the Longitudinal Data Analysis (LDA) Work Group of the RI College Access Challenge grant is a broad and established group of social scientists and policy researchers across the state currently developing a model for predicting post-high school outcomes using the LDS. The Manager will work with the LDA Work Group to create a scope of work that will maximize LDS capacity to engage the research community and familiarize them with the LDS data platforms. This scope will include steps to activate a research advisory committee that would encourage and support the pursuit of external funding for projects aligned to the LDS research agenda.

At the point where specific research studies and/or projects are funded, the Manager - with the oversight and support of the LDA Work Group - will provide implementation support for individual researchers. This might include assisting with data acquisition activities via the LDS or assisting institutional researchers with Institutional Review Board (IRB) efforts. When research projects and analyses are complete, the Manager and the LDA Work Group will facilitate widespread dissemination of findings to stakeholders and media outlets in ways that would connect the research to policy-making processes. The Manager will also document the impact that research results are having on changing policy and practice.

Another avenue for developing the research potential of the Rhode Island LDS data is to assess and evaluate cross-state data comparability. Students, teachers, and members of the workforce, are mobile populations, especially in the Northeast, and thus the ability to connect with data systems across state lines would be beneficial for getting an accurate picture of student/ workforce training outcomes and teacher training outcomes.

This cross-state coordination has already begun through the New England Secondary Schools Consortium. Goals of this Consortium (also including Connecticut, Maine, New Hampshire and Vermont) are to (1) increase four-year, on-time graduation rates across the five states to ninety percent or higher; (2) decrease annual drop-out rates to less than one percent; (3) increase the percentage of students enrolling in two- and four-year college-degree programs or pursuing accredited postsecondary credentials to eighty percent or higher; (4) reduce the number of students required to take remedial courses during their first year of college to five percent or less; and (5) engage postsecondary institutions, organizations, and colleagues in a collaborative effort to ensure that more students enroll in and complete postsecondary education. The partnering states currently collect and analyze k-12 regional student data at the aggregate level. The states are now working together with higher education partners to develop and identify college readiness metrics. The Annenberg Institute for School Reform at Brown University is a member of Rhode Island's NESSC team. The Institute recently received funding from the Bill and Melinda Gates Foundation to develop models for college readiness and provides valuable guidance to this cross-state effort.

The Manager will be expected to serve as a point person for monitoring current efforts around improving across-state data comparability and data access and documenting the research community's interest and need for accessing cross-state data.

In every function, the Manager and the LDS Project Director will strive to effectively communicate findings and implications of analysis and research to help persuade stakeholders to take action. They will serve as the frontline of our outreach and "business development" efforts. A job description for the LDS Manager of Research and Evaluation Partnerships can be found on page 108-109.

PROMOTING INCREASED PRACTITIONER USE OF WAYTOGORI AND THE RI DATAHUB

As the developers and operators of WaytogoRI and the Rhode Island DataHUB, RIHEAA and ProvPlan respectively have conducted extensive training and outreach for these data platforms. Given the efforts to extend the breadth of the audience of the LDS and the reality that both novice and advanced users need ongoing professional development and technical assistance, both RIHEAA and ProvPlan will invest LDS resources to promote users and use among their core stakeholders.

As outlined in this section, RIHEAA and ProvPlan, working with partner state agencies, will each plan and deliver monthly trainings (36 during the grant cycle) and develop additional user resources to assist stakeholders in understanding the utility of these data platforms and provide direct support to a growing user-base.

The WaytogoRI team at RIHEAA has a multitude of options available to educators, counselors, students, parents and service providers to assist with training, program implementation and program support. Basic training includes presentations to groups that are customized for each session to accommodate the populations, timeframe and goals for the program. The goals of basic training are to expand program awareness and to show general tools available, program functionality and a widespread overview of WaytogoRI. Thus far, RIHEAA has presented at over a dozen venue types including student assemblies, parent nights at schools, college fairs, and teacher workshops. Despite reaching 10,000 individuals since September 2010, RIHEAA still has significant ground to cover.

RIHEAA also works with individual schools to help the schools to set up a program to implement WaytogoRI in a purposeful manner. For example, many schools use WaytogoRI to implement an

electronic Individual Learning Plan. To achieve this, schools need assistance with setting up the Individual Learning Plans, reporting, communications to parents/students, details with scope and sequence, curriculum development and roles and responsibilities at the school. RIHEAA will use LDS resources to help LEAs meet these needs. Some examples of RIHEAA support for LEAs and other stakeholders include, writing newsletters, creating accounts, pulling reports, and creating customized instructions. RIHEAA staff will work with the LDS team to create and implement an outreach, training, and support delivery plan that will reach the state's targeted adult learners. As a result, at least 25,000 new WaytoGoRI accounts will be created by adult learners via this project.

In terms of DataHUB training, ProvPlan has developed an instructor-led, three-hour, introductory course. The model is appropriate for a range of user groups and has been delivered to public agency staff and leaders, representatives of community-based organizations, researchers and other community stakeholders. In addition, ProvPlan has presented the DataHUB to legislative staff, public agencies, and foundations and audiences at national policy forums. In an effort to create more blended learning opportunities for the DataHUB, ProvPlan will continue to build out the online resources which include video tutorials, FAQs and downloadable tips sheets and training materials that are provided as handouts in the instructor-led trainings. Assuming that user demand exists, staff will move forward with the design of training modules aimed at intermediate/ advanced users and consider other mediums for training delivery, including webinars and podcasts. As the user community grows, it is anticipated that ProvPlan will develop a train the trainer model in which high-frequency users from institutions and organizations will be trained in developing and delivery of training workshops for their peers, with assistance from DataHUB staff.

As mentioned in Outcome 1, the Data Story development process represents a core component of Rhode Island's strategy for stakeholder engagement and building stakeholder capacity to use data. To augment and enhance ProvPlan's capacity to support DataHUB users, they will employ a DataHUB Help Desk Coordinator. The Help Desk Coordinator will provide technical assistance to the DataHUB user-base that is focused on service providers, LEAs, community-based organizations, and other stakeholders that are more interested in using the DataHUB to improve practitioner-oriented operations as opposed to institutional research issues. The Help Desk Coordinator will field and respond to data requests, work with stakeholders to determine reporting needs, design and program reports based on specifications, and proactively engage with previous training participants to provide ongoing support and follow up. The Help Desk Coordinator will establish an online DataHUB training and events calendar, coordinate training registration, and develop Help Desk policies. The Coordinator will also document and track all support activities and outcomes to provide metrics that will be needed to effectively evaluate and improve DataHUB services.

The Benchmark outreach, engagement, and training deliverables associated with Outcome 4, will be achieved with project inputs from the LDS project management team, consisting of membership of all partners. A detailed timeline in association with these deliverables is on page 33.

C. TIMELINE FOR PROJECT DELIVERABLES

In the following pages, we provide timelines for our four project outcomes – divided up by task, assignment, and time period. These timelines will serve the preliminary steps for developing a comprehensive Project Plan, which will guide our activities and our interactions with ED staff.

Task and Subtasks	Assigned To	Start	End
OUTCOME 1: Integrate new postsecondary data (adult education, career and technical education, and WIA-funded workforce development) into Rhode Island’s current LDS		7/1/12	6/30/15
Through data-sharing agreements among project partners, Rhode Island will possess the capacity to securely link P-12 data with a variety of postsecondary and workforce data sources at an individual level and share this information with a variety of stakeholders at an aggregate level to inform and guide policy and operations. Activities will be primarily led by ProvPlan in close collaboration with all project partners and the State LDS governance committee.			
1.1 Technical Preparation of Data			
1.1.1. Acquire new datasets for the DataHUB through the amending of existing data-sharing agreements and the execution of new ones.	ProvPlan, RIDE, RIOHE, DLT	7/1/12	10/31/12
1.1.2. Investigate new postsecondary data sources, pre-process and clean data.	ProvPlan	11/1/12	2/28/13
1.1.3. Conduct matching of data using algorithms. Process including testing, implementation, & cleaning	ProvPlan	3/1/13	4/30/13
1.1.3. Program code for data import, test, execute. Refine query logic to prepare for indicator work	ProvPlan	5/1/13	6/30/13
1.2 Data Indicator Development			
1.2.1. Convene postsecondary (adult ed, CTE, and workforce development work groups to devise indicators best suited for LDS analysis	ProvPlan, RIDE, LDS Governance	4/1/13	9/30/13
1.2.2. Complete indicator development process following a sequence of identification, metadata, cod development, testing, user feedback and publishing.	ProvPlan, RIDE, LDS Governance	10/1/13	1/31/14
1.2.3. Work with LDS governance team to confirm data story themes and research questions.	ProvPlan, RIDE, LDS Governance	2/1/14	3/31/14
1.3 Data Story Production			
1.3.1. Work with LDA to develop analytical frameworks for data stories	ProvPlan & Work Groups	4/1/14	5/31/14
1.3.2. Develop content (story outline, indicator identification, exploratory graphics, and text copy)	ProvPlan & Work Groups	6/1/14	8/31/14
1.3.3. Present drafts of data stories, solicit reviews, and feedback and modify stories accordingly.	ProvPlan & Work Groups	9/1/14	10/31/14
1.3.4. Conduct public release of data stories that involves LDS members, policymakers, and media.	All Project Partners	11/1/14	12/31/14
1.4 Building Stakeholder Engagement			
1.4.1. With data stories, publish different versions to engage both novice and advanced DataHUB users	All Project Partners	1/1/15	3/31/15
1.4.2. Identify strategies to integrate additional postsecondary data streams into the LDS	All Project Partners	4/1/15	6/30/15

Task and Subtasks	Assigned To	Start	End
OUTCOME 2: Invest in the data infrastructure and technology systems within RIOHE and RIDLT so that these agencies can more fully participate in Rhode Island's LDS.		7/1/12	10/31/14
As RIDE has improved its data systems in recent years, investment in the state's postsecondary and workforce data systems has not kept pace. SLDS funds will be used to design more functional data systems within these two agencies so that they can participate in linkage efforts and build their internal capacity to analyze data interactively. The steps outlined here represent a very abridged project plan associated with these project activities. A detailed Project Plan will be developed that leverages the processes and protocols that RIDE has used in the past year to redesign their Enterprise Data System. It is very likely that the timeline for these activities will be accelerated based on vendor availability.			
2.1 Project Planning Phase			
2.1.1. Convene internal work groups at RIOHE, RIDLT with close collaboration from RIDE and Dept. of Administration	RIDE, RIOHE, and RIDLT	7/1/12	7/31/12
2.1.2. Release RFPs. Select Vendor(s)	RIOHE, and RIDLT	7/1/12	9/30/12
2.2 Technology Set-up			
2.2.1. Install Hardware, Bandwidth, and Software needed for DW, ODS, Staging, and ETLs	OHE, DLT, IT Vendors	10/1/12	11/30/12
2.2.2. Documentation of functional requirements needed from ER Studio (e.g. metadata repository documentation, data flow documentation, database development, ETL documentation, production of metadata website)	RIOHE, DLT, IT Vendors	12/1/12	12/31/12
2.2.2. Conduct testing and GAP Analysis of ER Studio functionality	IT Vendors	1/1/13	1/31/13
2.2.3. Documentation of business processes for use of ER Studio as OHE's enterprise metadata tool	IT Vendors	2/1/13	2/28/13
2.3 Database Development for ODS and DW			
2.3.1. Define ODS and DW Technical Requirements (software licenses, hardware, network)	IT Vendors	3/1/13	3/31/13
2.3.2. Design and Build Staging Area database	IT Vendors	4/1/13	5/31/13
2.3.3. Design and Build OHE ODS Physical Database, Design and Build DW physical Database.	IT Vendors	6/1/13	7/31/13
2.3.4. Facilitate/Support research advisory committee & LDS team to serve research community	IT Vendors	8/1/13	10/31/13
2.4 Exception Reporting Application and Map, Establish, and Test Data Flows to ODS and DW			
2.4.1. Meet with stakeholders of exception reporting system to define functional business requirements, including policy structures for changes	RIOHE, DLT, IT Vendors	11/1/13	12/31/13
2.4.2. Document planned ETLs and validations.	IT Vendors	1/1/14	2/28/14
2.4.3. New ETL Development	IT Vendors	3/1/14	4/30/14
2.4.4. Data Sources to ODS ETL Development	IT Vendors	5/1/14	7/31/14
2.4.5. Directory Information to ODS ETL Testing	IT Vendors	8/1/14	9/30/14

2.4.6. Map/Develop Data Flows from ODS - DW	IT Vendors	10/1/14	10/31/14
Task and Subtasks	Assigned To	Start	End
Outcome 3- Identify adult learners as a critical and priority audience in the development of data tools that are specifically developed to support student/consumer level of the LDS. (RIHEAA)		7/1/12	12/31/14
Developed and maintained by RIHEAA, WaytogoRI provides interactive career and college planning tools and functions as a "student portal" for middle & high school students within the LDS. RIHEAA-- in partnership with RI Adult Education Professional Development Center, and WorkSource Partners (Boston), a workforce development consultancy -- will build and launch an Adult Education Portal within WaytogoRI. (Product)			
3.1 Building/Data Integration/Testing of Adult Education Portal			
3.1.1. Review existing mock-ups with prospective developers and key stakeholders of adult education community to finalize design structure and schedule	RIHEAA, Developer	7/1/12	9/30/12
3.1.2. Build resource database consistent with the five portals that need to be connected	RIHEAA, Developer	8/1/12	3/31/13
3.1.3. Enhance and modify WaytogoRI to meet workforce needs through collaboration with RIDLT and other workforce intermediaries	RIHEAA, Developer	8/1/12	3/31/13
3.1.4. Integration between WaytogoRI and CALIS to promote greater linkage for adult learners regarding their ABE and ESOL progress	RIHEAA, Developer	7/1/12	3/31/13
3.1.5. Integration between WaytogoRI and EmployRI to facilitate better connections for adult learners to employment opportunities	RIHEAA, Developer	7/1/12	3/31/13
3.1.6. Single sign-on between WaytogoRI and distance learning programs to promote more "blended" opportunities that combine in-class and technology-based programs	RIHEAA (lead), RIDE, RIDLT, Developers	7/1/12	3/31/13
3.1.7. Integration and quality testing of new adult education portal	WorkSource	4/1/13	6/30/13
3.1.8. User acceptance testing	PD Center	4/2/13	6/30/13
3.1.9. v1 Release-enhancement/bug tracking	WorkSource	4/1/13	6/30/13
3.2 Ongoing Adult Education Portal Activities			
3.2.1. Data model/Architecture/Dictionary	WorkSource	7/1/12	3/31/14
3.2.2. Data quality/maintenance	PD Center	4/1/13	12/31/14
3.2.3. Data security and governance	PD Center	7/1/13	12/31/14
3.2.4. System/program evaluation & sustainability planning	PD Center	10/1/13	12/31/14
3.2.5. Documentation and reporting to LDS Project Director in support of federal reporting	RIHEAA	7/1/12	6/30/15

Outcome 4- Prioritize “users and use” of the LDS by making investments in training and ongoing TA for all stakeholders, especially practitioners and researchers.		7/1/12	6/30/15
To achieve "users and use" outcomes for LDS platforms, project partners will: 1) facilitate the development of research agendas that leverage the LDS, 2) promote professional development opportunities, and 3) raise awareness of available data. (Features & Benchmarks)			
4.1 Systems for Increasing/Supporting LDS Users			
4.1.1. Conduct hiring process for Manager of Research and Evaluation Partnerships	RIDE	7/1/12	7/31/12
4.1.2. Develop formal LDS data-use policies and researcher engagement protocols	State Agencies	7/1/12	6/30/13
4.1.3. Create report dissemination strategy	Res/Eval Mngr	10/1/12	11/30/12
4.1.4. Perform evaluations in accordance w/ the LDS goals, and objectives & build capacity of state agencies' staff to participate in evaluation and research processes	Res/Eval Mngr	7/1/12	6/30/15
4.1.5. Document all outcomes and share impact to build awareness of data and tools and to meet federal reporting requirements	LDS Project Mngr. & Res/Eval Mngr	7/1/12	6/30/15
4.2 Increase Practitioner Use of LDS Data Platforms			
4.2.1. Develop a practitioner engagement plan	Res/Eval Mngr	10/1/12	12/31/12
4.2.2. Partner with agencies that can serve as conveners of practitioners to conduct focus groups	Res/Eval Mngr	10/1/12	2/28/13
4.2.3. Initiate/support (on a staggered basis) six practitioner Professional Learning Communities & match with applied researchers if appropriate	Res/Eval Mngr	3/1/13	6/30/15
4.3 Increase Research Community Use of LDS			
4.3.1. Develop/implement LDS research agenda	All Partners	10/1/12	6/30/15
4.3.2. Develop researcher engagement strategy	Res/Eval Mngr	10/1/12	6/30/13
4.3.3. Establish role/structure of research advisory committee to help implement research agenda	Res/Eval Mngr	10/1/12	2/28/13
4.3.4. Facilitate/Support research advisory committee & LDS team to serve research community	Res/Eval Mngr	7/1/12	6/30/15
4.4 Increase Access to WaytogoRI			
4.4.1. Rollout Adult Ed. Portal w/ PD & monthly trainings for adult learners, adult ed. professionals, postsecondary entities, employers, and policy makers	RIHEAA (lead)	4/1/13	3/31/14
4.4.2. Provide support to programs and learners	RIHEAA	7/1/12	6/30/15
4.4.3. 25,000 new WaytogoRI Accounts created	RIHEAA	7/1/12	6/30/15
4.5 Increase Access to DataHUB			
4.5.1. Conduct hiring for Help Desk Coord.	ProvPlan	7/1/12	7/31/15
4.5.2. Deliver 36 monthly DataHUB Trainings	ProvPlan	7/1/12	6/30/15
4.5.3. Provide direct support to stakeholders	ProvPlan	7/1/12	6/30/15
4.5.4. 1,800 new registered users of DataHUB	ProvPlan	7/1/12	6/30/15

D. PROJECT MANAGEMENT AND GOVERNANCE PLAN

PROJECT MANAGEMENT PLAN

Consistent with the statutory terms outlined in the Request for Application (RFA), the Rhode Island Department of Elementary and Secondary Education (RIDE) will serve as the fiscal agent for this project. In addition, RIDE will provide overall project management of this grant as outlined in this section and will play a leadership role in the governance of project activities as outlined below. The various roles and responsibilities that RIDE will take on as part of this project are also listed in the Statement of Agreement that the five project partners have executed on pages 61-67.

From a management perspective, the project will be located within RIDE's Division of Accountability and Quality Assurance, which is under the leadership of Deputy Commissioner David Abbott. The Division of Accountability and Quality Assurance is responsible for data governance issues, data quality systems, educational research and analysis, and legal matters within RIDE. In the past, Division leadership and staff have played a major role in several cross-agency partnership efforts, including former Governor Carcieri's Urban Education Task Force and PK-16 Council. Division staff is also significantly involved in Rhode Island's 2010 College Access & Success Work Group. The Division— via its small team of analysts and project managers – has also implemented several federal grants such as a FY 2007 grant from the Office of Safe and Drug-Free Schools and a FY 2009 SLDS grant.

As outlined above, RIDE will hire a contract LDS project director responsible for managing day-to-day project operations. RIDE will select the LDS project director through a competitive Request for Proposal process in conjunction with state procurement procedures. The LDS project director will be located at RIDE and report directly to the RIDE Knowledge Officer - a new position within RIDE that will ultimately be accountable for the outcomes proposed in this application. The Knowledge Officer is a director-level position that ensures that the use of data is ingrained into the RIDE's culture and service to LEAs, and that RIDE data and reports are consistent, timely, accurate, reliable, and usable. The Knowledge Officer reports to Deputy Commissioner Abbott. Both are also accountable to the Board of Regents for Elementary and Secondary Education.

Using the goals outlined in the Project Deliverables section and the milestones outlined in the Timeline section as a guide, the following is a sample of the tasks that the LDS director will be responsible for: 1) manage the work of subcontractors hired as part of this project, 2) collaborate with RIDE staff who will work on this project in an in-kind capacity, 3) oversee the deliverables that RIOHE and RIDLT are committing to as official partners, 4) manage the expenditure of project funds relative to the budget, 5) serve as the official representative to the federal program officer assigned to this project and complete all federal reporting procedures, and 6) resolve conflicts in a timely manner and pursue corrective actions as needed in a way that preserves the project deliverables and timelines as proposed. RIDE has successfully used this contract project director model in other federal grants. A draft job description for this position is located on pages 106-107.

Given the large number of grant outcomes to be delivered by third-party consultants, it will be essential for the LDS project director to establish channels of communications and relationships with subcontractors as if they were internal at RIDE. Through a variety of other projects, such as RTT, RIDE has a demonstrated track record of and protocol for engaging subcontractors and holding them accountable for fulfilling their agreed upon roles and responsibilities. In late 2011,

RIDE completed an Agency Partnership Agreement process by which a broad list of prospective vendors have been screened and pre-approved for subcontractor work. This process will greatly aid and facilitate the procurement procedures associated with the hiring of third-party vendors. As noted in the Statement of Agreement, the two non-state agency partners identified in this project have existing relationships with RIDE relative to the LDS and their status as single source providers to the State for LDS activities has previously been approved by the State Purchasing Division.

One of the first and most critical tasks of the LDS project director will be to develop a Project Plan that is thorough and flexible and ensures that the proper levels of planning, control, supervision and support are provided to complete a quality project that is on schedule. An essential purpose of the Project Plan is to compare anticipated workflows and the pace of project spending relative to the proposed budget. As a way of ensuring that the Project Plan becomes a living document that truly serves as a guide throughout the three-year project, the LDS director will upload the Project Plan into Basecamp – a cross-platform, web-based project management tool that includes to-do lists, milestone management, file sharing, time tracking, and a messaging system.

A key component to the Project Plan will be the establishment of a project management team, which will consist of the LDS project director (RIDE), Ms. Peg Votta (Research Specialist and point-of-contact of the FY 2009 SLDS grant - RIDE), Mr. Michael Ferry (Knowledge Officer – RIDE), Ms. Janet Durfee-Hidalgo (the Director of PK-20 Student Affairs - RIOHE), Mr. David Tremblay (Administrator of the Governor’s Workforce Board -RIDLT), Ms. Rebecca Lee (the DataHUB Coordinator - ProvPlan), Ms. Kathy Sisson (Project Director of WaytogoRI - RIHEAA), and the Manager of LDS Research & Evaluation Partnerships. The resumes of these individuals is included with Appendix C on pages 101-105 and 110-118, while job descriptions for the two new positions are located on pages 106-109.

In addition to communicating extensively through Basecamp, the group will meet monthly to review project goals and timelines, share project successes and outcomes, and continue to formulate project strategies. Given the project’s mission to expand the postsecondary and workforce data elements that contribute to Rhode Island’s LDS, RIDE feels that having a management team with representation from all the project partners is essential to facilitating the types of partnership, trust, and collaboration needed to achieve our proposed project outcomes.

As with other projects that RIDE has secured through the U.S. Dept. of Education, RIDE understands the expectations of entering into a Cooperative Agreement with ED, including the importance of identifying best practices and establishing partnerships with other states to disseminate findings. One of the LDS project director’s main responsibilities will be maintaining frequent communication (phone and e-mail) with our project’s Contracting Officer’s Representative (COR) and other ED Staff, completing progress and annual reports thoroughly, and participating in any grantee meetings, webinars, conferences, or other opportunities to share our work.

PROJECT GOVERNANCE PLAN

The issue of project governance is one that RIDE and its partners take seriously. From an historical perspective, Rhode Island has a strong record of implementing effective governance structures to guide the design of systemic change initiatives such as Rhode Island’s longitudinal data system.

During the start-up phase of Rhode Island's LDS back in 2008, the Statewide PK-16 Council – chaired by then Governor Carcieri - served as the primary governance and advisory structure. This Council played a key role in shaping the goals, objectives, and design protocols associated with the initial LDS. The PK-16 Council, as well as the convening of the Rhode Island Urban Education Task Force, helped pave the way for the creation of an exceptionally effective Race to the Top Steering Committee – an effort that won the State high praise as part of the RTT review process.

In 2010, Rhode Island was one of 23 states in the country to elect a new governor. The typical changes associated with a new administration - coupled with Rhode Island's deep economic recession – has forced our State to confront an unprecedented set of challenges that include the need to implement aggressive economic recovery plans, while preserving the provision of services such as education, public safety, and basic human needs.

In his first year in office, Governor Chafee has achieved several notable policy outcomes including the implementation of major pension reform in the State and the design and establishment of the Rhode Island Health Benefits Exchange. Like many other states, pursuing these types of outcomes has resulted in a temporary backlog in the convening of councils and steering committees that are typically assembled by the Governor. Among this list of councils is the PK-16 Council, which was established and chaired by Governor Carcieri.

While the recent change in gubernatorial administration has resulted in the temporary cessation of the Statewide PK-16 Council, the work among key stakeholders at both leadership and staff level has continued. Earlier this year, Rhode Island formed a Steering Committee for the State's 2010 College Access Challenge Grant Program (CACGP) – a project that is administered by RIOHE. As reflected in Exhibit 6 on page 70, the CACGP Steering Committee membership represents a cross-section of agencies, postsecondary institutions, non-profit organizations and others in the state that are committed to working together to promote the development and implementation of a robust P-20W longitudinal data system.

For the purpose of RIDE's FY2012 SLDS application, the CACGP Steering Committee has agreed to serve as Rhode Island's ad-hoc Statewide Longitudinal Data System Work Group. This group of individuals, co-chaired by RIOHE and RIDE, will provide the requisite project governance needed to guide project activities and promote the cross-agency collaboration that will be needed to achieve our proposed deliverables. In this capacity, the Work Group will provide broad oversight for project partners – identifying ways to promote greater collaboration and ensuring that each is held accountable for its scope of work. The proposed expanded role of the CACGP Steering Committee to serve in this capacity was enthusiastically accepted by its members as part of the process to develop this application.

It is worth noting that prior to the award of the SLDS grants in spring 2012, it is highly anticipated that Governor Chafee will convene a Rhode Island P-20+ Council. The formation of such a Council was one of the principal recommendations put forth by Director Richard Licht (RI Department of Administration) in his November 1, 2011 report to the Rhode Island General Assembly on the "Organizational Structure, Staff Support and Resource Allocation of Higher Education in Rhode Island." The recommendation offered by Director Licht and the proposed scope of activities for the P-20+ Council are included in Exhibit 8 on page 70. At the point in which such a P-20+ Council is convened, the governance of this project will transfer accordingly,

and will remain there most likely through the end of the grant period. Given that the scope of the P-20+ Council will have data systems as only one of its focus areas, it is anticipated that a Sub-Committee of the Council will be formed to focus on longitudinal data work.

From a project budgeting perspective, \$45,600 has been set aside to support project governance activities (meetings, presentations, and travel) associated with this project. It is anticipated that the LDS project director will retain discretion over this budget line-item. However, when the Governor's P-20+ Council is convened, RIDE will assess the use of this budget line item to confirm its best use, obviously taking necessary steps to reduce duplication of effort and expense.

As reflected in Appendix B of our application, RIDE has included 19 letters of support with our application. These letters come from a broad range of stakeholders and interested parties including elected officials, educational governing boards, partner agencies in state government, institutes of higher education, research and advocacy organizations, private foundations, and service providers – all who stand to benefit directly and significantly from the deliverables associated with this project. A table of contents associated with our letters of support is located on page 71 of our proposal.

E. STAFFING

Using the deliverables listed on pages 17-29 as a guide, RIDE has developing a staffing plan that outlines how the project will be managed. This also includes global project staffing efforts.

GLOBAL PROJECT EFFORTS

As outlined in the Project Management section, a full-time, LDS project director will be hired by RIDE to manage the day-to-day activities of the project. A job description can be found on pages 106-107. In addition to the project director several individuals will provide in-kind support to all aspects of the project. This includes RIDE's Research Analyst Peg Votta, who has worked on LDS issues within the Department for the past five years (10% of her time in each year), RIDE's Knowledge Officer Michael Ferry (10% of his time in each year), who recently joined the Department. Ms. Votta has been the point person for RIDE for the FY 2009 LDS grant and deserves a great deal of the credit in facilitating the partnerships that are core of this proposal – especially with regard to ProvPlan's development of the DataHUB and RIHEAA's development of the WaytogoRI eTranscript system.

In addition to these two individuals at RIDE, senior staff from RIOHE will also play a leadership role in the delivery of our project. This includes Associate Commissioner Ms. Deborah Grossman-Garber (5% of her time in each year) and the Director of PK-20 Affairs, Ms. Janet Durfee-Hidalgo (10% of her time each year). Each of these individuals will play a role in the data expansion efforts of the LDS, the design of a data warehouse with RIOHE, and the promotion of the LDS by researchers and practitioners alike. In terms of RIDLT participation, Mr. David Tremblay will play a similar role as RIOHE senior staff (10% of his time each year) on data expansion efforts regarding workforce, the design of a data warehouse with RIDLT, and the promotion of the LDS by researchers and practitioners. Ms. Votta's resume is on pages 101-102, Ferry's on page 110-111, Grossman-Garber's pages 112-114, Durfee-Hidalgo's on pages 115-116, and Tremblay's is located on pages 117-118. In addition, Deputy Commissioner Abbott's resume is on pages 103-105

OUTCOME 1

As outlined in the budget justification, the staffing associated with Outcome 1 deliverables will be provided primarily by ProvPlan, the organizational home of the DataHUB. In-kind support will be provided by several LDS project management team members listed below, RIDE staff in the Office of Multiple Pathways, and RIDLT staff from the Governor's Workforce Board.

Rebecca Lee, DataHUB Coordinator and Assistant Director of ProvPlan's Information Group, will dedicate 50% of her time in each year of the project. Ms. Lee is ProvPlan's administrative database expert with a wide breadth of experience in managing large and complex datasets from state agencies and other sources. She is adept and efficient at cleaning the datasets that are delivered to ProvPlan, has rigorous processes for linking data across multiple databases, and is able to transform this information into reports, charts, and other visualizations for clients. Ms. Lee also has a strong background in education policy that has allowed ProvPlan to do advanced analysis work for RIDE and RIOHE. She has a Masters of Public Policy from Brown University.

Ms. Lee will be supervising the work of other ProvPlan staff members and consultants. This includes Angel Modreno (50% time all three years), Nikki Churchwell (50% time all three years), the consulting firm EndPoint (550 hours per year for the first two years and 150 hours in year 3), and a RIDLT consultant to assist with data transfers associated with workforce data integration (500 hours in year 1 and 125 hours in subsequent years). Mr. Modreno is ProvPlan's lead in-house programmer. He brings enormous technical capacity to the project with programming, database design, and web development skills. Mr. Modreno's direct experience with variety of programming languages (PHP, MySQL, Python) and frameworks (Django, Drupal) will support the integration of postsecondary data into the LDS. Ms. Churchwell is a policy analyst with ProvPlan. While working as a middle school teacher, Ms. Churchwell received her Master's in Education Policy from Brown. Her subsequent work has focused on policy efforts regarding reauthorization of the No Child Left Behind Act, specifically related to extended learning time. At ProvPlan, she is working with RIOHE on the development of data stories related to the linkage of P-12 and higher education data. The firm EndPoint (New York) has been a partner in the design of the DataHUB from its inception – assisting with framework design, the development of databases, and the security between the DataHUB core and front-end interface.

Given the scope of Outcome 1 to integrate postsecondary data into the LDS, personnel from several state agencies will play a significant role in helping to facilitate this work. This includes Dr. Philip Less (5% of time in each year), who leads RIDE's Adult Education programming, Mr. Rick Farnsworth (5% of time in each year), the administration responsible for managing the CALIS data system that track adult education outcomes, Ms. Vanessa Cooley (5% of time in each year), who leads RIDE adult Career and Technical Education programming, and Mr. David Tremblay, who provides management for all of Rhode Island's WIA-funded workforce development programs.

OUTCOME 2

As outlined in the budget, the staffing associated with Outcome 2 deliverables include information technology professionals associated with design and construction of updated data warehouse infrastructures at RIOHE and RIDLT. Within each of these scopes, consultants will be hired through a competitive RFP process for a data infrastructure assessment (60 hours in year 1, data warehouse project management (350 hours in each project year), a data warehouse database/ETL developer (850 hours in the first two years and 425 in year 3), and a data warehouse reporting and

interface developer (850 hours in the first two years and 425 in year 3). In addition, RIOHE will hire an IT consultant to manage the integration of the new data warehouse to existing systems (300 hours per year in each year). These consultants will be hired through state purchasing procedures, which will include the use of the Master Purchase Agreement 230 (Information Technology Services). The process to recertify vendors through the MPA 230 was completed in mid-2011 and costs per hour used in this application reflect the average bid prices used in the MPA 230 process.

Similar to Outcome 2, personnel from agencies will play a role in helping to facilitate this work. This includes Scott Gausland (5% of time in each year), who serves as RIDE's Data Warehouse Administrator and Ken Gu (5% of time in each year), RIDE's eRIDE Administrator. Both Mr. Gausland and Gu are leading RIDE's effort to update their Enterprise Data system and are fully versed in the various procedures and protocols associated with CEDS and the State Core Model. Technical assistance for this project will also come from George Oliveria, an Administrator from the Division of Information Technology, which provides ongoing IT support to RIDLT.

OUTCOME 3

The staffing plan for the development of the adult education portal via WaytogoRI has been developed in partnership with those entities who have been leading the grassroots effort over the past year. Partners include RIHEAA, the RI Adult Education Professional Development Center, and WorkSource Partners – a Boston-based workforce development consultancy. From a contracting procedure, RIDE will enter into one contract with RIHEAA for the development of the adult education portal. RIHEAA will in turn issue several subcontracts. RIDE's ability to execute a single source contract with RIHEAA has been approved by the RIDE Finance Officer and the Division of State Purchasing. The staff components of the adult education portal will be as follows.

Ms. Mary Jo Feeney (WorkSource Partners) will serve as the Portal Design Coordinator. She will dedicate 50% of her time in the first two years of the project and 10% in year 3. Ms. Feeney has been the VP of Technology and Service Development at WorkSource Partners since 2007 and has nearly three decades of experience in the development of education and workforce strategies that involve the combination of technology, market research, and organizational development. Ms. Feeney has a degree in social theory from Reed College. Her resume is located on pages 123-124

Jill Holloway will serve as the Portal Implementation Manager. She will dedicate 25% of her time in year 1, 50% of her time in year 2, and 10% of her time in year 3. Ms. Holloway has been the executive director of the RI Adult Education Professional Development Center since 2008. Through her two decades of experience as both a high school guidance administrator and a coordinator of apprenticeship programs, Ms. Holloway has developed a strong reputation in Rhode Island for her understanding of the state's adult education landscape and the needs of adult learners. She has worked closely with Dr. Brenda Dann-Messier, the long-time director of Dorcas Place Adult and Family Literacy Center (Providence), who is currently serving as the Assistant Secretary at ED in the Office of Vocational and Adult Education. Ms. Holloway has a master's degree in K-12 Guidance and Counseling from Keene State College and completed doctoral coursework in educational leadership from Johnson & Wales University. Her resume is on pages 125-126.

The third member of the adult education portal team is Kathy Sisson, who serves the director for WaytogoRI. In just three years, Ms. Sisson has helped transform WaytogoRI from a concept on paper into one of Rhode Island's most successful student engagement tools. Ms. Sisson has been

part of the leadership structure at RIHEEA since 2007 and prior to that served as a college and career planning coordinator for nearly a decade. She has a master's degree in Guidance and Counselor Education from Providence College. Her resume is located on pages 121-122.

In addition to the efforts from these three individuals, RIHEEA will hire several database developer consultants to support the creation of the APIs and database linkage efforts that will be needed to launch the adult education portal. RIHEEA will hire these consultants via RFP, a process that it has used in the past to support the initial build out and development of the WaytoGoRI site.

OUTCOME 4

While the activities associated with Outcome 4 are designed to leverage all of the global project expenses and the investments of staff and contractual resources associated with the first three Outcomes, there are three additional staffing needs associated with building the capacity of “users and use” with Rhode Island’s LDS. These include the creation of two new positions and an investment in the training capacity at RIHEEA.

The first position is that of the LDS Manager for Research and Evaluation Partnerships. The roles and responsibilities for this full-time time are described in Outcome 4 in the Project Deliverables section (pages 25-29). A draft job description for this critical position is included in Appendix C on pages 108-109. In terms of the organizational home for this position, the current thinking is that RIDE and the LDS management team will assess the best location for this position in spring 2012 with a corresponding RFP process to assist in the filling of this contract position.

The second position associated with this Outcome is that of the DataHUB Help Desk Coordinator. This full-time position for three years will be located at ProvPlan and report to Rebecca Lee. The core attributes and skills associated with this position will include the capacity to provide technical training to a diverse range of practitioners, the ability to provide high quality “customer service” and the acumen to understand how different LDS audiences will want to use the DataHUB and other LDS data platforms. This position is designed for a junior to mid-career individual who has experiences working in technology, communications, marketing, and public policy.

The third portion of staffing resources associated with the fulfillment of Outcome 4 is an investment in the training capacity at RIHEEA – both in terms of the adult education portal but also in terms of ongoing use among students, parents, and educators. Despite the creation of more than 126,000 user accounts, RIHEEA recognizes that there is substantial demand and need that exists in supporting WaytoGoRI users throughout a student’s education life cycle. Thus, in addition to the investment made by Kathy Sisson in association with Outcome 3, RIDE has allocated a pool of resources to cover 550 hours of program planning time at RIHEEA for the staff members who provide the direct training and technical assistance at schools, college fairs, and community events.

Overall, RIDE and its partners are pleased for the opportunity to submit this SLDS proposal. The outcomes and deliverables presented in this application build on progress made to date and are in direct response to well-documented needs. The advancements that will result from these proposal – both in terms of deliverables and the building of ongoing relationships – will not only help Rhode Island continue fulfill its strategic objectives but also create a model that can be replicated by other states throughout the nation. Rhode Island eagerly awaits for this investment.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

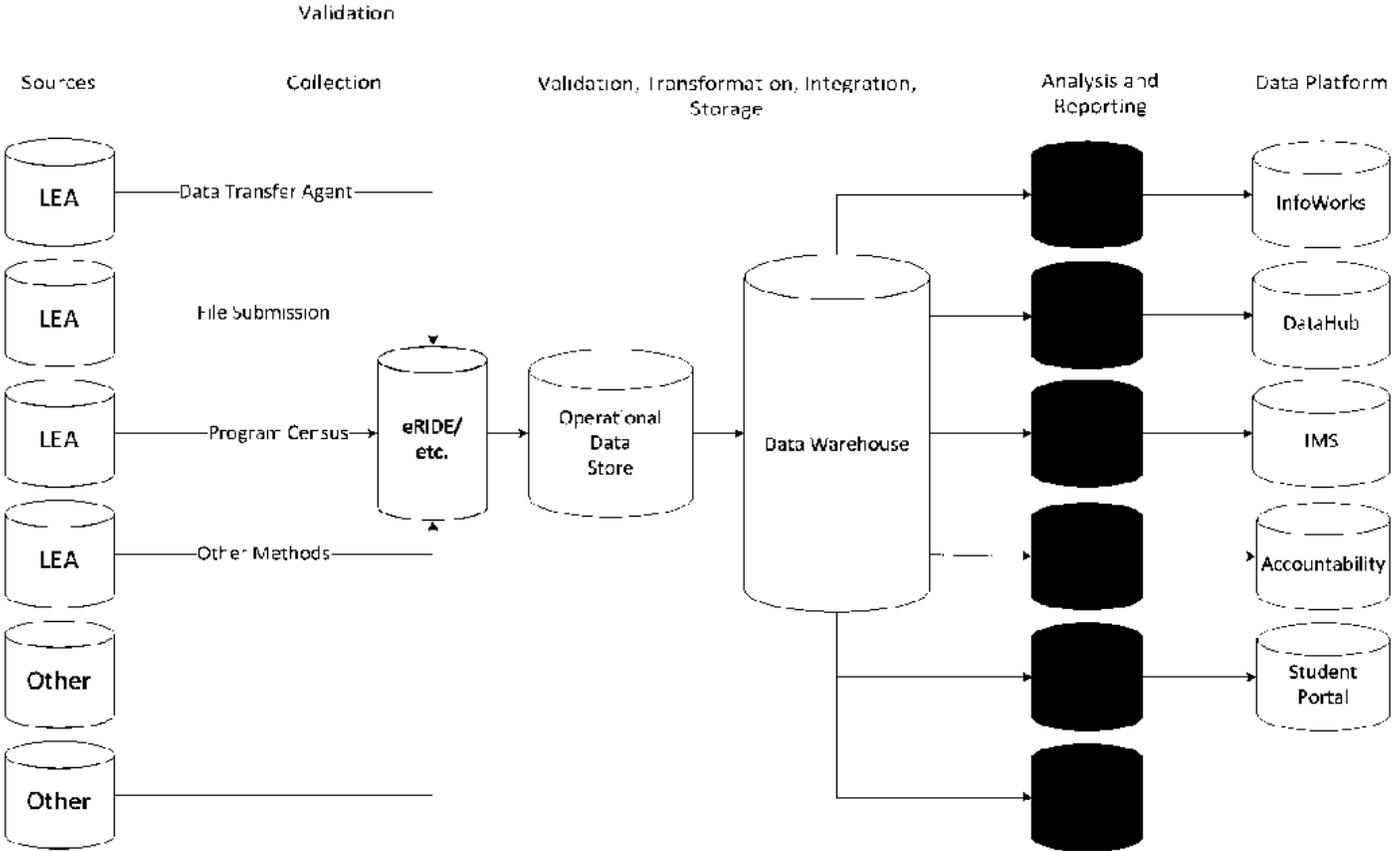
Appendix A (Other Attachments) – Table of Contents

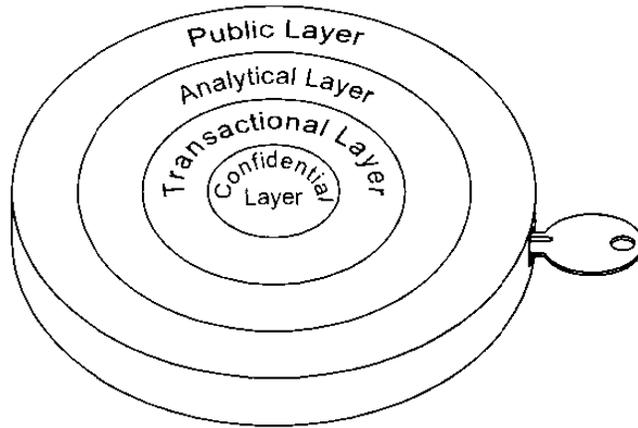
Rhode Island Statewide Longitudinal Data Systems (SLDS) Proposal

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RIDE - Enterprise Architecture and the Data Warehouse

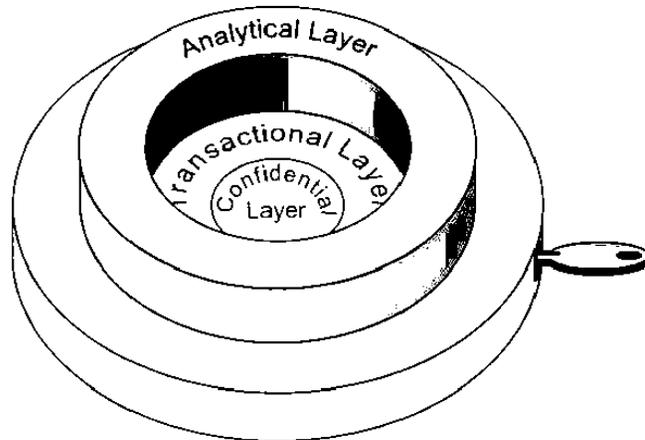
Governance





The RIDE LDS Storehouse consists of four layers with role-based security:

- Public:
- Analytical
- Transactional
- Confidential



Public Layers Provide Analytical Data

- **Public Layer** provides access via the internet to various types of information such as predefined aggregate reports for research and evaluation purposes.
- **Analytical Layer** provides secure and authorized access to information that can be manipulated in a highly efficient manner.

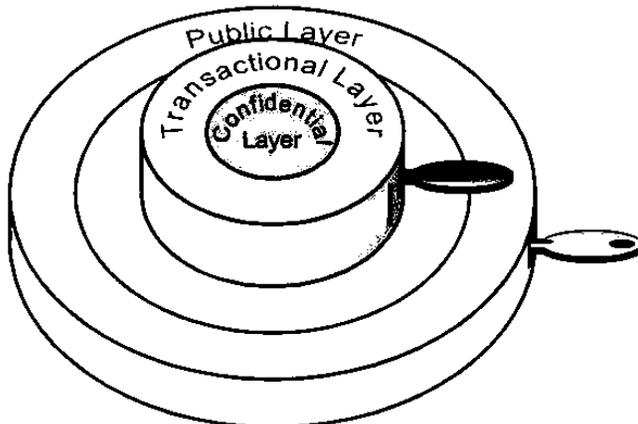
Security:

Public Access

- User ID/Password
- Table of Authorities & Permissions

Content:

- **On-Line Analytical Processing (OLAP)**
- Dimensioned for flexible analysis
- Accessible from Microsoft Excel



Confidential Layers Secure Student Data

- **Transactional Layer** contains detailed, specific student information for deeper "drill-down" and/or "drill through".
- **Confidential Layer** contains specific student information that is marked as "private and confidential".

Security:

Confidential Access

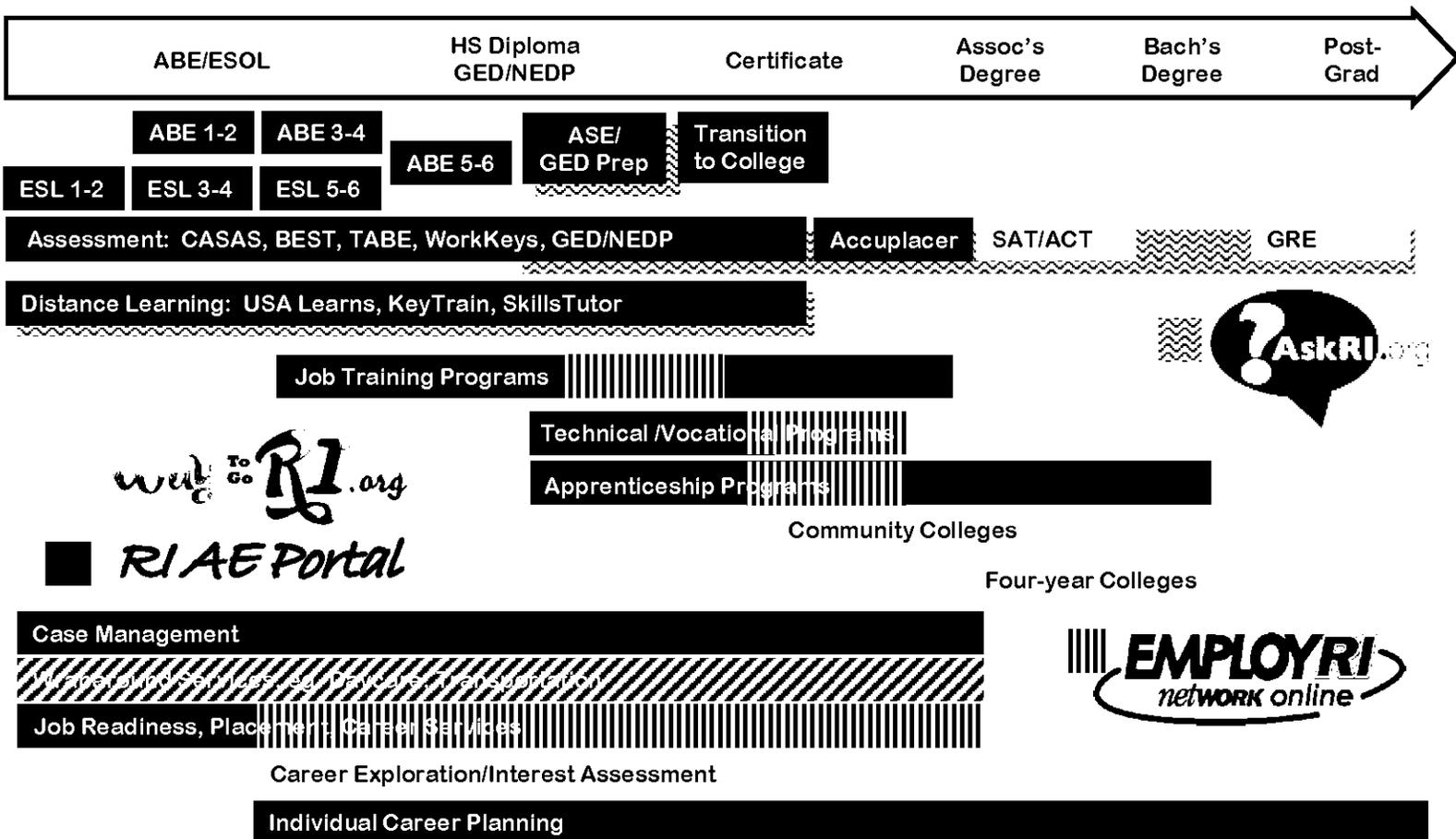
- Two Keys Required
 1. Trusted Access Key
 2. Confidential Access Key

Content:

Data that could reveal identities:

- Name
- SSN
- Street Address
- Etc.

Rhode Island Adult Education Portal Design



STATEMENT OF AGREEMENT

EVIDENCE OF PARTNERSHIP AMONG STATE AGENCIES AND OTHER ENTITIES THAT COORDINATE DATA AMONG EDUCATION AND POSTSECONDARY INSTITUTIONS

This STATEMENT OF AGREEMENT is hereby made by the Rhode Island Department of Elementary and Secondary Education (RIDE), the Rhode Island Office of Higher Education (OHE), the Rhode Island Department of Labor and Training (DLT), the Rhode Island Higher Education Assistance Authority (RIHEAA), and The Providence Plan (ProvPlan).

PURPOSE

The purpose of this Statement of Agreement is to declare a mutual interest and desire to participate as partners in Rhode Island's application for Statewide Longitudinal Data Systems (SLDS) funding to the U.S. Department of Education (CFDA# 84.372). This Statement of Agreement will identify the partnership principles and roles and responsibilities that partners agree to perform should the U.S. Department of Education award SLDS funding to Rhode Island for the project.

BACKGROUND

The U.S. Department of Education will issue grants in 2012 under the Statewide Longitudinal Data Systems (SLDS) program. The purpose of the SLDS is to enable State Educational Agencies (SEAs) to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data.

The long-term goal of the program is that all States will create comprehensive P-20W systems (early childhood through workforce) to permit the generation and use of accurate and timely data; support analysis and informed decision-making at all levels of the education system; increase the efficiency in which data may be analyzed to support the continuous improvement of education services and deliverables; facilitate research to improve student academic achievement and close achievement gaps; support education accountability systems; and simplify the processes SEAs use to make non-confidential education data transparent through Federal and public reporting.

The need for quality data about students and schools in Rhode Island has never been greater. Educators and policy makers need accurate, timely, and consistent information about students and schools in order to plan effective learning experiences, improve schools, and reduce costs. In addition, Rhode Island's student population is very mobile – across districts and states, and between K-12 and postsecondary – thus the need to share high-quality data requires that Rhode Island develop a common language for a core subset of data elements that exist in multiple data systems.

In recent years, Rhode Island has made notable progress in the development of its longitudinal data system (LDS). Such outcomes include the development of a new K-12 data warehouse that will align with the new Common Education Data Standards (a nationally developed common technical reference model for states implementing state longitudinal data systems) and a data-sharing agreement between RIDE and OHE that enables the linkage of K-12 and higher education data.

Through these investments, RIDE, in conjunction with its state partners, is utilizing and enhancing a variety of data platforms such as Infoworks Live!, the Rhode Island DataHUB, SurveyWorks!, WaytogoRI, and others that enable students, parents, teachers, education leaders, researchers,

community members, and policy makers to directly access the information that is valuable to their needs. In addition to these data platforms, there have been several pilot projects in Rhode Island in which postsecondary data is linked to workforce data, and thanks to Race to the Top resources, Rhode Island is making progress in the development of several LDS components - including modules to examine teacher effectiveness, support instructional management systems, and develop early warning detection systems.

Rhode Island secured its only LDS grant in 2009 but received no ARRA funding to advance its work. The state submitted a Race to the Top Early Learning Challenge Grant in October, which contains a request for resources to build the early childhood data components of the state's LDS.

Through a partnership of three state agencies, (RIDE, OHE, and DLT) and the collaboration of two statewide entities with core missions to improve the educational and career outcomes of its residents (RIHEAA and ProvPlan), Rhode Island has chosen to pursue an LDS grant that expands upon the current efforts to create a seamless data infrastructure that supports Rhode Island as it moves forward in the implementation of a P-20W policy agenda. This shared agenda is best reflected by the goals outlined in SLDS Priority 3, which focuses on the development and linking of postsecondary and/or workforce data to the K-12 data system.

All signatories to this Statement of Agreement recognize that a successful SLDS in Rhode Island requires a governance structure involving both State and local stakeholders at all stages of design and implementation. As Rhode Island moves to expand its SLDS data capacity beyond RIDE to include other key stakeholders, all signatories recognize the need to identify those entities responsible for the operation of the statewide data system and to work to create a common understanding of data ownership, data management, and data confidentiality and access, as well as the means to resolve differences among partners.

During the start-up phase of Rhode Island SLDS, the Statewide PK-16 Council – chaired by then Governor Carcieri - served as the primary governance and advisory structure. This Council played a key role in shaping the goals, objectives, and design protocols associated with the initial SLDS. With the temporary cessation of the Stateside PK-16 Council due to a change in gubernatorial administration in 2011, Rhode Island has formed an ad-hoc Statewide Longitudinal Data System (SLDS) Work Group to function as the governance structure for this project. The Work Group membership represents a cross-section of agencies, postsecondary institutions, non-profit organizations and others in the state that are committed to working together to promote the development and implementation of a robust P-20W longitudinal data system. The SLDS Work Group has a demonstrated track record in providing this level of support through its role as the Steering Committee for Rhode Island's 2010 College Access Challenge Grant Program.

It is expected that this ad-hoc SLDS Work Group will provide the governance over this project until Governor Chafee creates the Rhode Island P-20W Council - a highly anticipated action most recently outlined as part of a broad series of recommendations put forth by Director Richard Licht (RI Department of Administration) in his report to the Rhode Island General Assembly on the "Organizational Structure, Staff Support and Resource Allocation of Higher Education in Rhode Island." At the point in which such a P-20W Council is convened, the governance of this project will transfer accordingly, and will remain there most likely through the end of the grant period.

STATEMENT OF VISION

All signatories are committed to the vision that Rhode Island must design, develop, and implement a statewide longitudinal data system (SLDS) as a mechanism to efficiently and accurately manage, analyze, disaggregate, report, and use individual-level P-20W data in ways that achieve the following long-term goals: 1) Identify what works to improve instruction; 2) Determine whether graduates are equipped for long-term success; 3) Simplify reporting and increase transparency; 4) Inform decision-making at all levels of education and workforce development, and 5) Permit the creation and use of accurate and timely P-20W data.

In pursuit of this vision, all partners acknowledge that the actual building of an SLDS represents only one segment of the overall process, and that a parallel level of commitment is needed to build the capacity of SLDS stakeholders (students, parents, teachers, education leaders, researchers, community members, and policy makers) to access the information and use it to promote more efficient operations, better public policy, and greater accountability. This means ensuring that adequate resources and levels of effort are appropriately distributed among the development of technology systems, the capacity to support infrastructure, and the provision of training and ongoing technical assistance to all types of SLDS users.

PARTNERSHIP PRINCIPLES

As partners, we acknowledge and agree to operate under certain conditions. We will:

- Commit to a shared vision (stated above).
- Make decisions through consensus among individuals empowered by their organizations.
- Operate under a set of core values that emphasizes trust, respect, transparency, and inclusiveness.
- Promote communication strategies and feedback loops at all levels within the partnership.
- Expect partners to take ownership for delivering the objectives for which they are responsible.
- Build a culture of shared learning and leverage opportunities to share in each other's work.
- Celebrate and publicize success and work together to overcome continuing barriers.
- Collaborate to leverage the resources needed to sustain the activities outlined in this project.
- Explore opportunities to expand this partnership with other agencies that share a common interest in these issues and a commitment to the vision and principles presented above.
- Each participating agency pledges to follow all applicable confidentiality laws including but not limited to FERPA, the Rhode Island Educational Bill of Rights (RIGL 16-71-3) and all accompanying regulations. In addition, no student data containing personally identifiable information shall be made available to, disclosed, or redisclosed to any party to this partnership, or to any other party, individual or entity, unless such disclosure or redisclosure is specifically authorized by FERPA, the RI Educational Bill of Rights, and all accompanying regulations.

ROLES AND RESPONSIBILITIES OF PARTIES

THE RI DEPARTMENT OF EDUCATION (RIDE) SHALL:

- a. Serve as fiscal agent of the SLDS grant.
- b. Designate ProvPlan as its authorized representative in accordance with FERPA, as amended.
- c. Be identified as the lead applicant in the SLDS application submitted to the U.S. Department of Education and play a leadership role in the SLDS Work Group.
- d. Operate as the administrative and fiscal agent for the project, which includes the following tasks: coordinate the process for selecting a project director and providing appropriate work space, supervision, technology, and support to the project director; arrange for fund transfer to partnering state agencies (as appropriate) and enter into cooperative agreements with third-party contractors in support of the deliverables identified in the SLDS application.
- e. Serve as the responsible entity for receiving and dispensing all federal funds; document in-kind contributions as outlined in the project application; and, complete all reports required by the U.S. Department of Education on behalf of the project.
- f. Take steps to integrate all adult education data currently collected by the Department into the RIDE data warehouse and collaborate with ProvPlan to ensure that such data becomes part of the data mart associated with the Rhode Island DataHUB platform.
- g. Take steps to integrate all postsecondary career and technical education data currently collected by the Department into the RIDE data warehouse and collaborate with ProvPlan to ensure that such data becomes part of the data mart associated with the Rhode Island DataHUB platform.
- h. Amend relevant existing data-sharing agreements with SLDS partners (e.g., OHE, RIHEAA, and ProvPlan) so that they are consistent with the essential P-20W research questions to be framed by the SLDS Work Group, to the extent allowable by FERPA and its regulations.
- i. Work with all partners to document all results of this SLDS project, including a process for evaluating the effectiveness of the data-use deliverables as well as training and professional development programs. Cooperate with any and all external evaluators contracted by the U.S. Department of Education.

THE RI OFFICE OF HIGHER EDUCATION (OHE) SHALL:

- a. Be identified as an Official Partner in the SLDS application submitted to the U.S. Department of Education and play a leadership role in the SLDS Work Group. Group.
- b. Designate ProvPlan as its authorized representative in accordance with FERPA, as amended.
- c. Provide leadership, management, expertise, and overall support in the design and deployment of an upgraded public, post-secondary data warehouse within OHE that adheres to the frameworks, design, and protocols of the Common Education Data Standards (CEDS).
- d. Make available appropriate public, post-secondary education data to the SLDS and collaborate with ProvPlan to ensure that such data becomes part of the Rhode Island DataHUB platform, to the extent allowable by FERPA and its regulations.
- e. Facilitate opportunities for academic researchers to leverage the Rhode Island LDS to examine essential P-20W questions as prioritized by the SLDS Work Group.

- f. Amend relevant data-sharing agreements with LDS partners (e.g., RIDE, ProvPlan) so they are consistent with the essential P-20W research questions framed by the SLDS Work Group, to the extent allowable by FERPA and its regulations.
- g. Work with all partners to document all results of this SLDS project, including a process for evaluating the effectiveness of the data use deliverables as well as training and professional development programs. Cooperate with any and all external evaluators contracted by the U.S. Department of Education.

THE RI DEPARTMENT OF LABOR AND TRAINING (DLT) SHALL:

- a. Be identified as an Official Partner in the SLDS application submitted to the U.S. Department of Education and play a leadership role in the SLDS Work Group.
- b. Make available appropriate and allowable Workforce Investment Act (WIA)-funded workforce development program data collected by the Department to the SLDS and collaborate with ProvPlan to ensure that such data becomes part of the Rhode Island DataHUB platform.
- c. Facilitate opportunities for academic researchers to leverage the Rhode Island LDS to examine essential P-20W questions as prioritized by the SLDS Work Group.
- d. Amend relevant data-sharing agreements with SLDS partners (e.g., OHE) and execute new data-sharing agreements consistent with FERPA, as amended.
- e. Take steps to improve internal data systems in ways that build the Department's capacity to successfully compete for a Workforce Data Quality Initiative (WDQI) grant via the U.S. Department of Labor's Employment Training Administration.
- f. Work with all partners to document all results of this SLDS project, including a process for evaluating the effectiveness of the data use deliverables as well as training and professional development programs. Cooperate with any and all external evaluators contracted by the U.S. Department of Education.

THE RI HIGHER EDUCATION ASSISTANCE AUTHORITY (RIHEAA) SHALL:

- a. Be identified as an Official Partner in the SLDS application submitted to the U.S. Department of Education and play a leadership role in the SLDS Work Group.
- b. Provide ongoing support and expansion of WaytogoRI.org – a website that provides interactive career and college planning tools to help students, parents, and educators explore education options, discover a wide variety of occupations, and make plans to achieve education and career goals.
- c. Expand the functionality of WaytogoRI.org to include the comprehensive online interface exclusively for Rhode Island adult learners interested in building their education and career readiness skills.
- d. Amend relevant data-sharing agreements with SLDS partners (e.g., RIDE) and execute new data-sharing agreements to the essential P-20W research questions to be framed by the SLDS Work Group.
- e. Facilitate opportunities for academic researchers to explore the impact that WaytogoRI.org has had on the college and career planning activities of its registered users.
- f. Work with all partners to document all results of this SLDS project, including a process for

evaluating the effectiveness of the data use deliverables as well as training and professional development programs. Cooperate with any and all external evaluators contracted by the U.S. Department of Education.

THE PROVIDENCE PLAN (PROVPLAN) SHALL:

- a. Be identified as an Official Partner in the SLDS application submitted to the U.S. Department of Education and play a leadership role in the SLDS Work Group.
- b. Be identified as the authorized representative (in accordance with FERPA, as amended), of the fiscal agent of this grant.
- c. Be identified as the authorized representative (in accordance with FERPA, as amended), of the Rhode Island Office of Higher Education.
- d. Serve as the organizational home of the Rhode Island DataHUB and oversee the ongoing development of the DataHUB as one of the primary analytic and visualizations tools to examine essential P-20W questions as prioritized by the SLDS Work Group.
- e. Facilitate opportunities for community-based service providers, nonprofit organizations, and the general public to leverage the information resources that can be extracted through the ongoing development of the Rhode Island LDS.
- f. Amend relevant data-sharing agreements with SLDS partners (e.g., RIDE, OHE) and execute new data-sharing agreements based on the essential P-20W research questions to be framed by the SLDS Work Group, to the extent allowable by FERPA and its regulations.
- g. Expand the presence of additional data sources (e.g., health, child welfare, human services, juvenile justice, corrections, and workforce) in the DataHUB in ways that build its ongoing capacity to examine essential P-20W questions.
- h. Function as the primary provider of training and ongoing technical assistance that enables education leaders, researchers, community members, and policy makers to directly access the information that is available through the Rhode Island DataHUB.
- i. Work with all partners to document all results of this SLDS project, including a process for evaluating the effectiveness of the data use deliverables as well as training and professional development programs. Cooperate with any and all external evaluators contracted by the U.S. Department of Education.

TIMELINE AND ASSOCIATION OF TASKS

A timeline of activities and work plan of tasks – delineated by deliverable and role of partner – will be included as part of the narrative materials submitted in conjunction with the application.

VOLUNTARY DISASSOCIATION

This Statement of Agreement is a nonbinding declaration that all parties have entered into in good faith. Any party may disassociate from the effort without penalty or liability by so notifying the other in writing. Written notice shall be sent sixty days prior to the disassociation.

TERM AND AMENDMENT

This Statement of Agreement shall go into effect when all parties have signed this document. All parties reserve the right to renegotiate this Statement of Agreement upon the unanimous consent of

parties. The Statement of Agreement shall remain in effect until the U.S. Department of Education has notified RIDE regarding the status of its SLDS application. At the time when RIDE is awarded SLDS funds, this Statement of Agreement will be replaced with a formal Memorandum of Agreement (MOA), (and specific data sharing agreement as applicable), between the signatory parties - with all partnership principles, roles, responsibilities, and terms outlined in this Statement of Agreement carrying forward to a new agreement. This Statement of Agreement represents the entire understanding of both parties with respect to this partnership.

IN WITNESS WHEREOF, the parties have executed this statement of agreement as of the last written date below.

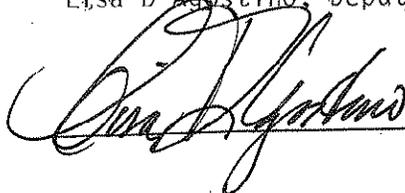
RI Department of Education
Deborah A. Gist, Commissioner


12/12/11
DATE

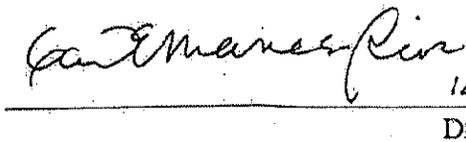
RI Board of Governors of Higher Education
Ray M. Di Pasquale, Commissioner

DATE

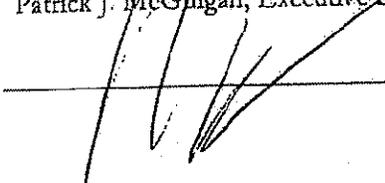
RI Department of Labor and Training
Lisa D'Agostino, Deputy Director


12/12/11
DATE

RI Higher Education Assistance Authority
Gail E. Mance-Rios, Deputy Director


12/11/11
DATE

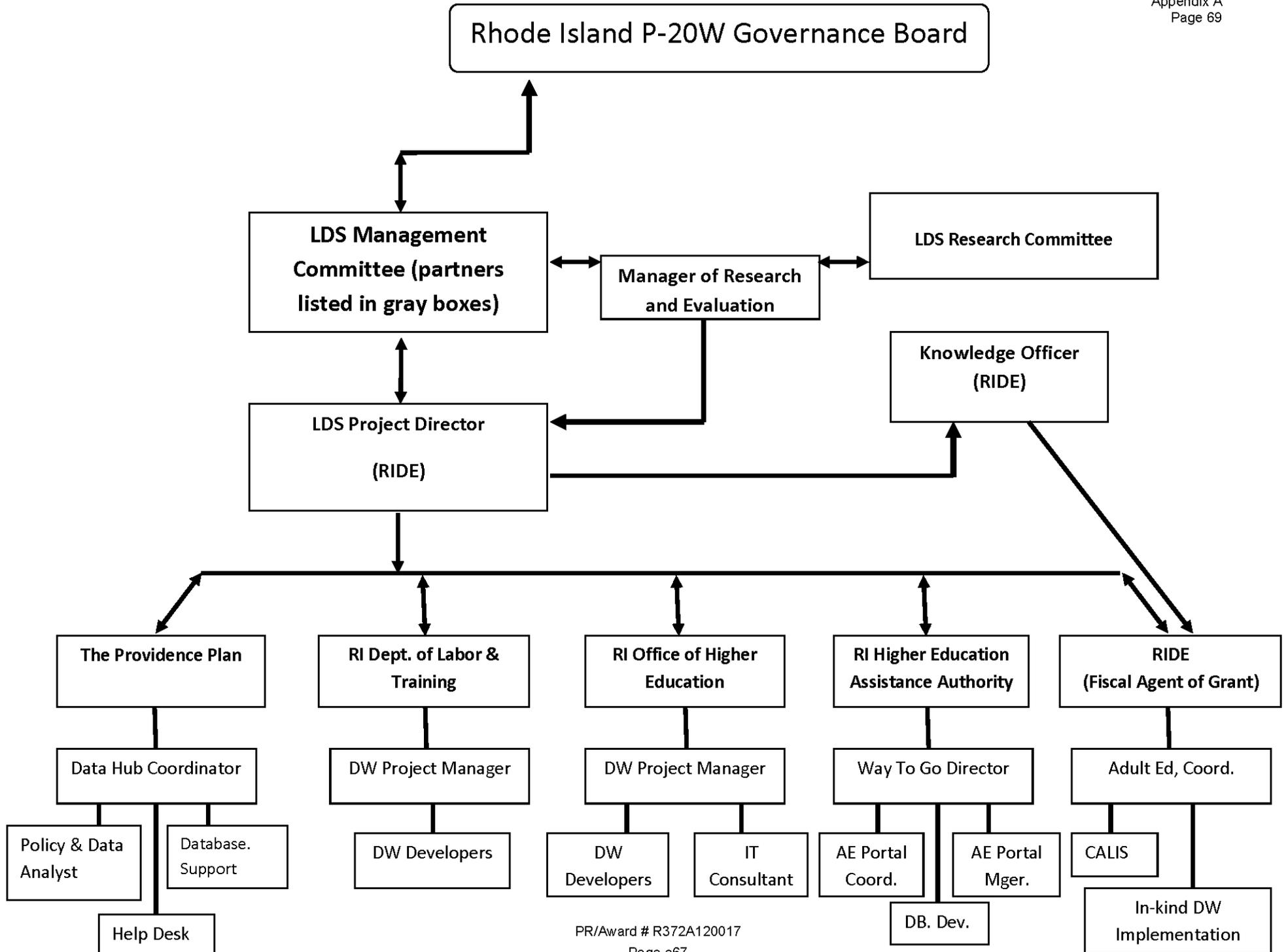
The Providence Plan
Patrick J. McGinigan, Executive Director


12/13/11
DATE

Rhode Island Statewide Longitudinal Data Systems (SLDS) Work Group

**Currently functioning as the Steering Committee for
Rhode Island's 2010 College Access Challenge Grant**

Name	Title	Organization
<i>Deborah Grossman-Garber</i>	<i>Associate Commissioner for Planning/Policy</i>	<i>Office of Higher Education</i>
<i>Abu Bakr</i>	<i>Executive Assistant to the President</i>	<i>University of Rhode Island</i>
<i>Andrea Castaneda</i>	<i>Chief of Accelerating School Performance</i>	<i>RI Department of Education</i>
<i>Marie DeRoche</i>	<i>Coordinator of netWORKri</i>	<i>Department of Labor & Training</i>
<i>Paula Dominguez</i>	<i>Director, Legislative Research</i>	<i>Rhode Island House of Representatives</i>
<i>Janet Durfee-Hidalgo</i>	<i>Director of PK-20 Affairs</i>	<i>Office of Higher Education</i>
<i>Daniel Egan</i>	<i>Executive Director</i>	<i>RI Association of Independent Colleges</i>
<i>Stefenie Geller</i>	<i>Policy Analyst</i>	<i>KIDS COUNT</i>
<i>Carie Hertzberg</i>	<i>Executive Director</i>	<i>Campus Compact</i>
<i>Karen Lowe</i>	<i>Director, Legislative Research</i>	<i>Rhode Island Senate</i>
<i>Charlie Kelley</i>	<i>Executive Director</i>	<i>Rhode Island Student Loan Authority</i>
<i>Gail Mance-Rios</i>	<i>Deputy Director</i>	<i>RI Higher Education Assistance Authority</i>
<i>Pat McGuigan</i>	<i>Executive Director</i>	<i>The Providence Plan</i>
<i>Bob Oberg</i>	<i>Development Director</i>	<i>The College Crusade of Rhode Island</i>
<i>Maureen Palumbo</i>	<i>Acting Chief, Statewide Youth Services</i>	<i>RI Department of Labor & Training</i>
<i>Holly Shadoian</i>	<i>Assistant Vice President, Academic Affairs</i>	<i>Rhode Island College</i>
<i>Robin Ann Smith</i>	<i>Associate Vice-President</i>	<i>Community College of Rhode Island</i>
<i>Peg Votta</i>	<i>Research Analyst</i>	<i>RI Department of Education</i>



RECOMMENDATION FROM DIRECTOR OF ADMINISTRATION LIGHT REGARDING CREATION OF A PK-20+ COUNCIL

Establish a Joint PK-20+ Advisory Committee between the Board of Governors and the Board of Regents. Membership of the Advisory Committee should include two current members of the Board of Regents, two current members of the Board of Governors, the Commissioner of Higher Education, the Commissioner of Elementary and Secondary Education, one member of the Governor's Workforce Board (Human Resources Investment Council R.I.G.L. 42-102), the Governor's Policy Director or his designee, and one member of the Rhode Island Economic Development Corporation's Board.

The connections and communications between all levels of education from pre-school through postsecondary education should be improved, formalized and supported with financial and human resources. "In order for a statewide college readiness initiative to gain traction and be sustainable over time, state leaders from government, K-12 schools, and postsecondary education need to develop consensus on some fundamental understandings and principles." PK- 20+ can be defined as pre-school education through an individual's postsecondary coursework and extends beyond the traditional two and four-year degree programs. This concept supports life-long learning as people change careers. The Nation's entire education system is being transformed to focus more on actual student graduation rates and outcomes rather than on assessment performance and enrollment rates.

College and workforce readiness of today's students is paramount if the projected job demands are to be filled by qualified workers. "The percentage of the workforce requiring some college or above grew from 28% in 1973 to 59% in 2007 and is expected to increase to 62% by 2018." Now more than ever a student's persistence and completion within the public education system should be the number one priority of policy makers and state leaders. The list of required actions provided herein is not all inclusive of the numerous efforts underway in Rhode Island to prepare students for not only attending postsecondary institutions but also graduating and finding employment opportunities. The staff of OHE and RIDE and other agencies and organizations has been working cooperatively to make progress towards these recommendations. However, the work needs to be brought from the staff to the decision-makers to impact the changes necessary in the education system.

This list represents the most significant and transformative initiatives that with modest state investment could help eliminate the gap between workforce needs and workforce readiness in the next ten years. This builds on the work undertaken by the Statewide PK-16 Council that was established by Executive Order 05-08. The Joint PK-20+ Advisory Committee shall meet at least every other month, shall be appropriately staffed by OHE and RIDE and should promote and provide leadership for the following work:

1. *Participate in the College Access Challenge Grant Program by allowing funds from the Rhode Island Higher Education Assistance Authority to provide the necessary match for Rhode Island to receive \$1.5 million. This program would increase the access of postsecondary education to traditionally under-represented populations.*
2. *Implement dual enrollment programs and the "Bachelors Degree in Three" by re-filing the implementation proposal with the Governor and the General Assembly for consideration in the FY 2013 budget as well as a new fall 2012 implementation date.*
3. *Adopt the Common Core Standards which is underway at both levels of education and should be supported.*
4. *Continue to support the Way to Go RI by extending the existing contract with RIDE and RIHEAA to OHE. It is imperative that the information and planning services that the portal provides be continued and strengthened.*
5. *Create a formal feedback loop between postsecondary educators and elementary and secondary schools in order to deliver a curriculum that prepares students for college and eliminates the need for ever increasing levels of remedial course work in postsecondary institutions.*
6. *Adopt a virtual learning policy that guides schools and higher education institutions to maximize the potential of this mechanism and to ensure quality control. The policy should provide a unified approach to virtual learning at all levels*
7. *Invest in common technology infrastructure to realize cost savings and efficiencies and to ensure all levels of education are able to expose students to the latest and most valuable forms of technological tools for learning.*
8. *Implement the oversight function required by federal law to resolve virtual learning disputes and appeals by students in virtual learning programs by defining what roles and responsibilities OHE and RIDE should perform.*
9. *Implement the Adult Education for College, Work & Career, Family, and Community FY2011-FY2015 Proposal in order to significantly invest in the workforce training and education needs of employers over the next ten years.*
10. *Develop remediation courses with priority in mathematics and avoid duplication of effort between RIDE, OHE, and all public schools. Consider including higher education institutions to increase the investments available in developing this resource and to improve access to all individuals needing to complete remedial coursework.*

Letters of Support

Rhode Island Statewide Longitudinal Data Systems (SLDS) Proposal

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State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

Deborah A. Gist
Commissioner

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

December 15, 2011

Dear Committee Members:

As Rhode Island Commissioner of Elementary and Secondary Education, I am pleased to submit for review our Statewide Longitudinal Data System (LDS) grant application. Rhode Island has made enormous gains over the past five years. Our data systems have improved significantly, and Race to the Top funding has launched our state to the forefront of the national reform movement.

Consistent with Priority 3, our project will focus on making three major advancements to the Rhode Island LDS, with an emphasis on improving the presence of adult education, career-and-technical education, and workforce-development data in the LDS. These advancements will provide a range of benefits for numerous stakeholders in Rhode Island, including state agencies, educational institutions, workforce intermediaries, the research community, and students and families.

Specifically, this grant will:

- leverage decision-making and streamline services by re-engineering our higher-education data warehouse;
- extend resources and tools to all adult learners by adding a one-stop center for adults to the WaytoGoRI college and career planning online portal; and
- expand policy, analysis, evaluation, and program-improvement capacity by linking Adult Basic Education, workforce programs, and secondary through postsecondary Career and Technical Education to the RIDataHub.

I strongly believe that our proposed initiatives will not only greatly expand our ability to improve programs for all Rhode Islanders, but they will also make our state a model for the nation.

This project will strengthen our resolve to base all decisions affecting our students and families on the best and most comprehensive data available. I urge your careful consideration of this application, and I thank you for your attention to this matter. Feel free to contact me at (401) 222-8700 with any questions.

Sincerely,

Deborah A. Gist
Commissioner

**Rhode Island Board of Governors
for Higher Education**
The Shepard Building
80 Washington Street Suite 524
Providence, Rhode Island 02903

Telephone 401-456-6000
Facsimile 401-456-6028
TDD 401-456-6027



December 12, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

As President of the Community College of Rhode Island and Commissioner of Higher Education for the state, I write to express my strong support for Rhode Island's Statewide Longitudinal Data Systems (SLDS) grant application.

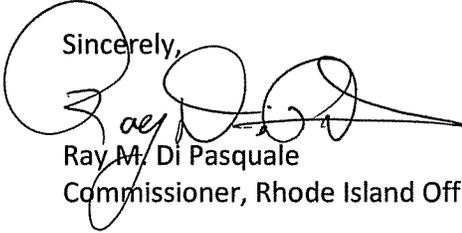
By providing open access to higher education to high school graduates and adult learners, we are well-positioned to continue to provide Rhode Islanders the chance to acquire the knowledge and skills necessary for intellectual, professional and personal growth through the array of academic, career and lifelong learning programs. I have seen first-hand the challenges and difficulties that arise when students are not prepared for postsecondary education or for the workplace. I am committed to working closely with our Commissioner of Elementary and Secondary Education, Deborah Gist, to transform Rhode Island's educational system to deliver high-quality opportunities for all learners to obtain the education, training and skills they need. In particular, the Rhode Island Board of Governors for Higher Education (RIBGHE) is working with the Rhode Island Department of Elementary and Secondary Education (RIDE) to ensure greater vertical alignment between PK-12 and higher education.

Among the many other collaborative endeavors that RIBGHE and RIDE share, we enthusiastically commit to working with RIDE, the Rhode Island Department of Labor and Training (DLT) and other partners on the initiatives outlined in this Statewide Longitudinal Data Systems proposal. All stakeholders within our state's higher education system recognize that steadfast commitment to and emphasis on use of data will result in improved student performance, lower dropout rates, higher graduation rates and, overall, more prepared students who are equipped to achieve their postsecondary and career goals. That translates to higher retention and completion rates for our institutions and directly relates to the primary goal of our governing board which is to provide more Rhode Islanders with postsecondary degrees.

A comprehensive data warehouse system that includes DLT data will support precise, timely, and efficient longitudinal tracking of students and workers, cross-agency program development, continuous improvement, accountability, reporting, research, and evaluation needs. The higher education system is pleased to be a part of this collaborative effort to implement a longitudinal data system of school, college and work performance that will help Rhode Island prepare current and emerging students and workers with the skills and knowledge to meet industry needs.

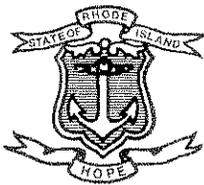
Thank you for your consideration of Rhode Island's grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "Ray M. Di Pasquale". The signature is written over the printed name and title below it.

Ray M. Di Pasquale

Commissioner, Rhode Island Office of Higher Education



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

Department of Labor and Training

Center General Complex
1511 Pontiac Avenue
Cranston, RI 02920-4407

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Telephone: (401) 462-8000
TTY: Via RI Relay 711

Lincoln D. Chafee
Governor

Charles J. Fogarty
Director

December 8, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I am pleased to provide this letter in support of the Rhode Island Department of Elementary and Secondary Education's (RIDE) application to the Institute of Education Sciences Statewide Longitudinal Data System Grant program.

At the RI Department of Labor and Training (DLT), our core business priorities are to fill employer job openings with qualified job seekers and to mitigate the negative consequences of unemployment. DLT's responsibilities include the stewardship of federal Workforce Investment Act (WIA) funds, oversight and monitoring activities, the issuance of statewide policy regarding management of grants and contracts, and the allocation of the WIA Title I-B funds to local workforce investment boards.

RIDE is seeking funds to invest in the data infrastructure at the RI Office of Higher Education and the RI Dept. of Labor and Training so these agencies can fully participate in Rhode Island's LDS. Rhode Island's success in acquiring these pivotal funds will lead to improved data collection, data management and data-based decision making so that we may collectively assess skill and service gaps, develop the region's workforce development plan and implement programs to serve the needs of job seekers and businesses. A data partnership between Rhode Island's state agencies, coupled with the vertical link across PK-20 and the workforce is a benefit for all of Rhode Island. By linking multiple years of administrative data and analyzing trends regarding services accessed and employment achieved, DLT will learn more about the impact of its services.

With regards to CTE data, DLT works closely with the Department of Education to design and implement programs for adults and out-of-school youth. Project Opportunity is an education and training program designed to assist recipients of Aid to Families with Dependent Children (AFDC) to become self-sufficient. This proposal will help facilitate the analysis of trends and patterns that will lead to improved educational/workforce development planning and performance in this arena.

Institute of Education Sciences Letter
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December 8, 2011

It will provide increased access to state agencies, as well as school districts and an array of adult education programs so that they will have the information they need to operate effectively. Furthermore, this grant will provide tools for researchers to investigate educational practices in our state and recommend successful, research-based solutions.

The proposed LDS development represents a major stepping stone for Rhode Island to create longitudinal data to guide services for learners across the education and workforce continuum and DLT looks forward to working with our partners to create a seamless data infrastructure that supports Rhode Island as it moves forward in the implementation of a P-20W policy agenda. I thank you for giving the RI Department of Education's application your strongest consideration.

Sincerely,

(b)(6)

Charles J. Fogarty
Director

December 5, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

On behalf of the Board of Directors of The Providence Plan, I am writing to lend my support to the Rhode Island Department of Education's (RIDE) Statewide Longitudinal Data System grant application.

The Providence Plan (ProvPlan) is a nonprofit with a mission to improve the economic and social well-being of our city. We are described as a "Think and Do Tank," a term that captures the dual nature of our work. A portion of our activity – our thinking – is dedicated to providing policymakers and community organization with access to reliable, timely data, information, and analysis. The other half – our doing – is engaged in developing and implementing programs designed to fulfill unmet needs in our community. By combining "think" and "do," ProvPlan has demonstrated a real capacity to solve problems in our state.

For the past 20 years, ProvPlan has established itself as an information intermediary among government, the community, and the academic sector. This capacity is evident through the various tools and applications ProvPlan has developed that use multiple sources of education, health, workforce, and human services data. In particular, ProvPlan has a long track record of collaborating with the Rhode Island Department of Education on a range of projects – including the development of the Rhode Island DataHUB. ProvPlan has also partnered with RIDE and other state departments to conduct cross-agency analyses. One particular project combined RIDE data with content from the Rhode Island Department of Labor and Training to track the impact of GED attainment on wages for adult learners. Another linked RIDE and Department of Health databases to generate new information about the education outcomes for children born to teen mothers.

Rhode Island's proposed Statewide Longitudinal Data System project will provide a major stepping stone for expanding our collective efforts to manage, analyze, and use data to support evidence-based decision making in all aspects of education. Such an investment is critical to improve student learning, close existing achievement gaps, and deepen our understanding of the connections between educational outcomes and preparing students for a successful transition into postsecondary programs and the workforce. Not only are we committed to the continued development of and integration of data into the DataHUB, we are also deeply invested in providing the necessary supports and resources that will increase the number of stakeholders that are accessing our data platforms to inform their decision making processes.

The Providence Plan is a strong proponent of RIDE and its capacity and acumen to execute this Statewide Longitudinal Data System as proposed. We stand ready, willing, and able to support its successful implementation. Overall, Rhode Island is well positioned to make this project a reality, and I hope you give RIDE's application the strongest consideration possible.

Sincerely,

(b)(6)

Patrick J. McGuigan
Executive Director



December 9, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences, National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I am pleased to offer this letter of support for Rhode Island's Statewide Longitudinal Data System Grant application and let you know our organization's strong commitment to the implementation and expansion of the state wide data system. As a state agency, the Rhode Island Higher Education Assistance Authority (RIHEAA) is committed to support the Longitudinal Data Systems and have partnered with the Rhode Island Department of Education and Secondary Education (RIDE), the Department of Labor and Training, the Office of Higher Education (OHE) and Providence Plan.

As Deputy Director of RIHEAA, I have had the opportunity to work with the RIDE on a number of initiatives to bring educators, business leaders and community organizations together to produce meaningful results for students across our state. Through the WaytogoRI web portal, RIHEAA has created a web based platform for students, educators and parents providing valuable, age-appropriate information and tools about career and college planning. In creating this resource, we have worked closely with RIDE and OHE to deliver much-needed services to every school district in our state.

The Statewide Longitudinal Data System Grant application is an example of this collaborative approach. RIDE has brought stakeholders to the table and developed an ambitious and exciting reform agenda which promises to build a new educational data warehouse, expand resources and tools for adult learning building upon WaytogoRI with connections to Adult Basic Education, workforce development programs and Career/Technical Education programs with the Rhode Island DataHub. The Statewide Longitudinal Data System Grant will provide Rhode Island with critical resources to launch this important work, supplement the existing collaborative efforts, and produce data that will inform and support our efforts. This is an unprecedented opportunity for our state as agencies now have a means to share data and have coalesced around the mission.

I have no doubt the leaders who have come together in this process are fully prepared to embark on innovative path set forth in this application. This process has truly energized all those in our state who care about education, and I hope you and your colleagues will support this application as a means of helping Rhode Island enact this roadmap for change which will improve the lives of every student in our state.

Sincerely,

Gail Mance-Rios
Deputy Directory



Rhode Island Adult Education Professional Development Center
144 Bignall St, Warwick, RI 02888

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December 5, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I fully support the Rhode Island Department of Education's initiative to seek federal Statewide, Longitudinal Data System funding.

The RI Professional Development Center (PDCenter) delivers high-quality, research-based professional development and technical assistance to Rhode Island's adult education programs and practitioners. Through its leadership and partnerships, the PDCenter seeks to support, enhance and promote the network of quality educational opportunities for RI's adult learners. A comprehensive LDS that includes adult education, career and technical, and workforce development data would be key to advancing interagency collaboration around the funding and delivery of adult basic education services and in identifying strategies toward effectively connecting learners to the one-stop centers for access to job opportunities and other services throughout Rhode Island.

The PDCenter has been leading a team which has laid the groundwork for one important facet of the project: the development of an online interface exclusively for adult learners that can be accessed through the WaytogoRI website. This interface will allow students, of varying levels – and those who serve them-- to better identify educational and career resources and goals, and to assess progress toward those goals. Rhode Island has at least 150,000 adults who lack English proficiency and/or a high school credential, meaning they cannot access jobs and careers that will set them on a path to prosperity. They could benefit from adult education and online services, yet presently have limited access to the wealth of resources available to them due to the high reading and computer literacy needed for successful use of online resources. This project's online interface will give them supported access to multiple state websites through a single sign on feature. These tools will allow learners to stay connected to resources as they develop and progress on their own career pathways, and allow policy makers access to important data on their progress.

A highly educated and trained workforce is more important to the economic viability of the state than ever before. In addition, Rhode Island's efforts to improve educational outcomes for children require

parents who are literate and involved with their children's education. A timely investment in the Rhode Island LDS will build on the significant progress that has been made and enhance the state's ability to meet our education and workforce development goals.

Thank you in advance for your consideration of Rhode Island's grant application. Please contact me if you have further questions or if I can be of assistance.

Sincerely,

(b)(6)

Jill Holloway,
Executive Director

(b)(6)

jholloway@riaepdc.org
www.riaepdc.org

□

□



State of Rhode Island and Providence Plantations
State House, Room 224
Providence, Rhode Island 02903
401-222-2080

Lincoln D. Chafee
Governor

December 8, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I enthusiastically support the Rhode Island Department of Secondary and Elementary Education's (RIDE) application to the Institute of Education Sciences for a Statewide Longitudinal Data Systems Grant. RIDE and the state of Rhode Island have undertaken significant work to put into place impressive student data systems. This continued expansion of our data systems will enable the state to provide precise, timely, and efficient longitudinal tracking of students throughout their academic career across educational and student-servicing state agencies and would meet cross-agency program development, continuous improvement, accountability, reporting, research, and evaluation needs.

Specifically, Rhode Island requests funding for Priority #3. Funding under this priority will help our state develop and link postsecondary and workforce data to our K-12 system. Our project will focus on making three major advancements to Rhode Island's longitudinal data system - with a specific emphasis on improving the presence of adult education, career and technical, and workforce development data in our statewide systems. These advancements will provide a range of benefits for numerous stakeholders in Rhode Island including state agencies, education institutions, workforce intermediaries, the research community, and students/consumers.

This proposal will help our state facilitate the analysis of trends and patterns that will lead to improved educational planning and performance. It will provide increased access to all state agencies as well as local school districts so that they will have the information they need to make data driven decisions about education in Rhode Island.

Your consideration of Rhode Island's proposal is appreciated. We are committed to this agenda and will continue to work to accomplish this objective.

Sincerely,

A handwritten signature in black ink, appearing to read "Lincoln D. Chafee".

Lincoln D. Chafee
Governor

Congress of the United States
Washington, DC 20515

December 7, 2011

The Honorable Arne Duncan
The Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Secretary:

We wish to express our strong support for the Rhode Island Department of Education's Statewide Longitudinal Data System grant application. The expansion of our data system will enable the state to provide precise, timely, and efficient longitudinal tracking of students across educational and state agencies as they move from early childhood education to public schools to adult and postsecondary education and into the workforce. This effort will support cross-agency program development, continuous improvement, accountability, reporting, research, and evaluation needs.

Rhode Island's proposed data initiatives will greatly expand the ability to improve programs for all Rhode Islanders, no matter the age. Specifically, this grant will:

- Leverage decision-making and streamline services by re-engineering Rhode Island's higher education data warehouse;
- Extend resources and tools to all adult learners by adding a one-stop center for adults to the WaytogoRI college and career planning online portal; and
- Expand policy, analysis, evaluation and program improvement capacity by linking Adult Basic Education, workforce programs, and secondary through postsecondary Career and Technical Education to the RI DataHUB.

Providing access to data is not simply about accountability; it's about the meaningful use of information to enhance the education provided to students. This project will strengthen Rhode Island's ability to improve outcomes for all learners based on the best and most comprehensive data available. Within all applicable rules and regulations, we urge your careful consideration of this application and thank you in advance for your attention to this matter.

Sincerely,



Jack Reed
United States Senator



Sheldon Whitehouse
United States Senator



James R. Langevin
Member of Congress



David N. Cicilline
Member of Congress

CC: Statewide Longitudinal Data System Grant Review Committee Members



State of Rhode Island and Providence Plantations
BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION
255 Westminster Street
Providence, Rhode Island 02903-3400

December 15, 2011

George D. Caruolo, Esq.
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Angela Teixeira
Special Assistant

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I am pleased to write a letter of support for the Rhode Island Department of Education's (RIDE) Statewide Longitudinal Data System grant application. As chair of the Board of Regents for Elementary and Secondary Education, I am keenly aware that RIDE must design, develop, and implement a statewide longitudinal data system (SLDS) as a mechanism to efficiently and accurately manage, analyze, disaggregate, report, and use individual-level P-20W data. This 2011 grant request includes the following broad goals in our statewide efforts to link data with our post-secondary partners:

- Integrate new sources of postsecondary data (adult education, career and technical education, and WIA-funded workforce development) into Rhode Island's current LDS.
- Invest in the data infrastructure and technology systems within RIOHE and RIDLT so that these agencies can more fully participate in Rhode Island's LDS.
- Identify adult learners as a critical and priority audience in the ongoing development of data tools that are specifically developed to support student/consumer level of the LDS.
- Prioritize "users and use" of the LDS by making investments in training and ongoing technical assistance for all stakeholders, especially practitioners and researchers.

The expansion of our data systems will help us identify what works to improve instruction; determine whether graduates are equipped for long-term success; simplify reporting and increase transparency; inform decision-making at all levels of education and workforce development, and permit the creation and use of accurate and timely P-20W data.

I appreciate your consideration of Rhode Island's grant application, and please contact me if there is anything I can do to help make this project a reality.

Sincerely,

(b)(6)

George D. Caruolo
Chairman of the Board of Regents

**Governor's
Workforce
Board**
Rhode Island



Today's Vision... Tomorrow's Opportunity.

December 5, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

The Governor's Workforce Board of Rhode Island (GWBRI) is pleased to provide this letter in support of the Rhode Island Department of Elementary and Secondary Education's (RIDE) application to the Institute of Education Sciences Statewide Longitudinal Data System Grant program.

The legislated mandate of the Governor's Workforce Board is to provide strategic direction for the workforce system through a comprehensive State Workforce Plan that provides a common vision and statewide goals and objectives. The board has formulated a plan that defines the goals and aligns both the strategies and resources through which all Rhode Island agencies, educational institutions, communities and employers can contribute. Partnerships and collaboration among these entities is critical to success in both the short and long term.

The GWBRI relies on its network of advisors and providers to enact strategic policies and make targeted investments that promote skill development and encourage participation among all Rhode Islanders in the workforce system. GWBRI has been actively engaged in a range of collaborations with, and among, the SLDS project partners and we are confident that the development of a P20W data system will help to advance Rhode Island's Strategic Workforce Plan. Since 2007, the Governor's Workforce Board has collaborated with the RI Department of Education to target the segment of the workforce that lacks the necessary Adult Basic Education and work readiness skills to compete in the 21st century economy. In FY 2011, 19 service providers received \$3.5 million from the Job Development Fund to help raise the literacy and basic skill levels of the RI workforce, with more than 1,600 adults enrolled in funded, community based programming. Additionally, GWBRI and RIDE have invested in the RI Welcome Back Center, an initiative that connects hundreds of highly trained international health professionals with the RI health care workforce.

In carrying out our work this year, GWBRI oversaw programs in which 1,174 job seekers requiring short-term skill upgrades received more than \$5 million in subsidized training and with \$2.2 million in WIA funding, the two local workforce investment boards--Workforce Solutions of Providence/ Cranston and the Workforce Partnership of Greater RI--issued a joint Request for Proposals to fund programs that lead disconnected youth and young adults to high school credentials, post-secondary education and training, and employment. A system that will allow us

Statewide Longitudinal Data System Grant Review Committee
Page 2

to evaluate secondary, postsecondary, workforce development, economic development, and industry outcomes; guide our work to resolve skill gaps and shortages; and one that will include data that is relevant to our employment objectives for special populations (those with disabilities, the incarcerated, welfare recipients and adults with limited English proficiency) can potentially be leveraged to advance GWBRI's strategies for cultivating a public workforce system that transcends policy, administrative, and programmatic barriers.

I appreciate your consideration of Rhode Island's grant application and thank you for your time.

Sincerely,

(b)(6)

Rick Brooks
Executive Director

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS



Department of Corrections

Ashbel T. Wall, II, Director
40 Howard Avenue
Cranston, RI 02920

Tel: (401) 462-2611
Fax: (401) 462-2630
TDD: (401) 462-5180

December 9, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I am pleased to provide this letter in support of the Rhode Island Department of Elementary and Secondary Education's (RIDE) application to the Institute of Education Sciences Statewide Longitudinal Data System Grant program.

As the Director of the Rhode Island Department of Corrections (RIDOC), I oversee all aspects of Rhode Island's adult correctional agency and set the policy direction for the department. RIDOC's mission is to contribute to public safety by maintaining a balanced correctional system of institutional and community programs that provide a range of control and rehabilitative options for criminal offenders.

The Education Unit of the Division of Rehabilitative Services delivers Adult Basic Education, English as a Second Language, Special Education/ Title One, Inmate Literacy Program, GED classes/ testing, postsecondary programs, and vocational training. Among RIDOC sentenced male offenders, 60% (and 43% among females) have less than a 12th grade education. Over 300 inmates 21 years-old and under receive education services. Several rigorous and credible national studies have documented the fact that inmates who do not complete high school or earn a GED are more likely to reoffend. Our students have experienced a great many failures during their educational careers. We very much want to provide the opportunity for success.

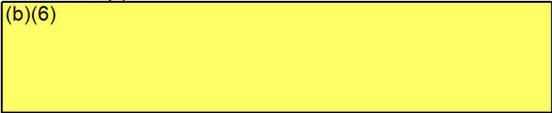
In recognizing how much the issue of data isolation represents a barrier to education reform, RIDE engaged The Providence Plan (ProvPlan) to establish an independently managed data warehouse system that could host data traditionally located in different divisions of RIDE as well as other state agencies. Launched in 2009, DataHUB represents the first major effort in the state to combine data from multiple government agencies and make it accessible to the public, while maintaining individual confidentiality. In addition to promoting greater data decision-making among state and local agencies, one key objective of the DataHUB is to use the portal as the foundation for an integrated longitudinal database that can track outcomes education and career outcomes of Rhode Islanders.

In recent years, The Providence Plan has developed a strong data and analysis relationship with the RI Department of Corrections. This collaborative relationship has assisted us in using data drawn from police departments across the state along with data drawn from the corrections department to provide supervision and facilitate service provision. Equally, an expanded SLDS that includes data about dropouts, children, and youth who are currently in or have been through the correctional system will assist and guide state agencies and communities in working together to provide services to meet the varied needs of students and adult learners.

Based on experience, I firmly believe that sharing of data, which allows us to make evidence-based decisions about what really does work in terms of supervision and support, is essential to continuing to provide public safety. Thank you for your consideration of Rhode Island's grant application.

Sincerely,

(b)(6)

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Ashbel T. Wall, II
Director



University of Rhode Island
Green Hall, 35 Campus Avenue
Kingston, RI 02881
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Community College of Rhode Island
400 East Avenue
Warwick, RI 02886
401-825-1000
www.ccri.edu

December 12, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

We wish to express our strong support for Rhode Island's Statewide Longitudinal Data Systems (SLDS) grant application.

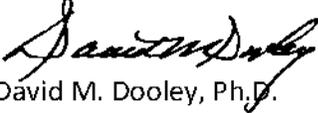
Rhode Island is committed to implementing a comprehensive, data-driven, PK-20+ information-management and decision support system that enables LEAs, state agencies, and education institutions to compile, validate, and analyze information on a timely and accurate basis. An SLDS grant would be instrumental in leveraging Rhode Island's LDS implementation progress to-date to support the advancement of RIOHE and the State's public higher education institutions' data system capacity in ways that improve Rhode Island's ability to increase the numbers and proportion of students who successfully enter, persist, and ultimately complete a postsecondary degree.

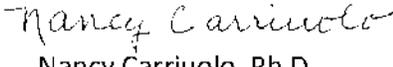
RIDE and RIOHE have articulated critical policy and research questions regarding students entering higher education, within higher education, and beyond higher education. RIDE's data system collects and supports analysis of college readiness test scores at the student level in the form of SAT and AP scores for high-school students and Accuplacer and other placements results for postsecondary students. RIOHE collects data on successful transition to higher education, including data on which students require remediation. As part of the data agreement between RIDE and RIOHE, K-12 and higher education link these data to analyze the full picture of a student's college readiness, remediation needs, and first-year success of all recent Rhode Island high school graduates who advance into the public higher education system.

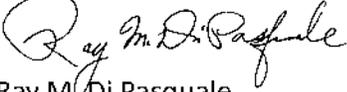
Rhode Island's institutes of higher education applaud and support RIDE's ambitious Race to the Top college enrollment and attainment goals. In turn, each of our institutions has invested in strategies for helping our students to become engaged and productive citizens. We value the opportunity to establish cross-organizational partnerships and collaborative agreements that will enhance the education of our students. We are eager to have access to data resources – both education and workforce-related information from the Department of Labor and Training – that will help us understand what our students need to know, and what skills they need to possess, in order to pursue their careers. We also look forward to assisting both the private and public sectors in reaching economic and workforce objectives; doing so will help our graduates to succeed.

Thank you for your consideration of Rhode Island's application.

Sincerely,


David M. Dooley, Ph.D.
President
University of Rhode Island


Nancy Carriuolo, Ph.D.
President
Rhode Island College


Ray M. Di Pasquale
President
Community College of Rhode Island

The Rhode Island Foundation

December 12, 2011

Neil D. Steinberg
President and CEO

One Union Station, Providence, RI 02903
401 427-4007 ■ nsteinberg@rifoundation.org

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I am pleased to provide this letter in support of the Rhode Island Department of Elementary and Secondary Education's (RIDE) application to the Institute of Education Sciences Statewide Longitudinal Data System Grant program.

The solid cooperation and active collaboration between our state's elementary/secondary and higher education systems is a great asset that is the foundation of the work to improve student outcomes in Rhode Island. Together, these systems have produced significant work in areas such as dual enrollment, grade-level expectations and STEM education, to name just a few. The SLDS enhancements to be implemented via this grant are a critical and much-needed element in analyzing the strength of existing programs and how effectively we are preparing our students for success along the education continuum and into postsecondary programs and the workforce.

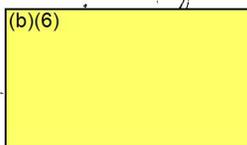
The Rhode Island Foundation's commitment to public education is stronger than ever and this was evidenced by our early and ardent support of the state's application for Race to the Top funds. Thanks to the partnerships forged during the application process, we have seen real progress in this critical first year of Race to the Top. As President and CEO of The Foundation and co-chair of the Race to the Top Steering Committee, it has been very rewarding to be a part of the effort to transform our education system. In the coming year, my fellow steering committee members and I look forward to providing ongoing guidance and feedback to ensure that the Race to the Top plan is implemented effectively to advance student learning and to close achievement gaps. Our state's educators anticipate having a comprehensive set of new tools to support students and teachers in our classrooms.

Upgrades to the RI Office of Higher Education data infrastructure along with the integration of postsecondary and workforce data represent a necessary and natural extension of the LDS and Race to the Top agenda. This grant will help develop a comprehensive P-20W system that will provide us with a greater understanding about which programs are and are *not* properly preparing students for later college years and careers and empower us to make better, data-driven decisions about the manner in which education is and should be delivered in Rhode Island. We also expect this grant to assist our efforts to investigate educational practices in our state and recommend successful, research-based solutions.

I urge your most careful consideration of this application and ask that you keep me informed as the review process progresses. Thank you for your time and consideration.

Sincerely,

(b)(6)

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December 13, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I fully support the Rhode Island Department of Education's initiative to seek federal funding for a Statewide Longitudinal Data System.

Through its Skill Up Rhode Island initiative, United Way of Rhode Island invests in the development and enhancement of workforce partnerships to meet the needs of low-skilled, adult Rhode Islanders and the employers who hire them. The program supports the development of highly networked public and community partnerships among employers, education, training, and support services providers to facilitate the creation of career opportunities and a stable workforce. In addition to investing in workforce partnerships, United Way has made capacity building investments in the RI Adult Education Professional Development Center (PDCenter) to support the initial development of an online interface exclusively for adult learners that can be accessed through the WaytogoRI website.

Rhode Island has at least 150,000 adults who lack English proficiency and/or a high school credential. They could benefit from adult education and online services, yet presently have limited access to the resources available to them due to the high reading and computer literacy needed for successful use of online resources. This project will allow learners to stay connected to resources as they develop and progress on their own career pathways, and provide policy makers with access to important data essential in making wise investments of scarce resource.

A highly educated and trained workforce is more important to the economic viability of the state than ever before. A timely investment in the Rhode Island LDS will build on the significant progress that has been made and enhance the state's ability to meet our education and workforce development goals.

Thank you in advance for your consideration of Rhode Island's grant application. Please contact me if you have further questions.

Sincerely,

(b)(6)

A large yellow rectangular box redacting the signature of Carmen Ferguson.

Carmen Ferguson
Director, Community Investment
401-444-0640
carmen.ferguson@uwri.org

December 5, 2011



Annenberg
Institute for
School Reform

AT BROWN UNIVERSITY

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

It is my pleasure to write in support of the Rhode Island Department of Education's (RIDE) application for funding through the Institute for Education Sciences *Statewide Longitudinal Data Systems* Program. This proposal addresses a major strategic priority in our state: getting reliable and timely information into the hands of educators, school district personnel, community leaders, and parents to support and increase students' achievement across the education-to-workforce continuum.

In January 2008 Rhode Island Governor Donald Carcieri created the Urban Education Task Force, a committee of 28 community, education, business and civic leaders. The charge of the Task Force, which I chaired, was to work together over an eighteen-month period to formulate policy recommendations that seek to improve teaching and learning opportunities in our urban core districts. To ensure access to the best available data in its deliberations, the Task Force formed the Rhode Island Research Collaborative, a statewide partnership of research and policy analysis organizations which completed data and analysis requests to inform Task Force deliberations. The Annenberg Institute is also supporting a collaboration between the Rhode Island Office of Higher Education (RIOHE) and the Rhode Island Department of Elementary and Secondary Education to develop a statewide indicator system for K-16 college readiness and success. The work will be done in partnership with the Providence Plan, Rhode Island Kids Count, and other partners who have been working together as part of the Research Collaborative.

Underlying these efforts is the need for a quality statewide information system and the stakeholder capacity to use it. A robust data system will enable schools, districts, and community interests to improve the conditions and outcomes of schools and track the performance and development of our students over time. The development of a comprehensive P-20W system will further inform the efforts to ensure that all Rhode Island students are ready for success in college, careers, and life. The Annenberg Institute,

Providence

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New York

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T: 212.338.9990
F: 212.96.1108

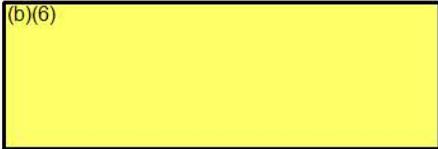
www.annenberginstitute.org

along with our partners, are deeply involved in promoting the implementation of indicator systems that are linked to practices and policies in ways that enable action to create meaningful, lasting change. In particular, the Collaborative is prepared to provide training and capacity building for teachers, district leaders, and community stakeholders to take full advantage of the statewide longitudinal data system outlined in this proposal.

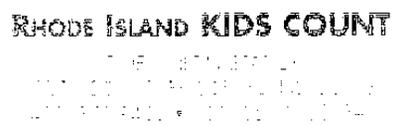
On behalf of the Annenberg Institute, I am pleased to offer my enthusiastic support for the RIDE proposal. Please don't hesitate to call if I can be of further assistance.

Sincerely,

(b)(6)

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Warren Simmons
Executive Director



December 5, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I am writing to express Rhode Island KIDS COUNT's strong support for the Rhode Island Department of Elementary and Secondary Education's (RIDE's) Statewide Longitudinal Data System grant application.

Rhode Island KIDS COUNT is a statewide children's policy and research organization that provides information on child well-being, stimulates dialogue on children's issues and promotes accountability and action. Rhode Island KIDS COUNT provides policy makers, community leaders and the news media with the best available data and information on children's health, education, safety and economic security. Rhode Island KIDS COUNT tracks educational outcomes for children in Rhode Island in our annual Factbook. Our long-standing partnership with RIDE has enabled us to publish and disseminate data on education issues ranging from preschool special education to full-day kindergarten access to reading proficiency rates to high school graduation rates.

High school graduation is the minimum requisite for college and most employment, and post-secondary education is fast becoming a necessity for a growing number of workers. Access to good data from early childhood to higher education will help to improve student achievement and identify key determinants of successful transition to college and work. More information on key predictors of dropout/graduation will help educators identify when to intervene and provide tailored supports to students so they can stay on the path to graduation. The integration of postsecondary data will help shape decisions regarding public policy, program operations, and education spending. Investment in the state's longitudinal data system will provide the technology infrastructure to ensure that future data needs are met.

We believe that Rhode Island's grant application showcases a dynamic partnership between RIDE, as the lead agency, the other

rikids@rikidscount.org
www.rikidscount.org

state departments, and the Providence Plan. The Providence Plan has a proven track record of success as an excellent partner with state agencies in the development of Rhode Island's Data Warehouse and in creating, linking and improving data systems. This grant will allow this proven partnership to accelerate its work to create a longitudinal data system that will be a model for the nation.

We look forward to continuing to work with the Rhode Island Department of Elementary and Secondary Education and will lend our support to its efforts to improve the state's education data capacity and to link it with other systems that impact the lives of students from early childhood through adulthood.

Sincerely,

(b)(5)

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Elizabeth Burke Bryant
Executive Director



THE COLLEGE CRUSADE
OF RHODE ISLAND

Inspire. Support. Believe.

December 9, 2011

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

I am writing to express my wholehearted support for the Rhode Island Department of Elementary and Secondary Education's (RIDE's) application to the Institute of Education Sciences for a Statewide Longitudinal Data Systems Grant.

The College Crusade of Rhode Island, which has administered the RI GEAR UP Program since its inception in 1999, needs accurate, timely, and consistent information about students and schools in order to strengthen our programs for 3,500 urban students, deepen our partnerships with 34 schools, and ensure that our work is as cost-effective as possible. With annual mobility rates of 26% for students in the urban districts served by our programs, it is particularly important to us that a common vocabulary for the core data elements exists in the multiple data systems with which we interface. As an organization that was formed with the purpose of increasing high school graduation and college access *as part of the state's workforce development initiatives for an increasingly diverse population*, we are particularly excited about the P20W (Pre-K to Grade 20 to Workforce) focus of RIDE's grant request.

High quality longitudinal data systems are at the very heart of the RI GEAR UP evaluation design. All RI GEAR UP participants are coded into the state's robust K-12 data warehouse and RIDE has provided us with a dashboard to access information on our students. With the data sharing agreement in place between RIDE and the RI Office of Higher Education (OHE), we have been able to track GEAR UP participants into higher education and have been especially pleased to learn that they are persisting at very high rates. Over the next six years, Drs. Paul Harrington and Neeta Fogg, from the Center for Labor Markets and Policy at Drexel University, will be relying heavily upon the state's longitudinal data systems as they conduct a quasi-experimental study of RI GEAR UP. The improvements to these systems that would be achieved through a Statewide Longitudinal Data Systems Grant would be a tremendous asset for our research team and would maximize the impact of their work.

In summary, RIDE has been an exemplary partner to The College Crusade and RI GEAR UP as we have worked to become more data-driven in our efforts to improve educational outcomes for low-income, urban students. We fully support this proposal and appreciate your consideration of this timely and important project.

Sincerely,

(b)(6)

Todd D. Flaherty, Ed.D.
President & CEO



Regional Career & Technical Center *at Coventry High School*

Serving: Coventry, Exeter, North Kingstown, and West Greenwich

Lori A. Ferguson, Director
fergusonlori@coventryschools.net

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006
December 15, 2011

Dear Committee Members:

As the director of the Regional Career and Technical Center in Coventry, Rhode Island, I cannot emphasize enough what an impact additional funding to advance our Longitudinal Data System would have on our ability to report, collect, and share and obtain information with major agencies throughout the State. I enthusiastically support the Rhode Island Department of Education's Statewide Longitudinal Data System grant application and urge you to do the same.

As director of a career center, we provide programs and services to a diverse population and the one of the foci for the project is to implement new strategies to help us rebuild our economy, ensure that our residents and both at the secondary and post secondary level possess the skills necessary for our economy. The connection that we can make through the LDS to share and link information with the four major agencies, The RI Dept. of Corrections, The Workforce Investment Agency, Career and Technical education, and adult education data is enormous. Until now, we have been unable to make these linkages and having this support will ensure that we are able to advance in this area.

For students enrolled in Career and Technical programs and adults enrolled in our Adult Education programs, this grant will help us to secure links for our students and adult learners to workforce data and postsecondary data. The WaytogoRI website provides online services to over 126,000 students, adult learners and educators Statewide. In addition, this specific website provides support to parents and educators to explore education options and the various professional opportunities and trades that exist and represented in Rhode Island, as well as information about postsecondary education and training. Additionally, having a comprehensive online interface for both students and adult learners to access the features and services above will help benefit our struggling economy by linking people the estimated 150,000 Rhode Islanders that lack functional literacy skills.

By linking Adult Basic Education, Workforce programs, and secondary through postsecondary Career and Technical Education; expanding higher education's infrastructure and providing a one-stop-shop for all adult learners, Rhode Island will ensure that it provides opportunities for all learners, no matter the age. We are anxious to analyze the trends and patterns that will lead to improved educational planning and performance. This grant would help foster our ability to do just that.

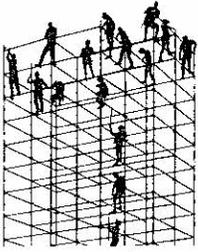
I urge you to strongly consider our LDS grant application and consider the significant impact this grant would have on our population and economy.

Thank you for your attention to this very important matter.

Respectfully Submitted,

(b)(6)

Lori A. Ferguson
Director



FUTURES

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Dear Committee Members:

On behalf of Building Futures, I am pleased to support the Rhode Island Department of Education application for funding through the Statewide Longitudinal Data System grant program.

Since 2006, Building Futures has served as a state-designated industry partnership with a mission to help the construction industry meet its present and future labor needs, while creating career opportunities for low-income residents through registered apprenticeships. With an engaged coalition of industry employers, labor organizations, professional associations, state agencies, and community groups, Building Futures has created the first pre-apprenticeship model in the state to be certified by the Rhode Island Apprenticeship Council, streamlined access to construction careers for urban residents, and implemented policy shifts that increase entry-level positions on local worksites.

Our program consists of a multi-week, comprehensive evaluation and preparation process to help participants determine their interest and readiness for entering a construction apprenticeship program. Building Futures does not provide advanced technical training in specific construction trades skills. Rather, our training component reflects the basic skills needed in all construction trades. Our program also provides career exploration, coursework and social service support. Building Futures is also pleased to offer adult basic education services as part of our model. Once placed in a quality apprenticeship program, our graduates gain on-the-job training, while earning good salaries and receiving benefits, and are provided continued support services from us.

As an initiative, Building Futures is focused on the construction sector and how this industry will meet the growing need for a highly trained and skilled workforce. We partner with representatives from across the industry to increase utilization of apprenticeship training and to increase access to training for low income residents of urban communities Rhode Island.

As a program committed to improving the education and economic trajectory of our participants, Building Futures would greatly benefit from the increased knowledge, insight, and strategic thinking that will emerge from a Rhode Island longitudinal data system that includes postsecondary and workforce data.

As an appointed member of the U.S. Department of Labor's Advisory Committee on Apprenticeship, I know from a national perspective how important strong and cohesive data partnerships can be in supporting good policy. Rhode Island is well-positioned to be a national leader in this area. I hope you give the proposal from RIDE your strongest consideration.

Sincerely,

(b)(6)

Andrew L. Cortes, Director/Founder

PR/Award # R372A120017

MARGARET “PEG” VOTTA

(b)(6)

EDUCATION

Master of Public Administration

University of Rhode Island, Providence, RI

Bachelor of Arts: Political Science/History

University of Rhode Island, Kingston, RI

Rhode Island College/ University of Rhode Island

Course work in Education/Special Education

SELECTED EMPLOYMENT

Research Specialist, Project Manager, Statewide Longitudinal Data Systems 2010 - present
Division of Accountability and Quality Assurance

RI Department of Elementary and Secondary Education, Providence, RI

Manage 2008 SLDS Grant. Liaison to Higher Education, Rhode Island Higher Education Assistance Authority. Serve as Program Coordinator for RI DataHub and InfoWorks LIVE! Perform data analyses and design visual presentations for low performing schools and districts. Lead Strategic Planning Efforts across RI schools. Also serve as the lead for Basic Education Program Performance Measures; Co-Chair of Longitudinal Data Analysis Subcommittee; and Data Lead on the New England Secondary Schools Consortium.

Education Research Specialist, Office of the Commissioner 2009 - 2010

Performed data analyses and designed visual presentations for low performing schools and districts. Drafted official guidance for Deputy Commissioner and General Counsel. Served as Analyst for Commissioner’s Office. Developed ad-hoc reports as requested.

Office Of Progressive Support and Intervention 2005 - 2009

Performed data analyses and designed visual presentations for low performing schools and districts. Drafted official guidance and protocols around Progressive Support and Intervention legislation. Researched best practices, resources and tools for district use. Developed tools and templates for district and school use. Worked with Brown University to develop Progressive Support and Intervention Website. Provided TA/ evaluation services to low-performing schools and districts.

Senior Research Associate 2002 - 2005

Annenberg Institute for School Reform, Providence, RI

Designed “Tools for School Improvement Planning” Website, researched tools nationally and internationally, supervised tool screening process, and wrote web content. Co-edited *Inquiry and Action, A School Improvement Guide* and authored case study included in the guide. Helped prepare

proposals, oral and written presentations. Co-Conducted “Teaching and Learning Audit” in Baltimore, MD. Included classroom observations, and interviews with students and staff. Piloted MAP: Measurement and Analysis Protocol in Baltimore, MD. Performed data analyses, delivered presentations, prepared reports as part of larger collaborative Institute efforts.

Special Assistant to Assistant Commissioner

2000 - 2002

RI Department of Elementary and Secondary Education, Providence, RI

As part of Providence Compact Team, prepared official reports, assess and analyze various data. Performed in-depth analysis of Providence Middle Schools for departmental use. Designed SALT Visit analysis template. Served as a member of Consolidated Resource Plan review team. Participated in development of LSIs, (Learning Support Indicators). Served as member and analyst for statewide Suspension Task Force. Contributed in development of state’s response to the NAACP’s Call For Action.

Consultant

1999 - 2000

Local Initiatives Support Corporation, Providence, RI

Assessed, educated and evaluated non-profit executive boards in legal roles and responsibilities. Conducted outreach and organizing, marketing and fundraising. Completed Global Learning Partners 30-hour intensive adult Training the Trainer program.

Executive Director

1998 - 1999

Allen Ministries Enriching Neighborhoods, Providence, RI

Provided executive leadership for Rhode Island’s first faith-based community development organization. Researched private and public foundations and funding sources. Prepared grants. Developed comprehensive strategic plan for target neighborhood. Supervised community service interns and coordinated volunteer efforts. Analyzed and prepared budget, accounting procedures and year-end audit.

Consultant

1997 - 1998

Martin Development Consulting, Providence, RI

Researched, designed and evaluated over twenty organizational projects and programs. Prepared over forty grants in areas such as childcare, economic development, housing, cultural awareness, health and leadership building. Designed and secured funding for African-American based, Department of Health funded Wellness Center. Researched and designed 5-yr strategic plan for Nigerian cultural organization.

Project Director

1997

Opportunity Knocks, Providence, RI

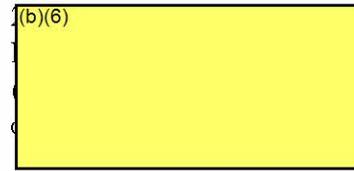
Researched and designed 5 year comprehensive community development initiative. Organized and rallied residents around community issues. Secured program start-up funding. Supervised volunteer initiatives, inspiring participants through example.

Housing/Employment Coordinator/ Grant Writer

1995 - 1997

Managed housing, employment and educational needs for 22 single-parent families. Served as educational advocate for underserved children. Prepared housing, child care, and security proposals. Prepared award winning model cities proposal featured at United Nations’ Habitat II Conference in Istanbul, Turkey.

DAVID VARNUM ABBOTT



EDUCATION

M.Ed. in Educational Policy and Administration **1998**

Rhode Island College, Providence, RI
Academic Fellowship; GPA 4.0
Thesis – *The Many Roles of the School District Attorney in Special Education*
Special Assistant and Legal Counsel to the President of the College

Juris Doctor **1990**

Vermont Law School, South Royalton, VT
Cum Laude, Class Rank 22/139; Academic Scholarship
American Jurisprudence Award - Alternative Dispute Resolution
Student representative to Board of Trustees; Guardian *ad litem*
Instructor, Persuasive Legal Writing

Bachelor of Science, Environmental Conservation **1982**

University of New Hampshire, Durham, NH
Cum Laude, Minor in Education

SELECTED EMPLOYMENT

Deputy Commissioner/General Counsel **2007- present**

Deputy Commissioner **2004 - 2006**

Assistant Commissioner **2000 - 2004**

RI Department of Elementary and Secondary Education, Providence, RI
Responsible for the Division of Accountability and Quality Assurance overseeing the offices of Data and Analysis, Legal, and School Transformation. Developed and implemented new accountability system for school districts. Responsible for state compliance with No Child Left Behind Act. Created consolidated statewide student information system. Supervise over seventy professional and support positions. Developed new IT and data analysis systems to serve agency-wide initiatives. Initiated comprehensive accountability systems for ensuring teacher quality. Oversaw reform efforts in three low-performing districts, resulting in all three districts losing their “in need of improvement” classification after three years

Partner **1997 - 2000**

Associate **1994 - 1997**

Asquith, Mahoney & Robinson, Providence, RI
Represented school districts and state agencies in all areas of educational law and policy, labor relations, special education, and civil rights. Advised school districts in various aspects of regulatory

compliance, contracting, public bidding, construction, finance, and human resources. Developed and presented over fifty staff training modules to teachers and administrators in fifteen school districts. Client list included Barrington, Central Falls, East Greenwich, Johnston, New Shoreham, Pawtucket, Providence, Smithfield, South Kingstown, Tiverton, and Westerly public school systems. Served as Special Counsel to Commissioner of Elementary and Secondary Education; Legal Counsel to Senate Committee on Health, Education & Welfare; and Legal Counsel to Rhode Island Association of School Principals.

Facilitator **2000**

Harvard University Graduate School of Education, Cambridge, MA

Facilitated Critical Issues in Urban Special Education: High Stakes Assessment and Students with Disabilities

Special Assistant to the President **1993 - 1994**

Rhode Island College, Providence, RI

Provided administrative and legal services to President of the College. Served as Member of College Council and President's Executive Committee.

Associate **1990 - 1993**

Updike, Kelly & Spellacy, P.C., Hartford, CT

Functioned as member of Environmental Law Practice Group, specializing in environmental litigation relating to hazardous waste regulation, water quality, and land use.

Course Director **1986 - 1987**

Hurricane Island Outward Bound School, Mims, FL and Newry, ME

Supervised instructor teams during wilderness and family counseling components of rehabilitative program for juvenile offenders.

Special Education Teacher **1982 - 1985**

Winnacunnet Alternative School, Hampton, NH

Developed and implemented adventure-based counseling, community service, home tutoring, literacy, and family mediation programs.

SELECTED PUBLICATIONS

A Functionality Framework for Educational Organizations: Achieving Accountability at Scale in Data-Driven School Improvement: Linking Data and Learning, pp. 257 – 276 (E.B. Mandinach & M. Honey, eds., Teachers College Press, NY: 2008)

Bringing Measurement to District-Based Accountability: The Challenge for State Education Departments. Voices in Urban Education. (No. 6) AISR (Winter 2005).

Progressive Support and Intervention: Organizing the Work of Supporting Improvement in Student Achievement, (RIDE 2004)

Ensuring Teacher Quality, (RIDE 2004)

Progressive Support and Intervention: The Rhode Island System of Accountability for Schools and Districts, (RIDE 2004)

School Finance Litigation: The Viability of Bringing Suit in the Rhode Island Federal District Court, 5 Roger Williams L. Rev. 263 (2000)

Special Education Law for the New Millennium in Rhode Island (PDN:2000)

School Law in Rhode Island (NBI:1999)

Special Education Law in Rhode Island (MEDS:1999)

School Law in Rhode Island (NBI:1997)

School Law Issues in Rhode Island (NBI:1996)

TITLE: LONGITUDINAL DATA SYSTEM (LDS) PROJECT DIRECTOR

SUPERVISION RECEIVED: The Rhode Island Department of Elementary and Secondary Education (RIDE) Knowledge Officer and LDS Management Committee

DIRECT REPORTS: None

BACKGROUND: RIDE and its partners, the Rhode Island Office of Higher Education (RIOHE), the Rhode Island Department of Labor and Training (RIDLT), the Rhode Island Higher Education Assistance Authority (RIHEAA), and The Providence Plan (ProvPlan) are partnering to implement a Statewide Longitudinal Data System development project that focuses on improved coordination of data from various postsecondary institutions and systems and State workforce agencies in connection to the State's PK-12 data system.

The project priorities are to:

1. Integrate new sources of postsecondary data (adult education, career and technical education, and WIA-funded workforce development) into Rhode Island's current LDS.
2. Invest in the data infrastructure and technology systems within RIOHE and RIDLT so that these agencies can more fully participate in Rhode Island's LDS.
3. Identify adult learners as a critical and priority audience in the ongoing development of data tools that are specifically developed to support student/consumer level of the LDS.
4. Prioritize "users and use" of the LDS by making investments in training and ongoing technical assistance for all stakeholders, especially practitioners and researchers.

GENERAL STATEMENT OF DUTIES: The LDS Project Director is the manager of these efforts and will be accountable for overseeing implementation of all components of the LDS Project.

MAJOR RESPONSIBILITIES AND DUTIES: General key project management responsibilities include, but are not limited to: creating clear and attainable project objectives; building the project requirements, managing the triple constraint for projects, which is cost, time, and scope and resolving conflicts so that potential problems can be identified in a timely manner and corrective action / alternatives can be pursued within the parameters of those project constraints. The Project Director will serve as the primary point of contact between RIDE and all project partners.

The LDS Project Director will coordinate the activities being undertaken by project partners to achieve the above outcomes. Upon project start-up, the LDS Project Director will consult with the Knowledge Officer and LDS Management Committee to create a detailed work plan that will enable him/ her to effectively support the project goals. The Project Director will review plans, suggestions, and changes and make necessary adjustments. He/ she will organize, conduct and document project review meetings and meet established deadlines. The Project Manager will guide and support project team members in the planning, organization, execution, and service delivery of the final project.

EXAMPLES OF WORK PERFORMED AND ESSENTIAL FUNCTIONS:

1. Prepares, justifies, and/or administers the project budget; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of the project.
2. Moderates Basecamp (web-based project management tool) activity, updates content and serves as point person for resolving workflow issues.
3. Schedules and manages agenda for monthly management team meetings. Shares project successes and outcomes, and continues to formulate project strategies.
4. Serves as a key spokesperson and champion of the LDS Project to internal and external audiences. Provides information and makes clear, succinct, organized and convincing oral and written presentations to individuals or groups at stakeholder events and through multiple media channels.
4. Maintains frequent communication (phone and e-mail) with our project's Contracting Officer's Representative (COR) and other ED Staff, completing progress and annual reports thoroughly, and participating in any grantee meetings, webinars, conferences, or other opportunities to share our work.

QUALIFICATIONS:

Minimum 10 years of work experience. Bachelor's Degree required. Master's preferred. Background in education, workforce development, and/ or public policy desirable.

Knowledge and Skills

- Knowledge of system design, development, implementation, and user support principles and practices
- Knowledge of web-based portal application design and development principles and practices.
- Knowledge of data warehousing principles and practices.
- Skilled in customer service. Works with end users and partnering agencies to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations.
- Makes sound, well-informed, and objective decisions; perceives the impact/implications of decisions; commits to action to accomplish organizational goals.
- Is open to change and new information; adapts in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.
- Develops and maintains effective relationships with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations.
- Provides leadership. Influences, and motivates others; employs and adaptive leadership styles.
- Knows the organization's mission and functions, and how its social, political, and technological systems work and operates effectively within them.

PHYSICAL DEMANDS: Standard physical activity such as periodic standing, walking, sitting, basic motor skills to access computer files for information or simple data entry. Occasional travel along with some irregular hours, as needed.

TITLE: LONGITUDINAL DATA SYSTEM (LDS) MANAGER OF RESEARCH AND EVALUATION PARTNERSHIPS

SUPERVISION RECEIVED: The Longitudinal Data System Management Committee and agency TBD

DIRECT REPORTS: None

BACKGROUND: RIDE and its partners, the Rhode Island Office of Higher Education (RIOHE), the Rhode Island Department of Labor and Training (RIDLT), the Rhode Island Higher Education Assistance Authority (RIHEAA), and The Providence Plan (ProvPlan) are partnering to implement a Statewide Longitudinal Data System development project that focuses on improved coordination of data from various postsecondary institutions and systems and State workforce agencies in connection to the State's PK-12 data system.

To fully capitalize on an expanded LDS that incorporates new sources of postsecondary data and reap the benefits of a strengthened RIDLT and RIOHE data infrastructure, Rhode Island must ensure that its targeted user-base has the training and ongoing technical support to leverage the power of an enhanced P-20W (early childhood through workforce) data system. A core component of LDS implementation prioritizes "users and use" of the LDS by making investments in training and ongoing technical assistance for all stakeholders, especially practitioners and researchers.

GENERAL STATEMENT OF DUTIES: The Manager of Research and Evaluation Partnerships will be accountable for prioritizing users and use of the LDS by implementing systems to provide access to information and build capacity of stakeholders to use data for effective decision making.. He or she will work with LDS leadership and partners to dramatically extend LDS's reach and impact in the education and workforce development sectors.

MAJOR RESPONSIBILITIES AND DUTIES:

The Manager of Research and Evaluation will manage the activities being undertaken by the project partners to increase LDS stakeholder engagement, especially practitioners and researchers. These outcomes will occur by focusing on three areas of work: 1) facilitating the development of research agendas that leverage the LDS capacity, 2) promoting professional development opportunities, and 3) raising awareness of available data. Upon project start-up, the Manager of Research will consult with the LDS Management Committee and the designated supervisor to create a detailed work plan that will enable him/ her to effectively support the project goals. The Manager of Research will review plans, suggestions, and changes and make necessary adjustments.

EXAMPLES OF WORK PERFORMED AND ESSENTIAL FUNCTIONS:

1. Identify key audiences to approach with information about the LDS (i.e., presenting at conferences, publishing articles, presenting case studies, etc.). Identify other organizations to serve as good conduits for broad dissemination of key findings and analytic tools.

2. Participate in the development and implementation of a long-term research agenda for the LDS. Work with a research advisory committee to create a scope of work that will maximize LDS capacity to engage the research community and familiarize them with the LDS data platforms and enable the pursuit of external funding for projects aligned with an LDS research agenda.
3. Document and communicate the impact that research results are having on changing policy and practice.
4. Assist state agencies in reviewing and assessing external proposals for research and requests for data.
5. Work with partner agency directors and staff to coordinate LDS data for internal and external program evaluation, the development of policy briefs and papers for practitioner-oriented publications, and the preparation of grants and other funding projects. Assist in seeking funding for agency program evaluation.
6. Organize focus groups to help identify opportunities and barriers for practitioners to use data and identify a variety of steps and resources needed to establish and sustain a data use learning community.
7. Support and help develop research partnerships and Professional Learning Communities that contribute to organizational learning and build local capacity to implement effective practices by analyzing problems and evaluating program interventions.
8. Deepen and manage relationship with core collaborative partners

Basic Qualification:

Minimum 5 years of relevant experience. Master's Degree required.

Additional Qualifications:

Ph.D. or Ed.D. preferred. Applicant should have strong knowledge of research methods, preferably both qualitative and quantitative research methods as they relate to the user engagement objectives of the LDS project. Successful applicants will also have experience with partnership development and cultivation. Excellent verbal/ interpersonal skills. Familiarity with education research-related technical tools and applications helpful. Ability to listen, observe, discuss, and create clear, compelling oral and written reports and presentations. Experience working as part of a cross-functional team. Existing networks in education, policy and research community helpful.

Physical Demands: Standard physical activity such as periodic standing, walking, sitting, basic motor skills to access computer files for information or simple data entry. Occasional travel along with some irregular hours, as needed.

MICHAEL J. FERRY

(b)(6)

EDUCATION

Master of Education Instructional Technology 2006
AIU Online University

Bachelor of Arts in Biology 1973
Roger Williams University, Providence, RI

Graduate Coursework, Teacher Certification 1995 – 1997
Rhode Island College and University of Rhode Island

Certifications: Rhode Island Department of Education
Administrator, Curriculum and Instruction; General Science; and Biological Sciences

SELECTED EMPLOYMENT

Knowledge Officer, Division of Accountability and Quality Assurance Dec. 2011 – present
RI Department of Elementary and Secondary Education, Providence, RI

Ensure that the use of data is ingrained into the Department's culture, work, and service to school districts across the state and that RIDE data and reports are consistent, timely, and accurate. Coordinate data-system documentation (including the creation of an enterprise data dictionary), data-quality assurance, research, and analysis needed for state/ federal reporting. As Chair of the Data Governance Board and chief data steward, work in partnership to develop and implement protocols and procedures to guide RIDE responses to data requests from the media and all stakeholders. Develop policies on data privacy and data security. Work with the Communications Officer to proactively disseminate RIDE data and information to support the implementation of RIDE initiatives and Board of Regents' priorities.

President, Lead Trainer 2000 – Present
Blackstone Valley Rivers Project, Manville, RI

Train teachers in the implementation of river related interdisciplinary activities. Instruct participants on how to create interdisciplinary lesson plans (Project Based Learning) based on the *Rivers Curriculum* (Dale Seymour 2000). Trainees earn three graduate credits from Rhode Island College.

Coordinator, Instructional Technology 2007 – Dec. 2011
Woonsocket Education Department, Woonsocket, RI

Responsibilities included the development and administration of the Feinstein e-Learning Academy, a Student Portal, Atlas Curriculum Mapping, and served as PBGR Coordinator.

Science Teacher 1997 – 2007

Woonsocket High School, Woonsocket, RI

Provided instruction for academic, and college preparatory Biology, Physical Science, Environmental science, Aquaculture, Blackstone River Studies, and Earth science

Virtual Learning Academy Instructor, 2006 – 2007

Woonsocket High School, Woonsocket, RI

Instructed students enrolled in the Virtual Learning Academy (VLA), an alternative after school learning program designed to provide grade recovery for students who for various reasons, are not successful in a traditional setting.

President / Owner 1989 – 1999

Ocean State Power Cleaning, Inc., Manville, RI

Provided extensive commercial janitorial services throughout Rhode Island and Massachusetts.

Grocery District Manager and Various Positions 1974-1989

Star Market Company, Cambridge, MA

Managed budgeting, personnel, merchandising, and operations (and served as Loss Prevention Manager) for 16 supermarkets in southern Massachusetts.

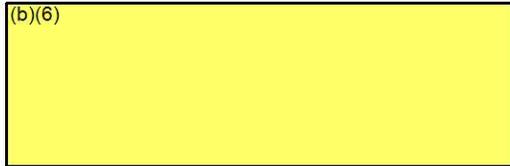
ADDITIONAL EXPERIENCE AND SELECTED ACTIVITIES

- Member, Design Team, Pearson NovaNet Courseware, 2010 - Present
- President, Blackstone Valley Rivers Project, 2000-2010
- National Trainer, Rivers Project, Edwardsville, Illinois, 2001-present
- Member, Rhode Island Science Teachers Association, 2001-2008
- Member, Blackstone River Educators Network, 2000-2009
- Member, National Science Teachers Association, 1998-present
- Event facilitator, Rhode Island Science Olympiad, 2003-present
- Judge, Rhode Island State Science Fair, 2003-2010
- Member, Woonsocket High School Technology Committee, 2001-present
- President, Blackstone River Valley CorridorKeepers, Woonsocket Rhode Island, 2005-2009

AWARDS AND RECOGNITION

- Recipient, Presidents Volunteer Service Award, 2005-2006
- Recipient, Alfred L. Hawkes Environmental Achievement Award, 2006
- Recipient, Clean Water Educator Award, RI Department of Environmental Management, 2006
- Recipient, John H. Chafee Award, Blackstone River Valley National Heritage Corridor, 2001
- Recipient, Woonsocket Education Department Exceptional Teacher Award, 2000
- Recipient, Presidents Council on Environmental Quality Teacher Professional Development Award, 2000

DEBORAH GROSSMAN-GARBER



EDUCATION

M.A., Ancient History and Mediterranean Archaeology 1977
University of California at Berkeley, Berkeley, CA

B.A., Classical Languages and Literature 1975
Scripps College, Claremont, CA

SELECTED EMPLOYMENT

Associate Commissioner For Academic Planning And Policy 2009 - present
Rhode Island Office of Higher Education, Providence, RI

Responsible for the academic integrity and quality of Rhode Island's public system of higher education, serving approximately 45,000 students at three public institutions. Provide regulatory oversight of Rhode Island's proprietary schools as well as of all educational programs in RI serving veterans through VA educational benefits. Charged by the Rhode Island Board of Governors for Higher Education with safe-guarding access, affordability, and quality of public post-secondary education. Represent higher education in ongoing PK-20W coordination of educational programs and longitudinal data systems.

Assistant Commissioner 2008 - 2009
Rhode Island Office of Higher Education

Director, Office of Student Learning, Outcomes Assessment and Accreditation 2006 - 2008
University of Rhode Island, Kingston, RI

Formal responsibility for university-wide implementation and support of student outcomes assessment and consequent program improvement through both teaching and technological improvement. Developed training seminars and held professional assessment training for staff and faculty campus-wide. Supported and advised the President, Provost, and Vice Provost. Developed and interpreted campus data related to institutional efficacy and student success. Oversaw assessment and curricular improvement of General Education Program.

Chaired self-study advisory sub-committee for NEASC accreditation visit. Lead bi-institutional faculty research group in development of web-based academic roadmaps to foster student advising, access, and retention. Initiated data collection through Wabash Study, FSSE, and NSSE. Trained, supported and liaised with 700 faculty members, 75 student affairs staff, senior administration, and students. Established a University-wide Assessment Committee. Administered faculty development mini-grant program. Led bi-institutional faculty research group in preparation of web-based academic roadmaps for student advising. Represented the

University to federal, state, and regional stakeholders. Developed extramural funding in excess of \$1.5 million to support above work.

Director, Undergraduate Programs and Academic Outreach

2000 - 2006

College of the Environment and Life Sciences, University of Rhode Island, Kingston, RI

Developed and supervised College's efforts related to student recruitment, student retention, outcomes assessment, learning communities, first-year programming, student advising, student records, and undergraduate curriculum for a student population of 1550. Helped disseminate college scholarships. Served on Dean's leadership team and executive council. Worked closely with college's department chairs and 90 faculty. Supervised professional staff of six along with seven student workers.

Organized, wrote content, and contracted for: a) design of the College's website (www.uri.edu/cels), b) Multicultural Scholars website (www.uri.edu/multicultural), c) Coastal Fellows website (www.uri.edu/cels/coastalfellows), and College recruitment brochures. Initiated/ supervised weekly electronic student newsletter and College's undergraduate diversity initiative through weekly student programming and federally-funded multicultural scholarships. Worked on and supported design of a new campus neighborhood to house new science buildings, including a Center for Integrative Learning and Technology. Helped spearhead the 2001 URI Honors Colloquium on Sustainability. Worked with faculty team to institute student learning outcomes assessment planning and procedures in the College. Helped introduce an electronic portfolio system to amplify student learning and track accomplishment. Coordinate a team of seven faculty working on web-based roadmaps for student recruitment, retention, and advising. Responsible for oversight of the Coastal Fellows Program (see below) and for initiating and supporting other related experiential learning opportunities.

Wrote federal and foundation grants to support and maintain office programming and staff. Primary writer for the \$6.75 M NSF-EPSCoR project and head of the state's EPSCoR education and outreach committee. Managed combined office and grant budgets in excess of \$2.5 M. Compiled federal and university reports. Significant accomplishments include: improved college-wide freshmen retention rates (90%), steady increases in freshman recruitment (2001-2004), multiple national scholarship and fellowship winners among undergraduates, secured \$1,748,000 in extramural funding since 2000. Amplified staffing in undergraduate programs from a former office of one to an office of six through extramural funding.

Special Provost-Level Assignment (2004 – present): Assisted URI Provost's Office in implementing campus-wide outcomes assessment initiative to meet Rhode Island Office of Higher Education (OHE) mandate and new regional accreditation standards. Solicited \$300,000 from the Davis Educational Foundation to help fund faculty development in outcomes assessment. Advise faculty on the development of outcomes assessment plans and methodology. Reviewed proposed assessment plans. Led workshops on assessment. Helped establish and chair campus-wide assessment advisory committee. Helped develop and maintain campus assessment website, www.uri.edu/assessment. Identified assessment resources for campus use. Coordinated on-campus and off-campus faculty development opportunities, in

which 20% of the URI faculty have participated. Represented the University at state and regional assessment meetings. Negotiated four-year campus plan for introduction of assessment planning to meet OHE mandate. Prepared position paper on NEASC's draft standards, relative to outcomes assessment.

Coordinator, Partnership for the Coastal Environment

1996 - 2003

University of Rhode Island, Kingston, RI

Developed, implemented, and administered multidisciplinary programs in conjunction with participating faculty. Represented the partnership to faculty, staff, students, state and federal partners, and funding agencies. Cooperated with faculty and staff on partnership initiatives.

Developed and managed the Coastal Fellows Program, an experiential learning program for 50 undergraduate students per year. Recruited sponsors and students, supervised students, and supervised program activities. Coordinated an interdisciplinary, cross-listed colloquium with participating faculty. Authored competitive grants to external funding agencies. Administered for URI an EPA training program for pre- and post-doctoral students and an international, FIPSE-funded, student exchange program involving Mexico and Canada. Oversaw program budgets in excess of \$300,000 per year. Evaluated program results and prepared required reports. Wrote manuscripts. Oversaw the development of a web site and electronic lists. Mentored and advised coastal fellows.

SELECT FUNDED GRANTS

- 2009 Rhode Island College Access Challenge Grant, U.S. Department of Education, \$1,500,000 (lead P.D.)
- 2007 *Web-based Academic Roadmaps: Illustrating Educational Pathways and Fostering Student Success*, U.S. Department of Education Fund for the Improvement of Post-Secondary Education, \$643,000 (lead P.I. with C. English, T. Husband, D. Murray, K. Petersson, A. Veeger et al.)
- 2006 Rhode Island EPSCOR Infrastructure Grant, National Science Foundation, \$6,750,000 (participating writer and program developer for State of Rhode Island)
- 2005 *Pathways to Careers in Science: Academic Roadmaps*, National Science Foundation CCLI EMD Program, \$100,287 (lead P.I. with C. English, T. Husband, D. Murray, J. Swift, D. Walcerz, J. Pino)

RECENT HONORS AND AWARDS

Hassenfeld Family Foundation Fellowship, Summer 2011

Outstanding University Research Award, University of Rhode Island, May 2002

JANET DURFEE-HIDALGO

(b)(6)

EDUCATION

Masters of Administration in Public Administration 1987 - 1989

Masters of Art in International Affairs

Ohio University, Athens, Ohio

Research Assistant, Institute for Local Government Administration & Rural Development

Bachelor of Science in Foreign Service 1980 - 1983

Georgetown University, Washington, D.C.

Concentration Latin American Affairs

PROFESSIONAL HIGHLIGHTS

- Developed a Rhode Island Post-Secondary Student Access & Persistence Program linking higher education institutions with community-based, non-profit access organizations and requiring coordination of multiple student services enhanced by student-level data collection and analyses.
- Facilitated coordination of K-20 data systems alignment and development of a multi-level cycle of inquiry to examine specific data within a precise policy context.
- Established P-16 Council chaired by the Governor of Rhode Island and supported relevant policy work across education, workforce, and economic development sectors.
- Created Governor's Blue Ribbon Panel on Mathematics and Science Education, framed policy recommendations impacting K-12, higher education, and business and industry, and supported implementation through budget and legislative processes.
- Change agent for moving college readiness strategies including new high school graduation requirements and dual enrollment options.
- Guided development of adult education reforms to provide systemic approach to adult learning opportunities and advocated for increased funding to expand access to quality programs.
- Recommended and supported the establishment of an Urban Education Task Force (UETF) to propose specific actions to address performance challenges in Rhode Island's urban schools and to build consensus and collaboration on the same within and among these communities among diverse stakeholders.
- Actively engaged in and informed national discussions on education through Governor's leadership role in the National Governors Association as well as the Carnegie-IAS Commission

on Mathematics and Science, the Advisory Committee on International Benchmarking, and the Board of Directors for Achieve.

- Devised comprehensive process for developing, market testing, producing, distributing, and providing communications support for Ohio’s first-ever 600+ district and 3,000+ school building K-12 report cards.
- Developed a framework for reporting educational performance in Ohio through the Governor’s *Annual Progress Report of the Eight National Education Goals* and managed an inter-agency team to develop performance measures and strategies relative to the goals.
- Consultant on skill gap study, *Knowledge & Know-How*, a nationally recognized project conducted in cooperation with the Ohio Business Roundtable and ACT, Inc.
- Managed workforce training and construction projects to enlarge four village schools, a community-health center, and other community facilities in rural Honduras, Central America.
- Established a child development center in Jamaica, West Indies.

PROFESSIONAL EXPERIENCE

Director of PK-20 Affairs <i>Rhode Island Office of Higher Education, Providence, RI</i>	2011 - Present
Education Policy Advisor <i>Office of the Governor, Providence, RI</i>	2003 - 2011
Special Assistant to State Superintendent <i>Ohio Department of Education, Columbus, OH</i>	1994 – 2001
Special Assistant for Educational Policy <i>Office of the Governor, Columbus, OH</i>	1991 - 1994
Education Policy Analyst <i>Commission on Education Improvement, Columbus, Ohio</i>	1990 - 1991
Community Development Volunteer <i>Peace Corps Honduras, Central America</i>	1984 - 1987

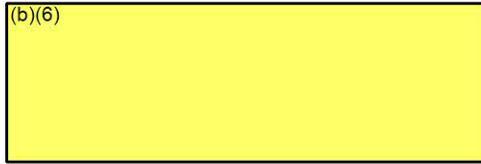
PROFESSIONAL RECOGNITION

Lights on Afterschool Champion, Rhode Island Afterschool Plus Alliance, 2009

Chief Officer’s Awards, Ohio Department of Education, presented by Dr. James Van Keuren, Chief Financial Officer, 1998 and by Gene Harris, Chief Program Officer, 1997

Excellence in State Progress Reports, National Governors Association, 1992, 1993, 1994

DAVID TREMBLAY



EDUCATION

University of Miami, Miami, FL
Graduate School of International Studies

Bachelor of Arts with Honors in Political Science **1993**
University of North Carolina at Chapel Hill, Chapel Hill, NC
Phi Beta Kappa and Dean's List.

SELECTED EMPLOYMENT

State Workforce Investment Office, Administrator (Acting) **June 2010 - present**
RI Department of Labor and Training (DLT), Cranston, RI
Responsible for the administration, policy, budget and oversight of the Workforce Investment Act, a major \$14 million federal workforce development program. Lead a seven-person team overseeing two regional workforce areas to ensure effective program performance and the best outcomes for the program's customers.

Policy and Legislative Affairs, Chief **2006 - 2010**
RI Department of Labor and Training (DLT), Cranston, RI
Improved and enhanced the development and overall coordination of DLT's legislative agenda. Annually led the evaluation, writing and development of departmental bills; coordinated and provided both written and oral testimony in support of legislation before General Assembly. Coordinated external political relations for DLT including constituent inquiries from legislators, municipalities, and federal congressional delegation members. Provided policy development support for entire department across six diverse divisions, ranging from Unemployment Insurance to Workforce Regulation and Safety. Led coordination of the state's first unified statewide comprehensive workforce development plan.

Policy and Legislative Affairs, Senior Coordinator **2003 - 2006**
Administration of Governor Donald L. Carcieri, Providence, RI
Assisted with and coordinated the development and implementation of the Governor's policy, budgetary and legislative agenda for: Economic Development / Employment & Training / Business Regulation; Tax Policy; Housing / Planning; Tort Reform; Criminal Justice; and Transportation. Assisted with the coordination of the Governor's federal policy agenda relative to the above issues.

Policy and Legislative Affairs, Advisor **2002 - 2003**
Administration of Governor Lincoln Almond, Providence, RI
Assisted with and coordinated the development and implementation of the Governor's policy, budgetary and legislative agenda for: Economic Development; Labor and Training; Business

Regulation; and Public Safety.

International Affairs and Trade Specialist **2000 - 2002**

Office of International Affairs, Florida Department of State, Coral Gables, FL

Recruited, trained and managed staff on daily and ongoing projects. Drafted policy statements and remarks for Under Secretary of State Hugh Simon. Wrote weekly foreign affairs briefing for the Florida Department of State and Office of the Governor. Wrote extensive country-specific political and economic briefings for Secretary of State Katherine Harris to be used on international trade missions. Undertook a detailed analysis of FTAA negotiations and its impact for Florida. Coordinated and planned incoming missions of local and provincial delegations of foreign countries.

Founder/Executive Director **2001**

Young Professionals for Free Trade, Miami, FL

Created a reliable network of statewide professionals who serve as a strategic resource in the advocacy of increased liberalized trade policy, including publishing, research and drafting. Coordinated public policy lobbying strategy in Latin American countries for support of Free Trade Area of the Americas and Miami as the permanent location of its Secretariat. Organized and presided over events that promote the engagement and education of the South Florida community on matters of trade policy. Designed organization's website.

Executive Assistant **1997 - 1998**

American Chamber of Commerce of Cuba in the United States, Washington, DC

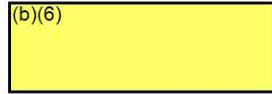
Staff writer for and editor of AmCham Cuba's monthly publication. Event planner for the monthly speaker series in Washington and Miami.

Intern for Ranking Member, Senator Claiborne Pell **1996 - 1997**

Committee on Foreign Relations, United States Senate, Washington, DC

Attended Senate committee hearings and briefings; wrote summary memoranda for committee staff. Wrote early drafts of essay on the future of the arms control environment for committee staff member. Researched and edited for staff on United Nations reform speech. Conducted research on the legislative history of the Mutual Legal Assistance and Extradition Treaties for the Minority Staff Director.

REBECCA LEE
The Providence Plan
Providence, RI 02903



EDUCATION

Master's in Public Policy (MPP) **May 2007**
Concentration in education policy
Brown University, Providence, RI

Bachelor's in Psychology **May 2001**
Minor in Computer Science
Saint Michael's College, Colchester, VT

SELECTED EMPLOYMENT

Assistant Director, Information Group **2007 - present**
The Providence Plan, Providence, RI

In collaboration with Director, manage major and minor projects for The Providence Plan's Information Group, from identification and preparation of proposals to ensuring goals and objectives of projects are accomplished. Specialize in analyzing administrative datasets and mapping and communicating education, health and property data at a variety of geographic levels for use by the general public as well as state and local agencies.

SELECTED PROJECTS

▪ ***RI DataHUB*** **2009 – present**
Developing an integrated database system linking individual level data from multiple state and local agencies, and community organizations. Web-based front-end includes range of content from configurable reports to “data stories” to hundreds of child- and youth-centered indicators. Project includes training for multiple user types and levels, creation of a technical help documents and video tutorials, and monthly news blasts for users.

▪ ***Information Works LIVE!*** **2009 – present**
Managing the Rhode Island department of Education's InfoWorks LIVE! project, providing public access to accountability and contextual data for more than 300 schools statewide. Responsibilities include managing all details related to contract budget and deliverables with subcontracted technical and education consultants; data acquisition within RIDE's internal systems; oversight of online and print products; and collaboration with client and partner entities to enhance datasets available and online functionality.

▪ ***Mobility Analysis for the Urban Education Task Force*** **2009**
With the support of the Urban Education Task Force Research Consortium, lead an analysis of student mobility in Rhode Island. The project was conceived as a way to support and inform the work of the Urban Education Task Force, as well as to demonstrate the potential of a collaborative research body for Rhode Island's public schools. Project included publication of

district mobility fact sheets, cohort stability packet, detailed tables of disaggregated mobility statistics, unique visualizations, and a residential mobility brief using preliminary address data from the Rhode Island Department of education.

▪ ***Data Mapping for Rhode Island Department of Education (RIDE)*** **2009**

Working with RIDE staff, documented and categorized the quarterly data activities of Rhode Island Department of Education offices and created poster helping to visualize the scale and scope of the activities.

▪ ***Effects of Lead Poisoning on Reading Readiness*** **2008 – 2009**

Partnered with Pat McLaine, a doctoral candidate at Johns Hopkins Bloomberg School of Public Health, to analyze the association between childhood lead exposure and Kindergarten reading readiness among Providence Public School students. Provided the linkage and de-identified data, as well as additional technical and contextual support for Ms. McLaine to analyze the association between reading readiness (PALS-K) and lead exposure.

▪ ***Student Assignment Analysis*** **2008**

Supported the work of the Providence Schools Student Assignment Oversight Committee by providing technical support and analyses, and maps for the Committee. Mapped elementary, middle, and high school proximity by parcel in Providence, developed mobility fact sheets for every school in Providence, mapped and analyzed community assets and deficits for each proposed assignment zone, mapped and analyzed capacity and demand for each proposed assignment zone, and performed additional analyses as requested by the Committee.

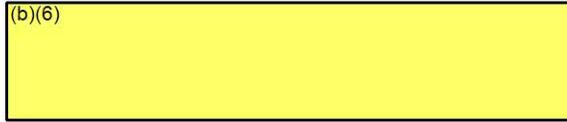
▪ ***Teen Birth Report*** **2007 – 2008**

Explored the neighborhood factors associated with teen pregnancy and child well-being. The project also included an in-depth exploration of the correlation between maternal risk factors and health and educational outcomes. Produced report on the increased risk of poor health and educational outcomes for teen mothers and their children using linked health and education data of Rhode Island teen moms and their children. Particular attention was given to identifying determinants and consequences of repeat pregnancy as well as missed opportunities to prevent repeat pregnancies.

SELECTED PRESENTATIONS

- Mayor's Children and Youth Cabinet: Presented findings on chronic absenteeism in Rhode Island's elementary schools. December 2010
- Student Assignment in Providence Schools: Presented findings from the analysis to the Student Assignment Oversight Committee. April 2008
- Policy Brief: "Social Context of Providence Schools": Presented to participants at Education Reform Forum: "Developing a Roadmap of Collaboration" on Friday, October 2006

KATHLEEN L. SISSON



EDUCATION

Master's in Guidance and Counselor Education (M.Ed.)

Providence College, Rhode Island

Bachelor of Science Degree, Dual Major Early Childhood Education/Sociology

Northeastern University, Massachusetts

SELECTED EMPLOYMENT

Director of Program Administration

2010 – Present

Rhode Island Higher Education Assistance Authority, Warwick, RI

Leads statewide career and college access portal and supervises and directs the WaytogoRI team in program delivery. Responsible for overall vision, direction and development of WaytogoRI. Creates and facilitates strategic planning, program evaluation and engagement strategies. Oversees awareness campaign, training, implementation, presentations, program outreach and day to day operations. Formulates program policies and goals. Administers budget and evaluates performance, outcomes and objectives. Analyzes data to make recommendations for program development, content, outreach and improvements.

Program Planner

2007 – 2010

Rhode Island Higher Education Assistance Authority, Warwick, RI

Planned, coordinated and directed statewide web portal to provide career and college planning information and tools for students and schools via the web. Responsibilities included planning, implementation, outreach, training and oversight of WaytogoRI. Worked with various groups including students, parents, educators, counselors, administrators and community members. Handled daily functions, performed effectiveness studies, ensured compliance with all governing regulations, and was responsible for program growth, delivery and development.

SAT Program Supervisor

2005 –2010

CollegeBoard/ Rogers High School, Newport, RI

Acted as test center supervisor for SAT. Recruited staff, administered tests, handled, prepared and returned testing materials. Implemented testing procedures and organized SAT program delivery. Trained test center staff to ensure adherence to nationwide guidelines. Helped students register for the SAT.

Career & College Planning Coordinator

1999 – 2007

Rogers High School/ Child & Family Services

Managed various duties related to the field of high school counseling. Successfully created and implemented Career and College Planning Center/School-to-Career Program. Conducted class presentations, workshops, job fairs, internships, and mentoring/volunteer opportunities. Provided one-on-one support to students with personal, social and academic planning. Assisted

students with the college application and financial aid process. Acted as a positive role model while providing guidance, support and direction. Worked closely with administration and guidance department in post-secondary planning.

Employment Services Coordinator

1998 –1999

Goodwill Industries of Rhode Island

Coordinated employment program to provide services for individuals with barriers to employment. Taught job seeking skills, resume writing, cover letters, and ways to successfully obtain employment. Utilized marketing techniques to develop competitive jobs in the community for individuals. Created employment plans and assisted with case management.

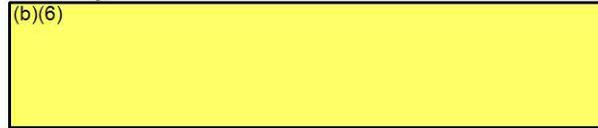
Employment Specialist

1995–1998

Looking Upwards, Middletown, RI

Assisted clients in a vocational setting. Created and implemented plans/guidelines for individuals with disabilities. Created employment opportunities for clients and trained job coaches. Responsible for client assessments and staff evaluations. Proven ability to work well with diverse populations.

MARY JO FEENEY



EDUCATION

Bachelor of Arts **1984**
Social theory and mathematics
Reed College, Portland, OR

SELECTED EMPLOYMENT

VP Technology and Service Development **2007 – present**
WorkSource Partners Inc., Brookline, MA
Lead state-wide project to design an integrated portal for adult education and workforce development. Lead internal design and external development of web-based platform for workforce development that incorporated social media and distance learning. Designed and led national workforce development program for Kindred Healthcare.

Independent Consultant **2006**
WorkSource Partners Inc., Brookline, MA
Led business process redesign, business requirements analysis, systems development, integration, and implementation to provide necessary tools to mobilize direct service staff and support program management and case management workflows for workforce development firm.

President and CEO **2000 - 2005**
Playstages Inc., Boston, MA
Developed business plan and raised \$1.6 million venture funding. Drove product design and development of intellectual property. Negotiated key partnerships with manufacturers, educational distributors, and service partners. Built ecommerce infrastructure and established brand among elementary educators.

Partner **1996 - 2000**
Lochridge & Company, Inc., Boston, MA,
Responsibilities included sales and P&L management of over \$1.5 million in consulting business annually. Recruited, conducted performance management and professional development for staff of 30+ professionals. Developed business-focused IT strategy and architecture for The Vanguard Group. Designed and led organizational change and customer-driven process improvement program for Delmarva Power.

Director, Technology Practice **1993 - 1996**
Lochridge & Company, Inc., Boston, MA
Designed and led organizational change and customer-driven process improvement for New York State Electric and Gas. Developed new product strategy for Dennison Manufacturing based on primary market research and product modeling utilizing quality function deployment

(QFD) techniques. Pre-IPO marketing strategy for Checkfree Corporation based on primary market research utilizing conjoint analysis.

Consultant, Technology Practice

1988 - 1993

Lochridge & Company, Inc., Boston, MA

Led IT business requirements, and change management for US West Consumer Division across 14-state region. Created consumer information technology portfolio for AT&T Consumer Marketing through interviewing scientists throughout Bell Labs. Designed, fielded, and analyzed customer satisfaction surveys for Ford Motor Company. Conducted extensive primary and secondary market research in the US and Europe for Lexis-Nexis (Reed Elsevier).

Technology Specialist

1986 - 1987

Built and maintained Appletalk-based Macintosh network; trained professional consulting staff in software such as newly introduced Microsoft Word and Excel for the Mac. Established advanced data analytics capabilities, implementing database, statistical analysis (SPSS) and conjoint analysis software.

Account Representative

1985 - 1986

CompuCo, Inc., Boston, MA

Developed and integrated multi-user and networked accounting, point of sale, and database systems for New England region small and medium enterprises. Software included Xenix, Novell Netware, Open Systems, Solomon, Informix.

ADDITIONAL SKILLS

- Broad industry expertise: professional services, information technology and services, utilities, financial services, consumer products, healthcare
- Expert technology user: Office, SharePoint, Web 2.0.

JILL W. HOLLOWAY, MED

(b)(6)

EDUCATION

Doctoral Program Educational Leadership (ABD) **September 1998 – May 2000**
Johnson & Wales University, Providence, RI

Masters in Education in K-12 Guidance & Counseling **May 1993**
Keene State College, Keene, NH

Bachelor of Arts: Foreign Language/ Spanish **May 1985**
Portland State University, Portland, OR

SELECTED EMPLOYMENT

Executive Director **2008 – present**
RI Adult Education Professional Development Center, Providence, RI

Provide high level and hands on leadership for small start up Institute, in response to the Governor's Adult Literacy Task Force's report: *Building the Critical Links, and The Model System*. Manage annual budget averaging \$500K, with 5.5 FTE staff and multiple consulting contracts. Develop an annual programmatic structure of Needs Analysis, Planned PD Offerings, and Evaluation for continuous improvement. Oversee HR needs, evaluation and professional development planning for entire staff. As a member of the PDC team, develop a known and respected brand across the state (the PDCenter). Initiate, facilitate or participate in over 5 policy development workgroups per year, in conjunction with the RI Departments of Education and of Labor and Training.

Outreach and Admissions **2004 – 2007**
Year Up, Providence, RI

Adapted the Boston Year Up Recruitment model to the local community. Successfully met target enrollment numbers for the first six classes, including a Random Assignment Research Study system for one class. Recruited, trained and supervised over 275 volunteers. Developed curriculum, taught classes, found services for students in need, assisted in developing articulation agreements with local colleges, and managed the Efforts to Outcomes database.

Director of Guidance **1996 – 2004**
The Met Center, Providence, RI

Developed the special education, social work, health, and state assessment programs for the whole school during the start-up and expansion years of this innovative urban public school. Headed up a team that developed a college access program that won a national award for excellence in gaining access to higher ed for low income, first generation, students. Secured over \$1,000,000 in federal grant funds over the years.

Consultant for Big Picture (BP) School Leaders in California 2003 – 2004

The Big Picture Company, Providence, RI

Developed a system and new materials for accreditation needs of the BP high schools within the California University system.

Director of the Shepard campus 2000 – 2002

The Met Center, Providence, RI

Assumed leadership of the Met Shepard campus for two years, coordinating with the principal of the other Met campus, as well as with the two co-directors of the whole school. Developed a strong, fun, teamwork ethic amongst staff of twelve.. Oversaw staff development for campus. Improved curriculum of school through guiding staff leaders and organization of staff meetings and professional development.

Guidance Counselor 1993 – 1996

Winchester Elementary School, Winchester, NH

Created the first K-6 Guidance program for the town's elementary school, including a successful parenting support program. Introduced and led a staff team to integrate the Responsive Classroom program to this 500-student school in the second poorest town in the state. Became the 'go-to' person for the principal, the special education team, the school psychologist, and members of that small town's wider community. Brought in over \$300,000 in private and public grant monies.

Apprenticeship Coordinator and National Program Assistant 1988 – 1993

Thayer Junior/Senior Public High School, Winchester, NH

Placed, oversaw and evaluated over 40 high school students per day at job sites in that rural community, for principal. Wrote and administered Teacher Externship grant for all teachers in the town. Organized a national, interactive, satellite broadcast program, *Here, Thayer and Everywhere*, and supported the local organization for director Elliot Washor and 400 sites nationwide.

ADDITIONAL PROFESSIONAL AND VOLUNTEER EXPERIENCE

- Appointed by the Governor to the statewide Career Pathways Commission (2010-present)
- Serve on the Board of Directors for College Visions, RI (2009-present)
- Served a three year term on the Board of the Providence Public Schools (2006-2008)
- Member of the Advisory Board for the Network Alternative School in Attleboro, MA. (1998-2010)
- Grant reader for various Adult Education and Workforce Development initiatives in Rhode Island (2004 - present)
- Served on the Rhode Island Graduation by Proficiency Steering Committee (2003-05)
- Presented at national conferences (Oregon, California, Indiana, Rhode Island) on both adult education professional development, and on high school reform (1996-present)

CERTIFICATION

- K-12 Guidance Counselor Certification, Rhode Island Department of Education (1996-present)
- Certification of Successful Completion of Aspiring Principal Program, Rhode Island (June 2000)

Appendix D: Rhode Island SLDS Acronym List

ABE	Adult Basic Education
API	Application Programming Interface
ARRA	American Recovery and Reinvestment Act
CACGP	College Access Challenge Grant Program
CALIS	Comprehensive Adult Literacy Information System
CCRI	Community College of Rhode Island
CEDS	Common Education Data Standards
COR	Contracting Officer's Representative
CTE	Career and Technical Education
DOL	U.S. Dept. of Labor
DQC	Data Quality Campaign
ED	U.S. Department of Education
EPPS	Educator Performance and Support System
ESOL	English for Speakers of Other Languages
ETL	"Extract, Transform, Load"
FERPA	Family Education Rights and Privacy Act
IMS	Instructional Management System
IRB	Institutional Review Board
LDA	Longitudinal Data Analysis
LDS	Longitudinal Data System
LEA	Local Education Agency
LMI	Labor Market Information
MPA	Master Purchase Agreement
NESSC	New England Secondary School Consortium
NNIP	National Neighborhoods Indicator Partnership
NSC	National Student Clearinghouse
O*NET	Occupational Information Network
ODS	Operational Data Store

OIC	Open Indicators Consortium
OLAP	Online Analytical Processing
P-20W	Early Education to Workforce
PII	Personally Identifiable Information
PLC	Professional Learning Community
ProvPlan	Providence Plan, The
RIC	Rhode Island College
RIDE	Rhode Island Department of Elementary and Secondary Education
RIDLT	Rhode Island Department of Labor and Training
RIHEAA	Rhode Island Higher Education Assistance Authority
RIOHE	Rhode Island Office of Higher Education
RTT	Race to the Top
SALT	School Accountability for Learning and Teaching
SASID	State-Assigned Student Identifier
SEA	State Education Agency
SLDS	Statewide Longitudinal Data Systems
SOC	Standard Occupations Classification
TA	Technical Assistance
TIA	Telecommunications Industry Association
UCOA	Uniform Chart of Accounts
URI	University of Rhode Island
WaytogoRI	Way To Go Rhode island
WDQI	Workforce Data Quality Initiative
WIA	Workforce Investment Act

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

**Rhode Island Department of Education (RIDE) Statewide Longitudinal Data Systems
 Budget Summary Sheet Organized by Project Outcome (Two Pages in Total)**

Outcome 1: Integrate new sources of postsecondary data (adult education, CTE, and WIA-funded workforce development) into Rhode Island's LDS.	Object Class Category	Year 1	Year 2	Year 3	Total
DataHUB Coordinator	Contractual	72,800	72,800	72,800	218,400
Database Programmer (DataHUB)	Contractual	72,800	72,800	72,800	218,400
Data and Policy Analyst (DataHUB)	Contractual	45,500	45,500	45,500	136,500
Web Interface Programmer (DataHUB)	Contractual	52,250	52,250	14,250	118,750
Workforce Data Transfer Activities (DLT)	Contractual	25,000	25,000	25,000	75,000
Local Travel for DataHUB Team	Travel	2,000	2,000	2,000	6,000
Conference Travel for DataHUB Team	Travel	4,000	4,000	4,000	12,000
Software Licenses, Hardware Updates for DataHUB	Supplies	7,500	7,500	7,500	22,500
Publications, Printing, Website Hosting	Other	5,000	5,000	5,000	15,000
Global @ 25% - LDS Project Manager	Contractual	32,938	32,938	32,938	98,813
Global @ 25% - Local Travel for Project Manager	Travel	375	313	313	1,000
Global @ 25%- Conference Travel for Project Manager	Travel	1,000	1,000	1,000	3,000
Global @ 25% -Laptop Computer for Project Manager	Supplies	625	0	0	625
Global @ 25% - Office Supplies for Project Manager	Supplies	500	500	500	1,500
Global @ 25% - Publications, Printing, Website Hosting	Other	1,250	1,250	1,250	3,750
Global @ 25% - Stakeholder Quarterly Meetings	Other	500	500	500	1,500
Global @ 25% - RIDE Federal Auditing Costs	Other	0	0	500	500
OUTCOME 1: SUB-TOTAL		324,038	323,350	285,850	933,238
Outcome 2: Invest in the data infrastructure and technology systems within RIOHE and RIDLT so that agencies can more fully participate in State's LDS.	Object Class Category	Year 1	Year 2	Year 3	Total
Data Infrastructure Assessment & Review (OHE)	Contractual	7,500	0	0	7,500
Data Infrastructure Assessment & Review (DLT)	Contractual	7,500	0	0	7,500
Data Warehouse Project Manager	Contractual	36,750	36,750	36,750	110,250
Data Warehouse Project Manager	Contractual	36,750	36,750	36,750	110,250
Data Warehouse Database/ETL Developer	Contractual	80,750	80,750	40,375	201,875
Data Warehouse Database/ETL Developer	Contractual	80,750	80,750	40,375	201,875
Data Warehouse Reporting/Interface Developer	Contractual	80,750	80,750	40,375	201,875
Data Warehouse Reporting/Interface Developer	Contractual	80,750	80,750	40,375	201,875
Information Technology Consultant (OHE)	Contractual	30,000	30,000	30,000	90,000
Servers (OHE: Web, Database/SQL, Report/SQL)	Equipment	11,000	0	0	11,000
Servers (DLT: Web, Database/SQL, Report/SQL)	Equipment	11,000	0	0	11,000
Desktop Computers/SQL Installed (OHE)	Supplies	7,180	0	0	7,180
Desktop Computers/SQL Installed (DLT)	Supplies	7,180	0	0	7,180
Software (ER/Studio XE2) (OHE)	Supplies	5,750	1,500	1,500	8,750
Software (ER/Studio XE2) (DLT)	Supplies	5,750	1,500	1,500	8,750
Global @ 25% - LDS Project Manager	Contractual	32,938	32,938	32,938	98,813
Global @ 25% - Local Travel for Project Manager	Travel	375	313	313	1,000
Global @ 25%- Conference Travel for Project Manager	Travel	1,000	1,000	1,000	3,000
Global @ 25% -Laptop Computer for Project Manager	Supplies	625	0	0	625
Global @ 25% - Office Supplies for Project Manager	Supplies	500	500	500	1,500
Global @ 25% - Publications, Printing, Website Hosting	Other	1,250	1,250	1,250	3,750
Global @ 25% - Stakeholder Quarterly Meetings	Other	500	500	500	1,500
Global @ 25% - RIDE Federal Auditing Costs	Other	0	0	500	500
OUTCOME 2: SUB-TOTAL		526,548	466,000	305,000	1,297,548

**Rhode Island Department of Education (RIDE) Statewide Longitudinal Data Systems
 Budget Summary Sheet Organized by Project Outcome (Two Pages in Total)**

Outcome 3: Identify adult learners as priority audience in the ongoing development of data tools that are specifically developed to support student/consumer level of the LDS.	Object Class Category	Year 1	Year 2	Year 3	Total
Adult Ed Portal Design Coordinator	Contractual	98,800	98,800	9,500	207,100
Adult Ed Portal Implementation Manager	Contractual	35,200	83,200	8,000	126,400
WaytogoRI Project Manager	Contractual	20,000	64,000	20,000	104,000
Database Developer - WaytogoRI Integration	Contractual	52,250	26,125	4,750	83,125
Database Developer - CALIS Integration	Contractual	19,000	9,500	2,375	30,875
Database Developer - EmployRI Integration	Contractual	19,000	9,500	2,375	30,875
Database Developer - AskRI Integration	Contractual	19,000	9,500	2,375	30,875
Database Developer - Adult ED Resource Integration	Contractual	19,000	9,500	2,375	30,875
Goal 3 - Publications, Printing, Website Hosting	Other	5,000	5,000	5,000	15,000
Global @ 25% - LDS Project Manager	Contractual	32,938	32,938	32,938	98,813
Global @ 25% - Local Travel for Project Manager	Travel	375	313	313	1,000
Global @ 25%- Conference Travel for Project Manager	Travel	1,000	1,000	1,000	3,000
Global @ 25% -Laptop Computer for Project Manager	Supplies	625	0	0	625
Global @ 25% - Office Supplies for Project Manager	Supplies	500	500	500	1,500
Global @ 25% - Publications, Printing, Website Hosting	Other	1,250	1,250	1,250	3,750
Global @ 25% - Stakeholder Quarterly Meetings	Other	500	500	500	1,500
Global @ 25% - RIDE Federal Auditing Costs	Other	0	0	500	500
		324,438	351,625	93,750	769,813
Outcome 4: Prioritize “users and use” of the LDS by making investments in training and ongoing technical assistance for all stakeholders, especially practitioners and researchers.	Object Class Category	Year 1	Year 2	Year 3	Total
LDS Manager for Research/Evaluation Partnerships	Contractual	120,000	120,000	120,000	360,000
DataHUB Help Desk Coordinator	Contractual	80,000	80,000	80,000	240,000
WaytogoRI Training Staff	Contractual	41,250	41,250	41,250	123,750
Local Travel for LDS Research Coordinator	Travel	2,000	2,000	2,000	6,000
Local Travel for Help Desk Coordinator	Travel	2,000	2,000	2,000	6,000
Local Travel for WaytogoRI Manager & Training Staff	Travel	2,000	2,000	2,000	6,000
Laptop Computer for LDS Research Coordinator	Supplies	2,500	0	0	2,500
Training Supplies and Materials (DataHUB)	Supplies	7,500	7,500	7,500	22,500
Training Supplies and Materials (WaytogoRI)	Supplies	7,500	7,500	7,500	22,500
Manager for Research budget for Publications & Printing	Other	5,000	5,000	5,000	15,000
Global @ 25% - LDS Project Manager	Contractual	32,938	32,938	32,938	98,813
Global @ 25% - Local Travel for Project Manager	Travel	375	313	313	1,000
Global @ 25%- Conference Travel for Project Manager	Travel	1,000	1,000	1,000	3,000
Global @ 25% -Laptop Computer for Project Manager	Supplies	625	0	0	625
Global @ 25% - Office Supplies for Project Manager	Supplies	500	500	500	1,500
Global @ 25% - Publications, Printing, Website Hosting	Other	1,250	1,250	1,250	3,750
Global @ 25% - Stakeholder Quarterly Meetings	Other	500	500	500	1,500
Global @ 25% - RIDE Federal Auditing Costs	Other	0	0	500	500
OUTCOME 4: SUB-TOTAL		306,938	303,750	304,250	914,938
CALCULATION OF INDIRECT COSTS					
Total Direct Costs		1,481,960	1,444,725	988,850	3,915,535
Total Modified Direct Costs per Indirect Cost Letter		243,730	203,000	203,000	649,730
Indirect Costs @ 13% of Total Modified Direct Costs		31,685	26,390	26,390	84,465
GRAND TOTAL		1,513,645	1,471,115	1,015,240	4,000,000

BUDGET NARRATIVE JUSTIFICATION

The Rhode Island Department of Education (RIDE) has assembled a project budget for SLDS resources totaling \$4,000,000 over a three-year period. In addition, Rhode Island has calculated (b)(4) in leveraged resources associated with this project. Leveraged resources represent in-kind contributions of state agency staff and a portion of IT infrastructure leveraged through this project. Since a portion of these state agency resources may originate from federal pass-through funds throughout the duration of the project period, RIDE has not listed these leveraged resources as official match on the ED524 Section B in our Grants.gov forms.

OVERVIEW OF GLOBAL PROJECT EXPENSES

As reflected in the budget summary sheets on the previous two pages and in the justification below, RIDE has calculated project costs by each of the four project outcomes. In addition to the direct costs associated with each of the four outcomes, RIDE has estimated that there will be \$442,750 in global project expenses. These global expenses represent seven different line-items within four object class categories (contractual, travel, supplies, and other). A brief description of these budget costs are listed below; however, as outlined in the RFA, these global all project expenses have been equally distributed among the four project outcomes at 25% per outcome or \$110,688.

Contractual (Global)

- LDS Project Manager (\$131,750 per year for three years = \$395,250). This will be a full-time contract position located within RIDE. This position will be filled through a competitive RFP process. The roles and responsibilities of the LDS Project Manager as described in the Project Management and Governance Plan on pages 30-33 and a draft job description is included in Appendix C on pages 106-107.

Travel (Global)

- Local Travel for Project Manager (\$1,500 in year 1 and \$1,250 in years 2 and 3 = \$4,000). This line item is for local travel expenses and mileage reimbursement for the Project Manager as this individual travels throughout the state. The estimated budget is based on 2,700 miles in year 1 at 55.5¢ per mile and 2,250 miles in years 2 and 3 at 55.5¢ per mile.
- Conference Travel for Project Manager (\$4,000 per year for three years = \$12,000). This line item is for conference related expenses for the Project Manager. It is anticipated that the Project Manager will make two trips per year for SLDS grantee gatherings and/or to participate in national conferences. Each trip is estimated to cost \$2,000, which includes transportation, lodging, meals, and other incidental expenses.

Supplies (Global)

- Laptop Computer for Project Manager with Software (\$2,500 in year 1). This line item is to purchase a new laptop computer with wireless technology and mapping software associated with the types of presentations that the Project Manager will make during the project.
- Office Supplies for Project Manager (\$2,000 per year for three years = \$2,000). This line item is for general office supplies and materials that the Project Manager may need in support of his/her office and the overall project.

Other (Global)

- Publications, Printing, Website (\$5,000 per year for three years = \$15,000). This line item is for costs associated with printing, postage, and the development of publications, posters, and presentations associated with the overall project as well as any general website development costs associated with the project.
- Quarterly Stakeholder Meetings (\$2,000 per year for three years = \$6,000). This line item is for costs associated with holding quarterly stakeholder meetings, including rental space, refreshments, and the direct costs associated with any guest speakers.
- RIDE Federal Auditing Costs (\$2,000). This line item is for costs associated RIDE federal auditing responsibilities. This line item is applied to all federal funds that RIDE receives and is calculated at 0.0005% of total project funds (\$4,000,000 x 0.0005 = \$2,000). This cost is only included in year 3 of our budget.

BUDGET JUSTIFICATION FOR OUTCOME 1

RIDE has budgeted \$933,238 in project costs for Outcome 1. This includes \$822,550 in direct project costs and \$110,688 in shared global project costs (25% of the total global project costs). As noted in the table below, there are no personnel or fringe expenses from RIDE associated with project activities. Costs are limited to other federal object class categories including contractual, travel, supplies, and other. The bullets listed below the table provide a description of these estimated costs. RIDE will enter into a contract with ProvPlan to manage all activities associated with the deliverables in Outcome 1. ProvPlan will subsequently hire subcontractors, consultants, and vendors to fulfill portions of the work.

Outcome 1: Integrate new sources of postsecondary data (adult education, CTE, and WIA-funded workforce development) into Rhode Island's LDS.	Object Class Category	Year 1	Year 2	Year 3	Total
DataHUB Coordinator	Contractual	72,800	72,800	72,800	218,400
Database Programmer (DataHUB)	Contractual	72,800	72,800	72,800	218,400
Data and Policy Analyst (DataHUB)	Contractual	45,500	45,500	45,500	136,500
Web Interface Programmer (DataHUB)	Contractual	52,250	52,250	14,250	118,750
Workforce Data Transfer Activities (DLT)	Contractual	25,000	25,000	25,000	75,000
Local Travel for DataHUB Team	Travel	2,000	2,000	2,000	6,000
Conference Travel for DataHUB Team	Travel	4,000	4,000	4,000	12,000
Software Licenses, Hardware Updates for DataHUB	Supplies	7,500	7,500	7,500	22,500
Publications, Printing, Website Hosting	Other	5,000	5,000	5,000	15,000
Global @ 25% - LDS Project Manager	Contractual	32,938	32,938	32,938	98,813
Global @ 25% - Local Travel for Project Manager	Travel	375	313	313	1,000
Global @ 25%- Conference Travel for Project Manager	Travel	1,000	1,000	1,000	3,000
Global @ 25% -Laptop Computer for Project Manager	Supplies	625	0	0	625
Global @ 25% - Office Supplies for Project Manager	Supplies	500	500	500	1,500
Global @ 25% - Publications, Printing, Website Hosting	Other	1,250	1,250	1,250	3,750
Global @ 25% - Stakeholder Quarterly Meetings	Other	500	500	500	1,500
Global @ 25% - RIDE Federal Auditing Costs	Other	0	0	500	500
OUTCOME 1: SUB-TOTAL		324,038	323,350	285,850	933,238

Contractual (Outcome 1)

- DataHUB Coordinator (\$72,800 per year for three years = \$218,400). Ms. Rebecca Lee will dedicate (b)(6) days per year to this project, which breaks down to (b)(6) per day. As lead staff in Outcome 1, Ms. Lee will oversee and manage data integration activities, the facilitation of work groups, and the production of Data Stories. Her specific roles and responsibilities are listed in the Staffing Plan section and her resume is located on pages 117-118.
- DataHUB Programmer (\$72,800 per year for three years = \$218,400). Mr. Angel Medrano will also dedicate (b)(6) days per year to this project, which breaks down to (b)(6) per day. As lead programmer, Mr. Medrano will manage all of the query logic and database coding associated with the integration of postsecondary data into the LDS.
- DataHUB Data and Policy Analyst (\$45,500 per year for three years = \$136,500). Ms. Nikki Churchwell will also dedicate (b)(6) days per year to this project, which breaks down to (b)(6) per day. As a data and policy analyst, Ms. Churchwell will be involved in data preparation and data integration activities as well as in the production and design of data stories.
- Web Interface Programmer (\$52,250 in years 1 and 2 and \$14,250 in year 3 = \$118,750). As highlighted in the Staffing Plan, ProvPlan will continue its relationship with EndPoint to provide technical support with coding, security, functionality, and application design tasks associated with the DataHUB. EndPoint will provide 80 days of service per year in years 1 and 2 for the project and 22 days of service in year 3 – using a daily rate of \$650.
- Workforce Data Transfer Activities (\$25,000 per year for three years = \$75,000). These funds will be provided to the vendor that works with the RIDLT to prepare WIA-funded workforce development data for transfer into the DataHUB, including the development of automatic feeds. This contract is estimated at 250 hours of service per year at \$100 per hour.

Travel (Outcome 1)

- Local Travel for DataHUB Team (\$2,000 per year for three years = \$6,000). This line item is for local travel expenses and mileage reimbursement for the DataHUB team as ProvPlan members travel throughout the state. The estimated budget is based on approximately 3,600 miles per year at 55.5¢ per mile.
- Conference Travel for DataHUB Team (\$4,000 per year for three years = \$12,000). This line item is for conference related expenses for the DataHUB team. It is anticipated that the DataHUB team will make two trips per year for SLDS grantee gatherings and/or to participate in national conferences. Each trip is estimated to cost \$2,000, which includes transportation, lodging, meals, and other incidental expenses.

Supplies (Outcome 1)

- Software Licenses, Hardware Updates for DataHUB (\$7,500 per year for three years = \$22,500). This line item is to cover costs associated with software licenses used in support of outcome 1. Example of software with renewal licenses include SPSS, ArcMap, and Sophos Security. Funds will also be used for hardware enhancements to the DataHUB over the course of the project such as hard drive storage, RAM, or Drobo (backup storage).

Other (Outcome 1)

- Publications, Printing, Website (\$5,000 per year for three years = \$15,000). This line item is for costs associated with printing, postage, and the development of publications, posters, and presentations associated with Outcome 1 as well as any general front-end website development costs associated with the integration of postsecondary data into the DataHUB.

BUDGET JUSTIFICATION FOR OUTCOME 2

RIDE has budgeted \$1,297,548 in project costs for Outcome 2. This includes \$1,186,860 in direct project costs and \$110,688 in shared global project costs. As noted in the table below, there are no personnel or fringe expenses from RIDE associated with project activities. Rather, costs are limited to other federal object class categories including contractual, equipment, travel, supplies, and other. The bullets listed below the table provide a description of these estimated costs. RIDE will transfer project funds to both RIOHE and RIDLT in conjunction with the activities outlined in this Outcome. The anticipated transfer amounts are \$638,430 to RIOHE and \$548,430 to RIDLT.

Outcome 2: Invest in the data infrastructure and technology systems within RIOHE and RIDLT so that agencies can more fully participate in State's LDS.	Object Class Category	Year 1	Year 2	Year 3	Total
Data Infrastructure Assessment & Review (OHE)	Contractual	7,500	0	0	7,500
Data Infrastructure Assessment & Review (DLT)	Contractual	7,500	0	0	7,500
Data Warehouse Project Manager	Contractual	36,750	36,750	36,750	110,250
Data Warehouse Project Manager	Contractual	36,750	36,750	36,750	110,250
Data Warehouse Database/ETL Developer	Contractual	80,750	80,750	40,375	201,875
Data Warehouse Database/ETL Developer	Contractual	80,750	80,750	40,375	201,875
Data Warehouse Reporting/Interface Developer	Contractual	80,750	80,750	40,375	201,875
Data Warehouse Reporting/Interface Developer	Contractual	80,750	80,750	40,375	201,875
Information Technology Consultant (OHE)	Contractual	30,000	30,000	30,000	90,000
Servers (OHE: Web, Database/SQL, Report/SQL)	Equipment	11,000	0	0	11,000
Servers (DLT: Web, Database/SQL, Report/SQL)	Equipment	11,000	0	0	11,000
Desktop Computers/SQL Installed (OHE)	Supplies	7,180	0	0	7,180
Desktop Computers/SQL Installed (DLT)	Supplies	7,180	0	0	7,180
Software (ER/Studio XE2) (OHE)	Supplies	5,750	1,500	1,500	8,750
Software (ER/Studio XE2) (DLT)	Supplies	5,750	1,500	1,500	8,750
Global @ 25% - LDS Project Manager	Contractual	32,938	32,938	32,938	98,813
Global @ 25% - Local Travel for Project Manager	Travel	375	313	313	1,000
Global @ 25%- Conference Travel for Project Manager	Travel	1,000	1,000	1,000	3,000
Global @ 25% -Laptop Computer for Project Manager	Supplies	625	0	0	625
Global @ 25% - Office Supplies for Project Manager	Supplies	500	500	500	1,500
Global @ 25% - Publications, Printing, Website Hosting	Other	1,250	1,250	1,250	3,750
Global @ 25% - Stakeholder Quarterly Meetings	Other	500	500	500	1,500
Global @ 25% - RIDE Federal Auditing Costs	Other	0	0	500	500
OUTCOME 2: SUB-TOTAL		526,548	466,000	305,000	1,297,548

Contractual (Outcome 2)

- Both the RI Office of Higher Education and the RI Department of Labor and Training will conduct initial data infrastructure assessments and reviews. These will be conducted by an external consultant who will be selected from the Master Purchase Agreement 230 Information Services list. Each of these assessments is budgeted at \$7,500, which assumes that each assessment takes 60 hours at \$125 per hour, bringing the total cost to \$15,000.
- The RIOHE will solicit a vendor for the construction of their data warehouse. In terms of budgeting, this RFP will seek three individuals – a data warehouse project manager, a /ETL developer, and a data warehouse/Interface Developer. The budgeted amount for these services is \$514,000. This estimates 50 days per year of project manager time at \$735 per day (\$110,250), 130 days of ETL Developer and Interface Developer time in years 1 and 2 and 60 days of ETL Developer & Interface Developer time in year 3 at an average rate of \$630 per day (\$201,875 for ETL Developer, \$201,875 for Interface Developer).
- The RIDLT will solicit a vendor for their data warehouse. From a budgeting perspective, this RFP will seek three individuals – a data warehouse project manager, a database/ETL developer, and a data warehouse/Interface Developer. The total budgeted amount for these services is \$514,000. This breaks down to 50 days per year of project manager time at \$735 per day (\$110,250), 130 days of ETL Developer and Interface Developer time in years 1 and 2 and 60 days of ETL Developer and Interface Developer time in year 3 at an average rate of \$630 per day (\$201,875 for the ETL Developer and \$201,875 for the Interface Developer).
- RIOHE will hire a part-time Information Technology Consultant with the MPA 230 list. This line item is budgeted at \$30,000 a year for each year of the project (\$100 per hour x 300 hour a year for total of \$90,000). This consultant will assist RIOHE in the development of its data systems as the agency makes the transition to functioning as its own data repository.

Equipment (Outcome 2)

- Two servers for the RI Office of Higher Education Data Warehouse at \$5,500 each = \$11,000. RIOHE will buy two virtualized servers that will provide simultaneous support for web hosting, database/SQL, and reporting/SQL in conjunction with Outcome 2.
- Two servers for the RI Department of Labor and Training at \$5,500 each = \$11,000. RIDLT will add two virtualized servers to their existing infrastructure that will support web, database/SQL, and reporting/SQL activities in conjunction with Outcome 2.

Supplies (Outcome 2)

- Two desktop computers for the RI Office of Higher Education Data Warehouse at \$3,590 each = \$7,180. Each of the computers will have SQL installed in order to provide operation and access to the data warehouse infrastructure.
- Two desktop computers for the RI Department of Labor and Training Data Warehouse at \$3,590 each = \$7,180. Each of the computers will have SQL installed in order to provide operation and access to the data warehouse infrastructure.
- One copy of ER/Studio XE2 software for RI Office of Higher Education. ER/Studio XE2 Software is data management software used to build and maintain enterprise-scale databases

and data warehouses. The cost to buy the software is \$5,750, plus \$1,500 a year in years 2 and 3 for maintenance for a total cost of \$8,750.

- One copy of ER/Studio XE2 software for RI Department of Labor and Training. ER/Studio XE2 Software is data management software used to build and maintain enterprise-scale databases and datawarehouses. The cost to buy the software is \$5,750, plus \$1,500 a year in years 2 and 3 for maintenance for a total cost of \$8,750.

BUDGET JUSTIFICATION FOR OUTCOME 3

RIDE has budgeted \$769,813 in project costs for Outcome 3. This includes \$659,125 in direct project costs and \$110,688 in shared global project costs. As noted in the table below, there are no personnel or fringe expenses from RIDE associated with project activities. Rather, costs are limited to other federal object class categories including contractual, travel, supplies, and other. The bullets listed below the table provide a description of these estimated costs. RIDE will enter into a contract with RIHEAA to manage all activities associated with the deliverables in Outcome 3. RIHEAA will subsequently hire subcontractors, consultants, and vendors to fulfill portions of the work.

Outcome 3: Identify adult learners as a priority audience in the development of data tools that are specifically developed to support student/consumer level of the LDS.	Object Class Category	Year 1	Year 2	Year 3	Total
Adult Ed Portal Design Coordinator	Contractual	98,800	98,800	9,500	207,100
Adult Ed Portal Implementation Manager	Contractual	35,200	83,200	8,000	126,400
WaytogoRI Project Director	Contractual	20,000	64,000	20,000	104,000
Database Developer - WaytogoRI Integration	Contractual	52,250	26,125	4,750	83,125
Database Developer - CALIS Integration	Contractual	19,000	9,500	2,375	30,875
Database Developer - EmployRI Integration	Contractual	19,000	9,500	2,375	30,875
Database Developer - AskRI Integration	Contractual	19,000	9,500	2,375	30,875
Database Developer - Adult ED Resource Integration	Contractual	19,000	9,500	2,375	30,875
Goal 3 - Publications, Printing, Website Hosting	Other	5,000	5,000	5,000	15,000
Global @ 25% - LDS Project Manager	Contractual	32,938	32,938	32,938	98,813
Global @ 25% - Local Travel for Project Manager	Travel	375	313	313	1,000
Global @ 25%- Conference Travel for Project Manager	Travel	1,000	1,000	1,000	3,000
Global @ 25% -Laptop Computer for Project Manager	Supplies	625	0	0	625
Global @ 25% - Office Supplies for Project Manager	Supplies	500	500	500	1,500
Global @ 25% - Publications, Printing, Website Hosting	Other	1,250	1,250	1,250	3,750
Global @ 25% - Stakeholder Quarterly Meetings	Other	500	500	500	1,500
Global @ 25% - RIDE Federal Auditing Costs	Other	0	0	500	500
OUTCOME 3: SUB-TOTAL		324,438	351,625	93,750	769,813

Contractual (Outcome 1)

- Adult Ed Portal Design Coordinator (\$98,800 per year for years 1 and 2 and \$9,500 in year 3 = \$207,100). Ms. Mary Jo Feeney will dedicate 150 days per year to this project in years 1 and 2 and 15 days in year 3, which breaks down to approximately \$655 per day. As lead staff in the adult education portal design activities associated with Outcome 3, Ms. Feeney will oversee and manage all of the design and technology activities associated with the development of the adult education portal. Her specific roles and responsibilities are listed in the Staffing Plan section and her resume is located on pages 121-122.

- Adult Ed Portal Implementation Manager (\$32,500 in year 1, \$83,200 in year 2, \$8,000 in year 3 = \$126,400). Ms. Jill Holloway will dedicate 70 days to this project in year 1, 150 days in year 2, and 15 days in year 3, which breaks down to approximately \$540 per day. As the primary staff person associated with the rollout of the adult education portal, Ms. Holloway will serve as a primary conduit between portal designers, WaytogoRI staff, and the adult education community in helping to create an effective portal for adult learners. Her responsibilities are listed in the Staffing Plan section and her resume is on pages 123-124.
- WaytogoRI Project Director (\$20,000 in year 1, \$64,000 in year 2, \$20,000 in year 3 = \$104,000). Ms. Kathy Sisson will dedicate 40 days to this project in year 1, 120 days in year 2, and 40 days in year 3, which breaks down to approximately \$520 per day. As the director of WaytogoRI, Ms. Sisson will coordinate all activities for integrating the adult education portal into the WaytogoRI site. This will include participating in the development of strategies and work plans associated with design and implementation as well as managing all subcontractors and RIHEEA staff who provide outreach to prospective users. Ms. Sisson's responsibilities are listed in the Staffing Plan section. Her resume is on pages 119-120.
- As noted in the table above, there are six line-items associated with database development – each one associated with the development of code and APIs (application programming interfaces) with regard to the development of the adult education portal on WaytogoRI. The largest database development scope is to support overall WaytogoRI integration activities. This is budgeted at \$83,125 over three years, which breaks down to 80 days in year 1, 40 days in year 2, and 7 days in year 3 – all at average rate of \$650 per day (which is near the average rate for database development on the MPA). The remaining five database scopes are for integration and API activities associated with other sites that will link to the adult education portal, including CALIS, EmployRI, AskRI, and other Adult ED resources. Each of these projects are budgeted at \$30,875 over three years which breaks down to 30 days in year 1, 15 days in year 2, and 4 days in year 3 – all at average rate of \$630 per day. As the contracting manager for Outcome 3, RIHEEA will seek to cluster these smaller database development contracts together when appropriate or feasible.

Other (Outcome 3)

- Publications, Printing, Website (\$5,000 per year for three years = \$15,000). This line item is for costs associated with printing, postage, and the development of publications, posters, and presentations associated with Outcome 3 as well as any general front-end website development costs associated with the integration of the adult ed portal into WaytogoRI.

BUDGET JUSTIFICATION FOR OUTCOME 4

RIDE has budgeted \$914,938 in project costs for Outcome 3. This includes \$804,250 in direct project costs and \$110,688 in shared global project costs. As noted in the table below, there are no personnel or fringe expenses from RIDE associated with project activities. Rather, costs are limited to other federal object class categories including contractual, travel, supplies, and other. The bullets listed below the table provide a description of these estimated costs. RIDE will enter into a contract with ProvPlan to manage all DataHUB Help Desk activities associated with the deliverables in Outcome 4. RIDE and project partners will collectively decide the most effective “home” for the LDS Manager for Research and Evaluation Partnerships.

Outcome 4: Prioritize “users and use” of the LDS by making investments in training and ongoing technical assistance for all stakeholders, especially practitioners and researchers.	Object Class Category	Year 1	Year 2	Year 3	Total
LDS Manager for Research/Evaluation Partnerships	Contractual	120,000	120,000	120,000	360,000
DataHUB Help Desk Coordinator	Contractual	80,000	80,000	80,000	240,000
WaytogoRI Training Staff	Contractual	41,250	41,250	41,250	123,750
Local Travel for LDS Research Coordinator	Travel	2,000	2,000	2,000	6,000
Local Travel for Help Desk Coordinator	Travel	2,000	2,000	2,000	6,000
Local Travel for WaytogoRI Manager & Training Staff	Travel	2,000	2,000	2,000	6,000
Laptop Computer for LDS Research Coordinator	Supplies	2,500	0	0	2,500
Training Supplies and Materials (DataHUB)	Supplies	7,500	7,500	7,500	22,500
Training Supplies and Materials (WaytogoRI)	Supplies	7,500	7,500	7,500	22,500
Manager for Research budget for Publications & Printing	Other	5,000	5,000	5,000	15,000
Global @ 25% - LDS Project Manager	Contractual	32,938	32,938	32,938	98,813
Global @ 25% - Local Travel for Project Manager	Travel	375	313	313	1,000
Global @ 25%- Conference Travel for Project Manager	Travel	1,000	1,000	1,000	3,000
Global @ 25% -Laptop Computer for Project Manager	Supplies	625	0	0	625
Global @ 25% - Office Supplies for Project Manager	Supplies	500	500	500	1,500
Global @ 25% - Publications, Printing, Website Hosting	Other	1,250	1,250	1,250	3,750
Global @ 25% - Stakeholder Quarterly Meetings	Other	500	500	500	1,500
Global @ 25% - RIDE Federal Auditing Costs	Other	0	0	500	500
OUTCOME 4: SUB-TOTAL		306,938	303,750	304,250	914,938

Contractual (Outcome 4)

- LDS Manager for Research and Evaluation Partnerships (\$120,000 per year for three years = \$360,000). This will be a full-time contract position with the organizational home to be determined by RIDE and LDS project partners in Spring 2012. The roles and responsibilities of the LDS Manager for Research and Evaluation Partnerships are described in the Project Deliverables Outcome 4 on pages 25-28 and a draft job description is included in Appendix C on pages 108-109.
- DataHUB Help Desk Coordinator (\$80,000 per year for three years = \$240,000). This will be a new full-time position located at ProvPlan. The roles and responsibilities of the DataHUB Help Desk Coordinator are described in the Project Deliverables Outcome 4 on pages 25-28.

- WaytogoRI Training Staff (\$41,250 per year for three years = \$123,750). This line item supports staffing costs at RIHEAA relative to ongoing training, outreach and building end-user capacity for WaytogoRI. The budget includes 80 days in each year of the project at an average cost of \$515 per day. It is anticipated that the first year of the project will focus on supporting students, parents, and educators on the existing elements of WaytogoRI with activities in years 2 and 3 focusing on the adult ed. portal developed as part of Outcome 3.

Travel (Outcome 4)

- Local Travel for LDS Manager for Research and Evaluation Partnerships (\$2,000 per year for three years = \$6,000). This line item is for local travel expenses and mileage reimbursement for the LDS Manager for Research as this individual travels throughout the state. The estimated budget is based on approximately 3,600 miles per year at 55.5¢ per mile.
- Local Travel for DataHUB Help Desk Coordinator (\$2,000 per year for three years = \$6,000). This line item is for local travel expenses and mileage reimbursement for the Help Desk Coordinator as this individual travels throughout the state. The estimated budget is based on approximately 3,600 miles per year at 55.5¢ per mile.
- Local Travel for WaytogoRI Director and Training Staff (\$2,000 per year for three years = \$6,000). This line item is for local travel expenses and mileage reimbursement for the WaytogoRI Director and Training Staff as these individuals travel throughout the state. The estimated budget is based on approximately 3,600 miles per year at 55.5¢ per mile.

Supplies (Outcome 4)

- Laptop Computer for LDS Manager for Research and Evaluation Partnerships with Software (\$2,500 in year 1). This line item is to purchase a new laptop computer with wireless technology and mapping software associated with the types of presentations that the LDS Manager for Research will make during the project.
- Training Supplies for Materials for DataHUB (\$7,500 per year for three years = \$22,500). This line item is for supplies and materials directly associated with conducting training and outreach to practitioners, service providers, and other stakeholders associated with the DataHUB. Expenses will include rental space, webinar hosting costs, photocopies, etc.
- Training Supplies for Materials for WaytogoRI (\$7,500 per year for three years = \$22,500). This line item is for supplies and materials directly associated with conducting training and outreach to practitioners, service providers, and other stakeholders associated with the adult education portal in WaytogoRI and the overall WaytogoRI website. Expenses will include rental space, webinar hosting costs, photocopies, etc.

Other (Outcome 4)

- Publications, Printing (\$5,000 per year for three years = \$15,000). This line item is for costs that the LDS Manager for Research and Evaluation Partnerships may incur in the development of publications, posters, and presentations associated with Outcome 4.

INDIRECT COSTS

RIDE has a federally approved indirect cost rate of 13.00%. The U.S. Department of Education is our cognizant agency. A copy of the letter is attached on page 53-55. RIDE uses all modified direct costs in determining its rate, which means that only the first \$25,000 of contracts (for each year) are applied when calculating indirect costs. Furthermore, the costs associated with equipment are not included in the calculation base. As listed below, RIDE has calculated \$649,730 in total modified direct costs for this project, which results in an indirect costs line item of \$84,465

Total Direct Costs	1,481,960	1,444,725	988,850	3,915,535
Total Modified Direct Costs per Indirect Cost Letter	243,730	203,000	203,000	649,730
Indirect Costs @ 13% of Total Modified Direct Costs	31,685	26,390	26,390	84,465

LEVERAGED RESOURCES

In addition to the resources listed above, RIDE has identified (b)(4) in leveraged resources associated with this project. In terms of personnel, at least 14 state agency officials will contribute some portion of their time in direct support of project activities. This level of support ranges from 5% to 15% per year - with the Michael Ferry (RIDE Knowledge Officer) and Peg Votta (RIDE Research Specialist) playing the most significant roles. The chart below lists the state official and their involvement with regard to each of our project outcomes. As listed, several staff will be involved in all four project outcomes from a management capacity. In addition to personnel, this project will leverage several IT resources and ongoing infrastructure investments at RIDE.

Budget Category	Agency	%	Out-come	Year 1	Year 2	Year 3	TOTAL
(b)(4)							



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

NOV 01 2011

Ms. Deborah A. Gist
Commissioner
Rhode Island Department of Elementary
and Secondary Education
255 Westminster Street
Providence, RI 02903-3400

BOARD OF REGENTS FOR
ELEMENTARY AND SECONDARY EDUCATION

OFFICE OF THE
COMMISSIONER

Reference: Agreement No. 2009-215 (A)

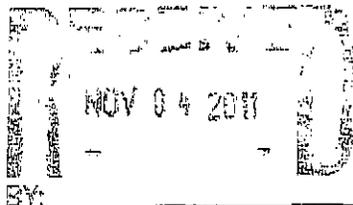
Dear Ms. Gist:

The original and one copy of an Indirect Cost Rate Agreement are enclosed. We are extending the effective date of the last indirect cost rate while we complete a review of the current indirect cost rate proposal.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

US Department of Education
OCFO / FIPAO / ICG
Attention: Ms. Nelda V. Barnes, Rm. 6015
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact Nelda V. Barnes at (202) 245-8005 or nelda.barnes@ed.gov.



Sincerely,

A handwritten signature in black ink that reads "Mary Gougisha". The signature is fluid and cursive.

Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.
PR/Award # R372A120017

INDIRECT COST RATE AGREEMENT
 STATE EDUCATION AGENCY

ORGANIZATION:

Rhode Island Department of
 Elementary & Secondary Education
 Shepard Building, Sixth Floor
 255 Westminster Street
 Providence, Rhode Island 02903-3400

DATE: NOV 01 2011

AGREEMENT NO. 2009-215 (A)
 FILING REFERENCE: This replaces previous
Agreement No. 2009-211 & 2009-215
 dated May 27, 2010

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-122 applies. This agreement is issued by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed*	07-01-2008	06-30-2009	21.5%	1/	All	2/
Fixed*	07-01-2009	06-30-2010	18.2%	1/	All	2/
Predetermined	07-01-2008	06-30-2010	13.0%	1/	All	3/
Provisional	07-01-2010	12-31-2011	18.2%	1/	All	2/
Provisional	07-01-2010	12-31-2011	13.0%	1/	All	3/

* Fixed with Carry-Forward.

1/ Total Direct Costs less equipment purchases, flow-through funds, alterations and renovations, and the portion of individual subcontracts exceeding \$25,000.

2/ All programs not requiring the use of a Restricted Rate as shown in 34 CFR 76.560-569.

3/ All programs requiring the use of a Restricted Rate as shown in 34 CFR 76.560-569.

Treatment of Fringe Benefits: Generally, the Organization treats fringe benefits applicable to direct salaries and wages as direct costs. In accordance with OMB Circular A-87, Attachment B (8)(d)(3), it does not charge payments to separating employees for unused leave as direct costs on federal awards.

Capitalization Policy: All equipment and furniture items with a unit cost of \$5,000 or more, computers with a unit cost of \$500 or more, and property improvement costs, are treated as "equipment."

ORGANIZATION: Rhode Island Department of Elementary & Secondary Education

Page 03

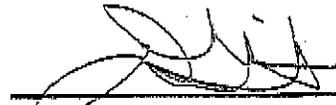
Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this State Education Agency by means other than the rate(s) cited in this agreement shall be credited for such costs. The applicable rates cited herein shall be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the State Education Agency:

Rhode Island Department of
Elementary & Secondary Education
255 Westminster Street
Providence, Rhode Island 02903-3400



Signature

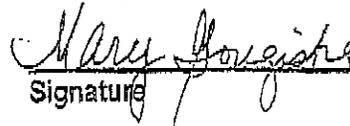
Name

Title

Date

For the Federal Government:

US Department of Education
OCFO / FIPAO / ICG
Room 6048, PCP
550 12th Street, SW
Washington, DC 20202-4450



Mary Gougisha

Name

Director, Indirect Cost Group

Title

NOV 01 2011

Date

Nelda V. Barnes

Negotiator

(202) 245-8005

Telephone

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Elementary and Secondary Education, RI Department of

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	17,500.00	17,250.00	17,250.00			52,000.00
4. Equipment	22,000.00					22,000.00
5. Supplies	55,360.00	27,500.00	27,500.00			110,360.00
6. Contractual	1,365,100.00	1,377,975.00	920,100.00			3,663,175.00
7. Construction						
8. Other	22,000.00	22,000.00	24,000.00			68,000.00
9. Total Direct Costs (lines 1-8)	1,481,960.00	1,444,725.00	988,850.00			3,915,535.00
10. Indirect Costs*	31,685.00	26,390.00	26,390.00			84,465.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,513,645.00	1,471,115.00	1,015,240.00			4,000,000.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization Elementary and Secondary Education, RI Department of	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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						
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)