U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100057

There were problems converting one or more of the attachments. Please see list below.

Closing Date: DEC 04, 2009

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OMB No.4040-0004 Exp.01/31/2012

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission [ ] Preapplication [X] Application [ ] Changed/Corrected Application	* 2. Type of Application: [X] New [ ] Continuation [ ] Revision	* If Revision, select appropriate letter(s): * Other (Specify)
* 3. Date Received: 12/4/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: N/A	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: California Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 680258051	* c. Organizational DUNS: 807480843	
d. Address:		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:	1430 N Street Sacramento CA USA 95814	
e. Organizational Unit:		
Department Name: CA Department of Education	Division Name: Data Management	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Middle Name:	* First Name:	Keric

* Last Name:	Ashley		
Suffix:			
Title:	Director		
Organizational Affiliation:			
Data Management Division, California Department of Education			
* Telephone Number:	(916)323-5007	Fax Number:	(916)322-6407
* Email:	KASHLEY@CDE.CA.GOV		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.384A

13. Competition Identification Number:

84.384A2009-1

Title:

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

Local educational agencies (county offices of education, districts,

independently reporting charter schools, community colleges) and postsecondary institutions in California.

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

The California Comprehensive Education Data System (CCEDS)

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: CA-ALL * b. Program/Project: CA-ALL

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 7/1/2010 * b. End Date: 6/30/2013

18. Estimated Funding ($):

a. Federal	**$ 19999759**
b. Applicant	**$ 0**
c. State	**$**
d. Local	**$**
e. Other	**$**
f. Program Income	**$**
g. TOTAL	**$ 19999759**

*** 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.
[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] No

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

[X] ** 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:	Susan
Middle Name:			
* Last Name:	Lange		
Suffix:			

Title:	Deputy Superintendent

* Telephone Number:	(916)319-0815	Fax Number:	

* Email:	SLANGE@CDE.CA.GOV

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
California Department of Education

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 816,515	$ 816,515	$ 816,515	$ 0	$ 0	$ 2,449,545
2. Fringe Benefits	$ 256,574	$ 256,574	$ 256,574	$ 0	$ 0	$ 769,722
3. Travel	$ 71,430	$ 61,180	$ 61,180	$ 0	$ 0	$ 193,790
4. Equipment	$ 861,130	$ 37,480	$ 37,480	$ 0	$ 0	$ 936,090
5. Supplies	$ 7,490	$ 7,490	$ 7,490	$ 0	$ 0	$ 22,470
6. Contractual	$ 3,702,755	$ 4,332,521	$ 4,244,674	$ 0	$ 0	$ 12,279,950
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 84,329	$ 56,550	$ 56,550	$ 0	$ 0	$ 197,429
9. Total Direct Costs (lines 1-8)	$ 5,800,223	$ 5,568,310	$ 5,480,463	$ 0	$ 0	$ 16,848,996
10. Indirect Costs*	$ 1,084,642	$ 1,041,274	$ 1,024,847	$ 0	$ 0	$ 3,150,763
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 6,884,865	$ 6,609,584	$ 6,505,310	$ 0	$ 0	$ 19,999,759

***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? [X] Yes [ ] No

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 0%

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

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
California Department of Education

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Susan Lange
Title: Deputy Superintendent
Date Submitted: 12/04/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[X] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: California Department of Education Address: 1430 N Street City: Sacramento State: CA Zip Code + 4: 95814-5008 **Congressional District, if known:** 05	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Susan Lange Title: Deputy Superintendent Applicant: California Department of Education Date: 12/04/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION	
California Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: First Name: Susan	Middle Name:
Last Name: Lange	Suffix:
Title: Deputy Superintendent	
Signature: _____	Date: 12/04/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Keric		Ashley	

Address:

* Street1: 1430 N Street

Street2:

* City: Sacramento

County:

* State: CA* Zip / Postal Code: 95814 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(916)323-5007	(916)322-6407

Email Address:

KASHLEY@CDE.CA.GOV

2. Applicant Experience

Novice Applicant [ ] Yes [X] No [ ] Not applicable

3. Human Subjects Research

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

[X] Yes [ ] No

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

[X] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title : CA Research Exemption
File : G:\DMIP\ARRA-SLDS IES Grant 2009\CA Proposal\Final Drafts\Narrative\Research

Exemption Narrative\CA Exemption Narrative.doc

California Department of Education Human Subject Research Narrative

The CDE in collaboration with California Community Colleges, California State University, and University of California will develop a strategic plan for research as part of this grant proposal. This group is also proposing to conduct a minimum of three research project during this grant period. All proposed research activities are considered “exempt” under the Department of Education 34, CFR Part 97. However, these proposals will be subject to review by the Committee for the Protection of Human Subjects (CPHS). Following state privacy laws, the CPHS will determine if our proposals should be subject to further “Common Rule” review. All procedures for obtaining participant consent and minimizing perceptions of coercion for participation will be followed and subject to review by the CPHS.

Project Narrative

Project Narrative - Project Abstract

Attachment 1:
Title: **CA Project Abstract IES ARRA SLDS** Pages: **1** Uploaded File: **G:\DMIP\ARRA-SLDS IES Grant 2009\CA Proposal\Final Drafts\Abstract\CA Abstract IES ARRA SLDS.pdf**

Abstract

The California Comprehensive Education Data System (CCEDS)

While California has worked for many years to improve student achievement through various reforms, and progress has been made, more needs to be done. ARRA programs, including Race to the Top, the State Longitudinal Data Systems (SLDS) grant, and SFSF, Phase II, have provided California with a historic opportunity to move forward on key pieces of the state's strategy to better prepare our students for a brighter future. As a result, stakeholders have come together to work on shared goals for California's students like never before. The Governor and the Superintendent together commissioned a report entitled "Framework for a Comprehensive Education Data System in California: Unlocking the Power of Data to Continually Improve Public Education." This report reflects more than a year of research and analysis that was conducted by McKinsey & Company, a global management consulting firm. Their recommendations and the elements of the America COMPETES Act was the roadmap for our grant application. This application also supports California in its Race to the Top (RTTT) efforts and will set the stage for the critical reforms under RTTT.

The state of California serves to provide innovative leadership to build strong schools that are capable of addressing the comprehensive learning needs of our students. A particular focus is to minimize the achievement gap that currently exists among our students so that all children will have the opportunity to obtain excellence in education and successfully master the critical transition into workforce. The state of California is committed to the implementation of a comprehensive approach to education reform by achieving the following goals: (1) increasing the number of highly qualified teachers and administrators in our public education system, (2) strengthening the collection and use of California's education data to facilitate valuable data driven decisions, (3) effectively using college and career readiness standards and assessments to ensure that students graduate ready for the challenges of the global economy, and (4) turning around our lowest performing schools.

The purpose of this grant is to seek funding for California to support the following focus areas:

- **Focus Area 1: Expand Existing State Data Systems**
- **Focus Area 2: Build High Quality P-20 Longitudinal Data Warehouse**
- **Focus Area 3: Produce High Quality Research and Training**
- **Focus Area 4: Improve College and Workforce Readiness Tracking**

The proposed grant will support California's approach to education reform by providing the one time funds that are necessary to develop the CCEDS and establish the state's authoritative source for longitudinal education data. The CCEDS will provide researchers and policymakers with a rich source of data to use for the evaluation of education outcomes and will expand the opportunities to make training on data use readily available to local teachers and administrators to support continuous learning.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **CA Project Narrative IES ARRA SLDS** Pages: **30** Uploaded File: **G:\DMIP\ARRA-SLDS IES Grant 2009 \CA Proposal\Final Drafts\Narrative\CA Project Narrative IES ARRA SLDS.pdf**

(a) Need for the Project

Introduction

Recent mandates through the chaptering of the Education Data and Information Act (SB 1298 and SB 19) legislatively position the state of California to pursue the California Comprehensive Education Data System (CCEDS). The CCEDS will serve as the longitudinal P-20 education data warehouse that is capable of linking teacher and student information and connecting to non-education data (e.g., health, workforce, and social services). The California Department of Education (CDE) in collaboration with California Community Colleges (CCC), California State University (CSU), and University of California (UC) will build and maintain the CCEDS under a collective governance structure called the Joint Powers Authority (JPA). In addition to these four public education segments, the Commission on Teacher Credentialing (CTC), California County Superintendents Educational Services Association (CCSESA), California Postsecondary Education Commission (CPEC), California Partnership for Achieving Student Success (Cal-PASS), Fiscal Crisis and Management Assistance Team (FCMAT)/California School Information Services (CSIS), and Employment Development Department (EDD) will participate in the current project. A brief overview of the educational agencies involved with this proposal is located in *Appendix A* and further details on the JPA can be found in section (d) *Project Management and Governance Plan*.

Current status of the state's statewide longitudinal data system

The CDE received a 2006 Institute of Education Sciences (IES) Statewide Longitudinal Data Systems (SLDS) grant to support the development of the California Longitudinal Pupil Achievement Data System (CALPADS). This fall, the CALPADS began enrolling local educational agency (LEA) Administrators and is now gathering information on student enrollment and the status for those students that have exited a school (which the state uses to determine number and rate of graduates and dropouts) for over 6 million K-12 students. The system employs a unique statewide student identifier (SSID) to link the student data longitudinally. Throughout this year, additional data collection windows will be implemented to gather data on student program eligibility and participation, student primary language, teaching assignments (at the classroom level), student course enrollments, student discipline, student course completion, and student health. The CDE will calculate the 4-year NGA graduation rate starting with the graduating class of 2010. The state defined the requirements for course data that enables matching teachers to students by placing the teacher identifier on the course section record and placing the course section identifier on the student course enrollment record.

California has been publically posting data reports on a CDE web site known as DataQuest (http://dq.cde.ca.gov/dataquest/). While CALPADS will supply longitudinal reports for LEAs with student-level data, DataQuest will be expanded to include aggregate reports generated with CALPADS data. Most reports will be available by

school, district, county, and state levels and many will also be posted as downloadable files. Student-level data will only be made available through a FERPA-compliant data access process.

In 2009, the CDE and CTC received an IES SLDS grant to develop the California Longitudinal Teacher Integrated Data Education System (CALTIDES). The CALTIDES will integrate teacher assignment information collected by the CALPADS with teacher authorization and teacher preparation data (for over 1 million teachers) stored in the data systems at the CTC organization. The systems integration vendor will be selected in March 2010 and the CDE and CTC expect to launch the CALTIDES in 2011-12.

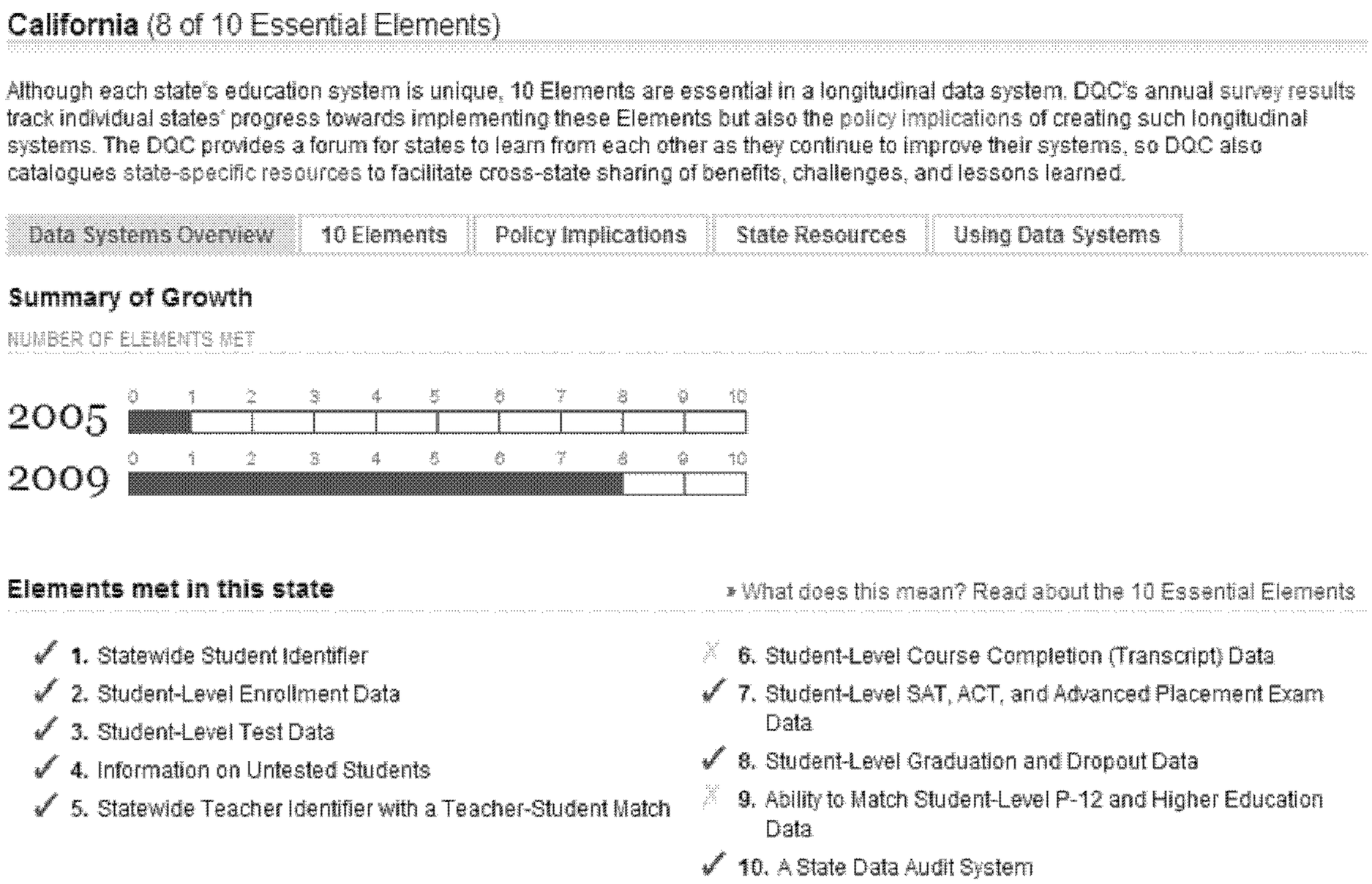


Figure 1. California Growth on the Data Quality Campaign (DQC) 10 Elements

Source: The Data Quality Campaign 2009 Survey Results

Although the CDE is making great progress on the Data Quality Campaign (DQC) 10 Essential Elements for P-20 data collection, the majority of information on students and teachers that transition through California's public education system is collected and stored in separate state-level source systems (Please refer to Appendix A for additional information on the different education data source systems). While these data systems provide very useful segment specific information, there is a need to connect these data in a manner that allows for tracking students from P-20 and to link with workforce data. The outcomes presented in the current proposal will address what is necessary for California to build a P-20 data system that adequately captures the seven system capabilities and the 12 essential America COMPETES Act elements that are required in the current Request for Application (RFA).

Key elements/capabilities to be improved through this grant

California will be capable of **examining student progress and outcomes over time** by completing the following:

- Expanding the existing K-12 CALPADS system to include individual level PK data.
- Developing a system to link data in CALPADS PK-12 to data from public postsecondary data systems.
- Engaging our key stakeholders (e.g., district personnel, principals, teachers, counselors, parents, university faculty, administrators and student organizations, business and employer groups) in developing and implementing the system to ensure its effective use for planning and decision making.

California will be capable of the **exchange of data among agencies and institutions within the State** by completing the following:

- Developing a system to link data in CALPADS PK-12 to data from public postsecondary data systems.
- Enabling the exchange of data between educational agencies and workforce agencies by developing a system that links a P-20 system to workforce data (e.g., wages earned and unemployment insurance claims data, possessed by the California Employment Development Department). This system will satisfy the data security concerns of all parties and establish the rights of all parties to access appropriate data needed to populate the longitudinal P-20 and workforce system.
- Working with P-20 councils that cross institutional segments and workforce councils that cross multiple employment sectors to promote linkages across multiple agencies in using these data.
- Establishing an interface between the CALPADS system and the University of California's Transcript Evaluation Services (TES) system that will enable data validation checks through (A-G) course taking patterns and course completion rates.
- Providing professional development through training on data quality and data use.
- Modernizing the data collection system at the California State University (CSU) and University of California (UC).
- Running periodic selected comparison checks between state reporting on schools with school site reports on data to ensure the integrity of the reporting data.

California will be capable of enabling **data to be easily generated for continuous improvement and decision making** by completing the following:

- Improving the School Accountability Report Card (SARC).
- Developing analytical reports and involving end users (teachers, parents, school administrators, district officials) in this development to ensure they are useful and user friendly.

California will be capable of **meeting reporting requirements of the U. S. Department of Education (ED)** by completing the following:

- Establishing a system to centralize data from CALPADS with other student level data in order to streamline reporting to ED*Facts*.

How these capabilities will support the state's improvement efforts, goals, and accountability systems

Linkage of the state's PK-12 education, postsecondary education, and workforce data is critically important to understanding movement of graduates from one education segment to the next, and into jobs and careers. This will allow researchers and educators to follow all students, including highly mobile students, not only across time but across geographical regions in the state. This will provide teachers of students who move from one location to another with up-to-date information on that student's progress along the academic pipeline, including points at which students exit and transfer. Understanding these patterns allows policymakers, educators, and workforce planners to target and implement necessary changes to improve the responsiveness and outcomes of the state education systems. The state will look for indicators and correlations of effectiveness in preschool programs, professional development practices, teacher preparation programs, English learner programs, and special education programs, etc., as we are able to tie student achievement to effective practices. P-20 collaborators will learn to use these data to follow students' progress from preschool through graduate school and will be able to see trends on the regional level between strong performance indicators of best practices in feeder school patterns. Additionally, linkage of these systems will consolidate existing duplicative efforts throughout the segments. This consolidation will allow for long-term sustainability and effective use of resources beyond the completion of this grant in 2013.

(b) Project Outcomes Related to System Requirements and Implementation

The current proposal is organized around four focus areas:

Focus Area 1: Expand Existing Systems
Focus Area 2: Build a High Quality P-20 Longitudinal Data Warehouse
Focus Area 3: Produce High Quality Research and Training
Focus Area 4: Improve College and Workforce Readiness Tracking

Within each focus area includes a series of outcomes that are further defined by specific measurable deliverables. Each outcome/deliverable is assigned a timeline and budget that allows for the evaluation of completion at the conclusion of the award period. Please see section (c) *Timeline* and *Budget Narrative* for details on tasks, parties responsible, and how efforts will be coordinated and duplication of effort avoided. This grant opportunity will support California in its Race to the Top (RTTT) efforts and will set the state for the critical reforms under RTTT. Working together, these programs will provide critical resources, tools and data: and enable critical reform conditions and comprehensive change for the state.

Focus Area 1: Expand Existing Systems

The primary objective of Focus Area 1 is to seek funds to expand and improve existing data systems. The outcomes proposed under this focus area will lay the foundation for California to pursue the development of the CCEDS. Specifically, these outcomes will produce the following:

- A process for local educational agencies (LEAs) to support the acquisition and maintenance of identifiers for preschool students and related data.
- The expansion of current CALPADS data collection to include additional "core data elements" that will facilitate college and workforce readiness tracking.
- An extensive reporting capability for CDE to meet federal reporting requirements (e.g., ED*Facts*) and provide additional public reports.
- The renovation of the California State University (CSU) data system to facilitate the linkage of CSU education data to the P-20 education data warehouse.

Outcome 1.1: Develop Process for LEAs to Acquire and Maintain Identifiers for Preschool Students

Senate Bill 1298 (see Appendix A) requires that the CDE establish a process for LEAs to "issue, maintain and report information using the statewide pupil identifiers" for pre-K children in state and federally funded center-based childcare and development programs. California has 97,948 children ages 2 - 5 participating in four CDE sponsored center-based preschool programs. Approximately half of the programs are operated by entities that are not associated with any LEA. All special education students, including preschool children, already have statewide student identifiers (SSIDs). In addition to these special education students, on a voluntary basis, 288 LEAs have obtained SSIDs for more than 23,000 preschool children across the state. In consultation with representatives from LEAs and child care providers, CDE will design a process and implement a pilot in order to demonstrate the feasibility and assess the cost of obtaining and maintaining SSIDs for preschool children attending programs not operated by an LEA. The CDE in consultation with stakeholders will also identify the data that should be collected and maintained for each student. Successful completion of Outcome 1.1 will establish the foundation for the CCEDS to have the seven required data system capabilities (in particular capability 1) in addition to the 12 elements prescribed by the America COMPETES Act (e.g., 1 through 9).

- *Deliverable 1.1a: Business process analysis and model to collect and maintain pre-K identifiers and related data*

Outcome 1.2: Expand CALPADS to Collect Additional Student-Centric "Core Data Elements"

In order for CALPADS data to be linked to postsecondary and workforce data in a manner that provides meaningful interpretations of college and workforce readiness, the functionality of the system should be expanded to include additional data elements.

This outcome aligns with the required RFA capabilities (1 & 5), elements from the America COMPETES Act (2,6,10,11&12) and will facilitate the proposed tracking of college and workforce readiness in California's public education system (Outcome 4.4).

- *Deliverable 1.2a: Develop an approach to collect and store additional student-centric data elements (e.g., attendance)*

In consultation with the California State Attendance Review Board (SARB), district and school administrators and the CALPADS Advisory Committee (CAC), a strategic plan on how to best modify CALPADS to collect additional student-level data will be developed. For example, attendance, Early Assessment Program (EAP) test scores, Advanced Placement (AP) test scores, ACT/SAT, and program participation in Science, Technology, Engineering, and Mathematics "STEM" curricula. The Education-Workforce Research Group (Outcome 3.2) will convene a group of key stakeholders to pinpoint a collection of effective indicators that can be used to create a composite to gauge workforce readiness (Outcome 4.4) and essential public reports (Outcome 1.3) with the end user in mind (e.g., parents, teachers, administrators and legislators). Following the recommendations of this group, the CALPADS system functionality will be expanded to facilitate the collection of these new data elements.

- *Deliverable 1.2b: Expanded PK-12 data system*

Outcome 1.3: Develop System to Centralize Data and Support Complex Reporting

This outcome is designed to develop a solution system that is capable of the following:

- Centralizing data from several CDE source systems (e.g., CALPADS, Migrant Student Information System, and California Special Education Management Information System) to generate files for ED*Facts* submission.
- Supporting sub-second reporting to answer complex PK-12 questions (e.g., examine the number of students being served by both migrant education and Title 1 and capture this information by race/ethnicity and gender).
- Generating standardized PK-12 reports for the public.

The CDE will hire an outside consultant to conduct a business needs assessment and feasibility study that will clarify the scope, schedule and resources needed to develop a system that will meet the needs as listed above. Using grant funds, the CDE will also hire one new senior staff person with technical expertise in the area of data warehousing and reporting. This person will be responsible for leading and mentoring five existing CDE staff in areas such as data warehousing and business intelligence. The CDE will also send five key CDE personnel to vendor neutral training provided by The Data Warehouse Institute (TDWI) in order to build technical expertise within the CDE related to data warehousing and to continue to improve skills under meta data management and data governance. The Data Management Division (DMD) and Technology Services Division (TSD) will coordinate efforts to hire the outside consultant and will decide which staff will be sent to the TDWI training.

- *Deliverable 1.3a: Business needs assessment and feasibility study report for centralizing and reporting PK-12 longitudinal data*

- *Deliverable 1.3b: Build CDE's technical expertise in data warehousing*

- *Deliverable 1.3c: System to support centralized data and reporting*

Outcome 1.4: Modernize the CSU Enterprise System of Data Collection, Maintenance, and Use to Better Align CSU Data Architecture: Expand Existing System and Initiate Common Course Equivalencies

The California State University (CSU) needs to improve its data system in three areas:

- CSU needs to collect, maintain, and use data through a modernized system – the original enterprise systems were developed and implemented in the 1960s;

- CSU recognizes that modernization in alignment with the data architectures of the CDE and the CCC will facilitate the development and use of intersegmental data; and

- CSU recognizes the need to initiate course equivalencies among its 23 institutions in order to enable analysis, evaluation, and comparable reporting.

The CSU's current system data architecture reflects the silos of collection, maintenance, and use of data that were associated with separate purposes during the 1960s: simple student term enrollments and tracking to graduation, information about faculty and sections that drove capital and support budget decisions (especially when the state maintained position control over the CSU when it was a state agency), and a system connected to the State Controller with regard to payroll, benefits, and retirement. Through the decades, some amendments have been made to the systems that the CSU Enterprise System group has maintained, but the antiquated collection approaches have made it difficult for people with substantive and technical responsibilities to be able to understand and provide the requested information to the system. More importantly, the silos of current system have been detrimental to campus and system planning, management, and accountability: both the campuses and system need access to time-series information at campus census dates (the point at which when state and federal accountability indicators are collected) and end-of-term information regarding the success of students in completing coursework.

The CSU embraces the qualities of a statewide educational database system that serves students that have been articulated by the Obama administration and others. The CSU is struck by the progress made by its sister system, the California Community Colleges, and the richness of CDE's plans and implementation with CALPADS and CALTIDES. The CSU proposes to modernize its Enterprise System in an architecture similar to these sister segments. The CSU is prepared to help build a High Quality P-20

Longitudinal Data Warehouse and recognizes that the provision of data from the CSU to the warehouse will require validation.

In particular, the major gaps in CSU data collection center on students and their actual patterns in taking and completing courses. The CSU currently does not collect information by student regarding the course sections in which they are enrolled (at census date) and student records of completion and grades in these course sections at the end-of-term. Summary data are collected, but not the kinds of data that would help instructors of similar courses to enable more efficient and effective student learning and progress to degree. The CSU proposes the expansion of its data collection to include census student class lists and end-of-term student grade lists which will then align CSU with CDE and CCC with regard to student course enrollment and completion.

In addition, at the request of CDE and with the highest level of executive support in the CSU, the CSU is prepared to initiate a process to establish course equivalencies within the CSU. All of the segments of higher education have participated in decades of discussion about common course numbering – the simplest and most transparent way to establish course equivalence, but no action has ever been taken beyond simple discussion. The CSU proposes to take action and build course function and equivalence data elements into its new data architecture. To build course equivalency, the CSU proposes two projects. The first project will focus on pre-baccalaureate and first-time freshman level courses, developmental instruction, courses counting for lower-division General Education (GE) English, GE Math, and other general education requirements in the lower division, and lower-division major requirements. Ultimately when the CSU is commonly grounded in these areas, it will facilitate connecting with its sister segments in courses in grade levels 8 through 12 and the community colleges with the pre-baccalaureate and first-year courses. The second project will focus on upper-division courses where CSU students are increasingly finding it difficult to complete their degree programs. Course equivalencies will facilitate the offering of a CSU virtual university geared toward completion of degree programs, which will enable more students to complete their degrees cost-effectively.

- *Deliverable 1.4a: Buy data warehouse hardware/software, create new table structures and data design, create new data element dictionary, and migrate (where available) legacy data to new data warehouse structure, design, and tables.*
- *Deliverable 1.4b: Map old Enterprise System siloed-fields from Peoplesoft ERP to new data warehouse structure, map expanded data elements (as necessary) to new data warehouse structure, set up ETL (extract/transform/load) from Peoplesoft to data warehouse.*
- *Deliverable 1.4c: Define new data elements on course function indicators (from degree audit systems) and course equivalence (use degree audit information from campuses and CCCs to develop initial list of possible equivalencies) and initiate the prebaccalaureate and first-year project and the CSU virtual university project to begin within-CSU common course equivalence (aka common course numbering).*

Focus Area 2: Build a High Quality P-20 Longitudinal Data Warehouse

Through the enactment of the Education Data and Information Act of 2008, California's leaders have already declared a clear intent to establish a system for linking education data from pre-kindergarten through postsecondary, and, in the long-term anticipate sharing of appropriate non-education data from other state sources such as health welfare, juvenile justice, corrections, and workforce agencies. This historic opportunity has enabled stakeholders to come together to work on shared goals for California's students like never before.

The purpose of Focus Area 2 is to develop a P-20 longitudinal data system called the California Comprehensive Education Data System (CCEDS). The purpose of the CCEDS will be to link and report education data that spans from public pre-kindergarten through postsecondary (and eventually other appropriate non-education data from other state systems, in particular, workforce).

The CCEDS will bring together data from CDE's CALPADS and CALTIDES systems, CCC's Chancellor's Office Management Information System (COMIS) system, CSU's Enterprise System (ES) and UC's Corporate Student System (CSS). (See Appendix A for a figure that shows the data flows between these systems.)

In addition, the CCEDS will:

- Centralize the state's public PK-12 and public postsecondary educational data at one single secure location.
- Serve as the single source of P-20 educational data for research interests, program evaluation, and other State reporting systems that rely on P-20 education data.
- Serve as a back-end application development data source and platform that will automate the reporting of P-20 student progress metrics, student transitions, and P-20 educational accountability efforts.
- Serve as a data collection and reporting point for other pertinent data that can be linked to P-20 student data, including wage/workforce data.

This system will not:

- Include analytical or business intelligence tools (this function will be addressed in California's Race to the Top application).
- Provide PK-12 district and school administrators with student level reports – these reports will be developed through Outcomes 1.3 (build a centralized system for reporting), 3.2 (initiate the resources of the Education-Workforce Research Group) and 4.4 (create a college and workforce readiness composite)

The CCEDS will be developed and administered by a Joint Powers Authority (JPA) as described in section (d) *Project Management and Governance Plan*.

It would not be appropriate for the CDE to expand the scope of data in the CALPADS to include postsecondary and workforce because:

- In California four separate agencies have authority over PK-12 and postsecondary education (CDE, CCC, CSU, UC); as one of the four agencies, it would not be appropriate for the CDE to solely manage a system that housed data from the postsecondary segments.
- It would be inappropriate for the CDE to administer access to postsecondary data, and also lacks the capacity to fulfill requests for P-20 data.
- The CALPADS was designed to collect longitudinal data from LEAs and was not designed to collect, store and report postsecondary data.
- From a practical standpoint, CALPADS will be under warranty, and as such, CDE cannot make significant changes to the system until 2011-12.

At the conclusion of this grant, Focus Area 2 will produce the following outcomes:

- A Comprehensive P-20 Data Dictionary
- A P-20 Data Architecture
- A data warehouse that links PK-12 to postsecondary student records to match PK-12 and postsecondary student records to workforce data and to store and provide extracts of non-personally identifiable data for researchers

Outcome 2.1: Data Conversion Plan for Existing PK-12 and Postsecondary Data

The Technical Project Director will be responsible for the development of this plan with JPA staff implementing the plan. This proposal seeks new positions for the JPA. These positions will complement the 4.5 positions redirected from existing state agency staff. See Appendix A for the proposed organization chart for the JPA team. The plan produced in this outcome will build upon the Office of the State Chief Information Officer (OCIO) Strategic Plan (see Appendix A) and will be comprised of three deliverables: a comprehensive P-20 data dictionary, a logical and physical data model, and translation scheme documentation.

- *Deliverable 2.1a: Develop a comprehensive P-20 data dictionary*

CDE will lead a working group comprised of one technical and one business representative from CSU, UC, CCC, CDE, CPEC, Cal-Pass, and CSIS to develop a common P-20 data dictionary. The working group will use the CDE's common data architecture approach, which CDE has already proven an efficient approach for developing a data dictionary. Using the common data architecture approach, the working group will document each organization's common core of data (i.e., those data and code sets that will be loaded and linked in CCEDS) as variations within the CCEDS common data architecture. The working group will also take into consideration the various national standards, especially the National Center for Education Statistics Data Handbooks and Integrated Postsecondary Education Data System (IPEDS).

- *Deliverable 2.1b: Design logical and physical data models*

The JPA, starting with the OCIO's Strategic Plan (as commissioned by SB 1298 and later SB 19) and the P-20 CCEDS data dictionary, will develop a logical data model and a physical data model for the P-20 CCEDS data warehouse. The development effort will include looking at the National Data Education Model (NEDM) to assess the degree to which the state might be able to employ the model. The data model will also be designed in consideration of the addition of workforce data.

- *Deliverable 2.1c: Devise translation scheme documentation*

The JPA staff will be responsible for developing the translation scheme document. The common data architecture approach used to develop the data dictionary also yields information that helps to expedite the development of translation schemes. Specifically, the common data architecture reflects the variations on a data element or code set that each organization uses, and the preferred variation for that data (in terms of data element name, format, etc.). This step would entail defining the translation scheme between each variation and the preferred variation.

In addition, the JPA's technical staff will also examine national standards for Extensible Markup Language (XML) data in transport – specifically, exploring the efficacy of the School Interoperability Framework (SIF) and Postsecondary Education Standards Council (PESC) standards for XML formatted data. The JPA's IT staff will coordinate with the SIFA and PESC organizations' staff to conduct a gap analysis between the CCEDS' common core of data and data supported in the SIF and PESC data models. CCC and CSIS will provide subject matter expertise with a focus on PESC and SIF.

Outcome 2.2 Establish Infrastructure/Platform

- *Deliverable 2.2a: Procure, install, and configure hardware/software*

The JPA will be responsible for procuring, installing and configuring the hardware and software. Also, the JPA will be responsible for ensuring the system is secure and the system is set up consistent with the governance plan as establish by the JPA Board. The system will be housed at the Corporation for Education Network Initiatives in California (CENIC) which is waiving storage or network fees (see Letter of Support in Appendix D).

Outcome 2.3 Design/Develop/Test/System Functionality

- *Deliverable 2.3a: Design/develop secure transfer protocol and exchange between state source systems and CCEDS*

The JPA staff will work with the technology staff associated with each of the state source systems.

- *Deliverable 2.3b: Design/develop/test algorithm(s) to match K-12 records to postsecondary records*

All postsecondary institutions maintain the social security number (SSN) in their systems. Matching data from postsecondary data should be more straightforward than matching PK-12 to postsecondary data because of the SSN. However, based on the lessons learned from other states, as shared in the Data Quality Campaign's webinar in November, each postsecondary organization will conduct a series of data quality checks on the SSN data in their system to make sure data are reliable and clean prior to loading their data into the P-20 data warehouse. The CPEC has experience matching postsecondary data. The CPEC staff will work with the JPA staff to develop one or more matching algorithms to match PK-12 to postsecondary. At minimum, the matching algorithms will ensure the following linkages are made:

- PK-12 CALPADS student data to postsecondary common data (already loaded in the P-20 data warehouse).
- Teacher data in CALPADS and CALTIDES data linked to teacher data from CSU.
- Student data across postsecondary institutions.

- *Deliverable 2.3.c: Pre-cleanse and load K-12 and postsecondary data into system*

Prior to loading any data into the system, each segment will be responsible for devoting staff (IT and data) to run data cleansing checks against their data and cleanse the data. Once the segments have cleansed their data, the JPA staff will work with the technology staff at each of the state sources systems to load the data into the CCEDS system.

- *Deliverable 2.3.d: Design/build functionality to link postsecondary data to workforce data*

The JPA staff will work with the Employment Development Department to develop a link that matches PK-12/postsecondary data to workforce data, such as wage records and unemployment insurance claims data, possessed by the Employment Development Department.

- *Deliverable 2.3.e: Design/build functionality to generate non-personal identifiers*

The JPA will build functionality into the CCEDS that allows the state to release individual level teacher and student level data in a manner that ensures the state is compliant with various federal and state laws (especially FERPA, California Information Privacy Act, and Federal Privacy Act). The JPA staff will seek assistance from an IES Regional Education Laboratory (REL) and the Education-Workforce Research Group (Outcome 3.2) to develop protocols for masking and de-identifying data.

- *Deliverable 2.3f Develop plan for ongoing data extracts from the CCEDS to Cal-PASS and CPEC*

Consistent with policies and procedures set by the P-20 data governance group (Outcome 3.1), the JPA will be responsible for developing a plan for routine data extracts from the CCEDS system for various consumers. These extracts will provide

longitudinal data that is at minimum equivalent to what they currently receive (e.g., Cal-PASS for use in their training portal, CPEC, and other providers of public reports including Statfinder, DataMart and DataQuest).

Focus Area 3: Produce High Quality Research and Training

The objective of Focus Area 3 is to produce high quality research and training that informs decision-making and supports continuous improvement at all levels of California's education system that will move forward the key pieces of the state's strategy to better prepare our students for a brighter future. Aligned with the Joint Power Authority (JPA) governance structure as described in section (d) *Project Management and Governance Plan*, the JPA Board will assign staff with the responsibility for managing the day-to-day operations of the CCEDS.

At the conclusion of the grant, Focus Area 3 will yield the following outcomes:

- Ethical stewardship of P-20 cross-education segment data,
- Quality education and workforce research activities that effectively inform educational policy,
- Consistent outreach to education and workforce research community and general public, and
- Advanced training on data use and data quality that impacts continuous learning.

The outcomes identified within this focus area lay the foundation for the CCEDS to address the ARRA RFA required capabilities (i.e.,1 and 2) as well as the elements set forth by the America COMPETES Act (e.g., 3,9,10,11, and 12). The research governance and data management policies and procedures will be modeled after existing practices set forth by the Committee for the Protection of Human Subjects (CPHS). The CPHS sets the gold standard for the institutional review of personally identifiable data that is governed by the State of California. As the state institutional review board, members from the CPHS have volunteered to assist with the development of cross-segment education research governance. Furthermore, a team of CCC, CSU, and UC research faculty engaged in working with data on P-20 will be part of the key stakeholders team that is involved in giving feedback at all stages of the development and implementation of the data system. The researchers will specifically provide support in the development of guidelines for the use of the database by research for the purpose of informing policy.

Outcome 3.1: Establish Ethical Stewardship of P-20 Education Data

- *Deliverable 3.1a: Develop the CCEDS data access and use policies*

The JPA staff will be responsible for convening a group of expert education policy makers, researchers, and key stakeholders (e.g., parents, P-20 teachers and administrators) to develop the CCEDS data access and use policies. These policies will adhere to all relevant federal and state privacy laws, including but not limited to, the Family Educational Rights and Privacy Act (34 Code of Federal Regulations, Part 99) and the California Information Practices Act of 1977 (California Civil Code, § 1798 et seq.).

- *Deliverable 3.1b: Institute the CCEDS data access procedures*

Upon implementation of the CCEDS, a number of statewide P-20 data requirements will be transitioned to a data warehouse in an effort to streamline data collection, storage, and dissemination. This centralization is dependent upon a collective effort among all public education segments and key education partners to coordinate the process to jointly review and fulfill requests for individual level student and teacher data. The JPA staff will be in charge of designing and implementing data access procedures that compliment the policies that emerge from Outcome 3.1a. The JPA staff will also coordinate this outcome with the development of outcomes in Focus Area 2. These procedures will improve efficiency in reviewing and processing requests for data using evaluation rubrics that evaluate the necessary privacy and security protocols that are required by state and federal laws. One of the primary goals of the system is to provide timely access to education and workforce data to agencies most in need of this information for authorized research and evaluation purposes.

- *Deliverable 3.1c: Implement the CCEDS web-based data request and review process*

The JPA staff will oversee the procurement and implementation of an online data/research request application and tracking software that allows for processing and tracking these requests in a timely manner. This web-based application system is currently used by the CPHS and is reported to reduce staff workload by 35%. This outcome will compliment deliverable 3.1b by improving access protocols to cross-segment and workforce data.

Outcome 3.2: Initiate P-20 Education and Workforce Research Agenda

Upon receiving IES grant funds in 2006 to develop the CALPADS, the CDE initiated a research group to strengthen internal capacity for research. This group meets once every month to discuss pertinent education research and facilitate ongoing projects. In addition to learning about internal projects, the Research Group regularly invites experts from the education policy and research community to attend meetings and share their most recent work to update CDE staff of some of the most current policy and research

findings. Many of these presentations have informed the planned outcomes in the current grant proposal (e.g., Cal-PASS presented on their Professional Learning Councils). With the advent of the CCEDS, the CDE plans to leverage the resources provided by the CDE-RG with research resources in higher education and workforce to establish an Education-Workforce Research Group. Some of the key partners that have expressed an interest in volunteering include researchers from the California Research Bureau, the Employment Development Department, the California Labor and Workforce Development Agency, CPEC, Cal-PASS, UC P-20 Leaders Group, Alliance for Regional Collaboration to Heighten Educational Success-ARCHES and Directors of Institutional Research from CCCCO, CSUCO, UCOP.

- *Deliverable 3.2a: Develop a comprehensive strategic plan for P-20 education and workforce research*

Research group members will convene a group of high quality researchers, policymakers, and important stakeholders to develop a strategic plan for research that addresses closing the achievement gap and identifying timely measures for college and workforce readiness. Specific equipment and software will be purchased to facilitate "concept mapping" a planning strategy that is used to achieve a level of consensus among many perspectives to capture the most relevant issues that need to be addressed to maximize the use of the CCEDS. The Education-Workforce Research Group will make a major contribution by creating a clear pathway for university and other researchers to access P-20 data in ethically appropriate ways.

These researchers can address crucial issues such as:

- What resources matter the most in helping youth succeed in attaining STEM careers such as in the health professions, engineering, and "green" jobs?
- When along the academic pipeline do interventions pay off the most? How long do effective interventions last?
- Among students' multiple pathways through school into the workforce, what interventions are most effective with "second chances" youth, who leave and re-enter educational segments and systems?

The Education-Workforce Research Group and affiliated researchers will benefit from and contribute to national educational research events such as the American Educational Research Association (AERA), in addition to the IES Research Conference, California Educational Research Association (CERA) and California Association of Institutional Research (CAIR) events.

- *Deliverable 3.2b: Complete a minimum of three research studies*

Aligned with the recommendations of the strategic plan, a series of studies will be launched during the three year grant period that will utilize existing data and prepare for

the eventual linkage across segments to investigate the developmental pathways in educational and workforce settings. The first year will focus on necessary background research activities (i.e., comprehensive literature reviews, meta-analyses) followed by cross-sectional (Year 2) and longitudinal research investigations (Year 3). The findings from this line of research will be disseminated through the outreach deliverables outlined below under Outcome 3.3.

- *Deliverable 3.2c: Submit a minimum of three grant proposals*

The Education-Workforce Research Group will support the sustainability of research through grant funding. Stemming from the membership of the Education-Workforce Research Group, a grant writing work group will be formed with the purpose of submitting at least one grant proposal a year. Initially, the focus will be on development grants in year one, followed by research grant proposals for years two and three to support the planned research activities that emerge from the strategic plan and research group meetings. These benchmarks will be used to regularly assess the growth and progress in internal research activities as well as address requirements eleven and twelve of the America COMPETES Act.

Outcome 3.3: Provide Consistent Education Governance and Research Outreach

Deliverables 3.3a through 3.3c reflect the planned outreach activities that are necessary to inform the public and consumers of research about the appropriate use of data, privacy and security, in addition to current findings.

- *Deliverable 3.3a: Distribute education research newsletter*

The research group will produce a quarterly newsletter that focuses on important research findings and regularly highlights privacy and security issues. It will also report on important state and national data use activities (e.g., NCES Forum Code of Data Ethics).

- *Deliverable 3.3b: Coordinate state education research conference*

The research group will collaborate with the California Education Research Association (CERA) and the California Association for Institutional Research (CAIR) to provide a conference on P-20 – Workforce transitions. This conference will provide a forum for connecting PK-12 to postsecondary institutional research. The conference will have a community outreach component that will feature sessions for parents and teachers to attend.

- *Deliverable 3.3c: Send four research group members to the annual IES research conference; ensure at least one research group representative also attends the IES grantee meeting each year*

The CDE sponsored two staff to attend the 2008 IES Research Conference as CA SLDS grantee representatives (invitation only to research grantees). These same staff later attended and presented at the 2008 Summer MIS conference and represented the CDE at the SLDS grantee meeting. The CDE found this to be a valuable activity because it allowed for a stronger connection and understanding of integrating trends in education research with current SLDS information management initiatives.

Outcome 3.4: Provide Training and Continuing Education on Best Practices in Data Quality and Data Use

Central to the success of producing high quality research and evaluation that impacts continuous learning is training that prepares LEA staff to adopt best practices in data quality and teaches effective strategies on the appropriate interpretation of data when assessing education outcomes. The CDE in collaboration with California County Superintendent Educational Services Association (CCSESA) and the Fical Crisis Management Assistance Team's (FCMAT) California School Information Services (CSIS) will develop curricula, workshop training materials, and online training modules for LEA staff that are responsible for working with education data. These trainings will be developed to coincide with the proposed modifications to the CALPADS functionality to include additional readiness indicators (Outcome 1.1a) and the creation of a readiness composite (Outcome 4.1a) to better prepare LEA staff for these changes (e.g., instruction on how to accurately collect attendance and evaluate the chronic absence indicator). This outcome will also align with the RFA required capability six and America COMPETES Act element five.

- *Deliverable 3.4a: Provide training and continuing education on data quality*

This deliverable will expand current training efforts in California to provide data quality training for LEA data coordinators. Historically, there is a turnover of approximately 22% of LEA data coordinators each year. In addition, approximately 23% of LEAs have to amend their data after each State certification due to poor quality (Some of these LEAs have new coordinators and some do not). With the current budget crisis in California, there is an expectation that both of these numbers will continue to increase over the next 2-3 years. CSIS provides basic training to help data coordinators understand what they need to do to submit and certify data in CALPADS and also provides new coordinator training on basic data management principles. However, given that many LEAs are unable to recruit data coordinators with a significant background in data management and that many LEAs have to amend their data due to poor data quality, advanced training is needed to assist data coordinators in learning how to improve their procedures for data collection, submission, and certification. A series of six workshops

and six online training modules will be developed and offered continuously throughout the year.

- *Deliverable 3.4b: Develop and administer the data analysis, interpretation, and use (DAIU) training*

To help LEA staff access, correctly analyze and interpret, and appropriately present and use student data, CDE in collaboration with California County Superintendents Educational Services Association (CCSESA) will develop and present a series of Data Analysis, Interpretation, and Use (DAIU) workshops and online training modules. Each year, approximately twelve workshops will be held around the state, in addition to six Web-based trainings, that teach LEA staff how to make appropriate data-driven decisions. The first series of workshops will focus on the interpretation and use of state standardized tests, followed by a series on the interpretation of the readiness composite to identify students at-risk of dropping out (e.g., appropriate ways to interpret and use data; types of valid conclusions, inference; Annual Measurable Achievement Objectives (AMAOs); using data for placement, instruction, reclassification, and program evaluation).

Focus Area 4: Improve College and Workforce Readiness Tracking

LEAs have been collaborating with postsecondary institutions to work with industry and community partners to develop rigorous curricula in science, technology, engineering, and mathematics (STEM). Aligned with this curricula are statewide intervention efforts that are intended to facilitate the transitions along educational pathways into workforce to prepare our students for STEM fields (e.g., California Mathematics, Engineering, Science Achievement- MESA , California Summer School for Math and Science COSMOS; UC College Prep; UC Statewide Summer Algebra Academies; and CalTeach creating a pipeline for Math and Science teachers and participation in STEM academies in high school). The purpose of focus area four is to implement college and workforce readiness outcomes that will improve readiness tracking at the student and school level. The outcomes in this focus area address the required RFA capabilities one and five and elements six through nine of the America Competes Act.

Outcome 4.1: Expand Functionality of eTranscript California

Outcomes 4.1a and 4.1b will expand the scope and capabilities of the K-12 to college electronic transcript exchange between the California School Information Services (CSIS) K-12 Academic Records Transfer system and the eTranscript California post-secondary transcript exchange and to enable public schools serving high school students to send transcripts at no cost to postsecondary institutions in California.

- *Deliverable 4.1a: Expand functionality of request process, web services, and composite transcript request system*

This expansion to the current functionality will facilitate the ability for a student's complete academic record from attended K-12 and post-secondary institutions to be requested and then assembled into a composite transcript format for purposes of pathway advising, admissions, academic planning, degree audit, and aggregation for longitudinal reporting. This effort will not only broaden the K-12 to college transcript pathway, but will provide a larger base of community colleges able to streamline the transfer process to 4-year universities with electronic transcripts. The composite transcript schema will be submitted to PESC for a new national standards adoption.

- *Deliverable 4.1b: Implement mini-grant program*

The eTranscript California transcript exchange network currently has over 51 post-secondary institutions but only 31 of the 110 California Community Colleges are members. This is primarily due to the resource issues that community colleges face with expanded enrollments combined with cuts to budgets. To encourage widespread adoption, this project would employ a mini-grant program that has proven very successful in bringing community colleges onto the eTranscript California exchange in the past.

- *Deliverable 4.1c: Improve CSIS K-12 Records Transfer Process*

This deliverable will enable California to leverage its existing secondary to postsecondary records transfer system by removing the existing $5.00/transcript fee that, given the current fiscal constraints of local education agencies (LEAs) in California, LEAs are finding prohibitive, and also increasing secondary site registrars awareness and understanding of the California School Information Services (CSIS) records transfer functionality. Using funding from IES State Longitudinal Data System Grant CFDA #84.372A, the California School Information Services (CSIS) augmented its existing State Reporting and Records Transfer System (SRRTS) to enable representatives from K-12 schools of attendance to send student transcripts to postsecondary institutions and simplified the SRRTS user interface to address the needs of less technically proficient, site-based staff. The system was deployed to production on September 4, 2008 and has been available since to all K-12 local education agencies in California. The deployed system utilizes software available from the Edustructures' National Transcript Center (NTC) to handle the data conversion and transcript transport from CSIS to California Community Colleges system and other postsecondary institutions. Initially, the transfer of transcripts was free, but now LEAs are required to pay $5.00/transcript to cover the cost of NTC services. This project would provide funding for California to purchase a three-year license for NTC's software that would allow all public secondary schools in California to send transcripts to California public postsecondary institutions at no charge.

Outcome 4.2: Scale Transcript Evaluation Services (TES)

Developed by the University of California, the Transcript Evaluation Service (TES) combines innovative technology with a school capacity-building program to increase the

number of students who are academically prepared for college after high school. TES uses a sophisticated computer algorithm in combination with human quality control evaluators to evaluate student-level transcript information, including information on courses completed and grades earned, for all the students in a school (9th–12th grades and graduates) to identify progress in completing A–G courses and in meeting UC/CSU eligibility requirements. This outcome will establish a new partnership for TES between the University of California, CSU, and CALPADS to enable the following:

- Establish a central linkage for data transfer and integrate standardized transcript layout
- Further automate the evaluation process by updating system algorithms
- Refine common course codes (Outcome 1.1)
- Incorporate Career Technical Education courses into the evaluation system (linked to Outcome 4.1)
- Create a comprehensive standardized curriculum for using TES at the school and district levels
- Scale evaluation results website to handle increased data and user load
- Provide training to high school staff to make efficient use of the information in advising students and informing parents of progress on college/career pathways
- Work with P-20 collaboratives to ensure the pathway information is utilized to support students across the spectrum from preschool through graduate school

- *Deliverable 4.2a: Link data transfer with CALPADS*

University of California Office of the President (UCOP) will extract course taking data from CALPADS, conduct the evaluation, produce reports for LEAs, and transfer evaluated course taking data back to CALPADS.

- *Deliverable 4.2b: Decrease transcript processing time so LEAs receive reports sooner (current time is 4-6 weeks).*

TES removes the burden of manual course evaluation from high school counselors and frees valuable time for counseling more students. TES provides a number of data products and reports to participating high schools, including student- and school-level reports, student rosters in Access and Excel databases. This information will also be included on the College and Workforce Composite (Outcome 4.4)

- *Deliverable 4.2c: Scale TES to make it available to all CA public high schools.*

UCOP has provided TES since 2004 to approximately 75 high schools a year. The proposed partnership with CALPADS will drastically reduce the human labor required to include TES thus enabling UCOP to expand the availability of TES to all CA public high schools.

Outcome 4.3: Improve School Accountability Report Card (SARC)

Currently, schools and school districts in California are using scarce resources to pay one of eleven vendors to collect information and publish it in the required School Accountability Report Card (SARC). The data for these report cards come from public data sources that are available in a consistent form that could be made readily available at no cost to schools and districts. This shifts the focus of producing SARC reports from hiring and paying a vendor to using data to improve school performance. This outcome will revise the current SARC template provided by the CDE to districts and schools to improve the presentation of information for a broader audience and increase the use of SARC reports for school improvement in addition to their current use as for accountability.

- *Deliverable 4.3a: Revise CDE template for reporting*

The reporting system will 1) be provided as a dynamic online report with the option of downloading static PDF files; 2) offer a more engaging presentation of the data along with online functionality that allows parents and other users to navigate easily to the sections of the report that are of greatest interest to them; 3) allow for customization of presentation and content on the part of districts and schools, so they do not need to pay outside vendors to customize their reports;4) allow for incorporating additional data elements from across the P-20 spectrum, such as data on students' admissions to, persistence in, and completion at California colleges and universities; and 5) allow parents and other stakeholders to compare schools or districts across the state.

Outcome 4.4 Create a College and Workforce Readiness Composite Report

With the implementation of Outcome 1.2, CALPADS functionality will be expanded to include the collection of readiness indicators. The purpose of Outcome 4.4 is to integrate the ideas presented throughout the first three focus areas to create the College and Workforce Readiness Composite and fulfill the required RFA capabilities one. This outcome will provide a profile of readiness above and beyond the traditional approach to evaluating readiness through state assessment test scores and will expand the conception of readiness beyond the transition from secondary to postsecondary to include indicators that capture readiness for workforce.

- *Deliverable 4.4a: Develop early readiness composite*

According to a report by Zau and Betts (2008), indicators of passing the California High School Exit Exam (CAHSEE) in 12th grade (a determinant of graduation) emerged as early as 4th grade and again at 8th grade. Specifically, 4th grade demographic information, English Learner status, Special Education status, English Learner Assessment scores, Math scores, GPA, attendance and absence, significantly explained individual differences in CAHSEE pass rates. This paper highlighted the need for an early readiness assessment to enable educators the opportunity for early interventions to get students back on track to graduate. Furthermore, the behavioral

measures of attendance and mobility patterns were more predictive than traditional assessments. Based on this research, a 4th grade readiness composite will be created to include demographic information, English Learner status, Special Education status, English Learner Assessment scores, Math scores, GPA, attendance, chronic absence, transfer and mobility. This same composite report will be created for students in the 8th grade.

- *Deliverable 4.4b: Expand high school readiness composite*

Beginning in 9th grade, the High School Readiness Composite will be created and will include the same indicators from the early readiness composite in addition to the Early Assessment Program (EAP) test scores, Advanced Placement (AP) test scores, PSAT/SAT/ACT (including the *EXPLORE* and *PLAN* assessments*)*, and participation in programs (e.g., MESA), A-G completion rates, comprehensive course evaluation through TES (Outcome 4.2) and school characteristics as captured by the SARC (Outcome 4.3). The results from these composites will be reviewed to suggest interventions such as the UC College Prep online courses that are available to schools at no cost to provide online instruction if the full range of A-G and AP courses are not available to students at that school site. The University of California (UC) College Prep publishes free high-quality online courses and content to benefit California students, with a special emphasis on helping underserved students gain college eligibility. The UC-approved Advanced Placement® and college prep courses freely available to California students, teachers and schools. Courses are aligned to California content standards and are College Board certified. University of California online courses can provide Solutions to California educational challenges. The results from these composites will also be reviewed to explore the need for resources to expand existing student academic support programs and services that have demonstrated success in both empirical research and local practice.

- *Deliverable 4.4c: Develop workforce readiness composite*

California postsecondary education has fewer formal indicators of workforce readiness than exist in the P-12 system, but the following will be included as a minimum, and additional elements will be developed and implemented within the grant period:

- Transcript information (4.1a) that demonstrates student readiness for specified postsecondary programs leading directly to employment, especially in technical fields requiring certification;
- Transcript information that demonstrates student readiness for specified skills and knowledge that are linked with broader measures of workforce readiness;
- Evaluation of teacher preparation programs including outcomes in teacher placement and retention;
- Longitudinal studies that link postsecondary program participation to outcomes considered to be potential indicators of workforce readiness. Examples of studies (some of which have been conducted by CPEC) could include, but not be limited to:

- The extent to which university graduates enroll at community colleges after they have completed their undergraduate degree, possibly to obtain specific workforce eligibility.
- Assessment of the progress of community college students toward an associate degree, a completed community college certificate, transfer to a UC or CSU campus, or entry into the workforce.
- Enrollment and degree completion at CSU and UC in disciplines linked to state workforce needs and, when available, the linkage of student outcomes to workforce entry, industry, persistence, and wage levels.
- Analysis of wage levels five to ten years after graduation, broken down by degree discipline and other factors.

References

Zau, A.C., & Betts, J.R. (2008). Predicting Success, Preventing Failure: An Investigation of the California High School Exit Exam. Public Policy Institute of California.

McKinsey & Company (2008). Framework for a Comprehensive Education Data System in California: Unlocking the Power of Data to Continually Improve Public Education.

(c) Timeline for Project Outcomes

ID	Task Name	Duration	Start	Finish	Resource Names
1	**FOCUS AREA 1: EXPAND EXISTING SYSTEMS**	**782 days**	**Thu 7/1/10**	**Fri 6/28/13**	**CSU,CDE**
2	**Outcome 1.1: Develop Process for LEAs to Acquire and Maintain I**	**470 days**	**Mon 12/20/10**	**Fri 10/5/12**	**CDE**
3	Deliverable 1.1a: Design for LEAs to issue, maintain and report inforr	270 days	Mon 12/20/10	Fri 12/30/11	CDE
4	Deliverable 1.1a: Implement pilot to demonstrate feasibility of proces:	200 days	Mon 1/2/12	Fri 10/5/12	CDE
5	**Outcome 1.2: Expand CALPADS to include additional core elemer**	**755 days**	**Thu 7/1/10**	**Wed 5/22/13**	**CDE**
6	Deliverable 1.2a: Seek authorization to collect additional student data	30 days	Thu 7/1/10	Wed 8/11/10	CDE
7	Deliverable 1.2a: Develop a strategic plan in consultation with field ar	120 days	Thu 7/1/10	Wed 12/15/10	CDE
8	Deliverable 1.2b: Develop functionality in CALPADS to collect additic	450 days	Thu 9/1/11	Wed 5/22/13	CDE
9	**Outcome 1.3 Develop System to Centralize Data and Support Corr**	**710 days**	**Thu 7/1/10**	**Wed 3/20/13**	**CDE**
10	Deliverable 1.3a: Hire outside consultant to conduct business needs a	30 days	Thu 7/1/10	Wed 8/11/10	CDE
11	Deliverable 1.3b: Hire DW/BI staff person to develop in-house experti	30 days	Thu 7/1/10	Wed 8/11/10	CDE
12	Deliverable 1.3b: Send CDE staff to vendor neutral training (to build s	700 days	Thu 7/15/10	Wed 3/20/13	CDE
13	Deliverable 1.3c: Build system to support centralized data and reporti	180 days	Thu 8/12/10	Wed 4/20/11	CDE
14	Deliverable 1.3c: Develop PK-12 standard reports	10 days	Thu 8/12/10	Wed 8/25/10	CDE
15	**Outcome 1.4: Modernize CSU's data collection system**	**782 days**	**Thu 7/1/10**	**Fri 6/28/13**	**CSU**
16	Deliverable 1.4a: Establish data warehouse infrastructure (buy hardw	60 days	Thu 7/1/10	Wed 9/22/10	CSU
17	Deliverable 1.4a: CSU reviews CDE and CCC data archs. & designs	120 days	Mon 8/2/10	Fri 1/14/11	CSU
18	Deliverable 1.4a: Create new data dictionary & data model	200 days	Mon 12/20/10	Fri 9/23/11	CSU
19	Deliverable 1.4b: Develop ETL for new data warehouse	120 days	Mon 5/2/11	Fri 10/14/11	CSU
20	Deliverable 1.4b: Migrate legacy (Enterprise) data & expanded data c	120 days	Mon 9/26/11	Fri 3/9/12	CSU
21	Deliverable 1.4b: Map existing Enterprise System from Peoplesoft EF	260 days	Mon 9/26/11	Fri 9/21/12	CSU
22	Deliverable 1.4b: Process and refine, as needed, full modernized CS	200 days	Mon 9/24/12	Fri 6/28/13	CSU
23	Deliverable 1.4c: Develop analyses for course function and equivalen	335 days	Fri 3/16/12	Thu 6/27/13	CSU
24	**FOCUS AREA 2: BUILD HIGH QUALITY P-20 LONGITUDINAL DATA W**	**470 days**	**Thu 7/1/10**	**Wed 4/18/12**	**JPA**
25	**Outcome 2.1: Develop data conversion plan for existing K-12 and**	**300 days**	**Thu 7/1/10**	**Wed 8/24/11**	**JPA**
26	Deliverable 2.1a: Estimate size of storage needed	90 days	Thu 7/1/10	Wed 11/3/10	JPA
27	Deliverable 2.1a: Develop common data P-20 data dictionary	12 mons	Thu 7/1/10	Wed 6/1/11	JPA
28	Deliverable 2.1b: Develop common P-20 data architecture	6 mons	Thu 9/23/10	Wed 3/9/11	JPA
29	Deliverable 2.1c: Devise translation schemes for data	6 mons	Thu 3/10/11	Wed 8/24/11	JPA
30	**Outcome 2.2: Establish Infrastructure/Platform**	**60 days**	**Thu 7/29/10**	**Wed 10/20/10**	**JPA**
31	Deliverable 2.2a: Procure, install and configure hardware/software	3 mons	Thu 7/29/10	Wed 10/20/10	JPA
32	**Outcome 2.3: Design/Develop/Test System Functionality**	**430 days**	**Thu 8/26/10**	**Wed 4/18/12**	**JPA**
33	Deliverable 2.3a: Design/Develop secure transfer protocol and excha	5 mons	Thu 8/26/10	Wed 1/12/11	JPA
34	Deliverable 2.3b: Design/develop/test algorithm to match K-12 to pos	4 mons	Thu 9/23/10	Wed 1/12/11	JPA
35	Deliverable 2.3c: Pre-cleanse and Load K-12 and postsecondary dat	3 mons	Thu 8/25/11	Wed 11/16/11	JPA
36	Deliverable 2.3d: Design/build functionality to link postsecondary data	5 mons	Thu 1/27/11	Wed 6/15/11	JPA
37	Deliverable 2.3e: Design/Build functionality to generate personally nor	6 mons	Thu 6/16/11	Wed 11/30/11	JPA
38	Deliverable 2.3f: Develop plan for ongoing data extracts for CPEC, C	5 mons	Thu 12/1/11	Wed 4/18/12	JPA

ID	Task Name	Duration	Start	Finish	Resource Names
39	**FOCUS AREA 3: PRODUCE HIGH QUALITY RESEARCH AND TRAINI**	**782 days**	**Thu 7/1/10**	**Fri 6/28/13**	**JPA**
40	**Outcome 3.1 Establish Ethical Stewardship of PK-20 Educaton Da**	**740 days**	**Thu 7/1/10**	**Wed 5/1/13**	**JPA**
41	Deliverable 3.1a: Develop the CCEDS Data Access and Use Policie	110 days	Thu 7/1/10	Wed 12/1/10	JPA
42	Deliverable 3.1b: Institute the CCEDS Data Access Procedures	108 days	Wed 12/1/10	Fri 4/29/11	JPA
43	Deliverable 3.1c: Implement the CCEDS web-based data request an	631 days	Wed 12/1/10	Wed 5/1/13	JPA
44	**Outcome 3.2 Initiate PK-20 Education and Workforce Research Ag**	**779 days**	**Thu 7/1/10**	**Tue 6/25/13**	**JPA**
45	Deliverable 3.2a: Develop a comprehensive strategic plan for PK-20	111 days	Thu 7/1/10	Thu 12/2/10	JPA
46	Deliverable 3.2b: Complete a minimum of three research studies	670 days	Wed 12/1/10	Tue 6/25/13	JPA
47	Deliverable 3.2c: Submit a minimum of three grant proposals	670 days	Wed 12/1/10	Tue 6/25/13	JPA
48	**Outcome 3.3: Provide Consistent Education Governance and Res**	**782 days**	**Thu 7/1/10**	**Fri 6/28/13**	**JPA**
49	Deliverable 3.3a: Distribute education research newsletter	782 days	Thu 7/1/10	Fri 6/28/13	JPA
50	Deliverable 3.3b: Coordinate state education research conference	500 days	Thu 7/1/10	Wed 5/30/12	JPA
51	Deliverable 3.3c: Send research group members to annual IES resea	782 days	Thu 7/1/10	Fri 6/28/13	JPA
52	**Outcome 3.4: Provide Training and Continuing Education and Bes**	**391 days**	**Thu 7/1/10**	**Thu 12/29/11**	**CSIS,CCSESA**
53	Deliverable 3.4a: Provide training and continuing education on data q	391 days	Thu 7/1/10	Thu 12/29/11	CSIS,CCSESA
54	Deliverable 3.4b: Develop and Administer the Data Analysis, Interpre	391 days	Thu 7/1/10	Thu 12/29/11	CSIS,CCSESA
55	**FOCUS AREA 4: IMPROVE COLLEGE AND WORKFORCE READINES**	**782 days**	**Thu 7/1/10**	**Fri 6/28/13**	**CDE**
56	**Outcome 4.1: Expand functionality of eTranscript California**	**782 days**	**Thu 7/1/10**	**Fri 6/28/13**	**CCC,CSIS**
57	Deliverable 4.1a: Expand functionality of request process, web servic	391 days	Thu 7/1/10	Thu 12/29/11	CCC,CSIS
58	Deliverable 4.1b: Implement mini-grant program	782 days	Thu 7/1/10	Fri 6/28/13	CCC
59	Deliverable 4.1c: Improve CSIS K-12 Records Transfer Process	782 days	Thu 7/1/10	Fri 6/28/13	CSIS
60	**Outcome 4.2: Scale Transcript Evaluation Services (TES)**	**410 days**	**Thu 9/15/11**	**Wed 4/10/13**	**UCOP,CDE**
61	Deliverable 4.2a: Link data transfer with CALPADS	45 days	Thu 9/15/11	Wed 11/16/11	UCOP,CDE
62	Deliverable 4.2b: Decrease transcript processing time	365 days	Thu 11/17/11	Wed 4/10/13	UCOP
63	Deliverable 4.2c: Scale TES to make it available to all CA public high	365 days	Thu 11/17/11	Wed 4/10/13	UCOP
64	**Outcome 4.3: Improve School Accountability Report Card (SARC)**	**782 days**	**Thu 7/1/10**	**Fri 6/28/13**	**CDE**
65	Deliverable 4.3a: Revise CDE template for reporting	782 days	Thu 7/1/10	Fri 6/28/13	CDE
66	**Outcome 4.4: Create a College and Workforce Readiness Compos**	**782 days**	**Thu 7/1/10**	**Fri 6/28/13**	**CDE**
67	Deliverable 4.4a: Develop early readiness composite	782 days	Thu 7/1/10	Fri 6/28/13	CDE
68	Deliverable 4.4b: Expand high school readines composite	782 days	Thu 7/1/10	Fri 6/28/13	CDE
69	Deliverable 4.4c: Develop workforce readiness composite	782 days	Thu 7/1/10	Fri 6/28/13	CDE

(d) Project Management and Governance Plan

Governance

The vision for California's approach to building a comprehensive education data system is sponsored through current legislation. Beginning in 1999, AB 1570 authorized the CPEC to collect longitudinal student level data from each of the higher education segments in order to conduct longitudinal studies on postsecondary students. Later, in 2002, a series of bills were passed to lay the foundation of developing comprehensive K-12 and teacher data systems through the authorization of CALPADS and CALTIDES respectively. More recently, California legislation Chapter 561, Statutes of 2008 (SB1298, Simitian) required that a working group be established to provide guidance on cross-segment governance of education data. The working group included bipartisan representation from the Assembly and Senate, in addition to representation from the Governor's office, the Legislative Analyst's Office, the Superintendent, the Chancellor's Office of the California Community Colleges, the University of California, and the California State University. This working group was tasked to present recommendations on education data governance that included, but was not limited to, the following:

(1) The organizational structure of the governing entity.
(2) The governing entity's relationship to other agencies.
(3) The scope of the governing entity's authority and responsibilities.
(4) Methods for holding the governing entity accountable.
(5) Methods for ensuring that the work of the governing entity primarily serves the purposes of continuous educational improvement as well as ensuring the privacy of data under its control.

The SB 1298 working group held monthly meetings over the course of one year to develop recommendations that outline California's current approach to cross-segment governance of education data that adheres to all state and federal privacy laws and balances expertise and objectivity with a priority on state goals.

Institute a Balanced California Education Joint Powers Authority (JPA) Board.
Permitted by Article 1, Chapter 5, Division 7, Title 1 of the California Government Code (Section 6500 et seq.), a Joint Powers Authority (JPA) authorizes two or more public agencies to enter into an agreement to jointly exercise powers that are common to the contracting parties. This concept of establishing a formal JPA Board to govern the development and use of a P-20 education database that will also connect to workforce data has been approved by all necessary public education segments (see Letters of Support , Appendix D). The JPA Board membership will be composed of one representative from each the four public education segments: CDE, CCC, CSU, and UC. The composition of the JPA may increase over time to reflect new agency participation in data contribution, to maintain balance among stakeholders or to implement subsequent state law related to the governance of the data.

Designate the California Education JPA Board as Responsible for Cross-Segment Education Data Management.
The JPA Board will redirect existing resources to establish the JPA staff that will represent each of the four segments, in addition to staff contributions provided by the CTC, CPEC, Cal-PASS, the Office of the Secretary of Education (OSE), the Department of Finance (DOF), the Office of the Chief Information Officer (OCIO), and the Employment Development Department (EDD). The JPA staff will be assigned to oversee a distinct budget to complete the work of building and maintaining the CCEDS. As directed by the Board, the JPA staff will be responsible for the following:

- Maintaining the CCEDS and implementing system revisions and upgrades (Outcome 2.2),
- Responding to requests for cross-segment data (Outcome 3.2), and
- Conducting research and publishing reports (Outcome 3.3).

Balance External Resources and Internal Control of CA Education Data.
The JPA staff will collaborate with Education-Workforce Research Group to develop a strategic plan for cross-segment research to establish internal capacity for research (please see Outcome 3, Task 2). A portion of this work will be completed internally but the staff will also leverage qualified external researchers to contribute. Leveraging the ideas and the capacity of quality internal and external researchers will increase the likelihood of California achieving the ARRA RFA Capability requirements 2, 6, and 7.

Project Management Plan

Placement of Project Within the Public Education Segment Structures
The development of the CCEDS is sponsored by each education segment that is represented on the JPA Board. The Project Leadership Team will consist of a Lead Project Director, a Technical Project Director, a Research and Training Project Director, and a Project Manager. The Lead Project Director is Keric Ashley, Director of the CDE Data Management Division who reports to Rick Miller, Deputy Superintendent for P-16 Policy and Information Branch. The Technical Project Director is Patrick Perry, Vice Chancellor of Technology, Research, and Information Systems California Community Colleges Chancellor's Office who reports directly to the California Community Colleges Chancellor. The Research and Training Project Director is Dr. Michelle Magyar, Education Programs Consultant, CDE Intersegmental Relations Office, who reports to Penni Hansen and Jose Ortega of the P-16 Policy Division. The Project Manager is Bonnie Edwards, Project Manager and Systems Analyst with the California Community Colleges Chancellor's Office who reports directly to Patrick Perry. The Contract Manager is Sonya Edwards, Administrator, Education Data Office, within the Data Management Division, who reports directly to Keric Ashley.

Management Controls
The CDE has developed a number of project management plans, including CALPADS and CALTIDES. These documents outline how the project will be managed. The CCEDS Project Leadership Team maintains a detailed project work plan which can be found in section (c) timeline. This timeline includes all activities for each project

outcome. The leadership team will meet weekly to review action items, assess adherence to the project schedule and work plan and discuss issues. The last meeting of every month is extended to include a review of all project risks which are maintained in the risk management system. Currently, meetings with the project sponsors are convened on an as needed basis, but will become standard monthly meetings beginning in May 2010. The SB 1298 Working Group functions as the external stakeholders working group and met once a month to inform the development of this grant and will continue to meet to contribute to the development and management of the CCEDS. We also plan to communicate to our stakeholders on a regular basis through the project newsletter and project website.

(e) Staffing

Project Organizational Structure

The organizational structure for the development and implementation of the CCEDS is presented in Figure 3A (see Appendix A). The roles and primary responsibilities of the team members displayed in Figure 3A are described in Table 2A (see Appendix A). Resumes of selected key staff are provided in Appendix B- *Resumes of Key Personnel*. The amount of staff time committed to the project are displayed in the budget worksheets by Outcome located in the *Budget Narrative* section.

CCEDS Project Sponsors

CDE Project Sponsor (5% PY). Rick Miller is the Deputy Superintendent for P-16 Policy and Information Branch, which focuses on developing policies and practices to close the state's achievement gaps from PK to Higher Education. In this position, Miller develops policy recommendations on promising ways to improve student achievement throughout California. His branch is responsible for identifying best practices and developing strategies to better use data and share solutions, child development, learning support and the state's longitudinal data system. Prior to coming to the California Department of Education, Miller worked at Microsoft Corporation developing communications strategies on privacy, security, and overall corporate image from 1999 to 2003. Miller has also served as a strategic communications advisor to the Chancellor of the California State University System (CSU). Prior to working at CSU, Miller spent five years at the U.S. Department of Education in Washington D.C. where he served as Press Secretary to Richard W. Riley, Secretary of Education in the Clinton Administration.

CCC Project Sponsor (5% PY). Patrick Perry is the Vice Chancellor of Technology, Research, and Information Systems at the California Community Colleges Chancellor's Office. For over ten years, Vice Chancellor Patrick Perry has served the System Office and the California Community College system in managing and administering Technology, Research, and Information Systems programs. Vice Chancellor Perry has performed work in support of system initiatives, including: Fostering ongoing systemwide technology efforts, such as CCCApply, Confer, and Tran, providing the system centralized internet connectivity for all campuses, and greatly expanding faculty

and staff development opportunities in technology areas; Leveraging the uses of the MIS data collection by developing the System Office Data Mart, Referential Files, and centralized Federal IPEDS and Student Right-to-Know reporting systems; Securing data matching relationships with external data sources that have allowed the system to fully capture student demography, progress, transfer movement, and wage outcomes; and Most recently, leading the system to the successful completion of its Accountability Reporting for the California Community Colleges (ARCC) report.

CSU Project Sponsor (5% PY). Dr. Marsha Hirano-Nakanishi serves as Assistant Vice Chancellor of Academic Research at the California State University Office of the Chancellor, which she joined in 1989 as the Director of Analytic Studies. Dr. Hirano-Nakanishi previously worked in institutional research and on the faculties at CSU Northridge and CSU Los Angeles from 1984 until 1989. With the increasing calls for greater accountability in higher education, Dr. Hirano-Nakanishi has been tapped to serve on the Joint Commission on Accountability Reporting—a joint undertaking of the American public college and university associations at 1 Dupont Circle, also at the State Higher Education Executive Officers' (SHEEO's) project to define higher education information database needs for the 21st century, as well as the National Center for Education Statistics' (NCES') pilot project on reporting graduation rates, and the California Postsecondary Education Performance Report advisory group.

UC Project Sponsor (5% PY). Marsha Kelman is the Associate Vice President for Policy & Analysis, reporting directly to President Yudof. Kelman provides President Yudof analytical support for systemwide policy planning and issues management, as well as coordinating and improving deliberations over policy issues. In addition to serving as a senior advisor to the president, Kelman leads the Office of the President's Institutional Research and Issues Management Policy Analysis & Coordination functions. Prior to joining the University of California Office of the President (UCOP), Kelman, served as Associate Vice Chancellor for Institutional Studies and Policy Analysis at the University of Texas system, is a leading national figure in her field. With more than 25 years of experience directing institutional research and analysis in support of policy initiatives.

CCEDS Project Leadership Team

Lead Project Director (25% PY). Keric Ashley, CDE's Data Management Division Director will serve as the Lead Project Director. As Director of the Data Management Division, his staff is responsible for some major data collections for the CDE, including CBEDS, Language Census, Consolidated Application, and developing the systems in process to collect student and teacher data (CALPADS and CALTIDES). He taught elementary and middle school students for 8 years and was a school site administrator for another 7 years. During these 15 years, he worked at all three levels - elementary, middle and high school.

Technology Project Director (45% PY). Patrick Perry ,Vice Chancellor of Technology, Research, and Information Systems at the California Community Colleges Chancellor's Office (CCCCO).

Research & Training Project Director (60% PY). Dr. Michelle Magyar, Education Programs Consultant in the Intersegmental Relations Office, California Department of Education (CDE). Michelle has over 20 publications in peer reviewed journals, and has more than 35 presentations at scientific meetings.

Project Manager (100% PY). Bonnie Edwards, Project Manager and Systems Analyst with the California Community Colleges Chancellor's Office (CCCCO). Bonnie has over 20 years of project management experience.

Contract Manager (50% PY). Sonya Edwards, Education Administrator, Education Data Office Data Management Division, California Department of Education (CDE). Sonya currently assists with CALPADS and CALTIDES but will be redirecting most of her time to the P-20/CCEDS project. Over the years she has taken on leadership positions in EIMAC and NCES and has brought a significant level of expertise to the CDE because of her professional development in education data management.

Project Support

Functional Business/Technical/Software Integration Team.

- Paula Mishima, Education Administrator, Special Projects, Data Management Division, California Department of Education (CDE).
- Monica Malhotra, Associate Director, Division of Analytic Studies, California State University Chancellor's Office (CSUCO).
- Kathie LaLonde, Data Processing Manager, Project Management Office, California Department of Education (CDE).
- Kathleen Dettman, Director of Institutional Research, University of California Office of the President (UCOP).
- August Cubillo, Senior Programmer Analyst (Supervisor), California Postsecondary Education Commission (CPEC).

Governance/Research/Training Team.

- Dr. Samuel Agronow, Deputy Director of Institutional Research, University of California, Office of the President (UCOP).
- Sue Burr, Executive Director for the California County Superintendents Educational Services Association (CCSESA).
- Dr. Adrian Griffin, Assistant Director for Research and Policy Development, California Postsecondary Education Commission (CPEC).
- Nancy Sullivan, Deputy Operations Officer, California School Information Services (CSIS).

Education and Workforce Readiness Team.

- Reginald Hillmon, Coordinator, College Access and Preparation –Transfer Initiatives, University of California Office of the President (UCOP).
- Tim Calhoun, Director, California Community Colleges Technology Center.
- Russ Brawn, Chief Operations Officer, California School Information Services (CSIS).

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **CA Appendix A IES ARRA SLDS** Pages: **30** Uploaded File: **G:\DMIP\ARRA-SLDS IES Grant 2009\CA Proposal\Final Drafts\Appendix A\CA Appendix A IES ARRA SLDS.pdf**

Appendix A
State of California Education Governance and PK-20 Education Data

The purpose of Appendix A is to set the "California Context" for education governance and describe the recent status of the collection, storage, and dissemination of education data statewide. This information can be used as a backdrop for the current proposal and is intended to guide the reader in understanding how California currently assembles education data (see Figure 1A) and the path the state intends to travel in order to build the California Comprehensive Education Data System (CCEDS; see Figure 2A). There are many key entities that play a significant role in the state's public educational system. Below is a brief description of ten educational segments that govern and inform educational policies and practices. In addition, seven of the ten segments have legislative sanctions to collect and maintain information on students and teachers that transition through California's public education system for state and federal reporting purposes. A brief description of these state-level source systems is provided followed by a comprehensive table that outlines specific data elements that are currently located in each education data system (see Table 1A). Appendix A concludes with Figure 3A which depicts the organizational structure the will be followed to develop and implement the CCEDS and Table 2A that defines the roles and responsibilities of project team members.

PK-12 Education

California Department of Education (CDE) & the California Longitudinal Pupil Achievement Data System (CALPADS)

The California Department of Education (CDE), under the direction of the independently elected Superintendent of Public Instruction (SPI), implements education law and regulations, provides technical assistance to local educational agencies and works to reform and improve public P-12 schools. California currently serves 6,275,469 students, 1,000 LEAs and 500 independently reporting charter schools. To achieve the mission of the Department and enable California to meet federal requirements, SB 1453 enacted *Education Code (EC)* sections 49084 and 60900 in 2002 to require: (1) the assignment of a Statewide Student Identifier (SSID) as an individual, yet non-personally identifiable number to each K-12 student enrolled in a California public school; and (2) the establishment of the California Longitudinal Pupil Achievement Data System (CALPADS). The CDE received a 2006 IES SLDS grant to support the development of CALPADS (see Table 1A for specific elements).

Fiscal Crisis and Management Assistance Team (FCMAT)/ California School Information Services (CSIS)

The Fiscal Crisis and Management Assistance Team (FCMAT) helps California's local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. The Kern County Superintendent of Schools is the administrative and fiscal

agent for FCMAT. The California School Information Services (CSIS) division of FCMAT was authorized by the State Legislature in 1997 to

- Support the assignment and maintenance of a unique Statewide Student Identifier
- Assist with electronic state reporting
- Enable electronic records transfer
- Build local capacity to implement and maintain comparable, effective and efficient pupil information systems that will support their daily program needs, assist local education agencies in improving the outcomes of pupils, and promote the use of information for educational decision making by school site, district office, and county staff

To accomplish this purpose, CSIS supports all 1,500+ California LEAs in their efforts to collect, maintain, use and share high quality student-level data. CSIS assists the California Department of Education with CALPADS by providing training and technical assistance to LEAs on CALPADS. Once the CALPADS vendor satisfies its contractual obligations for development of CALPADS, CSIS will also provide technical support for CALPADS. In addition to its CALPADS responsibilities, CSIS provides records transfer services and address validation services to LEAs.

State Board of Education (SBE)

Although the State Board does not actively collect education data, the Board serves as the governing and policy-determining body of the CDE and sets K-12 education policy in standards, curriculum, instructional materials, and assessments. The members of the SBE are appointed by the Governor. The Board is currently providing guidance and working with Superintendent O'Connell to improve the collection of California PK-12 education data and is actively contributing to the state's comprehensive approach to education reform that will be used to address the requirements of America COMPETES Act and Race To the Top.

K-12 Teacher Preparation

The Commission on Teacher Credentialing (CTC) & the California Longitudinal Teacher Integrated Data Education System (CALTIDES)

The Commission on Teacher Credentialing (CTC) is the Executive Branch of California State Government that functions as an autonomous state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators and the discipline of credential holders in the State of California. In 2006, Senate Bill 1614 enacted *Education Code* sections 10600, 44230.5, and 60900, permanently authorizing the *California Longitudinal Teacher Integrated Data Education System* (CALTIDES) and the Commission on Teacher Credentialing (CTC) to assign

Statewide Educator Identifiers (SEIDs) to all educators who have applied to CTC for a credential or authorization. The CALTIDES will be the new comprehensive system environment that primarily entails integrating existing databases to enable the retention of longitudinal educator data to meet federal NCLB and other state reporting requirements, to facilitate assignment monitoring, and to conduct high quality program evaluations. CALTIDES is jointly being developed with CTC and will be partially funded with a 2009 IES SLDS grant (this system is still under development).

Postsecondary Education

California Community Colleges & the Chancellor's Office Management Information System (COMIS)

The California Community Colleges Chancellor's Office (CCCCO) operates under the direction of the state chancellor who is guided by the Board of Governors. The Chancellor's Office is charged with providing leadership, advocacy and support of the California Community Colleges. Serving as the administrative branch of the California Community College system, the Chancellor's Office is also responsible for allocating state funding to the colleges and districts. The California Community Colleges Chancellor's Office has managed the Management Information System (COMIS) since 1992. The COMIS is a consolidated longitudinal data system that collects and stores student-level information from all 110 community colleges COMIS also contains data on staff that may be linked to students (see Table 1A for specific elements).

California State University (CSU) & the Enterprise System (ES)

The California State University System oversees 23 campuses with approximately 450,000 students and 48,000 faculty and staff. The Chancellor's Office for the California State University has managed their "Enterprise System (ES)" that includes the Enrollment Reporting System (ERS), the Academic Planning Database System (APDB), and the Personnel Information Management System (PIMS) for many decades. These siloed systems store student level information, section and faculty information, and faculty/administrator/staff information (see Table 1A for specific elements).

University of California (UC) maintains the Corporate Student System (CSS) and is Adding a Decision Support System (DSS)

The University of California Office of the President maintains a Corporate Student System (CSS) consisting of data from all graduate and undergraduates in its 10-campus system (see Table 1A for specific elements). This includes data from Undergraduate Admission, Graduate Admissions, Financial Aid, Registrants, Undergraduate Longitudinal- including retention-graduation-time to degree by entering cohort, and Graduate Longitudinal. UC's StatFinder tool, http://statfinder.ucop.edu, also maintained at the office of the President provides undergraduate admission and longitudinal

outcomes data for individual California high schools and California Community Colleges as well as general statistics in these areas. Separate from the student systems, there are corporate data bases for personnel, budget, contracts and grants, and other institutional data.

Most importantly, the University of California is in the process of modernizing, revamping, and expanding its data bases into an integrated Decision Support System (DSS). For example, access to data base structures will be provided via Business Objects and Crystal Reports. Data elements important to this project, such as, UC course records and grades will be added.

California Postsecondary Education Commission (CPEC)

The California Postsecondary Education Commission (CPEC) was established by Assembly Bill 770 (Chapter 1187 of the Statutes of 1973), Education Code Section 66900-66906 to serve as the planning and coordinating body for higher education. The Commission provides the legislative and executive branches of government with advice and information about major policy and planning issues concerning education beyond high school. The California Postsecondary Education Commission (CPEC) has longitudinal enrollments and awards data for the three public higher education systems going back to 2000-01 for UC and CSU, and to 1992-93 for the community colleges. The data was provided in accordance with AB 1570 (Ch. 916, Statutes of 1999), which authorizes CPEC to use a student identifier in its data system in order to conduct longitudinal studies of the progress of individual students. The data delivered to CPEC has social security numbers, so it could be matched to wage data in the California Employment Development Department's employment security files. CPEC has procedures in place to detect invalid or implausible social security numbers, and to replace social security numbers with non-traceable identification codes before the data is used by CPEC research staff. The enrollment file contains an identified record for each student for each term that includes a variety of information including birth date, ethnicity, former high school, major, student status, and number of units. The awards file has similar data with the discipline and level of the degree or certificate awarded. Each higher education system uses different coding systems to indicate students' ethnicity, status, former high school, and other characteristics. CPEC has developed a comprehensive crosswalk system that converts all data elements to a single coding system. This means that comparisons between systems and tracking of students who change systems in the course of their education can be done quickly and easily.

State Representative Sample of PK-20

California Partnership for Achieving Student Success (Cal-PASS)

Cal-PASS is a voluntary data-sharing collaboration. Funded by the State of California and major foundations, this service is free to participating schools and colleges. Most school districts, all 110 community colleges and 10 UC's and 19 out of 23 CSU's share their data. Without divulging student identities, Cal-PASS enables practitioners to track cohorts' progress from kindergarten through middle school through college. The data indicate how many of their students required remediation in college and how many persisted through the first year and beyond. With Cal-PASS, a series of Professional Learning Councils have been instituted to improve instruction and results. By making comparative data more readily available, Cal-PASS helps educators spot curricular misalignments and design interventions to improve student success rates. It engages teachers and college faculty from the same disciplines to meet monthly in Professional Learning Councils, where they work closely and collectively to diagnose strengths and weaknesses and align school and college curricula. Twelve hundred educators, grouped by discipline (i.e., English language arts, ESL, math, science and social science) participate in more than 60 councils across the state of California. Aided by Cal-PASS regional coordinators and research staff, this grassroots network adds force to members' recommendations for better methods of teaching. These teacher-to-teacher insights come from the front lines, not the top down (see Table 1A for specific elements).

Current Education-Workforce Linkages

AB 798 authorizes the Chancellor of the California Community Colleges, in accordance with the requirements of Section 84754.5 of the Education Code, to obtain quarterly wage data from Employment Development Department's (EDD) employment security files. This collection began in 1993 on students who attended one or more community colleges in order to assess the impact of education on the employment and earning of students, to conduct an annual evaluation of district-level and individual college performance in achieving priority educational outcomes, and to submit required reports to the Legislature and Governor. The next phase is to expand this legislation so that all education segments (CDE, CSU, and UC) will have the same relationship with EDD to link education data with workforce data.

California Secretary of Education

The Secretary serves as a member of the Governor's cabinet and advises the Governor on all educational issues from preschool through higher education. The Office of the Secretary of Education (OSE) has a small staff of experienced education and policy experts committed to creating, supporting, and promoting the Governor's education policies and related legislation to ensure that all California children have access to

quality education. The OSE collaborates with the other education segments on the state's comprehensive plan to education reform.

Recently, the Governor and the State Superintendent have been working with a broad-based coalition committed to improving education data and creating a continuous learning system in California's public schools. The coalition includes educators, parents, business leaders, researchers, and community-based organizations. As part of this effort, the OSE and the CDE together commissioned a report entitled "Framework for a Comprehensive Education Data System in California: Unlocking the Power of Data to Continually Improve Public Education" that was funded by the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation. This report reflects more than a year of research and analysis that was conducted by McKinsey & Company, a global management consulting firm. Their research included in-depth interviews with parents, teachers, administrators, policymakers, and other advocates for students and schools in California.

The key recommendations presented in this report requires significantly expanding and linking information from California's K-12 system to data from higher education, social services, prekindergarten, and the workforce.

Specifically, the report recommends that California consider the following:

- Continue building and expanding CALPADS and CALTIDES,
- Improve the quality of data collected by providing the appropriate training to responsible staff,
- Build more advanced systems that create interagency linkages and provide cross-segment data, and
- Expand the use of data to improve instruction and help policymakers to make better informed decisions about education policy.

Overall, the report concludes that a comprehensive data system will provide powerful information about what is working and what is lacking in our public schools. This system will also provide stronger measures on how effectively public schools are preparing students for college and careers. Across all the recommendations, the report stresses that the proposed enhancements to California's education data systems can and should be done in such a way to protect student and teacher privacy and security while allowing for transparency and accountability system wide.

Aside from the budget crisis that is currently afflicting the state, California is now in a better position to implement the recommendations proposed by McKinsey (2008) with recent legislation. In particular, Chapter 561, Statutes of 2008 (SB1298, Simitian) and more recently in Statutes of 2009 (SB19, Simitian) informs California's strategic plan for longitudinal data systems in two phases. The first phase addresses the governance structure as described in section (d) *Project Management and Governance*.
The SB 1298 Data Governance Working & Advisory Group included representatives from the ten entities described above in addition to representatives from many

organizations (e.g., California Assembly Education Budget Subcommittee, California Assembly Education Policy Committee, California Senate Education Budget Subcommittee, California Senate Education Policy Committee, Department of Finance, Legislative Analyst's Office, American Institute for Social Justice (AISJ)/ Association of Community Organizations for Reform Now (ACORN), Association of California School Administrators, California Association of School Business Officials, California Department of Social Services, California Federation of Teachers, California School Boards Association). This group met on a monthly basis and provided the governance structure that will be used to build and maintain the CCEDS. In addition, members of this group will continue to meet and serve as the External Stakeholder Working Group to this project.

The second phase of SB 1298 and later SB 19 attends to the technical aspects of building the comprehensive data system. The State Chief Information Officer must form a working group and an advisory committee to the working group that consists of public education segments and other governmental entities that collect, report, or use individual pupil education data that would become part of the comprehensive education data system. The SB 19 working group is responsible for producing a strategic plan to link education data systems from all segments that will accomplish all of following:

(1) Provide an overall structural design for the linked education data systems.
(2) Examine current state education data systems.
(3) Examine the protocols and procedures to be used by state agencies in data processing, including, but not limited to, collecting, storing, manipulating, sharing, retrieving, and releasing data so as to enable each state agency to accurately and efficiently collect and share data with the other state agencies while complying with all applicable state and federal privacy laws.
(4) Identify specific procedures and policies that would be necessary to ensure the privacy of pupil record information while meeting both federal requirements and the higher expectations of privacy held by the state.
(5) Identify specific procedures and policies that would facilitate the transfer of data from one segment to another and ultimately to include linkages to workforce data.

Overall, these data systems provide very useful segment specific information, but there is a need to connect these data in a manner that allows for tracking students from PK-20 and to link with workforce data. The SB 19 Longitudinal Data Technical Working Group has been meeting regularly and will produce a report that will serve to advise Outcome 2.2 and the direction of the CCEDS project. The Office of the State Chief Information Officer (OCIO) report will inform Outcome 2.2 and provide guidance on how California should approach the development of the CCEDS. By mapping P-20 pathways of highly mobile students (such as children of migrant workers) or students whose academic pathways are interrupted (by early parenthood, illness, etc.) educators will be able to re-establish or build “second chances” educational pathways more effectively.

Table 1A: Specific elements located in California local source education data systems

	CALPADS	CCC (COMIS)	CSU (ES)	UC (CSS)	CPEC	Cal-PASS
Overall system collection	1,500 LEAs	110 Community Colleges	23 Campuses	10 Campuses	CC, CSU, UC Central Systems	60% K-12 schools; 110 community colleges; 19 of 23 CSU; 10 UC
Student ID	SSID	SSN	SSN	SSN	SSN; Converts SSN into unique unidentifiable number	Collects SSID and SSN
Name	Yes	Partial name	Yes	Yes		Partial name
Age/birthdate	Yes	Yes	Yes	Yes	Yes (age category)	Yes
Place of birth						
Ethnicity	Yes	Yes	Yes	Yes	Yes	Yes
Gender	Yes	Yes	Yes	Yes	Yes	Yes
Citizenship		Yes	Yes	Yes		Yes(CC)
Residence	Yes	Yes	Yes	Yes	Yes	
Zipcode		Yes		Yes		Yes(CC)
Primary language	Yes			Yes		Yes
Parent education level	Yes		Yes	Yes		Yes
Disciplinary data	Yes			Yes		
Student income data		Yes	Yes	Yes		
Migrant status	Yes					
English proficiency status	Yes	Yes	Yes	Yes		Yes
IEP/disability status	Yes	Yes	Yes	Yes	Yes	Yes
Economically disadvantaged status	Yes	Yes				
Student financial aid	N/A	Yes	Yes	Yes		Yes
Financial aid flag	N/A		Yes	Yes		Yes(CC)
Institution of enrollment	Yes	Yes	Yes	Yes	Yes	Yes
Attendance status (full or part-time)		Yes	Yes	Yes	Yes	
Enrollment date	Yes		Yes	Yes		Yes

	CALPADS	CCC (COMIS)	CSU(ES)	UC(CSS)	CPEC	Cal-PASS
Withdrawal date	Yes					
Withdrawal reason (including graduates and dropouts)	Yes	Yes		Yes		
Enrollment status (e.g., transfer student)	Yes	Yes	Yes	Yes	Yes	Yes (CC,CSU,UC)
Gifted and Talented (GATE)	Yes		N/A			Yes
Educational options (e.g., international baccalaureate)	Yes		Yes			Yes
Entry level mathematics proficiency)			Yes			
Entry level English proficiency)			Yes	Yes		
Grade level	Yes	Yes	Yes	Yes	Yes	Yes
Program or major	N/A	Yes	Yes	Yes	Yes	Yes(CC,CSU,UC)
Degree-seeking status	N/A	Yes	Yes	Yes	Yes	Yes (CC,CSU,UC)
Admission basis	N/A		Yes	Yes		Yes (CC,CSU,UC)
High school graduation rate	N/A	Yes	Yes	Yes	Yes	Yes (CC,CSU,UC)
High School GPA			Yes	Yes		
Prior college attended	N/A		Yes	Yes		Yes (CC,CSU,UC)
Courses taken	Yes	Yes		Being added in new system		Yes
College prepatory courses	Yes		Yes			Yes (K-12)
Remedial courses	Yes	Yes	Yes			Yes
Summer courses	Yes		Yes			
Non-credit courses		Yes				Yes
AP and/or honors courses	Yes		Yes	Yes		Yes (K-12)
Grades obtained	Yes	Yes		K-12		Yes (K-12, CSU, UC)
Term data collected		Yes	Yes	Yes		Yes
Term GPA		Yes		Yes		Yes (CSU,UC)
Term/course units attempted		Yes	Yes	Yes		Total units enrolled
Term/course units earned	Yes	Yes		Yes		Yes (CSU,UC)
Cumulative GPA		Yes	Yes	Yes		Yes (CC,CSU,UC)
Cumulative units earned		Yes	Yes	Yes	Yes	Yes (CC,CSU,UC)

	CALPADS	CCC (COMIS)	CSU (ES)	UC (CSS)	CPEC	Cal-PASS
Cumulative units attempted			Yes	Yes		Yes (CC)
Transfer credit		Yes	Yes	Yes		Yes (CC,CSU,UC)
Academic standing		Yes	Yes	Yes		Yes (CC)
Degrees awarded	Yes	Yes	Yes	Yes	Yes	Yes
Awards date	Yes	Yes	Yes	Yes		Yes
Multiple ethnicities flag	Yes		Yes	Yes		
Multiple major degree flag			Yes	Yes		
K-12 state tests	Yes		Yes	Yes		Yes (K-12)
Students not tested	Yes					Yes (K-12)
ACT			Yes	Yes		
SAT			Yes	Yes		
Other tests			EPT. TOEFL	TOEFL		
Teacher/staff data	Yes		Yes	Yes not linked to student file		
Institution data	Yes- not linked to student file	Yes- not linked to student file		Yes –will integrate to student data in new system	Yes-not linked to student file	

Note: Table 1 is a modified version of Table C.1 Common Data Elements and Other Characteristics from Vernez, Krop, Vuollo, and Hansen's *Toward a K-20 Student Unit Record Data System for California* (2008). RAND Corporation Report.

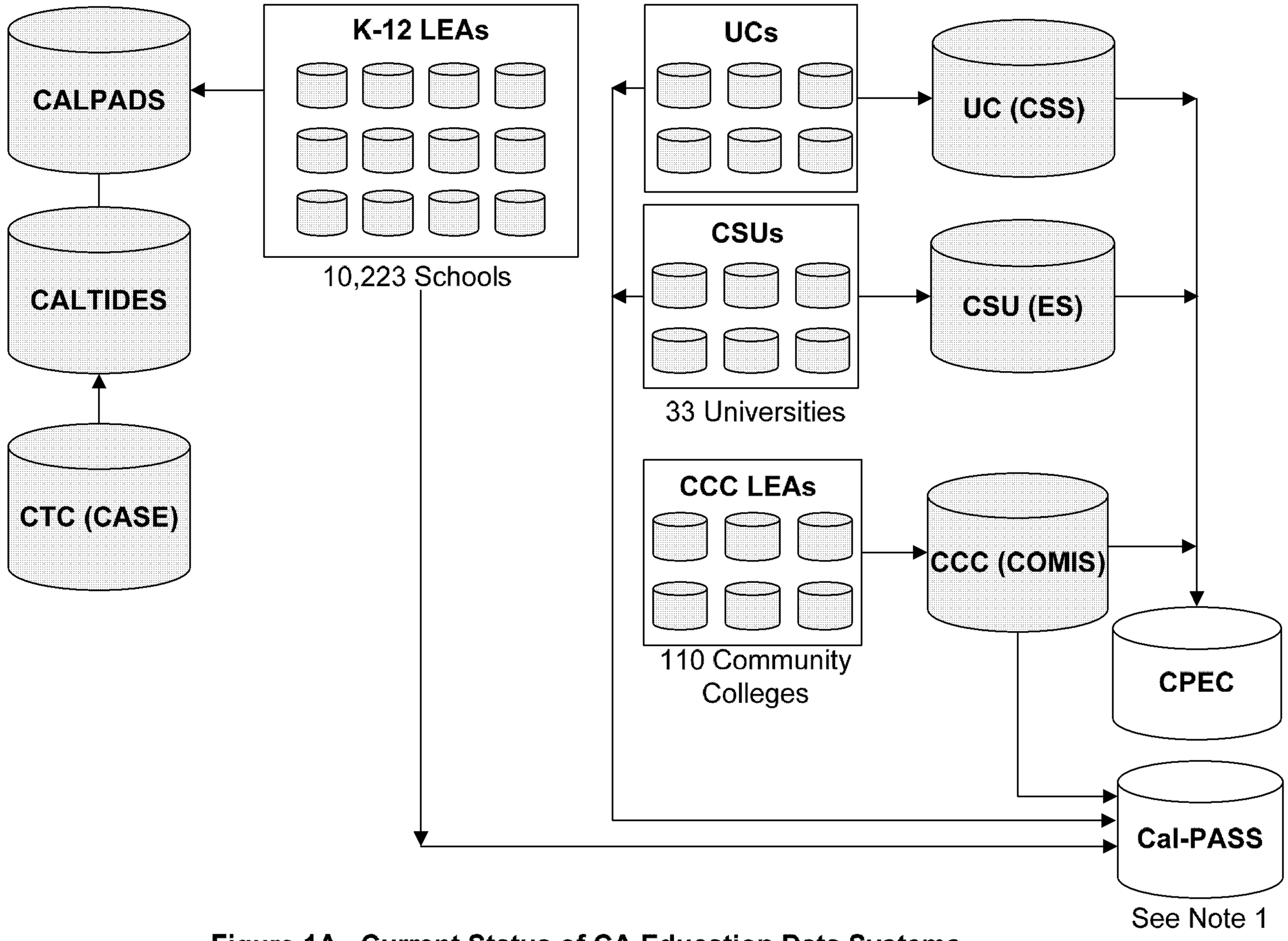
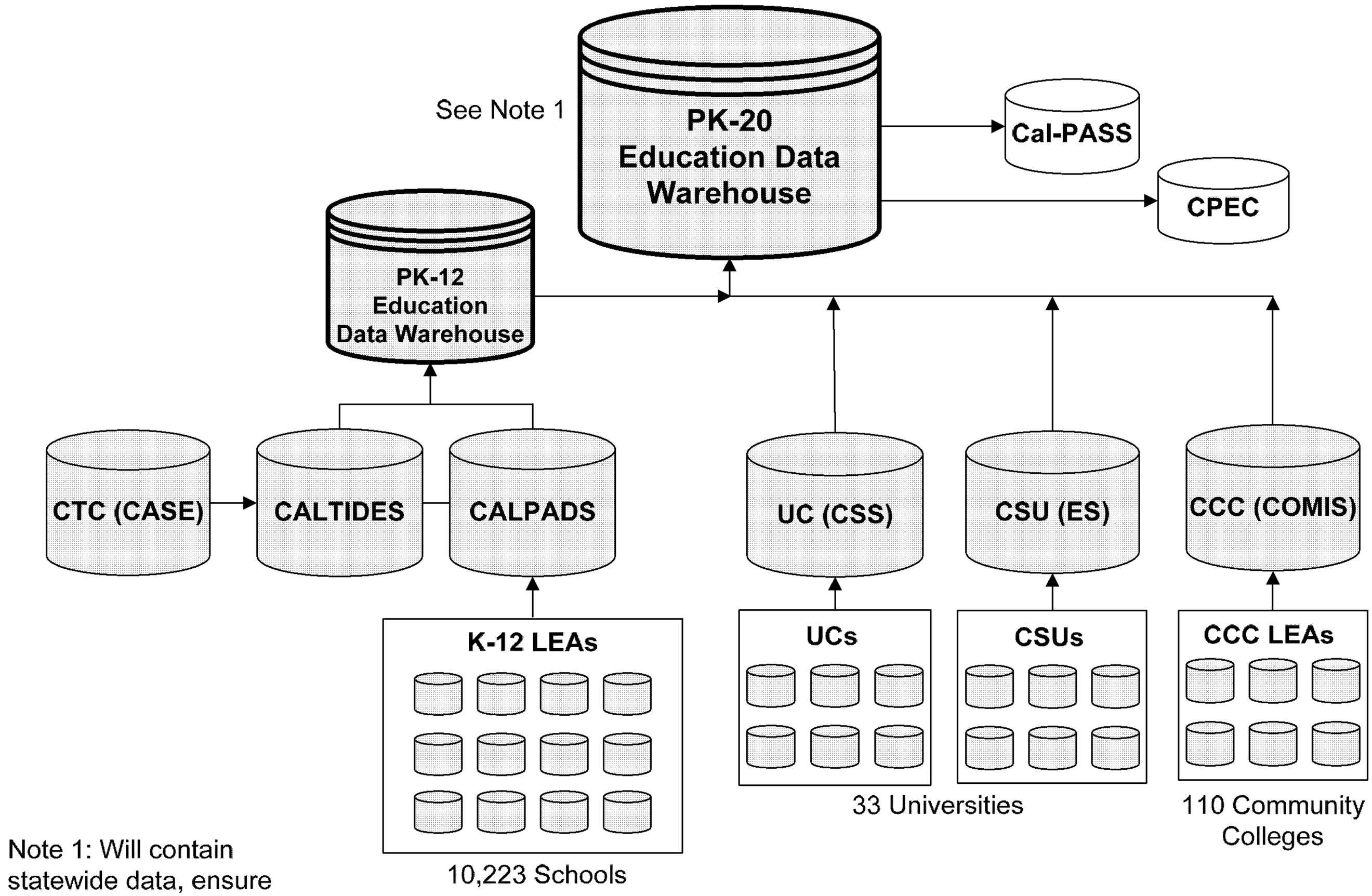


Figure 1A. Current Status of CA Education Data Systems

Note 1: Not statewide data.



Note 1: Will contain statewide data, ensure good quality data, and eliminate duplicate reporting for LEAs.

Figure 2A. PK-20 Longitudinal Data Warehouse

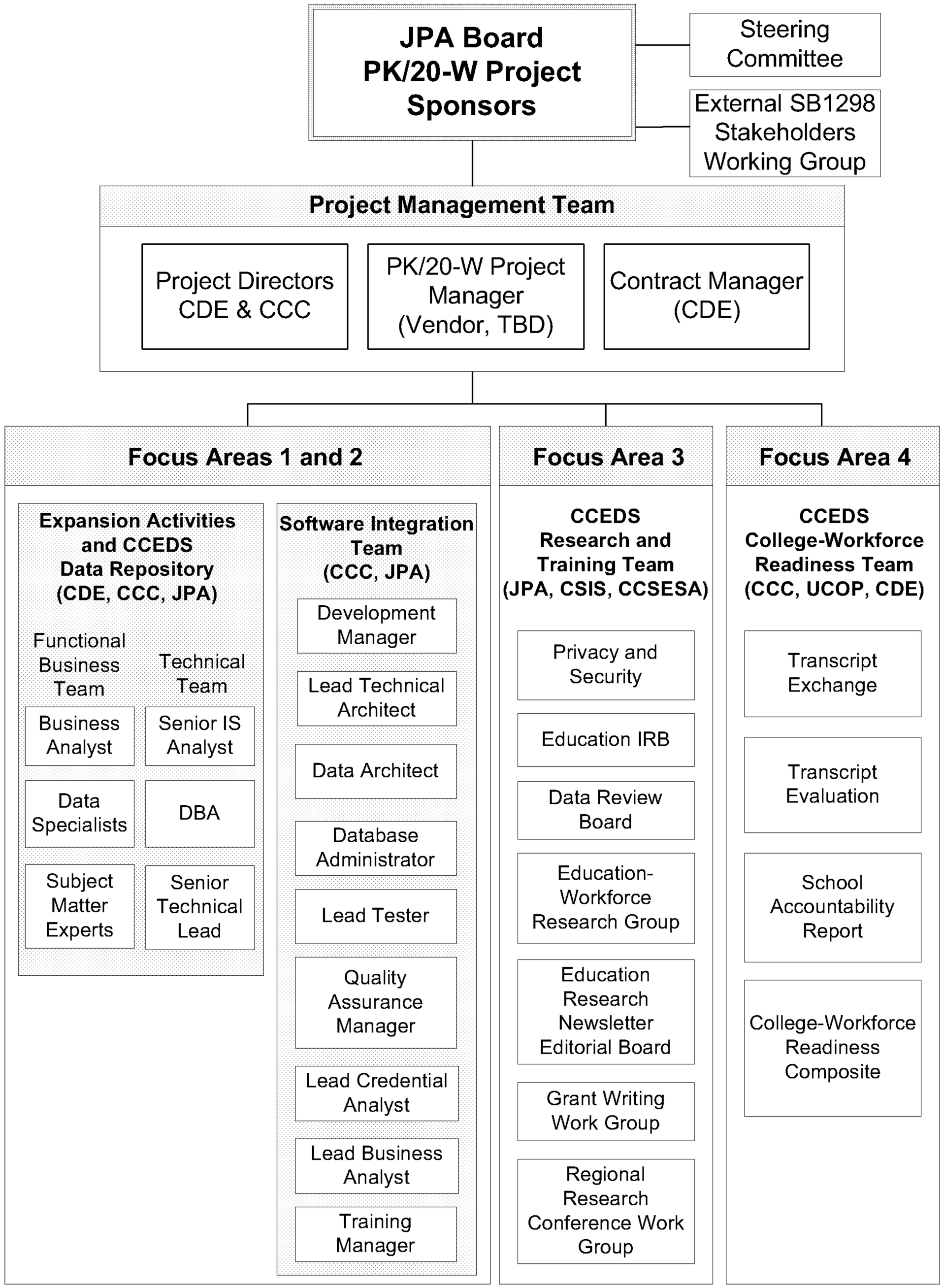

JPA Board
PK/20-W Project Sponsors
Steering Committee
External SB1298 Stakeholders Working Group
Project Management Team
Project Directors CDE & CCC
PK/20-W Project Manager (Vendor, TBD)
Contract Manager (CDE)
Focus Areas 1 and 2
Expansion Activities and CCEDS Data Repository (CDE, CCC, JPA)
Functional Business Team
Technical Team
Business Analyst
Senior IS Analyst
Data Specialists
DBA
Subject Matter Experts
Senior Technical Lead
Software Integration Team (CCC, JPA)
Development Manager
Lead Technical Architect
Data Architect
Database Administrator
Lead Tester
Quality Assurance Manager
Lead Credential Analyst
Lead Business Analyst
Training Manager
Focus Area 3
CCEDS Research and Training Team (JPA, CSIS, CCSESA)
Privacy and Security
Education IRB
Data Review Board
Education-Workforce Research Group
Education Research Newsletter Editorial Board
Grant Writing Work Group
Regional Research Conference Work Group
Focus Area 4
CCEDS College-Workforce Readiness Team (CCC, UCOP, CDE)
Transcript Exchange
Transcript Evaluation
School Accountability Report
College-Workforce Readiness Composite

Table 2A: Roles and Responsibilities of Project Team Personnel

Project Team Responsibilities	
Project Sponsors *Rick Miller CDE (5%), Patrick Perry CCC (5%), Marsha Hirano-Nakanishi (25%), CSU, Marsha Kelman UC (5%)*	*Project Directors* *Keric Ashley, CDE (25%), Patrick Perry, CCC (45%) , Michelle Magyar, CDE (60%)*
• Serves as the business decision-makers of the project. • Resolves significant issues and scope changes that cannot be resolved by the CCEDS Project Management Team. • Makes the final decision on the vendors retained throughout the CCEDS Project. • Attends monthly CCEDS Project Management Team meetings. • Attends Steering Committee meetings. • Attends Working Group meetings. • Communicates project status to JPA management and the other stakeholders.	• Assists in the coordination of work efforts that may impact the project. • Resolves significant project issues. • Attends weekly project meetings. • Attends monthly risk meetings. • Attends monthly CCEDS Project Management Team meetings. • Leads Steering Committee meetings. • Leads Working Group meetings. • Communicates project status to internal and external stakeholders, as needed. • Makes policy decisions. • Directs staff.
Project Manager *Bonnie Edwards, CCC (100%)*	*Contract Manager* *Sonya Edwards, CDE (50%)*
• Coordinates and oversees project activities. • Develops project management-related deliverables. • Serves as a liaison between vendors and internal/external stakeholders. • Resolves and tracks project issues. Proposes actions or strategies to resolve significant project issues. • Maintains Issues Database and Change Management Database. • Maintains project Master Schedule. • Tracks project budget and reviews vendor invoices. • Maintains a Business Plan document. • Reviews and approves all Deliverable Expectation Documents (DEDs) and final deliverables. • Reviews all project deliverables. • Coordinates and conducts CCEDS Project Management Team meetings. • Attends Steering Committee & Working Group meetings. • Conducts weekly Project Team Meetings. • Develops weekly project status reports.	• Participates in the procurement processes to secure all vendor services including RFP development services, Project Management Services, Independent Project Oversight services, and Prime development vendor services. • Reviews and approves invoices. • Maintains information on contracted costs vs. actual costs. • Manages contract change requests and addendums. • Serves as liaison to control agencies, Department of General Services and Department of Finance.

External Stakeholders Working Group (SB 1298) *CTC, CPEC, Cal-PASS, OSE, OCIO, DOF*	*Functional Business Team* *Focus Areas 1 and 2*
• Assists in the identification of business needs and defines business policies and procedures. • Confirms project scope. • Assists with the resolution of project issues. • Attends Working Group meetings. • Communicates project status to respective external stakeholders, as needed.	• Defines current and future data elements, data relationships, and data definitions. • Designs logical data model and develops data dictionary. • Conducts data model walkthrough sessions. • Develops and maintains physical data model. • Serves as a resource to the Software Integration team. • Assist in the definition of business processes and business rules. • Assist in the identification of potential new policies and procedures. • Participate in interviews and working sessions with the CCEDS project team. • Participate in system integration and user acceptance testing.
Technical Team *Focus Areas 1 and 2*	*Software Integration Team* *Focus Areas 1 and 2*
• Coordinates and oversees the establishment and operation of the CCEDS Project's technological environment including the server(s), project team's workstations, network connection, development software, and database environment. • Participates in the determination of technology architecture required for system interfaces. • Participates in the procurement processes to secure all vendor services including RFP development services, Project Management services, Independent Project Oversight services, Prime development vendor services. • Attends monthly CCEDS Project Team meetings. • Participates in meetings with the Department of Technological Services (DTS). • Participates in the development for knowledge and transfer in order for the state to maintain the system upon implementation and warranty.	• Designs and develops the CCEDS environment as defined by the functional requirements and business needs. • Conducts prototyping sessions with internal and external stakeholders. • Conducts system design and development walkthrough sessions. • Conducts unit and Systems Integration tests. • Develops test cases for user acceptance testing. Oversees user acceptance testing. • Develops system documentation. • Determines technology architecture required for system interfaces. • Coordinates with representatives from other internal and external systems to which CCEDS will interface. • Designs, tests, and documents system interfaces. • Defines and implements new business processes. • Assess organizational impact. • Designs business processes and transaction steps.
Governance and Research & Training Team *Focus Area 3*	*Education-Workforce Indicator Team* *Focus Area 4*
• Attend monthly meetings. • Develop policies that govern the management of the CCEDS. • Develop access protocols and procedures. • Coordinate strategic plans for research.	• Attend monthly meetings. • Develop College and Workforce Readiness Reports. • Assist with College and Workforce Research & Training. • Coordinate readiness stakeholder meetings.

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **CA Appendix B IES ARRA SLDS** Pages: **51** Uploaded File: **G:\DMIP\ARRA-SLDS IES Grant 2009\CA Proposal\Final Drafts\Appendix B\CA Appendix B IES ARRA SLDS.pdf**

California Resume Cover Sheet

1. Rick Miller, CDE
2. Patrick Perry, CCC
3. Marsha Hirano-Nakanishi, CSU
4. Marsha Kelman, UCOP
5. Keric Ashley, CDE
6. Michelle Magyar, CDE
7. Bonnie Edwards, CCC
8. Sonya Edwards, CDE
9. Paula Mishima, CDE
10. Monica Malhotra, CSU
11. Kathie LaLonde, CDE
12. Kathleen Deltman, UCOP
13. Gus Cabillo, CPEC
14. Sam Agronow, UCOP
15. Sue Burr, CCSESA
16. Adrain Griffin, CPEC
17. Nancy Sullivan, CSIS
18. Reggie Hillmon, UCOP
19. Tim Calhoun, CCC
20. Russ Brawn, CSIS

Rick Miller

(b)(6)

EXPERIENCE

California Department of Education — Sacramento, CA
Deputy Superintendent, P-16 Policy and Information — December 06 – Present

Responsible for researching and developing promising ways to improve student achievement throughout California. Develop policies and practices to close the state's achievement gaps from Prek to Higher Education. Manage the Data Management Division, Child Development Division, Learning Support and Partnerships Division and Communications. Manage an over $5.5 million budget and 52 person branch.

- Successfully conceptualized and managed a major campaign focused on closing the achievement gap. The process resulted in specific recommendations agreed to by statewide P-16 Council of 54 diverse leaders including, teachers, administrators, college presidents, business executives and philanthropists. All recommendations have been implemented or are well on their way, including three new laws, state board adopted regulatory changes and numerous new department actions.

California Department of Education — Sacramento, CA
Director of Communications — Feb 03 – December 06

Responsible for overseeing communications strategy including message development, speech writing, media relations and outreach. Served as a senior advisor to the Superintendent on all major education and political decisions. Served as Department spokesperson. Managed a $900k budget and 5 person team.

- Successfully developed and implemented outreach strategy resulting in significantly increased visibility for the Superintendent ultimately contributing to him being one of the few Superintendents in California history to be reelected outright in the primary.

Microsoft Corporation — Redmond, WA
Public Relations Manager — May 99 – February 03

Responsible for communications strategy for political and government affairs, intellectual property, piracy and competitive issues. Developed and oversaw crisis communication plans on varied corporate issues. Serve as issues spokesperson with media and at industry conferences and meetings. Managed budget and 11-person agency team.

- Successfully developed and implemented strategy for the 2000 political election cycle
- Brought inherited budget in the red back into balance while improving outreach.
- Awarded gold star bonus for exemplary contributions and MVP award for outstanding work on shared source initiative and crisis communications.

Cohen Brown Management Group — Los Angeles, CA
Director of Marketing and Public Relations — July 98 – February 99

Developed and implemented a public relations and marketing strategy for successful consulting and training firm in the financial services industry.

- Developed industry-wide marketing campaign.

California State University — Long Beach, CA
Associate Director, Office of Strategic Communications — October 97 – July 98

Worked with Executive Director to advise University Presidents on political issues facing their campuses and communities. Wrote and developed communications strategies for campus events and elections.

U.S. Department of Education Washington, DC
Press Secretary March 96 - Sept. 97

Worked with U.S. Secretary of Education to determine and implement the Department's message and overall strategy. Advised the Secretary on press relations and general issues. Served as Department spokesperson and supervised the development of Department communications.

- Successfully managed media strategy regarding the Department's budget battle with Congress, generating public support culminating in the largest budget increase in the Department's history.

U.S. Department of Education Washington, DC
Special Assistant to the Secretary for Communications July 93 -March 96

Created and implemented media strategies for major initiatives. Wrote press releases and solicited media coverage for events. Planned media coverage and accompanied the Secretary during out of town travel.

- Designed and implemented the Department's regional press strategy, placing stories about activities and programs in over 40 states.

The White House Washington, DC
Advance Staff January 93 - March 96

Detailed periodically to the White House to coordinate site planning for the President and First Lady. Designed and ensured that event visuals were appropriate for the President and helped to convey his message. Internationally, negotiated on behalf of the White House and American Press Corps.

- Traveled on behalf of the President to eight foreign nations. Highlights included successfully negotiating event with President Clinton and Prime Minister Berlusconi over the initial objection of the Italian government and receiving special commendation for "outstanding work" in coordinating the President's trip to Jerusalem for Prime Minister Rabin's funeral.

U.S. Conference of Mayors Washington, DC
Regional Coordinator- Western January 93- July 93

Helped to organize grassroots lobbying campaign for passage of President Clinton's economic package. Identified, briefed, and organized elected officials and community groups in targeted districts.

Clinton/Gore for President Campaign/Transition Little Rock, AR
National Advance Staff June 92-January 93

Coordinated media planning for presidential candidate Bill Clinton's campaign appearances, including the creation of media visuals, technical support, and event planning.

Dave Rosenberg for Mayor Davis, CA
Campaign Manager December 91-June 92

Managed the winning campaign in Davis, Calif., mayoral race. Responsibilities included campaign strategy, recruitment and coordination of volunteers, development of targeted mail, and GOTV efforts.

EDUCATION

California State University - Sacramento, Bachelor of Arts, Government - 1991

Biographical Sketch/Resume of
Patrick C. Perry

A. Professional Preparation:

- University of Nevada-Reno, Economics, B.S. 1988

B. Appointments: Academic Research/Administration

- California Community Colleges Chancellor's Office, Vice Chancellor of Technology, Research, and Information Systems, 6/2002 to present
- Foundation for California Community Colleges, Chief Operating Officer, 1/2006 to 9/2006 (loaned executive assignment)
- California Community Colleges Chancellor's Office, Dean of Information Systems and Analysis, 6/2000 to 6/2002
- California Community Colleges Chancellor's Office, Specialist in Information Systems and Analysis/Research Analyst II, 6/1997 to 6/2000
- State of California, Council for Private Postsecondary and Vocational Education, Director of Information Systems, 6/1995 to 6/1997

B. Appointments: Teaching

- California State University, Sacramento, Graduate School of Education, Guest Lecturer, Community Colleges Leadership graduate program, 2007-present.
- UC Davis, Graduate School of Education, Guest Lecturer, Educational Leadership program, 2006-present.

C. Publications/Papers—Most Recent:

- "Accountability Reporting for Community Colleges (ARCC)", *California Community Colleges Chancellors Office*, 2007, 2008, 2009.
- "College Transfer Performance: A Methodology for Equitable Measurement and Comparison" *Journal for Applied Research in Community Colleges,* 2005.
- "Student Readiness for Postsecondary Coursework: Developing a College-Level Measure of Student Average Academic Preparation" *Journal for Applied Research in Community Colleges, 2004.*
- "Impacts of Student Fee Increases and Budget Changes on Enrollment in the California Community Colleges", *California Community Colleges Chancellor's Office, 2005*
- "Transfer Capacity and Readiness in the California Community Colleges: A Report to the Legislature", *California Community Colleges Chancellor's Office, 2002*
- Numerous Conference Keynotes, workshops, and presentations (1997-2009), including the Association of Institutional Research (AIR), California Association of Institutional Research (CAIR), State Higher Education Executive Officers (SHEEO), Consortium for Student Retention Data Exchange (CSRDE), The College Board, California Community College Board of Governors, California State Assembly and Senate, Research and Planning Group for California Community Colleges (RP Group), California Community Colleges Chief Information Systems Officers Association (CISOA), Academic Senate for

California Community Colleges, Student Senate for California Community Colleges.

D. Synergistic Activities:

- Member, Association of Institutional Research (AIR), Higher Education Data Policy Committee (HEDPC), 2006-present.
- Member, National Center for Education Statistics National Postsecondary Education Cooperative (NPEC), 2007-present.
- Member, Technical Advisory Group, National Student Clearinghouse (NSC), 2004-2006.
- Vice Chair and Board Member, Corporation for Education Network Initiatives in California (CENIC), 2004-present.
- Board Member, California Council for Science and Technology (CCST), 2009-present.
- Board Member (Ex-Officio), Research and Planning Group of California Community Colleges (RP Group), 2002-present.
- Board Member, California Association of Institutional Researchers (CAIR), 2003-2005.
- Board Member (Ex-Officio), California Community Colleges Chief Information System Officers Association (CISOA), 2002-present.
- Board Member, EdVoice, 2006-2007.

E. Collaborators and Other Affiliations:

- "Developing Service Area Indices for Community Colleges: California's Method and Experience", *Community College Journal of Research and Practice*, 7/2008. Alice VanOmmeren, Catharine Liddicoat, Willard Hom (collaboration with staff of Chancellor's Office Research and Planning Division).
- "Economic Study of the Proprietary Sector of Postsecondary Education in California", 1996, William Pickens, primary investigator; contributed core methodology for determining estimates of collected tuition and operating expenses for the California proprietary educational sector.
- "Microsoft SQL Server 7.0 and Brio Enterprise Fuel California Community Colleges' Student Right-to-Know' Program". *Microsoft Industry Solutions, Volume 4: Business Intelligence Solutions on the Microsoft Platform, Microsoft Press, DM Review, Vol. 9, Number 6 (June, 1999),* published interview.
- "Brio Enterprise Powers Student Projects at California Community Colleges". *DM Review, Vol. 9, Number 3 (March, 1999)*, author of product review.

F. Noted Accomplishments

- Managed the Policy Analysis Division of the Chancellor's Office Management Information Systems Unit. Responsible for the collection of all student transcript-level data for 110 college system and reporting of all student record data to State and Federal entities. Centralized reporting of and developed subscription service for mandatory Federal reporting requirements. Created web-based query applications ("Data Mart", "Data On Demand") that automated ad-hoc query workloads. Advanced agenda that included a greater reliance upon and use of centralized data, advancing data integrity, quantitative program evaluation, and data-driven decision making.
- Managed the Research and Planning Unit of the Chancellor's Office; developed, implemented, and managed a research agenda that included system accountability, the study of transfer patterns, basic skills/remediation research, and supply and demand

studies for the educational commodity. Developed and managed numerous data matching agreements with outside entities to advance research capabilities. Regularly presented at research conferences and forums.

- Oversaw development of the California Community Colleges "Accountability Report for Community Colleges" (ARCC), a comprehensive system and institutional accountability framework for the CCC system. Created an innovative framework for measuring student progress and success in a community college environment, including metrics related to transfer rates and volumes, hybrid "progress and achievement" rates, vocational and basic skills progress, progression of noncredit students, wage outcomes, and participation and access. Created methodologies for determining student intent at community college based on course-taking patterns. Created new peer clustering methodology to assess relative performance given student inputs. Created methodology for tracking and quantifying annual volumes of transfers to in-state private and out-of-state institutions. Developed and wrote legislation enabling the accountability framework, oversaw all facets of political and technical development including stakeholder buy-in, convening of researchers to specify metrics, actual report creation, field training, and successfully promoting report framework to successful receipt of new State funding for the CCC system. Lectured extensively nationally on the ARCC framework model and its application to other two-year institutions.

Marsha Hirano-Nakanishi

October 2009

(b)(6)

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Office of the Chancellor
401 Golden Shore, Suite 619
Long Beach, CA 90802
562-951-4767 (office voice)
562-951-4981 (office fax)

EDUCATION

1981	Harvard University	Cambridge, MA	Ed.D. Social Policy Analysis
1971	Stanford University	Stanford, CA	B.S. Mathematics
1967	Wilson High School	Los Angeles, CA	Class valedictorian

ACADEMIC & LEADERSHIP FELLOWSHIPS

1974-81	Danforth-Kent Fellow
1974-75	Southern Fellow
1973-75	Harvard University Fellow

RESEARCH AND ADMINISTRATION

1989-- Assistant Vice Chancellor of Academic Research and Resources (promoted from Director and from Senior Director of Analytic Studies), Office of the Chancellor, California State University, Long Beach, CA (December 1989 to the present) -- oversee systemwide data collection, reporting, and research; national system lead on data collection for Education Trust's Access to Success Initiative; part of AASCU's FIPSE project on "Degrees of Preparation" survey development and validation

1986-89 Director, Institutional Research, Academic Planning & Resources, Division of Academic Affairs (AA), CSUN, Northridge, CA (September 1986 to November 1989)

1984-86 Associate Director, Institutional Research, California State University, Los Angeles, CA (February 1984 - September 1986)

1984-85 Co-Principal Investigator, National Center for Education Statistics (NCES) contract, initiated through the National Center for Bilingual Research (NCBR), on critical transitions for Hispanic youth (high school graduation, work, and postsecondary attendance, based on the High School and Beyond longitudinal data collections, Los Alamitos, CA

1981-84 Research Manager, National Center for Bilingual Research, Los Alamitos, CA (July 1, 1981 - February 1984)

1977-79 Site Coordinator, Institute for Responsive Education (IRE) & City University of New York, Center for Graduate Studies (CUNY CGS), Boston, MA & New York, NY, for NIE-financed longitudinal study of citizen participation in educational decisionmaking, July 1977 - May 1979.

1978 Manager and policy analyst, Monitoring Committee & Court Referee's Office, *Crawford v. Board of Education*, Superior Court of California, Los Angeles, CA, May - July, 1978.

1976-77 Policy Analyst, Childhood & Government Project, Boalt Hall, University of California, Berkeley, CA, on validity, reliability and equal opportunity issues regarding the California Bar Examination.

1976-77 Policy Analyst, Education Reform Project, Los Angeles, CA, *Serrano*-financing alternative impacts on disadvantaged students

1974-75 Co-Editor-in-Chief, *Harvard Educational Review* (HER), Harvard University, Cambridge, MA.
1973-74 Research Associate, Education Development Center (EDC), Newton, MA, Follow Through Open Education.

TEACHING EXPERIENCE

2000 Member of the faculty, Enrollment Management Institute, Association for Institutional Research, held at UC Santa Barbara, Summer
1987-89 Member of the faculty, School of Education, California State University, Northridge
1985-86 Member of the faculty, School of Education, California State University, Los Angeles
1981-82 Visiting faculty, Graduate School of Education, University of California, Los Angeles
1973-75 Graduate Teaching Assistant in Statistics, Graduate School of Education, Harvard University, Cambridge, MA
1972-73 Teacher Trainer, Roxbury Community Schools & Harvard, Roxbury & Cambridge, MA
1972 Teacher, Salinas Unified School District, CA (Summer Session)
1971-72 Teacher Corps Intern, UC Santa Cruz & Salinas Unified School District, CA

PROFESSIONAL SERVICE

Association for Institutional Research (1988 --)
Member, AIR Board of Directors (2004-2007)
Member, AIR Search Firm Selection Committee (2006)
Elected Chair (2004 – 2007) and Member, Higher Education Data Policy Committee (2002-2007)
Co-Chair, Local Arrangements Committee, AIR 2001 Forum (invited by 2001 Forum Chair and approved by AIR Board)
Reviewer, Grant Proposals (invited by AIR, 1999--)
Member, Professional File Committee (invited and approved by AIR Board, 1999--)
Member, External Relations Standing Committee (invited and approved by AIR Board, 1997-2000)
Chair, Forum Track Committee on Institutional Effectiveness, Student Learning & Outcomes Assessment), 1996-97
Member, 1996 Forum Track Committee on Institutional Effectiveness, Student Learning & Outcomes Assessment (invited by 1997 Forum Chair), 1995-96
Member, Publications Advisory Committee (invited and approved by the Publications Board, 1992-94).
Contributor, Forum Publication, "Summary of Keynote Address by ECS President Frank Newman at the 1994 AIR Forum."

Service as an officer, committee chair, committee member, and member of various professional organizations, including:

California Council on the Humanities, Board of Directors (2008--)
WestEd (Far West Education Regional Laboratory and Southwest Regional Laboratory) Board of Directors (1995---)
The College Board, Research and Development Advisory Board (1989 -1991)
Society for College and University Planning (1988--)
California Association for Institutional Research (1988 --)
American Educational Research Association (1981 - 1993)
Asian Pacific Americans in Higher Education, CA (1989 - 1995)

CIVIC PARTICIPATION

Harvard Alumni Association, National Schools Committee (2000--), University Relations Committee (2000-2002), Continuing Education Committee (2002-), Graduate Education Committee (2004), Cambridge, MA
Harvard Radcliffe Club of Southern California (1981 --)
Elected Executive Vice President, Board (2008 --)
Elected Co-Vice-President, Communications, Board (2006 --2008)
Elected Secretary of the Board (2004 -- 2006)
Elected Member of the Board (2002--)
Alumni Schools Committee (1981--)
Co-Chair (2001-)
Central Los Angeles Area (1981 - 2000)
Chair, Central Los Angeles Region, 1990-2000)
Harvard Graduate School of Education Alumni Board (1989 - 1993)
Nominating Committee (1989-90; 1991-92)
Alumni Award Committee (1990-91; 1991-92)

State Bar of California, Committee of Bar Examiners (1988 – 1991)
State Bar of California, Commission on Judicial Nominees Evaluation (January 1992 - December 1994)

Los Angeles City, Commissioner of the Los Angeles City Library Board (2009--)
Los Angeles City, Commission for Children, Youth, and Their Famili3s (2008-2009)
Los Angeles City, Board of Information Technology Commissioners (2005-2008)
Vice President (2006-2008)
Los Angeles City Commission on the Status of Women (1991 – 1993)
Los Angeles City Education Advisory Committee (1979-85)

Special Olympics of Southern California, Board of Directors (2006--)
National American Red Cross. External Advisory Panel on the Service Delivery 21st Century Study (1988-89)
Young Women's Christian Association of Los Angeles. Executive Officer of Board of Directors (elected by organizational membership, 1985-90)
Asian Pacific Women of Los Angeles (from 1987)
Chair, Scholarship Committee, 1989-90
United Way of Los Angeles, Strategic Planning Committee (1985-91)
Coro Foundation, Los Angeles, various activities (1985--).

MARSHA KELMAN

(b)(6)

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Marsha.Kelman@ucop.edu

PROFESSIONAL EXPERIENCE

University of California Office of the President, Oakland, California **2008-Present**

Associate Vice President for Policy and Analysis

Responsible for leading and coordinating the development of proactive system-wide policy initiatives on behalf of the President. Provides leadership, coordination, and quality standards for two new consolidated units that bridge both the academic and business operations functions of the University: Institutional Research (IR) and Issues Management, Policy Analysis and Coordination (IMPAC). IR will be primarily responsible for the development of a centralized decision support system for planning, accountability, decision making and improvement efforts of the UC Office of the President.

University of Texas System, Austin, Texas **2004-2008**

Associate Vice Chancellor for Institutional Studies and Policy Analysis ***2006-Present***
Assistant Vice Chancellor for Institutional Studies and Policy Analysis ***2004-2006***

Responsible for the creation and leadership of a centralized Institutional Research Office to provide a strategic, integrated approach to institutional research and policy analysis. Develop management information systems, conduct studies, and disseminate information in support of strategic planning, accountability, decision making and improvement efforts of The University of Texas System.

- Provide information and analytical support to UT System and state decision makers including the Chancellor, other executive officers, regents, campus leaders, Texas Higher Education Coordinating Board, and legislators
- Monitor state and national higher education policy development with primary focus on funding, reporting, accountability, and academic program issues and prepare and disseminate analyses and recommendations on these issues to System leaders
- Work as a team member across various departments to prepare testimony, articles and speeches for the Chancellor, regents and other executive officers
- Provide direct technical and analytical support to other System offices, primarily the Office of Strategic Management, Academic Affairs, Governmental Relations, Business Affairs and Communications
- Oversee the collection, production and analysis of data in the UT System Accountability Report and led team in the redesign of the 2007-2008 report
- Create and maintain a comprehensive repository of management information with consistent, reliable, accurate data from UT System institutions, state and national data sources
- Create annual *Facts & Trends* web-based publication, a compendium of official statistics about the UT System, accessible by internal and external constituents
- Convene regular meetings of institutional research directors from all UT System institutions
- Hire, train and retain talented staff, develop production processes and set standards of excellence for all work products

University of Texas at Austin, Austin, Texas **1973-2004**

Associate Vice President for Office of Institutional Research (OIR) ***2001-2004***
Assistant Vice President for Office of Institutional Research ***1994-2001***
Director of Institutional Research ***1981-1994***

Led large institutional research office responsible for providing information and analytical support to University leaders. Supported academic and strategic planning, policy decisions and improvement efforts of The University of Texas at Austin.

- Served as member of the executive staff of the Executive Vice President and Provost's Office
- Designed and supervised the production of Compact Information Notebooks on which accountability and budget discussions between the Provost and deans were based
- Directed analyses of enrollment, flat rate tuition, faculty salaries, faculty workload, instructional patterns, retention and graduation rates, facilities utilization, national benchmarks and rankings, and selected budget allocations
- Served as the University's Reporting Official and liaison to the Texas Higher Education Coordinating Board and represented the University in an information exchange involving selected member institutions of the Association of American Universities
- Served on University committees which supported planning and policy analysis such as the University Leadership Council, Deans' Council, Task Force on Enrollment Strategy, Commission of 125, Strategic Plan, Self-Study, Child Care, Graduate Student Employee Health Benefits, Equal Opportunity Plan, and various work groups
- Directed the creation and maintenance of the OIR repository of management data for the University

Senior Lecturer, Department of Higher Education Administration ***1997-2007***

Team-taught Institutional Research and Planning course and delivered lectures in other survey courses

Systems Analyst III ***1979-1981***
Programmer Analyst ***1976-1979***

Responsible for systems design and coordination of maintenance and enhancements to OIR management information databases.

- Member of management team responsible for coordinating projects and setting priorities for OIR staff
- Technical consultant to Director and representatives of other administrative offices in solving management information problems
- Technical liaison between OIR and Data Processing Division, Texas Higher Education Coordinating Board and other state and federal agencies
- Supervised OIR programming personnel

PROFESSIONAL ACTIVITIES

- ***National Center for Education Statistics*** – IPEDS Advisory Committee Member (1987-present); Advisory Group on Graduation Rate Reporting for Student Right-to-Know Act (1992-

present); Member of various NPEC Committees and ad hoc advisory groups

- ***National Science Foundation*** – Member of Advisory Group on NSF Academic Sector Surveys (1989, 1991, 1998); Sciences and Engineering Human Resources Experts Panel (2008)
- ***National Research Council*** – Member of Panel on Review of Quantitative Measures for the Assessment of Research-Doctorate Programs (2002)
- ***Association of American Universities*** – Member of several invitation-only advisory committees to AAU Presidents including Membership Indicators (1999); Assessing the Quality of Undergraduate Education and Research (2001-2004); Undergraduate Data Advisory for Accountability Metrics (2007-2008)
- ***Association of American Universities Data Exchange*** – UT Austin Representative (1982-2004); Alternate Representative (2004-present); Consistency and Quality Task Group Chair (1997-2001); Council (2000-2003); Council Chair (2001-2002)

- ***Texas Higher Education Coordinating Board*** – Chair of Committee on National Data Sources for Use in Formula Funding (1991); Member of Academic Support Formula Study Committee (1995-1997); Member of Space Projection Model Advisory Committee (1997-1998); Member of Cost Study Committee (2002-2003)
- ***Association for Institutional Research*** – Member of Evaluation Committee (1983 Forum), Chair of Evaluation Committee (1984 Forum); Chair of task force to study IPEDS survey instruments proposed by NCES (1984 & 1986); Nominating Committee (1985); Contributed Papers Committee (1985); Member-at-large (1986-1988); Founding Chair of Higher Education Data Policy Committee (1988), Member (1988-1995, 2005-present)
- ***Texas Association for Institutional Research*** – Vice President (1983); President (1984); Distinguished Service Award Recipient (1996)
- ***Southern Association for Institutional Research*** – Nominating Committee (1985); Treasurer (1986-1988); Distinguished Service Award Recipient (1994)

EDUCATION

BBA with Honors	Business Statistics – 1973 The University of Texas at Austin
MBA	Management Information Systems and Statistics – 1981 The University of Texas at Austin

PUBLICATIONS

Contributed articles to:

- *Research in Higher Education*
- *New Directions for Institutional Research*
- *Planning for Higher Education*

Keric W. Ashley
Director, Data Management Division
California Department of Education

Experience

2004-present	Career Executive Assignment Director Data Management Division
2002-2004	Education Administrator I Education Data Office Data Management Division
1999-2002	Education Administrator I Consolidated Programs Accountability Unit School and District Accountability Division
1997-1999	Education Programs Consultant Coordinator, Class Size Reduction Program School Facilities Planning Division
1993-1997	Education Programs Consultant Consolidated Programs Unit School and District Accountability Division
1992-1993	Assistant Principal, Grades 7-8 Foothill Jr. High School Grant Joint Union High School District
1990-1992	Principal, Grades 5-8 Spangdahlem Middle School Spangdahlem Air Base, Germany
1987-1990	Assistant Principal, Grades 9-12 Munich American High School Munich, Germany
1979-1987	Teacher, Grades 1-8 Anaheim City School District; Department of Defense Dependents Schools, Germany; and Democratic Republic of Congo, Africa

Education and Training

1979	Multiple Subjects Teaching Credential, K-12
1982	Cultural and Methodology Training for LEP Students Successfully passed both examinations
1983	Administrative Services Credential, K-12
1983	Master of Science in Education, School Administration

T. Michelle Magyar, Ph.D.

California Department of Education, 1430 N Street, Room 6416, Sacramento, CA 95814
phone: (916) 327-6362, fax: (916) 327-0194; email: mmagyar@cde.ca.gov

Current Position

- Education Programs Consultant, Data Management Division, California Department of Education

Educational Experience

Ph.D., 2002 Michigan State University, Department of Kinesiology

M.S., 1998 Purdue University, Department of Health, Kinesiology, and Leisure Studies

B.A., 1994 University of California at Berkeley, Department of Psychology

Professional Experience (listed in reverse chronological order)

2008-present *Education Programs Consultant, Data Management Division, California Department of Education.*

2008 *Visiting Educator, California Department of Education.*

2005-2007 *Assistant Professor, California State University, Long Beach.*

2002-2005 *Postdoctoral Research Fellow, Psychology, University of California at Los Angeles.*

2000-2002 *Spencer Foundation Research Training Grant Fellow, College of Education, Michigan State University.*

1998-2000 *Research Assistant & Teaching Assistant, Kinesiology, Michigan State University.*

1996-1998 *Teaching Assistant, Purdue University*

1993-1995 *Undergraduate Research Assistant, University of California at Berkeley.*

Funding

- Faculty Center for Professional Development Enhancing Educational Effectiveness 3-E Grant, California State University, Long Beach, 2006 (funded 3 credit release time, $1000 in travel).
- Office of University Research, Scholarly and Creative Activities Grant, California State University, Long Beach, 2005 & 2006 (funded 6 credits release time)
- Sports Studies Group, TaskStream Assessment of Student Learning Outcomes, Lottery Grant 2006 (funded, $6,000); Portable Presentation System, Lottery Grant 2005 (funded, $6,000), California State University, Long Beach.
- *Leadership skills and sport: A social cognitive perspective of leadership in athletes.* Spencer Foundation (funded, $12,000); *Self-regulated learning of achievement patterns and social behaviors in sport.* Spencer Foundation (funded $12,000)

Publications (selected publications listed in reverse chronological order)

1. Gano-Overway, L., Newton, M., **Magyar, T.M**., Fry, M., Kim, M., Guivernau, M. (2009). Impact of caring sport contexts on self-regulatory efficacy beliefs and social behaviors in youth athletes. *Developmental Psychology, 45(2)*, 329-340.

2. **Magyar, T.M.**, Guivernau, M., Gano-Overway, L., Fry, M., Kim, M., Newton, M., & Watson, D. (2007). The influence of leader efficacy and emotional intelligence on personal caring in physical activity. *Journal of Teaching in Physical Education*, *26*, 310-319.

3. Newton, M., Fry, M., Gano-Overway, L., Watson, D., Kim, M., **Magyar, T.M.**, Guivernau, M. (2007). Propiedades psicométricas de la Escala de Clima de Cuidados en Actividad Física (Psychometric Properties of the Caring Climate Scale in a Physical Activity Setting). *Revista de Psicología del Deporte*, *16*, 67-84.

4. **Magyar, T.M.**, Feltz, D.L., & Simpson, I.P. (2004). Individual and crew level determinants of collective efficacy in rowing. *Journal of Sport and Exercise Psychology, 26*,136-153.

5. Craft, L.L., **Magyar, T.M.**, Becker, B.J., & Feltz, D.L. (2003). The relationship between the Competitive State Anxiety Inventory-2 and athletic performance: A meta-analysis. *Journal of Sport and Exercise Psychology, 25*(1), 44-65.

Invited Book Chapter

1. Feltz, D.L., & **Magyar, T.M.** (2006). Self-efficacy and adolescents in sport and physical activity. In F. Pajares and T. Urdan (Eds.) *Self-efficacy beliefs of adolescents* (pp. 161-179). Greenwich, CT: Information Age Publishing.

Edited Book

1. Guthrie, S.R., **Magyar, T.M**., Maliszewski, A.F., & Wrynn, A. (2009). *Women, Sport & Physical Activity: Challenges & Triumphs*. Dubuque, IA: Kendall Hunt Publishing (2nd. Ed).

Invited Presentations (selected presentations listed in reverse chronological order)

1. **Magyar. T.M.** (April, 2008). *Constructing Caring Leadership in Sport: Who Cares if I Care?* Dorothy V. Harris Lecture, James Madison University, Harrisburg, VA.

2. Gano-Overway, L.A., **Magyar, T.M.**, & Spray, C. (August, 2006). *Applying Achievement Goal Theory in Sport*. Invited Workshop, American Psychological Association. New Orleans, LA.

Conference Presentations (selected presentations listed in reverse chronological order)

1. Gano-Overway, L., Kim, M., ***Magyar, T.M.**, Guivernau, M., & Fry, M. (Sept. 2009). From the classroom to the field: The development and implementation of caring in youth sport contexts. Association for Applied Sport Psychology, Salt Lake City, UT.

2. Devine, M., Harter, M., & ***Magyar, T.M.** (November, 2008). Student Data Access Policies. California Educational Technology Professionals Association, Sacramento, CA. (*presenter)

3. Babcock, M., & ***Magyar, T.M.** (July, 2008). "Where Oh Where Did My Students Go….Oh Where Oh Where Could They Be?" Considerations for Calculating Graduation and Dropout Rates. Institute of Education Sciences, National Center for Education Statistics, Bethesda, MD. (*presenter)

Newsletter Contributions (selected papers)

1. Accreditation of Sport Psychology: Futile or Logical? *The Chronicle of Kinesiology and Physical Education in Higher Education*, 18 (3), 7-9.
2. Toward a Transdisciplinary Approach to Busting the "Barnacle" Lifestyle. Implications for Kinesiology in Higher Education. *The Chronicle of Kinesiology and Physical Education in Higher Education*, 17 (1), 3, 16-17.

Professional Leadership and Service

- *Member of the SB 13 Work Group; Attendee of the SB 1298 Work Group*
- *Association for the Advancement of Applied Sport Psychology (AAASP):* Scientific Program Division Head (2007-present)
- *Education Information Management Advisory Consortium (EIMAC):* California Representative, Longitudinal Student Data System Subcommittee (2009).
- *National Association for Sport and Physical Education (NASPE):* Chair- Sport & Exercise Psychology Academy (2004-2007).

Technological and Statistical Experience

Working knowledge in Endnotes, Microsoft Word, Microsoft Project, WordPerfect, Excel, and PowerPoint, Statistical packages AMOS, HLM, LISREL, NUDIST, SAS, and SPSS.

Fellowships and Awards

2008	Most Valuable Professor, College of Health and Human Services, California State University, Long Beach.
2008	Dorothy V. Harris Lecturer, James Madison University, Harrisonburg, VA.
2007	Mabel Lee Award, American Alliance for Health, Physical Education, Recreation, and Dance.
2006	Hally Beth Poindexter Young Scholar Award, National Association for Kinesiology and Physical Education in Higher Education.
2005	Emerging Professional Award, Western Society for Physical Education of College Women.
2005	President's Scholarship, Western Society for Physical Education of College Women.
2002-2004	Postdoctoral Fellowship, Department of Psychology, University of California at Los Angeles.
2003	National Association for Sport and Physical Education (NASPE) Sport Psychology Academy Dissertation Award.
2001-2002	Michigan State University Department of Kinesiology Outstanding Graduate Student.
2000-2002	Spencer Foundation Research Training Grant Fellowship.

Bonnie L. Edwards

(W) 916-327-5899 (b)(6)
(b)(6)

Qualifications

Eleven years experience as a System Analyst/Project Manager utilizing the System Development Life Cycle to implement projects on ERP and SQL Server platforms in both the public and private sectors.

Primary Activities Include:

Requirements Gathering
System Analysis and Design
SAP Module(s) Configuration
Application Testing
Implementation and Release Activities
Project Management
Instructor
Project Sizing and Cost Analysis
Trouble Shooting and Support
End User Training and Engagement

Technical Skills

SAP 4.6C – SAP ERP:
Finance, General Ledger, Accounts Receivable and Payable, Cash Management, Conversions, Billing, Sales and Distribution, Order, Customer, Purchasing, Supply Chain Scheduling, Logistics, Materials Management, Production Planning, Legal Entity, Tax, Pricing, Output, Data Element Dictionary, Transport System, ALE/IDOCS
SQL Reporting Services, Microsoft Project, MS Office, Mercury Test Director

Professional Experience

State of California, Community Colleges Chancellor's Office — Sacramento, CA

Project Manager / Systems Analyst / Instructor (2006 – Present)

- Responsible for the re-design and implementation of existing Fiscal Services financial applications to a web front-end / SQL Server back-end platform.
- Conduct state-wide users meetings for requirements gathering, design review, testing and implementation.
- Develop relational database structure and reports.
- Teach comprehensive seminars to technical and non-technical field personnel on a variety of topics impacting Community College MIS data collection, reporting and research, such as, Education Code changes, Legislative Bills, Accountibility and Public Policy Topics.
- Responsible for a variety of tasks related to a large data collection system:
  Develop ad-hoc queries, user support for technical and non-technical clientele, develop and implement data quality processes and new collection tools.

Intel Corporation Folsom, CA

SAP Systems Analyst / Projected Manager / SAP Instructor (2000 – 2006)

- Participated in large international teams to complete:
  - ECC New General Ledger Conversion
  - 4.6C SAP and SAP ERP Upgrades
- Lead global teams in successful projects:
  - Technical Legal Entity and Currency Conversions
  - Electronic Bank Statement for Accounts Receivable, Accounts Payable and General Ledger Worked extensively with external banking institutions to enable 90% auto-clearing.
- Extensive experience integrating multiple SAP modules
- Permanent Change Board Member for Order-to-Cash and Finance
- In house Instructor utilizing proprietary SAP training systems and materials:
  - Accounts Receivable, Accounts Payable, Cash Management, Sales Order, Billing and Materials Management
- Developed Disaster Recovery Plan for the Order-to-Cash Functional Area
- 3rd Level technical support for end-users

2nd Level Technical Support (1999 – 2000)

- SAP 24 hours 2nd Level Technical Support for SAP and Supply Chain Interfaces.
- Upgraded an SAP Logistics bolt-on application.
- Lead time-change activities around the globe – developed process.
- Redesigned batch processing to stabilize the system and reduce downtime.
- Extensive performance benchmarking activities.
- Negotiated Service Level Agreements for new and modified functionality.

Education

California State University, Chico
Bachelor of Science in Business Administration: December 1998
Option: Management Information Systems Cumulative GPA: 3.55

Academic Awards
Dean's list Fall 1996 – graduation Dec 1998
MIS College of Business Scholarship
Cum Laude at Chico State College of Business

Sonya Edwards
Education Administrator, Education Data Office
Data Management Division
California Department of Education
916-327-2014
sedwards@cde.ca.gov

EDUCATION

- Masters in Business Administration, California State University, Sacramento, California
- Bachelors of Business Administration (magna cum laude), National University, Sacramento, California
- Associates in Data Processing, Sacramento City Community College, Sacramento, California

SKILLS/ACCOMPLISHMENTS

Skill: Ability to create from nothing
Accomplishments:
• In 2002, was hired to develop a new program for department-wide data management improvement (the department has 1,400 employees in 8 branches) by implementing recommendations of a study of the department's data management practices. Since then, developed the program's goals and objectives as reflected in a formal Program Charter; analyzed skill sets needed to meet program goals, developed duty statements, posted job announcements, and interviewed candidates resulting in the hiring of 11 individuals.

Skill: Ability to build a shared vision (build support, engage stakeholders, build understanding)
Accomplishments:
• Wrote a 2007-08 budget change proposal to the state requesting one position to manage issues and policies associated with reporting data to the federal government. State approved .5 of a position, combining it with another .5 position requested in another budget change proposal.
• In 2004, pushed for State Superintendent of Public Instruction to position data management as one of his top three priorities. ***Achieved a 12 percent reduction in the total number of active data collections administered by the California Department of Education***.
• Assisted in writing budget proposals for staffing in 2003-04 and 2004-05 that resulted in 5 positions for data management.

Skill: Develop Goal Oriented Processes, Procedures and Systems
Accomplishments:
• In January 2004, developed a Program Charter for the Data Management Improvement Program, which reflects the mission, vision, goals and objectives for the program. Involved program staff in defining objectives aligned with the recommendations of a study of the Department's data management practices.
• In 2002-03, as administrator for Data Management Improvement Program, designed formal review process and procedures to support the program's goal to prevent unnecessary and duplicate data collection.
• In 2003, developed a Microsoft Access database for tracking the status of

reviews. Based on the tracking system, in the past two years, three team members (including myself) have completed an average annual of 124 reviews.

Skill: Ability to administer contracts, requests for proposals and budgets
Accomplishments:
• Since 2003, have established and monitored three separate contracts – two for technical assistance, the other for American Sign Language interpreter services.
• Since 2004, have been responsible for the department's performance on a federal task order (contract).
• In 2004-05, developed Excel workbook to forecast expenditures for 4 program cost accounts and used these to make sure we stayed within budget.

Skill: Ability to develop and deliver presentations
Accomplishments:
• In July 2008, presented co-presented "Designing With Ends in Mind: Data Systems and Their Users" at national NCES Summer Data Conference to over 150 people.
• In February 2006, developed and delivered a one-hour presentation entitled "Federal Data Collection Clearance and Comment Process" at a national conference, which resulted in an increase from 3 states to 22 states submitting comments through the Paperwork Reduction Act process. Received an encore performance request (and delivered) to present at the Summer 2007 Summer Conference (audience approximately 90 people).

Skill: Analyzing data and systems requirements
Accomplishments:
• In 2007, reviewed existing aggregate data collections to determine what student level data elements analyze data requirements for two statewide systems, i.e, the California Pupil Achievement Data System (CALPADS) and the California Longitudinal Integrated Teacher Data System (CALTIDES). Reviewed IBM's proposed data model for a meta data system. Feedback resulted in significant changes to model.

Skill: Develop Data Systems
Accomplishments:
• Since July 2004, as administrator, led a team of 6 to: design, develop, and populate a custom, on-line data catalog that provides information on approximately 378 data products (seehttp://inet2.cde.ca.gov/dataresourceguide/); inventory over 14,000 data elements;develop nearly 1,200 common data elements; and establish a formal data management curriculum that has been delivered to department employees.
• In 2000, wrote a Feasibility Study Report, a cost-benefit analysis, to explore options for a solution to automate the edit checking of financial reports from over 1,000 school districts in California.
• Between 1993 and 2003, as part of a two person team, developed, implemented and maintained internal automated application to ensure the accuracy of financial data collected from over 1,000 local educational agencies, which resulted in an increase from 10 manual data edit checks to over 120 automated data edit checks.

Skill: Provide Leadership and Representation
Accomplishments:

• Since 2006, as a member of two separate National Center for Education Statistics (NCES) Forum task forces, contributed to development of the following products: **Forum Guide to Metadata: The Meaning Behind the Data** and **The Education Data Model.**
• As the state coordinator for a federal electronic data reporting system, increased the state's participation rate for submitting data electronically to the federal level from 45% in
2005-06 to 91% in 2007-08.

Skills: Technical
• Use Microsoft Word 2003 to write formal letters, reports, project charters, write procedures, establish basic work plans and technical documentation.
• Use Microsoft Excel to manage budgets and write budget change proposals.
• In early 2006, developed a project plan using Microsoft Project to serve as the guide for the development of common data names and definitions for a new statewide longitudinal achievement.

NATIONAL LEVEL MEMBERSHIP
• Serving as California state representative of the **EIMAC General Statistics Permanent Standing Task Force Education Information Management Advisory Consortium (EIMAC)**.
• Serving as state representative of the National Forum's National Education Statistics Standing Committee. Co-chaired 2006, chaired 2007.
• **School Interoperability Framework Association (SIFA)** - State lead and participant in various workgroups including eTranscripts and Vertical Reporting. Executive Board member starting in 2008.

WORK HISTORY
Education Data Office, DATA MANAGEMENT DIVISION, CALIFORNIA DEPARTMENT OF EDUCATION
Education Administrator July 2004 - Present
Education Fiscal Services Consultant April 2002 - June 2004

School Fiscal Services Office, SCHOOL FISCAL SERVICES DIVISION, CALIFORNIA DEPARTMENT OF EDUCATION
Education Fiscal Services Consultant October 2000 – April 2002
Education Fiscal Services Assistant October 1999 – October 2000
Staff Information Systems Analyst January 1997 – September 1999
Associate Information Systems Analyst April 1993 – December 1996
Associate Governmental Program Analyst August 1990 – March 1993

PAULA ANN MISHIMA

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(b)(6)

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pmishima@cde.ca.gov

WORK EXPERIENCE

California Department of Education (CDE), *Sacramento, CA, (2/94 – present).*

Education Administrator, Special Projects, Data Management Division, (*3/04 – present)*
Program lead for the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Longitudinal Teacher Integrated Data Education System (CALTIDES), which will longitudinally track student and teacher level data to meet federal reporting requirements and to provide state and local policymakers with the data needed to evaluate and modify educational programs.

Education Consultant, Data Management Division, (*9/03 – 3/04*)
Lead program consultant on the development of the California Longitudinal Pupil Achievement Data System (CALPADS); convened a CALPADS Advisory Board; made policy recommendations to CDE management on the development of CALPADS and CDE data collection activities.

Deputy/Associate Superintendent, Ed. Equity, Access & Support Branch, (*9/01 – 8/03*)
Provided leadership to California local education agencies that provide special education, adult education, and alternative education programs; provided policy and administrative direction to and supervised three major CDE divisions--Special Education, State Special Schools, and Education Support Systems, which includes approximately 1,300 staff; oversaw the allocation of several million dollars of state and federal funds; served as a member of CDE's executive management team.

Chief Policy Advisor to the State Superintendent of Public Instruction (SSPI), *(1/98 – 9/01).* Advised the SSPI on all sensitive and critical K-12 policy and CDE management issues; coordinated the formulation of CDE budget proposals; monitored the implementation of high priority initiatives; reviewed and edited selected SSPI correspondence and reports; represented the SSPI publicly as needed; acted as liaison to the State Board of Education.

Director, Governmental Affairs Office (GAO), *(2/96 – 12/97).* Managed GAO: provided leadership for and helped develop and implement legislative priorities; advised the SSPI and executive management on policy and legislative issues; supervised 8 professional and support staff; ensured smooth operations of GAO to provide information and service to CDE management and staff, the State Board of Education, the Legislature, education groups and the pubic; reviewed and edited staff work. Coordinated CDE's response and input to the development of the state education budget through the legislative process; negotiated budget issues with the Legislature, the Governor's Office, the Department of Finance, and others.

PAULA ANN MISHIMA

Legislative Representative, ***GAO,*** *(2/94 – 2/96).* Represented the SSPI and the CDE to the Legislature; recommended positions on legislation, drafted position letters, and testified before legislative committees; staffed CDE sponsored legislation. Worked on major legislation related to programs for at-risk students, and categorical reform.

K-12 Senior Consultant, Assembly Ways and Means Committee, California State Legislature, *Sacramento, CA, (3/91 – 2/94).* Staffed the subcommittee on education including, preparing hearing agendas and negotiating solutions to issues. Advised and made recommendations to Legislators on all K-12 education issues. Analyzed all education bills that came before the committee.

Legislative Analyst's Office (LAO), *Sacramento, CA, (8/83 – 3/91).*

Staff Development Coordinator, *(10/88 – 3/91).* Conducted office recruitment and staff development programs including: interviewing job applicants; making hiring recommendations to executive management; developing and conducting training sessions on bill analysis and testifying; and supervising the internship program. Advised executive management on all human resources and other management issues.

Senior Policy and Fiscal Education Analyst, *(11/84 – 9/88).* Analyzed budget and policy issues related to various K-12 education programs; prepared written analyses; testified before legislative budget subcommittees on recommendations made in analyses; estimated the fiscal impact of education legislation.

General Fund Analyst, *(8/83 – 10/84).* Tracked and forecasted General Fund expenditures of the State of California.

Human Biology Teaching Assistant/Coordinator, Stanford University, *Stanford, CA,. (10/80 – 7/81).* Coordinated a team of teaching assistants with faculty and staff; supervised part-time teaching assistants; was a liaison between students and faculty; was responsible for the grades of 300 students; wrote exams; graded exams and papers; wrote a 40-page TA manual; taught sections of 20 – 40 students.

EDUCATION

Graduate School of Public Affairs, *University of Washington, Seattle, WA*. **MPA**, June 1983, with emphasis in public administration, policy analysis, and budgeting. Internship with the Office of Financial Management, State of Washington.

Stanford University, Stanford, CA. **BA**, June 1980, with a major in Human Biology. Graduated "With Distinction." Studied humanities at overseas campus, Florence Italy. Earned varsity letters in basketball and field hockey.

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MONICA MALHOTRA

Work experience

Oct 1998 – Present The California State University Long Beach, CA
(Office of the Chancellor)

Associate Director, Division of Analytic Studies

- Retrieve required data from various data stores/files. Combine and filter the data as required for analysis, Validate data quality and completeness.
- Analyzing system-wide CSU data using internal System-wide information (data files for applications, enrollment, degrees, history files) and external data obtained from state agencies. Advising staff, campuses and the general public as well as government agencies about findings derived from analysis, reconcile data and make projections.
- Analyzing and furnishing detailed reports for publication apropos graduation and persistence rates. Working on Time Series Statistical models and Projection models. Assess data for model appropriateness.
- Analyzing and reporting teachers prepared by CSU, UC and the Independent systems.
- Coordinating and providing expertise to the staff of C.O. in developing and improving CSU reporting systems and data element definitions. Contributing to the development and testing of new systems for enhancement and augmentation.
- Procuring, analyzing and reporting for Surveys.
- Data management and reporting using Base SAS software, SAS macro language, SAS/STAT, SAS Graph, Enterprise Guide, SQL processing, SAS reporting procedures such as Print, Tabulate, Chart, Plot etc. Making extensive use of Content, Freq, sorts, merges, arrays, joints, informats etc.
- Developed various web based applications using different scripting languages like ASP, Java scripts, VB scripts etc. These applications used ADO controls to access database to display data and also have the capability for the user(campuses) to input data through the web. Have also made extensive use of Active-X controls to display graphical images.
- Design Relational database, define and create tables, views, stored procedures. Extensive use of SQL, PL/SQL and Hyperion Brio.

Oct 1997 – Sep 1998 Harbor – UCLA Medical Center Torrance, CA

Data Analyst – Research Assistant

- Plan and Organize research projects, forms development.
- Working in Psychiatric Dept. of Research and Education Institute and responsible for collecting, managing and analyzing large data for different Research Projects using oracle 7.0 (SQL, PL.SQL), Spreadsheets & M.S.Office(Word, Excel, PowerPoint & Access). Establish Facts and draw valid conclusions.

- Have diverse knowledge of Relational database. Design relational database, obtain data from available sources, create tables and views in the database, and populate database. Create oracle form screens for database maintenance, analyze data and generate reports. Knowledge of SQL, PL-SQL, Developer 2000.
- Collect data, Establish facts and draw valid conclusions.
- Using different methods of organizing statistical information into reports, tabulations, charts and graphs.
- Monitoring and Auditing different Research studies.

Sep 1996 – Dec 1996 Indira Ideal Sr. Secondary School New Delhi, INDIA

Teacher

- Taught Statistics & Accounting to High School students and Math's to sophomores.

June 94 – May 95 Indian Institute of Computer Education New Delhi, INDIA

Instructor

- Teaching students the basic of computers, Dos, Windows 3.x, Win 95 & MS Office: Word, Excel, PowerPoint, Access, and Internet.
- Providing Technical Support to the Institute.
- Advising and making the students aware about the scope of computers and helping them to select what suits their needs and interests.

Oct 1993 – Jan 1994 Ministry of Urban Development New Delhi, INDIA

Administrative assistant

- Working with Delhi Development Authority for a seminar to promote urban housing development. Handle Multiple tasks.
- Organize events and deal with clients.
- Administrative and daily operational support to the Senior executive and this involved advanced use of Word Processor and Spreadsheets.

July 1991 – June 1993 S.K.Prakash & Co, CPA New Delhi, INDIA

Account's assistant

Responsible for all aspects of accounting – prepared and posted journal entries to the general ledger, reconciled bank statements and analyzed general ledger accounts on a monthly basis. Prepared and presented monthly financial statements & prepared cash flow projections. Offered procedural expertise and gave spontaneous solutions for cash register errors. Instrumental in the preparation of tax returns and quarterly / annual reports.

Education

1995 – 1996 Bhartiya Vidya Bhawan

Other

- One year Diploma in Spanish.

1995 – 1996 Annamalai University Tamil Nadu, INDIA

Bachelor of Education

- Degree program in Business organization.

Jan 1994 – June1994 Aptech (Apple Computers) Delhi, INDIA

Computer Basics

- Dos, Windows 3.x,MSWord, Excel, PowerPoint, Access.

1992 – 1994 Jamia Milia University New Delhi, INDIA

Master of Science, Business Management

1989 – 1992 Jamia Milia University New Delhi, INDIA

Bachelor of Science, Accounting, Statistics & Business Administration

- Placed second on university's Merit list.

Till May 1989 St.Anthony's Sr. Sec School New Delhi, INDIA

High School

Languages

English, Conversational Spanish, Hindi and Punjabi.

Technical

Computer languages, Major packages & Operating Systems

- SAS (V9.0) desktop as well as Mainframe.
  Processing Database and Spreadsheet data with SAS/ACCESS Software
  SQL Processing with the SAS System
  SAS Macro Language
  Advanced SAS Programming Techniques
  Basic SAS Programming
  Enterprise Guide
- Visual Basic 5.0, .NET
- Oracle 7.0, Developer 2000
- Administering Sql Server 2000 and Transact –SQL Programming.
- HTML
- Java scripts
- ASP, ASP.NET
- Adobe Photoshop
- BrioQuery frontend tool for SQL databases.
- DOS, Win3.X, Win95,Win NT, Win 2000, Win XP, MVS, Macintosh, OS/2.
- Windows Server 2003
- Windows 2000 Network
- MS Word, Excel, Powerpoint, Works, Access
- WordPerfect
- Basic

KATHIE J. LALONDE

SUMMARY

A certified Project Management Professional (PMP) since 2004 through the Project Management Institute (PMI) with more than 24 years of project, program, and technology experience in the private and public sectors at the state, local, and federal levels—including project and program management, policy and procedure development, and statewide and national system implementation. Leadership experience including process engineering and improvement, budget preparation and oversight, organizational development, team building and facilitation, and contract management.

EXPERIENCE

State of California, Department of Education, 6/2009 - present
Manager for the Technology Services Division, Project Management Office

- Manage all activities of the Project Management Office (PMO), providing management and oversight of the department's major IT system integration projects, ensuring all State reporting requirements are met, and IT system integration projects practice defined and structure project methodology.
- Monitor and participate in major IT procurements and act as the CDE contract monitor for large system integration projects.
- Serve as the department's chief liaison with Department of Finance, Office of the Chief Information Officer, and the Department of General Services for major IT projects, contracts, and PMO activities.

The Aeon Group, Sacramento, CA, 10/2003 – 5/2009
Senior Project Manager for the California Department of Child Support Services (DCSS).

- Provided full project management and oversight for various components of the California Child Support Automated System (CCSAS). This project spanned nine years at a cost of over one billion dollars, with a combination of over 500 contract and state staff and over 9000 end users.
- Managed initiatives to strengthen project management skills of DCSS staff, including development of policies, procedures, and training, and mentoring staff one-on-one in Project Management disciplines.
- Led efforts to manage project change, including initiating changes to the governance and communication process and working with various state agencies, local child support agencies, the Offices of the Court, the California Child Support Directors association, and other advocacy groups.

Program and Project Consultant (Self-employed), Sacramento, CA, 2002 to 2003
Senior Consultant for the Michigan Office of Child Support program and system development.

- Managed, directed, and provided program and project management for the Michigan Office of Child Support reorganization, business process reengineering and improvement, and statewide system implementation. The Michigan Child Support Enforcement System (MiCSES) was a $204 million project servicing 101 counties and courts.
- Directed, managed and coordinated seven workgroups consisting of over 70 program staff to achieve process improvement and business process reengineering of program administration and service delivery operations.
- Defined process for program partners and stakeholders to develop the system IT governance to identify and prioritize system and program changes and enhancements. Directed and managed vendor and state staff to implement processes.

SRA International, Inc., Fairfax, VA, 1999 to 2002
Deputy Project Manager for the California Department of Child Support Services (DCSS).

- Managed and directed eleven workgroups of over 100 program stakeholders tasked with defining business requirements, policies, and procedures in preparation for the new statewide system.
- Provided project management, subject matter expertise, and organizational development. Coordinated and conducted activities to support risk management, quality assurance, contract development, and management.

Process Engineer for the SRA Corporate Process Management Group.

- Coordinated development of corporate-wide project management practices, policies, processes, and procedures for the corporation's IT projects.
- Conducted gap analysis assessments of projects and corporate processes, and developed recommendations and strategies to achieve corporate CMM Level 3 practices.

Project Manager and Task Lead for the Office of Child Support Enforcement Expanded Federal Parent Locator Service Project (FPLS) Interstate Referral Guide (IRG). The Expanded FPLS project was a 17 million dollar project that interfaced with users and systems in all 54 states and territories.

- Directed developers and analysts and provided complete project management for the Online Interstate Referral Guide (IRG), a dynamic, multi-database web site at dual physical locations to support all 50 states' child support organizations and end users.

Lockheed Martin, Baltimore, MD, 1996 - 1999
Technical Assistance and Peer Review Project Manager for the Office of Child Support Enforcement (FPLS) National Directory of New Hire (NDNH) and the Federal Case Registry (FCR).

- Managed and directed developers in software peer review activities and processes; coordinated all peer review activities; gathered peer review metrics and provided statistical reports to executive management.
- Directed staff in implementation of project software development Capability Maturity Model Level 3 processes. Developed scope, defined risks, developed schedule, monitored progress, provided status reports to management, and coordinated staffing resources.

Virginia Division of Child Support Enforcement, Richmond, VA, 1994 - 1996
Henrico District Manager

- Managed and directed a child support enforcement district office servicing three counties and one city; supervised up to staff and managers working with 25,000 child support cases.
- Developed and managed projects within the district to improve program performance, such as case closure and paternity establishment. Defined scope, developed schedule, analyzed risks, developed staffing plans, and monitored progress and results.
- Conducted process improvement analyses of business and district processes. Ensured efficient and effective conformance to federal regulations and laws, and state policies and procedures by assessing requirements, directing program reviews, and monitoring for compliance.

State of Utah Department of Health and Human Services, Office of Recovery Services, Salt Lake City, UT, 1985 - 1994
Program Manager, Program Specialist

- Developed and wrote policies, processes, and procedures based on federal regulations. Provided guidance and direction to statewide staff and management personnel in correct interpretation and implementation of regulations, policies, and processes to ensure consistent and uniform adherence to the requirements.
- Analyzed child support enforcement operations for program effectiveness and determined appropriate actions to increase program productivity. Performed statewide audits to assess compliance with federal regulations, state requirements and regulations, and agency process and procedure requirements.

RESUME
Kathleen Dettman
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(b)(6) (b)(6) **510) 987-9251 - work**
Email: Kathleen.Dettman@ucop.edu

PROFESSIONAL HIGHLIGHTS

- **Decision support:** Work closely with administrators, academic senate committees, staff and external constituencies on a variety of routine and ad hoc studies. Provide information and analysis, and develop resource allocation methodologies, implementation strategies, and policies in support of a broad range of university academic activities.
- **Data, Information and Reporting Development and Management:** Develop and manage a wide variety of business applications and reporting systems in support of the institution. Oversee development of campus specific and UC system wide decision support systems, providing information access tools for staff, faculty, administrators and interested public constituents. Enhance integration of reporting on a comprehensive range of enterprise and local systems (financial, budget, payroll, student, enrollment, courses, faculty, financial aid, graduate student support, workers compensation, admissions etc.).
- **Improve effectiveness of University and Campus Processes:** Participate in and lead multiple efforts to streamline business processes and improve effectiveness of systems. Early activities included decentralizing access to payroll personnel system (PPS), oversight of implementation of new Financial Information System, and automating manual process for editing and reporting on course data used in development of classroom utilization and faculty workload reporting. Develop policies and practices for campus governance of applications and other systems designed to support user's needs to access information and improve functionality.
- **Long Range Planning:** Coordinating a diverse range of planning activities: divisional and departmental academic planning efforts and proposals for new graduate and undergraduate programs; WASC accreditation activities; UC Santa Cruz Strategic Futures Committee charge to frame academic vision and goals for 2004 Long Range Development Plan (LRDP); intermediate and long-range campus academic and enrollment planning as well as long range financial planning and modeling.

2008-2009 Founding Director Institutional Research, University of California Office of the President

Institutional Research: Build and manage the newly constituted Institutional Research Unit. Hire staff, establish service level agreements with supported units and other constituents, develop reporting and data quality review standards, define and develop information repositories, support culture of evidence based decision making.

Decision Support Systems: Develop systems to automate ad hoc and manual reporting processes; improve reporting formats, standards, timeliness, processes and information delivery mechanisms. Manage strategic planning and implementation of UC wide Decision Support

System which will incorporate data from a vast array of legacy systems and data repositories (both within and external to the institution). Incorporate information on students and institutional areas such as budget, payroll, personnel, finance, research etc. Work with Information Technology Staff, operational system stewards and system constituents, to promote and facilitate presentation of information customized for specific campus and external constituencies.

2001-2008 Director Academic, Planning and Analysis/ Data Management – Office of Planning and Budget

Institutional Research: Manage the Institutional Research and Policy Unit. Direct analyses and reporting in support of institutional decision making by executive leadership.

Data Management: Oversee Data Management Services unit, develop and integrate electronic databases and reporting strategies. Develop policies and procedures regarding data security, access, integrity, definitions, standards, consistency, and conventions. Promote and facilitate development and broader utilization of decision support systems; create long-term strategy for improving effectiveness of campus data management and reporting capabilities; develop and enhance systems that facilitate data exchange and support data driven decision-making; evaluate and promote feasibility of single reliable source for institutional reporting; represent academic interests in the establishment of campus-wide computing policies.

Academic Budget Management: Oversight and allocation of central academic resources, including equipment, instructional computing, instructional support, temporary academic staffing, research, faculty start-up, upgrades, graduate support, and discretionary funds. Make recommendations to executive leadership regarding appropriate use of funds, governing principles and policies, and appropriate allocation methodologies. Develop short and long-range projections of academic resource availability and utilization and strategies for further decentralization of central funds; define accountability measures for assessing utilization of allocations.

Decision Support: Provide reports, analyses, data and other information in support of institutional priorities, challenges, and aspirations. Including (but not limited to) enrollment planning, capital planning, graduate student support, return on investment in research etc.

1994-2000 Principal Budget Analyst - Office of Planning and Budget, UCSC

Manage the academic resources of the Executive Vice Chancellor (EVC) and coordinate academic program planning, development and review.

Program Planning and Review & Academic Budget Management: Facilitate and manage the campus academic program planning, development, and review processes. Oversight and allocation of central academic resources, including equipment, instructional computing, instructional support, temporary academic staffing, research, faculty start-up, upgrades, graduate support, and discretionary funds.

1995-96 Financial Information Systems Project Manager – Business and Administrative Services
Temporary assignment to assume oversight of the implementation of a new campus automated financial information system (FIS). Managed staff, resources and operations, project and budget planning; provided resource advocacy and acquisition; developed campus communications and training development.

1988-93 Academic Planning Coordinator (Senior Analyst) - Office of the Executive Vice Chancellor/Planning and Budget, UCSC

Academic Planning and Review/Academic Resource Management: Manage academic program planning and review. Analyze academic budgets, formulate methodologies for determining appropriate distribution of academic resources, direct implementation of resource allocation processes, and make recommendations regarding allocation levels and sources of funds.

Computing and Information Management: Streamline office and campus processes and improve accessibility to management data through development of multi-office network capabilities, staff training, and user defined applications and database systems.

1985-88 Administrative Analyst- Office of Finance, Planning, and Administration, University of California, Santa Cruz
Developed and maintained institutional database providing resource management information on student enrollments, faculty workload, and classroom space utilization. Compiled demographic reports and conducted statistical analysis. Responded to campus and public requests for ad hoc information and reports.

1984-85 Transit Research Specialist/Analyst- Santa Cruz Metropolitan Transit District
Analyzed bus scheduling and rider use within local transit district to support planning efforts and meet federal reporting requirements. Assisted planning supervisor with preparation of Short Range Transit plan.

1976-83 Assistant Specialist/Marine Technician - Institute of Marine Sciences, University of California, Santa Cruz
Designed and directed federally funded shipboard seabird feeding research project for inclusion in Environmental Impact Report addressing effects of offshore oil drilling along the coast of California. Served as liaison with researchers at other campuses and managed seabird and marine mammal distribution database and conducted statistical analyses.

EDUCATION

B.A. in Biology, University of California, Santa Cruz

August Cubillo
(b)(6)

PROFESSIONAL EMPLOYMENT

June 2001 to date — **Senior Programmer Analyst (Supervisor),** California Postsecondary Education Commission (CPEC), Sacramento, California – Supervise a small team of programmers and network analysts while overseeing day-to-day operations.

Design and manage the Commission's longitudinal postsecondary data system. Develop procedures and train staff on the use of the longitudinal data system.

Create and publish a quarterly newsletter notifying users about the latest innovations and data updates.

Develop new web applications for accessing the Commissions' on-line data system.

May 1998 to June 2001 — **Staff Programmer Analyst (Supervisor),** CPEC – Supervise a team of ten programmers, network analysts and other specialists.

October 1997 to May 1998 — **Associate Programmer Analyst (Specialist),** CPEC - Responsible for design and implementation of a modern Local Area Network; lead analyst on Feasibility Study and report; conductted classes in subject areas including LAN implementation and Database Design.

May 1995 to October 1997 — **Associate Programmer Analyst (Specialist)**, California Department of Corporations, Sacramento, California - Responsible for overseeing the general operation of the department's LAN/WAN in four cities supporting over 350 users. Acted as Interim Data Processing Manager overseeing daily operations of Data Processing Unit for four months.

Design, implement and maintain department home page on the Internet (www.corp.ca.gov). Develop policies and procedures on user Internet access. Oversee installation of Firewall software and Internet Electronic Mail and Web access software.

Lead Analyst in Analysis and Design of major complaint tracking system utilizing Powersoft PowerBuilder and Microsoft SQL Server Client-Server technology. Lead Technical Analyst in the development of in Imaging FSR valued at over three million dollars.

August 1987 to May 1995 — **Senior Systems Analyst**, Integrated Systems Group, Inc., Burbank, California - Responsible for design, installation management, implementation and support for Novell, Banyan, UNIX, MS-DOS, Windows, OS/2 and Unisys CTOS local and wide area networks.

Design, test and implement large scale, multi-user, client-server based database management systems for several State Departments. Systems include customer complaint tracking, enforcement tracking, order entry, purchase order processing, and warehouse management system with automatic location map finding and bar coding.

Develop, test and market a Software Driver and Font Database solution integrating Hewlett-Packard printers into the Unisys CTOS environment. Conduct Systems Administration courses for Novell, Banyan, Windows and UNIX. Conduct courses in multiple software and specialized database management systems inncluding several ISAM based, client-server systems.

Design, test and supervise implementation of Legal Tracking System for a major West Coast Bank. Design, test and implement a Police Tracking System for a California Municipality, with over 50 officers.

March 1981 to August 1987 — **Corporate Systems Analyst**, Office Products Division, A. B. Dick Co., Chicago, Illinois - Provide Technical Support services for communication systems, including Asynchronous Communications, Bisynchronous Communications, SNA, SDLC, Networks and custom application and system development for the Magna and KWS product lines.

Develop and conduct regional, national and international seminars for Communications, hardware, software, systems training and troubleshooting techniques. Design and produce Technical Documentation and System Manuals for several products.

November 1975 to March, 1981 — **Customer Engineer**, A. B. Dick Co., Chicago, Illinois - Responsible for quick, efficient, repair and maintenance of Magna and Shared Logic Word Processing and general computer systems.

June, 1972 to November, 1975 — **Engineering Technician**, Acurex Corporation, Mt. View, California - Perform testing and component level troubleshooting of discrete and hybrid short range telemetry equipment.

EDUCATION

1969 - 1971	Skyline College, San Bruno, California - General Education
1971 - 1973	Healds College, San Francisco, California - Electronics Technology
1985 - 1987	Sierra College, Rocklin, California - Computer Science

RESUME

Samuel J. Agronow, Ph.D.
Office: 510-987-9559
e-mail: samuel.agronow@ucop.edu –or- (b)(6)

EDUCATION:

1977 - 1979 WAYNE STATE UNIVERSITY - Detroit, MI
Obtained Ph.D. in Psychology: Social Psychology-Statistics/Research Methods.

1971 - 1976 WAYNE STATE UNIVERSITY - Detroit, MI
Obtained M.A. in Psychology

1967 - 1971 NEW YORK UNIVERSITY - Bronx, N.Y.
Obtained B.A. in Mathematics

EXPERIENCE:

12/08 - present *UNIVERSITY OF CALIFORNIA, Office of the President (UCOP) - Oakland, CA*
Deputy Director of Institutional Research
Perform similar duties as described in position immediately below, but with the additional responsibilities in supervision of staff. New projects include development of new decision support system, conducting an UC multi-campus alumni survey, and serving as member of the WASC Task Force on Transparency and Accountability,see: http://www.wascsenior.org/findit/files/forms/Task_Force_Report_on_1.2__Transparency___Accountability_.pdf.
Also serve as team member on WASC Capacity and Preparatory Review site visit.

2/05 - 12-08 *UNIVERSITY OF CALIFORNIA, Office of the President (UCOP) - Oakland, CA*
Coordinator of Admissions Research, Student Affairs
Under the supervision of the UC Systemwide Director of Admissions provides analytical support for clients in the Office of the President and on the campuses. This includes data and presentations to the Regents and Systemwide Committees on admissions, diversity, and undergraduate student attitudes. Provide data to support campus decisions such as annual enrollment forecasts and yield analyses. Develop and supply data for new public web application, UC StatFinder (http://StatFinder.ucop.edu) showing systemwide and campus specific data on UC undergraduate applicants, admits, and enrollees. Oversees staff that manage the UC systemwide undergraduate survey project: the University of California Undergraduate Experience Survey - http://www.universityofcalifornia.edu/studentsurvey (UCUES). Work closely with UCOP's Public Affairs Office and with our Government Affairs Office on the appropriate response to inquiries from both the press and government officials, and review and provide data for systemwide press releases. Provide key reports and data analyses to support the defense of the University in major law suits. Provide data and conduct, or oversee staff that conduct, complex data analyses to support the decisions of systemwide Academic Senate Committee, Board of Admissions and Relations with Schools (BOARS) with respect to undergraduate admissions: Under the auspices of BOARS have conducted research into the factors in admission that lead to successful outcomes at UC, analysis of eligibility for the University of California, analyses of diversity, and the relative importance of SAT Reasoning and Subject tests in UC Admission. Served as the UC representative to the NASULGC/AASCU Work Group that identified learning outcome measures for the Voluntary System of Accountability (VSA). Served as UC representative to California Association for Institutional Research (www.cair.org) and as CAIR President. Make presentations to CAIR, Association for Institutional Research (AIR), and Western Association of Schools and Colleges (WASC).

11/00 - 2/05 *UNIVERSITY OF CALIFORNIA, BERKELEY - Berkeley, CA*
Director of Policy, Planning & Analysis, Office of Assistant Vice-Chancellor – Admission & Enrollment
Under the supervision of the Assistant Vice Chancellor-Admissions and Enrollment, provide major analytical support for two university committees that make decisions with respect to undergraduate admissions: the Berkeley Academic Senate's Committee on Admission, Enrollment, and Preparatory Education (AEPE) and the joint administrative-faculty Coordination Board for Undergraduate Admission, Enrollment, and Financial Aid (Coord Board). Under the auspices of AEPE have

conducted research into our admission process, modeling new admission processes, and studies of outcomes of the admission process for enrolled students at Berkeley.

8/99 - 11/00 *RIVERSIDE COUNTY OFFICE OF EDUCATION - Riverside/Murrieta, CA*

Coordinator of Assessment

Under the Supervision of the Assistant Superintendent of Educational Services worked as a consultant to school districts in region in improving scores on state achievement tests. Evaluated multi-year performance of county schools and districts. Developed databases and performed statistical analysis of achievement data. Reported the results of research to district/county staff, and board(s) of education. Served as a member of Riverside County External Evaluator team under the Public School Accountabilty Act of 1999, and as a member of the Riverside County Achievement Teams. Serve as a member of the California State Department of Education Workgroup to revise the CASEMIS (special educ. data base)

7/95 - 8/99 *SAMUEL MERRITT COLLEGE - Oakland, CA*

Director, Institutional Research and Evaluation

Under the joint Supervision of Vice President of Student Affairs and Vice President of Academic Affairs was responsible for overseeing both the institutional research and program evaluation functions of the college. Chaired College Assessment Committee and WASC/Baldrige work group on assessment. Prepared 1999 WASC Accreditation/CALQED report. Worked with faculty committees to produce comprehensive longitudinal evaluation plans and instruments. Developed and maintained enrollment projection model Maintained enrollment and faculty/personnel data bases. Chaired committee to develop, administer and present outcomes from a student assessment of campus climate. Developed, marketing surveys for proposed college programs. Chaired College Technology Committee.

3/92 - 7/95 *UNIVERSITY OF CALIFORNIA - Santa Barbara, CA*

Associate Director, Institutional Research - Office of Budget and Planning:

Under the Supervision of Director of Institutional Research worked with Assistant Chancellor, Assistant Vice-Chancellors, the Registrar, and Directors of Admission and Financial Aid on analysis of student admission and enrollment statistics and projections for graduate and undergraduate students. Worked with the UC Office of the President on preparing campus based data on the Four-Year Degree Pledge and *alternatives* to the use of "ethnicity" as a factor in admission's decisions. Analyzed survey on campus "image" administered to non-enrolling and enrolling students, and presented results to various audiences. Designed and analyzed long term, as well as, short term surveys of alumni. Developed and collected a variety of indicators of "academic quality." Member and/or staff support for faculty/administration committees on student recruitment, student life, enrollment planning, and financial aid.

1/84 - 3/92 *RIVERSIDE UNIFIED SCHOOL DISTRICT - Riverside, CA.*

Senior Research Analyst - Dept. of Educational Accountability (formerly Research & Evaluation):

Worked with District Superintendent, California State Department of Education, and district offices and school sites. Evaluated district programs, including development, analysis, management and presentation of district wide surveys of (30,000+) parents, teachers, students, and managers. Supervise survey research staff. Managed large data bases for State of California (CBEDS) student and personnel reports. Served on State Task Force to develop California Accountability Index and review dropout definitions. Designed evaluation for AVID, a program to enroll underrepresented minority students in 4-year colleges. Researched and presented reports/analysis of issues affecting district policy including: funding loss, class size, dropout, teacher-administrator ratio, gifted students, and year-round school. Provided information for and work on design of School Accountability Report Cards.

7/83 - 1/84 *SONOMA STATE UNIVERSITY - Rohnert Park, CA*

Associate Director of Institutional Research:

Worked with Office of President, Office of Chancellor, Cal State Central Data Processing, Director of Admissions, and other administrative personnel and faculty. Supervised and trained an Administrative Intern and Data Secretary. Designed and managed various demographic data bases. Analyzed and reported on school enrollment and faculty utilization data bases. Designed school attrition surveys.

7/80 - 7/83 *WAYNE STATE UNIVERSITY - Detroit, MI*

Assistant Professor (tenure track) - School of Medicine & College of Nursing:

Worked with department administrators, school administrators, and faculty. Trained Statistical Data Programmers, Data Coders, and Survey Interviewers. Designed and managed health research data bases and surveys of patients and physicians (locally & nationwide Served as statistical and data analysis consultant for most research studies/grant proposals conducted by faculty. Participated in the writing of numerous research grant proposals. Conducted seminars for faculty in experimental design and statistics.

4/78 - 5/79 *MICHIGAN HEALTH & SOCIAL SECURITY RESEARCH INSTITUTE - UNITED AUTOMOBILE WORKERS OF AMERICA (UAW) - Detroit, MI*

Project Director/Research Associate:

Worked with funding agency (Kellogg Foundation), co-investigators (University of North Carolina, Chapel Hill), Blue Cross/Blue Shield, Delta Dental of Michigan, UAW union staff on study of utilization of UAW sponsored dental benefits.. Wrote final report and additional research proposals.

9/74 - 4/78 *WAYNE STATE UNIVERSITY - Detroit, MI*

Research Assistant - Center for Health Research, College of Nursing & Department of Family and Consumer Resources, College of Liberal Arts

Worked with faculty in both departments to help design and implement research proposals primarily as a statistical/data analysis consultant. Worked with administrative units of both Colleges to provide statistics on current students and graduates.

9/71 - 9/74 *WAYNE STATE UNIVERSITY - Detroit, MI*

Teaching Assistant - Department of Psychology

2/71 - 9/71 *LEXINGTON SCHOOL FOR THE DEAF – Jackson Heights, NY*

Research Assistant - Educational Research

Performed classroom observations of teachers at school site under grant from State of New York to evaluate the effects of integrating of deaf classrooms with students who are able to hear. .

RECENT PRESENTATIONS/PUBLICATIONS:

Member of Panel Presentation, *Meeting the Challenge: The University of California Accountability Framework,* at CAIR Sacramento, Nov. 2009.

Member of Panel Presentation, *Sharing What Works: WASC's Recommendations for Public Disclosure of Student Achievement Data* at CAIR Sacramento, Nov. 2009.

Report of WASC Task Force on Transparency and Accountability, Presentation made at Western Association of Schools and Colleges ALO Meeting, Los Angeles, April 2009. See http://www.wascsenior.org/findit/files/forms/Task_Force_Report_on_1.2_Transparency_Accountability_.pdf

Voluntary System of Accountability: System and Campus Perspectives at Western Association of Schools and Colleges, San Diego, April, 2008.

UC StatFinder - A Tool for University Transparency and Accountability at CAIR, Nov. 2009 and at AIR, May 2008. See http://www.cair.org/conferences/cair2008/pres/Agronow-StatFinder.pdf

Demographic, Pre-College and Engagement Variables that affect UC and Student Learning Outcomes as Assessed by UCUES, Student Experience in the Research University (SERU) Project, http://cshe.berkeley.edu/events/serusymposium2007/papers.htm

Prediction of College GPA from New SAT Scores, presented at CAIR 2007, http://www.cair.org/conferences/CAIR2007/pres/Agronow.pdf and E*nrollment Planning for Demographic Change*, http://www.cair.org/conferences/CAIR2007/pres/Plenary-1Agronow.pdf at CAIR 2007.

An Admissions Outcomes Study: A Report on a Work in Progress at national Association for Institutional Research (AIR), 2005 won "best poster" award.

Book Chapter in Press: California State Standards Tests and UC Admissions. *In Equal Opportunities in Higher Education: The Past and Future of Higher Education. Grodsky, E. and Kurlaender, M. (eds.), Harvard Education Press, Chapter 8, 2010.*

HONORS:

Elected President and CAIR Conference Chair, California Association for Institutional Research (CAIR) _*2008-09.* Serve on CAIR Board as Past President *2009-10.*
UC Representative to CAIR *11-06-1/08,* Secretary of CAIR, *11/97-11/99.*
Superintendent's Honor Role (1st Member), Riverside Unified School District. Awarded *March 1992.*

RESUME FOR SUSAN K. BURR

EXPERIENCE

California County Superintendents Association, Executive Director, 10/06 to present; Director, Governmental Relations, 3/03 to 9/06

Directs the activities of the association for the 58 elected county superintendents of schools. The association advocates on behalf of K-12 and early childhood education at state and federal levels, and in partnership with state agencies, develops and coordinates implementation of new responsibilities of county superintendents for consistent statewide application and standards. County Superintendents are responsible for providing financial accountability and academic support to every California school district. As Director of Governmental Relations, responsible for advocacy efforts on state and federal education legislation and budget matters on behalf of all county superintendents in the state.

Elk Grove Unified School District, Assistant Superintendent, Business Services, 8/00 to 2/03

Responsible for the development and implementation of district annual $500+ million budget. Oversaw the Accounting, Finance, Purchasing/Warehousing, Transportation and Food Services programs which provided services to nearly 50,000 students and 4,000 faculty and support staff. Responsible for the issuance of over $200 million in capital construction bonds. Served as a member of the Superintendent's Cabinet which set districtwide instructional and operational policies.

Secretary for Education, **Governor Gray Davis**, Interim Secretary 3/00 to 8/00; Undersecretary 1/99 to 3/00

Served as chief policy advisor to the Governor on issues affecting education in California. Developed budget and legislative proposals on the Governor's behalf to improve student achievement, attract and retain qualified teachers, and increase availability of digital technology. Managed the $10 million Academic Mentor Program and the $6 million Governor's Reading Awards and Public Information Program. Advised the Governor on about 400 legislative measures affecting K-12 and higher education. Oversaw the administration and budget for a staff of 25 employees.

Institute for Education Reform, **California State University**, Co-Director, 1/95 to 1/99

Co-directed the activities of a higher education policy center that examines innovative ways to improve K-12 and higher education. Conducted research, advised and assisted state policy makers, drafted legislation, and testified before legislative committees. Directed the California Center for Teaching Careers (CalTeach) to recruit a diverse and well qualified teaching workforce. Supervised the operations, developed the budget, oversaw expenditures, and selected, directed, and evaluated all staff of the institute.

Senate Education Committee, California State Senate, Principal Consultant, 2/91 to 12/94

Prepared written analyses of legislation affecting K-12, higher education, and child care programs for Senate Education Committee hearings. Advised committee chair and members during hearings. Assisted committee chair in developing and enacting legislation. Major legislation included establishment of charter schools, development of statewide pupil testing program, and creation of a college savings bond program for middle income families.

Senate Appropriations Committee, California State Senate, Principal Consultant, 12/86 to 2191

Analyzed all legislation affecting K-12 and higher education, child care, and labor and employment programs for Senate Appropriations Committee. Advised committee chair and members during hearings on all education issues. Drafted legislation for committee chair and helped present it to the Legislature for enactment.

Legislative Analyst's Office, California State Legislature, Program Analyst, 10/81 to 12/86

Evaluated budgets and programs of K-12 and higher education for the Legislature. Testified extensively before legislative committees to present program analyses and recommendations. Published detailed analyses of education-related legislation heard before fiscal committees.

California State University, **Sacramento**, Administrative Analyst, 6/80 to 10/81; Administrative Fellow, 9/79 to 6/80

Evaluated for the president and vice president programs, policies, and organizational systems of the university. Chaired business affairs support budget committee, and personnel committees that selected the business manager and plant operations director. Advised the administrative vice president on budget, personnel, physical plant and institutional planning issues.

Office of the Chancellor, **The California State University,** Budget Analyst, 3/78 to 9/79

Prepared budgets for various systemwide programs. Liaison to state fiscal control agencies and legislative fiscal committees.

EDUCATION

Master of Business Administration, California State University, Sacramento, May, 1985

Bachelor of Science, Business Administration, California State University, Sacramento, July, 1977 Degree conferred with honors.

Contact Information:

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Adrian Griffin

Office

California Postsecondary Education Commission
770 L Street, Suite 1160
Sacramento, California 95814
(916) 322-2299

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Working Experience

Assistant Director for Research and Policy Development, California Postsecondary Education Commission — January 2008 to present

Direct the Commission's research and policy activities. Supervise six analysts and an editor conducting policy analysis on higher education issues and reviewing proposals for new programs and facilities at public colleges and universities. Manage editing and production of Commission publications.

Senior Policy Analyst, California Postsecondary Education Commission January 2001 to January 2008

Lead analyst on Commission projects examining student progress and access to higher education. Directed Commission studies to estimate the percentage of California high school graduates who are eligible for the University of California and the California State University. Developed procedures to collect a sample of student transcripts from high schools and conducted statistical analysis to estimate eligibility rates from this sample.

Wrote Commission reports analyzing issues related to university eligibility. These included an assessment of how potential changes in university admission requirements would affect different ethnic groups and an assessment of how individual elements of UC's and CSU's entrance requirements limit university eligibility.

Developed systems to use identified enrollment data for longitudinal analyses of the movement of individual students through the higher education systems. Wrote Commission reports analyzing the time taken by students to complete their degrees and the extent to which university graduates enroll at community colleges after receiving their degrees.

Conducted other analyses including an assessment of how employment forecasts could be used to assess the match between production of degrees and certificates by the California higher education systems and the needs of the labor market.

Senior Economist, State Water Resources Control Board November 1993 to December 2000

Established an economics unit to provide services to the State Water Resources Control Board and the nine California Regional Water Quality Control Boards. Recruited staff and identified how the boards' programs would be helped by economic analysis.

Reviewed economic testimony submitted by interest groups affected by water rights decisions and water quality regulation. Conducted economic analysis in support of enforcement actions. Developed a statewide enforcement policy in which administrative penalties are set using a systematic calculation based on various factors including economic benefit to the violator and the harm to the public resulting from the violation.

Senior Economist, California Trade & Commerce Agency
February 1989 to November 1993

Lead analyst in the Office of Economic Research of the California Trade & Commerce Agency, formerly the Department of Commerce. Wrote and edited office publications. Directed a project to develop county job multipliers for California industries. Developed a system to assess the impact of tourism on local economies.

Conducted research on other topics including the economic impact of the film industry, economic development possibilities for rural counties, and the factors affecting income growth and income inequality in the California workforce. Wrote sections of the agency's quarterly *Economic Review*, a newsletter on economic trends in the state.

Staff Economist, California Department of Commerce
January 1985 to January 1989

Conducted a variety of analyses on economic development issues including an analysis of the contribution of foreign trade to California's economy and a study of the relationship between wages, worker productivity, and capital investment in California's manufacturing sector.

Economist, Department of Water Resources
January 1981 to December 1984

Managed the production of a major departmental report on water conservation. Conducted analyses of the cost and benefits of water conservation programs.

Quantitative Skills

Data handling with the SAS system, SQL, and Microsoft Access
Statistical Analysis with SAS/Stat and SUDAAN
Data presentation with SAS/Graph, Golden Software Grapher, and Excel
Geographic analysis with MapInfo

Education

Ph.D., Water Resources Administration/Economics, University of Arizona. 1980.

M.Sc., Water Resources Technology, University of Birmingham, England. 1975.

B.Sc., Civil Engineering, Aston University, England. 1974.

VITA

NAME AND JOB TITLE

Nancy Sullivan
CSIS Deputy Operations Officer

AREAS OF EXPERTISE / SPECIAL SKILLS

For the last twenty years, Ms. Sullivan promoted the effective use of assessments, data, and technology in K-12 education at the regional and State level. Ms. Sullivan has served in a variety of roles, including instructor; coach to district and site teams on using data to improve student achievement; developer of research-based tools for teachers and administrators; research analyst; administrator; staff to the Curriculum Commission, an advisory body to the California State Board of Education on curriculum frameworks and instructional resources adoption; and CDE's first Data Management Division Director. She has led project teams in programmatic and technical areas, and has extensive management experience in data management.

DEGREES / BACKGROUND

Masters of Public Health, University of California, Berkeley

Bachelors of Science, University of California, Davis

SIGNIFICANT ENGAGEMENTS / ASSIGNMENTS

September 2005-Present — *Deputy Operations Officer/Special Projects Administrator*
FCMAT/California School Information Services (CSIS)

- Responsible for communications to external stakeholders, including the Legislature, the Department of Finance, the Legislative Analyst's Office, and the Independent Project Oversight Consultant
- Coordinate the work of CSIS project managers on all CSIS projects
- Oversee the development and implementation of the CSIS Best Practices Cohort Project, a $32 million project designed to help local education agencies improve their data management practices

September 2003-2005 — *Studio Director*
Springboard Schools

- Managed design and delivery of professional development provided to approximately 500 teachers, principals and district office staff per year to assist in improving student achievement and narrowing the achievement gap.
- Managed the development and deployment of research-based data tools to support data-informed decision making by K-12 educators and increased student achievement.

September — *Division Director, Data Management Division*

2002-September 2003 — California Department of Education

- Responsible for oversight of the Education Technology Office, the Educational Demographics Office, and the Education Data Office
- Implemented an internal project to revamp CDE's processes to document, store, and use data
- Coordinated CDE's work with CSIS, including the initial assignment of Statewide Student Identifiers to all K-12 students in California
- Served as California's State Education Technology Director

October 1998 – September 2002 — *Manager, Education Technology Office*
Education Programs Consultant, Education Technology Office
California Department of Education

- Administered 15 different education technology programs and more than $200 million in local assistance grants
- Provided leadership to schools, districts, and county office of education in the use of technology to enhance teaching and learning
- Served as lead staff to the Commission on Technology in Learning, an advisory body to the State Board of Education
- Served as the Superintendent of Public Instruction's representative on a California Commission on Teacher Credentialing Computer Education Advisory Panel, the panel responsible for recommending new teacher credentialing requirements for education technology, and on a committee to develop a credentialing test related to teacher technology proficiency

January 1990 – October 1998 — *Education Programs Consultant, Curriculum Frameworks and Instructional Resources Office*
California Department of Education

- Served as lead staff for the development of curriculum frameworks
- Served as staff liaison to various subcommittees of Curriculum Commission for instructional resource adoption
-

September 1988 – January 1990 — *Research Analyst II,* California Assessment Project Office
California Department of Education

- Served as staff liaison to various test development panels
- Developed test administration manuals and procedures

REGINALD E. HILLMON

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SUMMARY OF QUALIFICATIONS

- In-depth knowledge of issues impacting college readiness of under-represented student populations and successful intervention tools for increasing access.
- Extensive knowledge of and practical experience applying UC and CSU eligibility and admissions policies and practices as they relate to freshman and transfer applicants.
- Unique ability to form collaborations and coordinate the disparate goals of various constituents toward a common purpose to produce sought after outcomes.
- Experienced insight into the lack of continuity between educational sectors to allow for clear and seamless transitions through the educational pipeline.
- Successful at vendor and budgetary management of multi-million dollar contracts.
- Effective use and dissemination of data for evaluating and enhancing programmatic services focused on supporting increasing academic success of disadvantaged students.

EDUCATION

Master of Public Administration • Concentration: Educational Administration • **Rutgers University** (2005)
Bachelor of Arts in Social Science • San Francisco State University (2002)

WORK EXPERIENCE

University of California –Office of the President - Oakland, CA
Coordinator, College Access and Preparation –Transfer Initiatives **(2009-Present)**

- Develop policies and practices that expand access to baccalaureate degree-granting institutions for advanced standing students from California community colleges and other institutions.
- Collaborate with state, local and federal stakeholders to develop various longitudinal student databases for tracking, intervention and creating a college-going culture for historically under-represented student populations.
- Provide system-wide leadership to UC campuses in conceiving, developing, coordinating, implementing, and evaluating University-wide programs related to the academic preparation of advanced standing students.
- Assess current campus-based transfer early identification programs and develop recommendations that will lead to measurable positive student outcomes.
- Ensure that relevant transfer preparation information is properly communicated to stakeholders and constituents.
- Manage annual accountability reporting of campus transfer programs.

Coordinator, Eligibility in the Local Context (ELC)/Transcript Evaluation Service (TES) ***(2006-2009)***

- Manage, develop, and enhance production of four web-based evaluation systems used to determine student admission eligibility rates to University of California (UC) and California State University (CSU). These systems are used for Eligibility in the Local Context, Transcript Evaluation Service, and the California Post-Secondary Education Committee Eligibility Study.
- Collaborate with internal and external constituents (public and private) to develop student intervention techniques to increase academic success of under-represented populations. Identify and notify students of educational opportunities.
- Analyze the need for and formulate new or modified policies and implementation strategies. Provide policy recommendations to Executive Management based on data and established trends.
- Direct vendor and UC staff services to ensure timeliness, accuracy and efficiency. Oversee a $6M budget.
- Recruit, hire, train and supervise 50+ part-time evaluators and oversee three full-time Evaluation Analysts and an Administrative Assistant.
- Disseminate program outcomes to local and statewide constituents through public forums, electronic and published mediums.

Community College of Philadelphia - Philadelphia, PA
Director of Academic Advising ***(2005-2006)***

- Developed and implemented advising model to provide students with a clearer understanding of the college's academic program requirements and transfer preparation.

REGINALD E. HILLMON

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- Worked collaboratively with faculty, program directors and administrative committees to define and articulate program expectations and requirements for consideration to students.
- Directed 30+ employees and the delivery of daily advising services to 37,000+ students including developing programs, events and communications strategies to increase student knowledge and use of services available through the Advising Center and the college.
- Coordinated the tracking of faculty advising requirement and presented workshops on web-based advising and registration system to 300+ full-time faculty members.
- Assessed and developed policies and practices to meet of the advising needs for students in the College's academic programs.

Academic Coordinator, College Achievement Partnership (C.A.P.) ***(2004-2005)***

- Established and coordinated programs to increase college-readiness and track progress of students testing into the College's largest Developmental Education Program.
- Managed the registration, advising and orientation of 2600+ remedial students to inform them of tools and strategies for becoming college ready and obtaining academic goals.
- Provided guidance through trainings and presentations on academic policies, procedures and program requirements to students, faculty and staff.
- Assisted in the design and implementation program assessment plan to evaluate programmatic policies and procedures.
- Developed first-year experience for program participants and coordinated retention plan to identify students requiring early intervention.

Western Career College - Pleasant Hill, CA

Financial Aid Officer ***(2001-2003)***

- Advised applicants on eligibility for Title IV (Federal) Student Aid, State Aid, Private Loans and various scholarship and grant options.
- Developed and presented workshops and seminars on Financial Aid process.
- Interfaced with private and public funding agencies to process student financial aid packages.

Employment Advisor ***(2000-2001)***

- Secured off-site facilities for student's fieldwork and permanent employment.
- Instructed students on core skills to prepare resumes, cover letters and interviewing.
- Planned, organized and facilitated WCC Advisory Board meetings with medical professionals throughout the San Francisco Bay Area.

PROFESSIONAL DEVELOPMENT EXPERIENCES

2008 SAS User Training, SAS Training Center (San Francisco, CA)
2007 University of California Leadership Institute (Irvine, CA)
2005 Rutgers University, SPSS Database Training (Camden, NJ)

PRESENTATIONS

2009 African American Institute for Student Success in Engineering Sciences (Marshall, CA)
2009 22nd Annual Management Information Systems Conference (Seattle, WA)
2009 Technical Panel Participant, High School Transcript Study, NCES/NAEP (Washington, D.C.)
2004 Increasing Our Effectiveness in the Classroom (Philadelphia, PA)

ACCOMPLISHMENTS

- 2008 Recipient: Staff Recognition and Development Award
- 2008 Practices with Promise: Transcript Evaluation Service (Campaign for College Opportunity)
- Implemented marketing strategy with Merced campus resulting in a 54 percent increased enrollment of program evaluated applicants.
- Managed the evaluation of over 750,000 student transcripts.
- Managed high-priority $1 million dollar statewide eligibility study.
- Increased my fiscal responsibilities by over 45 percent within 18 months
- Completed high-stakes admissions program $540,000 under budget, allowing funds to be redirected toward other operational needs

TIM CALHOON

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CURRENT POSITION

DIRECTOR, March 2007 – Present
California Community Colleges Technology Center – Oroville, CA

Responsible for systemwide technology projects, software development, data center, grant administration, and project communications for the California Community Colleges Chancellors Office. Oversees a staff of technologists and project managers dedicated to servicing systemwide consolidated technology needs by providing staff and contract resources as needed.

Key Accomplishments:

- ✓ Lead development to completion, release, and growth of eTranscript California, the statewide transcript exchange, currently with over 50 College and University institution participants. Project awards include the PESC Best Practices award for 2008 and CCC Technology Focus Award.
- ✓ Responsible for directing CCCApply, the California Community Colleges online application to college, processing over 1. 5 million applications to college annually with over 5 million student accounts.
- ✓ Responsible for California Community Colleges Service Oriented Architecture initiative in collaboration with the California State University System to share common software services relating to Matriculation and Student Academic Planning.

PROFESSIONAL EXPERIENCE

GENERAL MANAGER, January 2006 – February 2007
PROWESS, INC. – Chico, CA

Responsible for project management, software engineering, product marketing and domestic sales of the Prowess Panther Radiation Treatment Planning System. Regularly coordinate with overseas development team on product development and oversee day to day company operations.

Key Accomplishments:

- ✓ Established use of Microsoft Project in domestic and oversees project development. Outcome has been that project completions have become predictable.
- ✓ Researched and implemented web-based CRM system to enhance sales efforts, track support issues, and allow oversees development to work with bug tracking.
- ✓ Created business development presentations and reports for venture capital acquisition.
- ✓ Successfully negotiated terms with University of Note Dame for technology and patent licensing of innovative radiation therapy product.
- ✓ Lead project completion and submission to FDA(510k) approval process of new microspheres treatment planning system for liver cancer.

... Continued ...

DIRECTOR / SENIOR PRODUCER, 2002 – 2005
PLATO LEARNING, INC. – Bloomington, MN

Responsible for all aspects of project management and product marketing for the PLATO / CyberEd science educational software series used in over 10,000 schools and colleges worldwide. Directly lead the PLATO Science software development team and administered overall site management.

Key Accomplishments:

- ✓ Researched, proposed, and was the primary architect for a $1.3 million dollar development project to build a flagship middle school science courseware series for PLATO (completed 2005). This product has won numerous educational technology awards including the Association of Education Publisher Awards, EDDIE Awards, BESSIE Awards, and Media & Methods awards portfolio.
- ✓ Conducted workshops and presentations with school district administration and curriculum personnel resulting in several large sales. Notably a key team member in a $1.9 million sale of PLATO products to Garland School District, TX.
- ✓ Lead the research that prompted PLATO Learning's 6.8 million dollar purchase of NewMedia, a UK science simulations company. Following purchase, acted as liaison to incorporate NewMedia products into the PLATO science portfolio.

VICE PRESIDENT & GENERAL MANAGER 1998 – 2002
CYBERED INC. – Chico, CA

General Manager overseeing all company operations and reporting directly to executive leadership. Responsible for company bank accounts, accounting & financials and human resources. Directly lead sales and catalog marketing. Provided supervision and direction for product development.

VICE PRESIDENT, MARKETING & OPERATIONS, 1994 – 1998
PROJECTED LEARNING PROGRAMS, INC. – Paradise, CA

Responsible for the marketing production of over 20 catalogs with total annual circulation of ½ million. Carried over 5000 educational technology and media products and maintained relationships with over 200 educational product suppliers. Managed Cash flow/ Bank Loans/ Payables / Receivables / Inventory through lean times while maintaining our good credit and providing a launching platform for our startup sister company, CyberEd, Inc. Provided sole distribution and fulfillment for the CyberEd science courseware line.

EDUCATION

Bachelor of Science Degree, Computer Science, 1982 • California State University, Chico
Minor in Fine Art

TIM CALHOON

TEAM AWARDS

Responsible for projects, development teams, and products that have received the following educational media awards for excellence.

2006 Association of Education Publishers (AEP) Distinguished Achievement Awards for Best of Software
Best Graphics and Best Educational Software: Science

2005 ComputEd Learning Labs BESSIE Award
Best Educational Web Site, Middle School Science

2005 Media & Methods Magazine Awards Portfolio
Physical Science

2004 ComputEd Learning Labs EDDIE Award
Best Science Web Site, Life Science

2003 Media & Methods Magazine Awards Portfolio
Life Science Series

2002 ComputEd Learning Labs BESSIE Award
Best Educational Web Site, Middle School Science, Life Science Series2002 ComputEd Learning Labs EDDIE Award
Best Science, Chemistry Series

2002 Media & Methods Magazine Awards Portfolio
Chemistry Series

2002 Technology & Learning Award of Excellence
Science

2002 American Association for the Advancement of Science; Science Books & Films Awards
Best Software

2001 ComputEd Learning Labs EDDIE Award
Best High School Science

2000 ComputEd Learning Labs EDDIE Award
Best Post-Secondary Science

2000 American Association for the Advancement of Science; Science Books & Films Awards
Best Software

1999 ComputEd Learning Labs EDDIE Award
Best High School Science

1999 National Education Media Bronze Apple Award

1999 American Association for the Advancement of Science; Science Books & Films Awards
Best Software

1998 ComputEd Learning Labs EDDIE Award
Best High School Science

VITA

NAME AND JOB TITLE

L. Russ Brawn
CSIS Chief Operations Officer

AREAS OF EXPERTISE / SPECIAL SKILLS

Over the last eighteen years, Mr. Brawn has advocated for and worked toward the use of information technologies as support structures for education administration. Mr. Brawn has variously functioned as a systems architect, an information systems designer, a research analyst and as a systems integrator. He has led project teams in programmatic and technical areas, and has extensive management experience of technical organizations both within and outside of education.

DEGREES / CREDENTIALS / BACKGROUND

1975 Financial Management Program, General Electric, San Jose, CA
1974 M.B.A., San Jose State University
1969 B.S., Marketing, San Jose State University

Past President and current Board Member of California Educational Technology Professionals Association, www.cetpa-k12.org
Past Member of Technology, Methods and Dissemination subcommittee of the National Center for Education Statistics Data Forum, www.nces.ed.gov/forum/

SIGNIFICANT ENGAGEMENTS / ASSIGNMENTS

1999 - Present — California School Information Services, Sacramento, CA
Chief Operations Officer, formerly as Information Systems Administrator

Joined in the early stages of California School Information Services (CSIS) as a senior member of the management team and contributed to the formation and maturation of the CSIS Program. Lead the strategic planning and guide responses to basic operational demands. Represent CSIS in myriad venues and communications that has included meetings with: California legislators and their staffs; members and/or staffs from the Department of Finance; Legislative Analyst's Office; State Board of Education; Office of the Secretary for Education; California Department of Education; all segments of California postsecondary community; and various Local Education Agencies. Contributed to drafts of legislation defining California's education data systems.

Represent CSIS in relevant meetings, panels, conferences that have included: the National Center for Education Statistics; California County Superintendents Educational Services Association; California School Boards Association; California Educational Technology Professionals Association; Statewide Education Technology Services, and the Public Forum on Public School Accountability. Identify potential stakeholders in CSIS and participated in dissemination efforts to all communities.

As chief technologist of CSIS conceived, recruited internal and external resources and led the specification, design, development and implementation of the State Reporting and Records Transfer System (SRRTS). SRRTS is a multi-tier system with a web-enabled

'thin client' deployment built upon architectural principles enabling it to be highly accessible to a geographically dispersed client base within local education agencies. SRRTS employs industry-leading technology in protecting the privacy and confidentiality of the student and staff data collected. One aspect of this secure environment is the use of public and private key pairs to enforce authentication of users and to be sure that all transmitted data is encrypted in such a manner as only the intended recipient can decrypt the data once received.

1992 - 1999 WestEd, San Francisco, CA
Manager of Education Information Systems, Technology in Education Program

Responsible for resource development, strategic and tactical planning, plus recruitment and management of employees and contracted staff. As one of the federally chartered Regional Education Laboratories, WestEd provides research, development and service through projects designed to satisfy immediate client needs, as well as to achieve sustainable impact within the K-12 education community.

For the Nevada Department of Education (NDE), served as the systems integrator for the Statewide Management of Automated Record Transfer (SMART) Project. SMART emphasizes improved management of student data at all levels, so that school site and district administrators, state department of education program staff and legislative policy-makers can more effectively serve students. Directed work with project stakeholders that included NDE Staff, the State Superintendent of Public Instruction and each county Superintendent, plus legislators and their support staffs.

Created and led California's Migrant Student Information Network (MSIN) serving California's Migrant student population. Under contract to the California Department of Education (CDE), developed this system to collect and coordinate information electronically collected from each of California's twenty-two Migrant Regional Offices.

Acting on behalf of the California County Superintendents Educational Services Association (CCSESA), surveyed the current telecommunications capabilities and state of readiness in each of California's county offices of education. The survey instrument was designed to profile information of each county office in four areas: *vision; fiscal and staff investment; organization and management support*; and *telecommunications capabilities and services.* Survey information was used to help determine appropriate telecommunications services and support structure for K-12 education in California and led to the formation of CCSESA's Technology & Telecommunications Service Committee.

Previous work assignments:

Manager of Information Systems, San Jose Unified School District
Vice President and Principal Designer, Business Programmer Services, Inc

Project Narrative

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

Attachment 1:
Title: **CA Appendix C IES ARRA SLDS** Pages: **5** Uploaded File: **G:\DMIP\ARRA-SLDS IES Grant 2009\CA Proposal\Final Drafts\Appendix C\CA Appendix C IES ARRA SLDS.pdf**

Appendix C - Current Status of State's Longitudinal Data System		
SLDS Requirement	**Current Status**	**Project Outcomes**
Capability 1. Enable State to examine student progress over time.	Partially complete: one out of the seven systems has the ability to track students K-12 to postsecondary into the workforce for sample of schools in the state. The CALPADS system (part of the development was funded by a previous IES grant) provides capability to track students K through 12, but not on to postsecondary. The current grant will be used to develop the capability of linking PK-20 and workforce data.	1.1,1.2,1.3,2.1,2.2, 2.3,3.1,4.2,4.3,4.4
Capability 2. Facilitate and enable the exchange of data among agencies and institutions within the State and between States.	Partially complete: One postsecondary system contains data from the workforce agency. The current grant will be used to establish a data governance for data sharing, to develop a central P-20 system (Outcomes 2.1,2.2,2.3), and to strengthen CSU capacity as part of this requirement (Outcome 1.4).	1.4,2.1,2.2,2.3,3.1, 4.2
Capability 3. Link student data with teachers.	Partially complete: 3 out of 7 systems currently have this capability for K-12 data. Only the CALPADS system, 1 of the 3 that have this capability, was partially funded by a previous IES grant.The current grant will be used to expand this capability to CSU's data system (Outcome 1.4)	1.4
Capability 4. Enable matching teacher's information with their certification and teacher preparation programs.	Currently under development. The CALTIDES system (funded by a previous IES grant) is designed to link student and teacher data via the course section record.	Not applicable.
Capability 5. Enable data to be easily generated for continuous improvement and decision-making, etc.	Partially complete: 3 out of the state's 7 systems currently have the capability of providing data and reports that support continuous learning. The current grant will be used to expand data collected in the CALPADS system (Outcome 1.2), develop a robust K-12 reporting system (Outcome 1.3), provide training and best practices on data use (outcome 3.4) and scale Transcript Evaluation Services to statewide with more timely turnaround of results (Outcome 4.2). An IES grant assisted in the development of CALPADS; however, the scope of data collected in CALPADS needs to be expanded. Note: California plans to seek funding through RTTT that can be provided to districts (or regional support centers) to support systems that provide student-level analytical reports.	1.2,1.3,3.4,4.2

SLDS Requirement	Current Status	Project Outcomes
Capability 6. Ensure the quality and integrity of data contained in the system.	Partially complete: The CALPADS system (part of the development was funded by a previous IES grant) contains numerous data edit checks and the CDE is planning for data verification checks through monitoring and annual audits. The current grant will be used to improve data quality issues with CSU's system (Outcome 1.4). Funds will also be used to establish data linkages between CALPADS and UC's Transcript Evaluation Services, which will provide a verification of course data districts submit to CALPADS and expand the number of school counselors (and staff) who can use TES services while providing a return on investment to districts for having submitted course data to CALPADS (Outcome 4.2).	1.4,4.2
Capability 7. Provide the State with the ability to meet reporting requirements of the Department.	Partially complete: the CALPADS system (part of the development was funded by a previous IES grant) will provide data (e.g., unduplicated student counts) that the CDE has historically been unable to submit. Funds awarded under this grant will be used to develop a separate system that provides centralized student-data complex reporting based on information gathered by CALPADS (Outcome 1.3).	1.3
With respect to preschool through grade 12 education and postsecondary education:		
Element 1. A unique non-personally identifiable statewide student identifier.	Partially complete: 4 out of the 7 systems adopt a unique identifier. The CALPADS system (part of the development was funded by a previous IES grant) provides and maintains the SSID The current grant will be used to establish P-20 data with a unique non-personally identifiable statewide identifier (Outcome 2.3).	2.3
Element 2. Student-level enrollment, demographic, and program participation.	Complete for K-12 in CALPADS (part of the development was funded by a previous IES grant). The current grant will be used to expand student level data to include pre-K (Outcome 1.1).	1.1
Element 3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	Partially complete: Higher education needs to collect exit date (they collect withdraw reason) and capture transfer through enrollment status. CALPADS (part of the development was funded by a previous IEs grant) provides student enrollment and exit information (including transfer). The current grant will be used to provide reports on student exit status for K-12 (Outcome 1.3) and for student transfer to postsecondary and exit status from postsecondary (Outcomes 2,1,2.2,2.3).	1.3,2.1,2.2,2.3

SLDS Requirement	Current Status	Project Outcomes
Element 4. The capacity to communicate with higher education data systems.	Partially complete: 2 of the 7 systems (neither of which were developed through a previous IES grant) have the ability to communicate with higher education, current grant will be used to connect K-12 data with higher education data (Outcomes 2.1,2.2 and 2.3) and ensure the data coming from CSUs system into the P-20 system is improved (Outcome 4.2).	2.1,2.2,2.3,4.2
Element 5. A state data audit system assessing data quality, validity, and reliability.	Under development: States need further guidance as to what the federal government wants in this area.(No grant funds currently devoted to this element.) In the meantime, the CDE is researching other state practices and exploring options for auditing data such as on-site monitoring, annual audits, cross-collection comparisons. Funds used under this grant will be used to develop complex reports for the public and researchers (Outcome 1.3) and improve the School Accountability Report Card (Outcome 4.3) - data use always provides a good feedback for data quality; provide training and continuing education on data quality and data use (Outcome 3.4), and improve the data quality of CSU's system (Outcome 4.2).	1.3,1.4,3.4,4.2, 4.3
With respect to preschool through grade 12 education:		
Element 6. Yearly test records of individual students.	Under development: The state is planning to load statewide assessment results data into the CALPADS system (part of the development was funded by a previous IES grant) this coming spring.	Not applicable.
Element 7. Information on students not tested, by grade and subject.	Under development: The state is planning to load statewide assessment results data into the CALPADS system (part of the development was funded by a previous IES grant) this coming spring.	Not applicable.
Element 8. A teacher identifier system with the ability to match teachers to students.	Completed: Information is currently collected in CALPADS (part of the development was funded by a previous IES grant). Additional information will be collected through CALTIDES project that is partially funded with the 2009 IES SLDS grant. Also, the CALTIDES system will generate a non-personally identifiable indicator for teachers.	Not applicable.
Element 9. Student-level transcript information, including information on courses completed and grades earned.	Partially completed: course information is currently collected in CALPADS (part of the development was funded by a previous IES grant). The current grant will be used to expand this functionality to include standardizing transcript content (Outcome 4.1) and add an evalauation service of course history (Outcome 4.2).	4.1,4.2

SLDS Requirement	Current Status	Project Outcomes
Element 10. Student-level college readiness test scores.	Currently collect SAT/ACT as part of application for CSU and UC. State assessment scores are collected through CALPADS (part of the development was funded by a previous IES grant). Plan is to use current grant funds to expand CALPADS functionality to include the collection of EAP scores, AP test scores, and MESA (Outcome 1.2), use that data for research (Outcome 3.2) and generate a college and workforce readiness composite report (Outcome 4.4).	1.2,3.2,4.4

SLDS Requirement	Current Status	Project Outcomes
With respect to postsecondary education:		
Element 11. Information regarding students transition.	Partially complete: 4 of the 7 collect information on remedial courses, the current SLDS grant will be used to expand this collection to CSU and UC. CALPADS is the only system that was partially developed using IES grant funds. The current grant will be used to build a high quality P-20 longitudinal data warehouse (Outcomes 2.1,2.2,2.3), which can be used for education and research (Outcome 3.2).	2.1,2.2,2.3,3.2
Element 12. Provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	Will expand CALPADS (part of the development was funded by a previous IES grant) functionality to include other "core data elements" such as attendance (Outcome 1.2); generate new reports based on the education and workforce research agenda (Outcome 3.2); ensure that the P-20 data collected are relevant given the latest research findings (Outcome 3.3); ensure district and school staff are trained to use the data (Outcome 3.4); align course data (Outcome 1.4 and 4.2).With CCEDS will be capable to link K-12 to higher education data to evaluate test scores and course taking patterns.	1.2,3.2,3.3,3.4,4.2

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **3993-DMD3589 8 Letters** Pages: **10** Uploaded File: **G:\DMIP\ARRA-SLDS IES Grant 2009\CA Proposal\Final Drafts\Appendix D\3993-DMD3589 8 Letters.pdf**

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Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **CA Budget Narrative IES ARRA SLDS** Pages: **21** Uploaded File: **G:\DMIP\ARRA-SLDS IES Grant 2009 \CA Proposal\Final Drafts\Budget Narrative\CA Budget Narrative IES ARRA SLDS.pdf**

California Budget Narrative

Outcome 1.1: Develop Process for LEAs to Acquire and Maintain Identifiers for preschool students

Total Request = $ 915,092
In-kind Contribution = $ 0

Key personnel (time commitments, % of FTE, brief description of responsibilities)

1.0 PY Education Research and Evaluation Consultant ($337,964) for three years who will be responsible for coordinating efforts as described in Outcome 1.1.

1.0 PY Program Consultant ($337,964) for three years. This person will be responsible for providing a data management viewpoint to the pre-K related work and will provide coordination with school district personnel involved in submitting data to CALPADS.

Travel

Funds ($18,000 - $6,000 each year) are needed for travel so that staff are able to attend meetings to obtain input from the various stakeholders to identify what needs to be included in a data system for preschool, and to evaluate existing systems already in place to manage preschool data.

Contract

$55,000 (first year) for CDE to contract with a consultant to provide expertise in evaluating and designing an effective business process for obtaining and maintaining identifiers for preschool children.

Other

Operating Expenses and Overhead of $22,000 are requested in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect

Indirect costs requested at CDE's indirect cost rate come to $144,164.

Outcome 1.2: Expand CALPADS to Collect Additional Student-centric "Core Data Elements"

Total Request = $ 293,783
In-kind Contribution = $135,074

Key personnel (time commitments, % of FTE, brief description of responsibilities)

(in-kind) 0.15 PY for three years – Education Program Consultant, David Kopperud ($50,695) will provide subject matter expertise on compulsory attendance and at risk students. He will participate with the external research group (formed under 3.1) to forge indicators for at risk students.

(in-kind) 0.15 PY (over three years) - Senior Information Systems Analyst ($15,713), Suzanna Heine will be responsible for managing any contract changes with the CALPADS vendor as needed.

(in-kind) 0.25 PY (over three years) - Staff Information Systems Analyst ($26,187), Brandi Jauregui will be responsible for providing data requirements analysis related to new information requirements, will forge appropriate data definitions, and advise on appropriate data architecture for the new data elements in CALPADS.

(in-kind) 0.15 PY (over three years) - Education Administrator, Paula Mishima ($18,793) the program manager for the CALPADS system, is responsible for overseeing CALPADS and will be review proposed changes as part of regular change management meetings.

Travel

(In-kind) $6,000 for travel to meetings with the State Attendance Review Board (SARB) and to meet with field personnel to develop indicators and define data requirements.

Contractual

Although it is difficult, until requirements have been clarified, to estimate the total cost to modify the CALPADS system to accommodate new data elements, we believe the change requests may run up to $220,000.

Other

It is likely that some indicators will require modifications to other existing systems that collect and maintain non-student level data. For example, we may have to modify our annual school-level data collection to collect data on school calendars. This amount is requested to allow us to make modifications to other systems, as needed. At an hourly rate of $110, $27,500 will provide us with 125 hours in year 2 and 125 hours in year 3 to make changes to non-student level systems. Costs for changes beyond that will be covered with in-kind funds.

(in-kind) Operating Expenses and Overhead of $15,200 in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect

Indirect costs requested at CDE's indirect cost rate come to $46,283.

Outcome 1.3: Develop System to Centralize Data and Support Complex Reporting

Total Request = $ 4,340,297
In-kind Contribution = $173,065

Key personnel (time commitments, % of FTE, brief description of responsibilities)

1.0 PY - Education Programs Consultant ($337,964) for three years. This person will be responsible for coordinating the analysis and developmental duties outlined in Outcome 1.3. This outcome requires the organization of many individuals across the CDE, budget change proposals, legislative analysis and policy issues. This outcome requires the organization of many people from different CDE program offices; thus, we are seeking a full-time position to be hired by the CDE Data Management Division.

0.10 PY Data Processing Manager III, Kathie LaLonde ($40,041) for three years. Kathie LaLonde is the manager for the department's Project Management Office (PMO). Her office serves as the CDE's technical liaison to the state's control agencies and ensures that CDE projects comply with state administrative policies and procedures. We anticipate Kathie will review contracts and be responsible for recruiting and selecting a consultant to conduct and write the business needs analysis and feasibility study report for the K-12 complex reporting system.

1.0 PY Associate Governmental Programs Analyst ($259,913) for three years. This person will be responsible for preparing contracts, budgets, IES progress reports, correspondence, etc.

1.0 PY Staff Information Systems Analyst ($314,248) for three years. This person will be responsible for reviewing drafts from the hired consultant, coordinating the gathering of feedback from CDE staff on the business needs assessment and feasibility study report, tracking issues and concerns and providing the internal project management when system is developed.

Travel

Travel costs of $72,560 are to send 2 staff to attend the NCES conferences and the IES grantee meetings and to cover travel costs associated with the vendor neutral training offered through TDWI. Details on the assumed flight and per diem are reflected in the line item budget worksheets for outcome 1.3

Transcontinental airfare from California to the East Coast can be as much higher than other flights depending on how far in advance the flight is be booked, etc. The per diem is consistent with the state rate. Staff traveling from the West Coast often come in a day late and/or stay a date late to avoid being late or leaving early.

Equipment

Until the business needs analysis and feasibility study report are complete, it is difficult to gauge how much the hardware and software costs for the solution may be. We include a total of $1.8 million as a reservation for what the hardware and software may cost and will adjust downward, if needed.

Supplies

We request $1,800 for and general office supplies, which will be used by the personnel.

Contractual

CDE will contract with an external consultant to conduct a business needs analysis (BNA) and feasibility study report (FSR) at a cost not to exceed $300,000. The amount requested is based on past contracts for studies of similar size and complexity. The going rate for a consultant with this experience is $150 per hour. The request allows us to contract for up to 2,500 hours, which should be sufficient for a business needs analysis and feasibility study report. It is likely, given the need for expediency, that we will require a team of individuals to conduct the BNA and FSR. Our goal is to have the FSR done by the end of February 2011.

Other

Depending on the outcome of the FSR, the state may need to house the solution in a state training center. Estimated costs of $180,000 for three years are based on a solution of similar size housed at the data center. If the system were required to be housed at the state data center, these costs would become contractual. The funds are requested in the event the solution is housed at a state training center.

Training Registration -$ 50,000 for vendor neutral training from the TDWI. We plan to send 5 individuals as follows:

- Year 1: 5 individuals to 2 weeklong training sessions estimated at $2,500 per student
- Year 2: 5 individuals to 1 weeklong training session estimated at $2,500 per student
- Year 3: 5 individuals to 1 weeklong training session estimated at $2,500 per session

Note: travel costs for the training are reflected in the travel section.

As mentioned in the narrative, it is critical that CDE develop deep subject matter expertise in the areas of data warehousing, business intelligence, etc.

Operating Expenses and Overhead of $34,100 are requested in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect

Indirect costs requested at CDE's indirect cost rate come to $683,770.

Outcome 1.4: Modernize CSU's Data System

Total Request = $ 935,766
In-kind Contribution = $ 406,654

Note: Please be advised that work on this outcome will be accomplished through contract. Although costs for this outcome are detailed by line item, all or part of the total amount may be reflected in the 524 as contractual. Exhibit XXX is provides a bridge between the line item costs by outcome and the 524s.

Key personnel (time commitments, % of FTE, brief description of responsibilities)

To address this expansion project, the CSU proposes only the direct costs of a server and storage, plus three part-time, temporary hires (1.25 PY across three years at $614,250): a project manager, a database administrator and a developer. Because the integration of the disparate CSU databases will require substantive and technical coordination, a quarter of the senior academic research administrator and half-time of the institutional research associate director with systems experience will be provide in-kind across the three years and all three deliverables; these in-kind contributions are detailed. In addition, we anticipate that the Senior Director for Faculty in Human Resources and most of the staff together who now handle IPEDS and other mandated data collection and reporting regarding faculty will provide about .25 PY each year over three years. In Academic Affairs, the Chancellor's Office counterparts to campus directors of admissions, registrars, financial aid directors, institutional researchers, academic program specialists, online programs, and the like are expected to contribute .5 PY each year over the three years. Finally, the Information Technology Services area will be making contributions. The Assistant Vice Chancellor expects to contribute 5% of his time, but across his unit, it is believed that at least .5 PY will be required each year over the three years. In particular, ITS Peoplesoft staff who work the campuses on mapping campus system data to current Enterprise System data elements will need to ensure that the mappings are maintained in the new data architecture. In addition, in conjunction with functional or business personnel, the ways in which census-date data and end-of-term class data are captured, converted, and loaded need to carefully considered and validated; conceptually, this is easy, but experience has informed us that this will be difficult at first.

Equipment

Equipment of $69,509 is requested to provide the hardware and software for the server and storage.

DELL

QUOTATION

QUOTE #: 512685327
Customer #: 5396498
Contract #: 70137

CustomerAgreement #: Dell Std Terms

Quote Date: 10/27/09

Date: 10/27/09 4:19:38 PM **Customer Name: CSU OFFICE OF THE CHACELLOR**

TOTAL QUOTE AMOUNT:	$47,898.42		
Product Subtotal:	$44,074.78		
Tax:	$3,823.64		
Shipping & Handling:	$0.00		
Shipping Method:	Ground	Total Number of System Groups:	1

GROUP: 1	QUANTITY: 2	SYSTEM PRICE: $22,037.39	GROUP TOTAL: $44,074.78
Base Unit:	Dell | EMC DAE2P Ultrapoint 2Gb Disk Array Enclosure for CX300,CX500,CX700 (222-3098)		
Service:	Dell Hardware Warranty Plus Onsite Service Initial Year (985-6829)		
Service:	Dell Hardware Warranty Plus Onsite Service Extended Year(s) (985-6847)		
Service:	Mission Critical Package: 4-Hour 7x24 On-Site Service with Emergency Dispatch, 2 Year Extended (988-9212)		
Service:	ProSupport for IT: 7x24 HW / SW Tech Support and Assistance for Certified IT Staff, 3 Year (988-9302)		
Service:	Mission Critical Package: 4-Hour 7x24 On-Site Service with Emergency Dispatch, Initial Year (989-2300)		
Service:	Thank you choosing Dell ProSupport. For tech support, visit http://support.dell.com/ProSupport or call 1-800-945-33 (989-3439)		
Service:	MISSION CRITICAL PACKAGE: Enhanced Services, 3 Year (991-1828)		
Installation:	* Items May Not be Returned (467-7646)		
Installation:	Hardware Installation IncludedIn SAN/DAS Implementation Installation (981-9069)		
	300GB 15K RPM Fibre Channel 3.5-in HotPlug Hard Drive (341-5085) - Quantity 15		

DELL

QUOTATION

QUOTE #: 512706286
Customer #: 5396498
Contract #: 70137

CustomerAgreement #: Dell Std Terms

Quote Date: 10/27/09
Customer Name: CSU OFFICE OF THE CHACELLOR

Date: 10/27/09 3:41:39 PM

TOTAL QUOTE AMOUNT:	$14,492.31		
Product Subtotal:	$14,024.49		
Tax:	$467.82		
Shipping & Handling:	$0.00		
Shipping Method:	Ground	Total Number of System Groups:	1

GROUP: 1	QUANTITY: 1	SYSTEM PRICE: $7,356.09	GROUP TOTAL: $7,356.09
Base Unit:	PowerEdge R710 with Chassis for Up to Eight 2.5-Inch Hard Drives (224-4845)		
Processor:	PowerEdge R710 Shipping (330-4124)		
Memory:	32GB Memory (8x4GB), 1066MHz Dual Ranked RDIMMs for 2 Processors, Adv ECC (317-0237)		
Monitor:	Embedded Broadcom, GB Ethernet NICS with TOE (430-1764)		
Video Card:	E5530 Xeon Processor, 2.4GHz 8M Cache, Turbo, HT, 1066MHz Max Mem (317-1205)		
Video Memory:	E5530 Xeon Processor, 2.4GHz 8M Cache, Turbo, HT, 1066MHz Max Mem (317-1217)		
Video Memory:	PowerEdge R710 Heat Sinks for 2 Processors (317-1213)		
Hard Drive:	146GB 15K RPM Serial-Attach SCSI 2.5 inch Hot Plug Hard Drive (341-9157)		
Hard Drive Controller:	PERC 6/i SAS RAID Controller 2x4 Connectors, Internal, PCIe256MB Cache, x8 Chassis (341-8712)		
Floppy Disk Drive:	Power Saving BIOS Setting (330-3491)		
Operating System:	No Operating System (420-6320)		
NIC:	Intel PRO 1000VT Quad Port 1GbE NIC, PCIe-4 (430-3538)		
Modem:	iDRAC6 Enterprise (467-8648)		
CD-ROM or DVD-ROM Drive:	DVD ROM, SATA, INTERNAL (313-9092)		
Sound Card:	Bezel (313-7517)		
Speakers:	Riser with 2 PCIe x8 + 2 PCIe x4 Slot (320-7886)		
Documentation Diskette:	Dell Management Console (330-5280)		
Documentation Diskette:	Electronic System Documentation and OpenManage DVD Kit (330-3485)		
Additional Storage Products:	146GB 15K RPM Serial-Attach SCSI 2.5 inch Hot Plug Hard Drive (341-9157)		
Feature	RAID 5 for PERC 6/i Controller (341-8700)		
Feature	Sliding Ready Rails With CableManagement Arm (330-3477)		
Service:	Thank you choosing Dell ProSupport. For tech support, visit http://support.dell.com/ProSupport or call 1-800-945-33 (989-3439)		
Service:	Mission Critical Package: 4-Hour 7x24 On-Site Service with Emergency Dispatch, 2 Year Extended (992-8162)		
Service:	ProSupport for IT: 7x24 HW / SW Tech Support and Assistance for Certified IT Staff, 3 Year (992-8352)		
Service:	Mission Critical Package: 4-Hour 7x24 On-Site Service with Emergency Dispatch, Initial Year (993-2200)		

Service:	Dell Hardware Limited Warranty Plus On Site Service Initial Year (993-8447)
Service:	Dell Hardware Limited Warranty Extended Year (993-8458)
Service:	MISSION CRITICAL PACKAGE: Enhanced Services, 3 Year (993-8518)
Installation:	On-Site Installation Declined (900-9997)
Misc:	High Output Power Supply Redundant, 870W (330-3475)
Misc:	146GB 15K RPM Serial-Attach SCSI 2.5 inch Hot Plug Hard Drive (341-9157)
Misc:	Power Cord, NEMA 5-15P to C14,15 amp, wall plug, 10 feet / 3 meter (310-8509)
Misc:	Power Cord, NEMA 5-15P to C14,15 amp, wall plug, 10 feet / 3 meter (310-8509)
Misc:	Qlogic 2460 4GB Optical Fiber Channel HBA, PCI-E Card (341-9093)
Misc:	Qlogic 2460 4GB Optical Fiber Channel HBA, PCI-E Card (341-9093)

SOFTWARE & ACCESSORIES

Product	Quantity	Unit Price	Total
ACAD vSphere 4 Enterprise - 1 socket license - Consolidation Availability Auto Resource Mgmt Features (A2977860)	2	$1,500.75	$3,001.50
ACAD vSphere 4 Enterprise - 3yr Platinum SNS - 24x7 support and subscription (A2977854)	2	$1,833.45	$3,666.90

Number of S & A Items: 2	S&A Total Amount: $6,668.40

Indirect

Indirect costs for CSU, Chancellor's Office F&A at 17.1% of MTDC are $105,037.
Indirect costs requested at CDE's indirect cost rate come to $147,421.

Outcome 2.1: Data Conversion Plan for Existing K-12 and Postsecondary Data

Total Request = $ 2,117,338
In-kind Contribution = $654,758

Note: Please be advised that work on this outcome will be accomplished through contract. Although costs for this outcome are detailed by line item, all or part of the total amount may be reflected in the 524 as contractual. Exhibit XXX is provides a bridge between the line item costs by outcome and the 524s.

Key personnel (time commitments, % of FTE, brief description of responsibilities)

(in-kind) 0.5 PY – Project Director, Career Executive Appointment III, Patrick Perry ($190,463) for three years. This person will be responsible for the successful completion of all activities in Focus Area 2.

(in-kind) 1.0 PY Staff Information Systems Analyst ($314,248) for three years. This person will be responsible for daily project management activities such as maintaining the project schedule, logging/resolving issues, etc.

(in-kind) .10 PY Research Manager III ($39,549) for three years. This person will be responsible for coordinating with the Legislature, Department of Finance and the EDD's legal office to address data sharing agreements and other high level policy issues associated with workforce data.

(in-kind) .10 PY Research Manager II ($35,597) for three years. This person will be responsible for coordinating efforts between EDD and the JPA including establishing a structure for ongoing communications and resolving issues associated with data quality, data definitions, etc.

1.0 PY Software Systems Specialist III, TBD ($397,888 over three years). This person will serve as the database administrator (DBA) for the system and will be responsible for the developing the data models (logical and physical).

2.0 PY Senior Programmer Analysts, TBD ($690,995 over three years). These individuals will be responsible for writing system code including stored procedures, user interfaces, setting up services for data transfer, business rules enforcement through data edit checks, etc.

1.0 PY Associated Governmental Program Analyst, TBD ($259,913 over three years). This person will be responsible for maintaining the data element dictionary elements, table mappings, and all documentation related to the data structures and technical/edit specifications. This person will also be responsible for dissemination of technical materials to various constituent and workgroup audiences, and will update website content as needed.

1.0 PY Staff Services Analyst, TBD ($216,076 over three years). This person will be responsible for daily business operations, meeting planning, scheduling, other communications, facilities management, office operations, inventory, and any other ad-hoc work associated with the project.

0.25 PY Research Program Specialist II, TBD ($85,341 over three years). This person is staff at the Employment Development Department (EDD) and will work with the JPA staff to develop extracts from their system, refine the matching algorithm for workforce data, and handle any issues with data provided by EDD. (Note: We anticipate these funds will flow to EDD via the JPA. However, there is the possibility that funds will flow from CDE to EDD. We will work with CDE and EDD's administrative staff to determine the best mode for providing funds to EDD.)

Travel

Travel costs of $54,060 are to send 2 staff to attend the NCES conferences, the IES grantee meetings and the SHEEO meeting. Cost for planning meetings are in-kind. Details on the assumed flight and per diem are reflected in the line item budget worksheets for outcome 2.1.

Note: Transcontinental airfare from California to the East Coast can be as much higher than other flights depending on how far in advance the flight is be booked, etc. The per diem is consistent with the state rate. Staff traveling from the West Coast often come in a day late and/or stay a date late to avoid being late or leaving early.

Contractual

Note: Although costs are detailed in line item budget, we anticipate the funds will be distributed through a contract to the JPA.

Other

(in-kind) The Chancellor's Office of Community Colleges will provide 10 office cubicles for the JPA staff responsible for developing the system, valued at $38,400 ($2 per square foot per month times 10 cubicles times 80 square feet).

Operating Expenses and Overhead of $79,500 are requested in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect

Indirect costs requested at CDE's indirect cost rate come to $333,565.

Outcome 2.2: Establish Infrastructure/Platform

Total Request = $ 324,597
In-kind Contribution = $ 556,362

Note: Please be advised that work on this outcome will be accomplished through contract. Although costs for this outcome are detailed by line item, all or part of the total amount may be reflected in the 524 as contractual. Exhibit XXX is provides a bridge between the line item costs by outcome and the 524s.

Key personnel (time commitments, % of FTE, brief description of responsibilities)

Key personnel as described in Outcome 2.1 will coordinate the acquisition and installation of equipment.

Equipment

All costs in this outcome are for hardware and software totaling $324,597 (includes Indirect). Quotes for various hardware and software were obtained.

Outcome 2.3: Design/Develop/Test System Functionality

Total Request = $ 1,176,939
In-kind Contribution = $0 (Note: In-kind office space for staff is reflected in outcome 2.1. Also, CDE, CSU and UCOP staff will provide in-kind activities here; however, we have not explicitly included those amounts.)

Note: Please be advised that work on this outcome will be accomplished through contract. Although costs for this outcome are detailed by line item, all or part of the total amount may be reflected in the 524 as contractual. Exhibit XXX is provides a bridge between the line item costs by outcome and the 524s.

Key personnel (time commitments, % of FTE, brief description of responsibilities)

We anticipate needing to hire additional technical staff in Year 2 to implement the actual data collection accomplished with the foundation work (data structure creation) performed in Year 1. These individuals will begin actually processing live data in a production environment, and will begin to develop output formats for the data using reporting tools and application development.

1.0 PY Software Systems Specialist II ($229,943), TBD at JPA for years 2 and 3. This person will serve as the database administrator (DBA) for the system and will be responsible for the developing the data models (logical and physical). This person will be responsible for tuning the database to ensure good performance. This person will modify the physical data structure, as needed, to accommodate the workforce data.

1.0 PY Senior Programmer Analyst ($230,332), TBD at JPA for years 2 and 3. This individual will be responsible for writing system code including stored procedures, user interfaces, setting up services for data transfer, business rules enforcement through data edit checks, etc.

1.0 PY Staff Programmer Analyst ($209,498), TBD at JPA for years 2 and 3. This individual will be responsible for writing system code including stored procedures, user interfaces, setting up services for data transfer, business rules enforcement through data edit checks, etc.

0.5 PY (Year 2) and 1.0 PY (Year 3) Staff Programmer Analyst ($176,212), TBD at EDD. This individual will be responsible for writing system code including stored procedures, user interfaces, setting up services for data transfer, business rules enforcement through data edit checks, etc.

0.25 PY (Year 2) and 1.0 PY (Year 3) Research Analyst II ($127,540), TBD at EDD for years 2 and 3. This person will be responsible for day to day coordination with the JPA technical staff, will prepare status reports for EDD management review and address any process or procedural issues that arise.

(Note: regarding fringe benefits calculations, the rates applied to the JPA are .35. The rate for staff at EDD are 0.4699.)

Other

Operating Expenses and Overhead of $18,000 are requested in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect costs requested at CDE's indirect cost rate come to $185,415.

Outcome 3.1: Establish Ethical Stewardship of PK-20 Education Data

Total Request = $562,786
In-kind Contribution = $310,875

Key personnel (time commitments, % of FTE, brief description of responsibilities)

1.0 PY - Position request for one Education Research and Evaluation Consultant ($337,964) for three years. This person will be responsible for coordinating the governance and data request/access duties that are outlined in Outcome 3.1. This outcome requires the organization of many people from different agencies, thus, we are seeking a full-time position to be hired by the CDE Intersegmental Relations Office in the P-16 Policy Division.

(in-kind).15 PY (over three years)- Education Programs Consultant, Michelle Magyar ($42,877) the Research & Training Project Director will be responsible for facilitating the connection of personnel across all segments.

(in-kind) .05PY (over three years)- the designated Project Sponsors will play a central role in the development of the CCEDS governance. Additional personnel from the various segments (e.g., CCC, CSU, UCOP) will be re-directed as part of the JPA and will provide in-kind contributions to the governance of the CCEDS.

Equipment

($123,990) we are seeking funds that will facilitate the strategic planning process with laptops, projector, Interwrite Cricket Voting Remotes and Inspiration concept mapping software. This equipment will enable the Consultant (mentioned above, TBD) to facilitate interactive strategic planning meetings among key stakeholders. With this equipment, members will see their responses immediately, an important feature when trying to achieve consensus among many different perspectives when planning policies and procedures around data access. The remaining equipment requests (e.g., conference bridge lines, Sharepoint software and Endnotes software) will be used to

facilitate meetings and information that is gathered at these meetings. All of the equipments requests for Outcome 3.1 will be used for other outcomes that require strategic planning and meetings (e.g., 3.2 for research). Finally, we are seeking money to purchase data access software. This process is modeled after the existing software and procedures that are used by the Committee for the Protection of Human Subjects (CPHS), California's institutional review boards for state agencies.

Supplies

($1,170) We are requesting funds for manuals that supplement the new software and general office supplies.

Other

Operating Expenses and Overhead of $11,000 are requested in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect Costs
$88,661

Outcome 3.2: Initiate PK-20 Education and Workforce Research Agenda

Total Request = $998,363
In-kind Contribution = $266,158

Key personnel (time commitments, % of FTE, brief description of responsibilities)

1.0 PY (three years)- Position request for one Education Research and Evaluation Consultant ($337,964) for three years. This person will be responsible for coordinating the Education-Workforce Research Group. This outcome requires the organization of many people from different agencies, thus, we are seeking a full-time position to be hired by the CDE Intersegmental Relations Office in the P-16 Policy Division.

1.0 PY (three years)- Position request for one Staff Services Manager II ($326,932) for three years. This person will be responsible for coordinating all contracts and grants related to this project for the entire award period. The CDE will be responsible for monitoring all contracts that pertain to the P-20/CCEDS project, therefore, we are in need of an additional position with budget expertise. This person will be hired by the CDE Data Management Division and will also work with the P-16 Policy Division to coordinate grant contracts.

.25 PY (three years)- EDD Research Program Specialist ($78,380) and Research Analyst II ($68,234).

(in-kind) .25 PY (over three years)- Michelle Magyar, Education Programs Consultant from the Intersegmental Relations Office will collaborate with office colleagues Joe Radding EPC (.10 PY) and Maria Romo, Analyst (.05 PY) in organizing the research group efforts in developing a strategic plan and grant writing activities. These individuals will continue to coordinate and manage the Education-Workforce Group following the completion of the award period. EDD staff will also provide in-kind support Research Manager II ($36,323) and Research Manager II ($36,699).

Additional personnel that will be re-directed as part of the JPA will provide in-kind contributions to the Education-Workforce Research Group.The Education-Workforce Research Group will work with researchers who have studied California's P-20 systems for many years. Many work through UC ACCORD (ucaccord.gseis.ucla.edu). The UCOP P-20 leaders group also works with such researchers on each of the 10 UC campuses. The University of California P-20 Leaders Group, composed of leaders who oversee a range of P-20 efforts and programs at each of the ten UC campuses have formed a statewide community of learners to work together to improve practices related to increasing college going rates among under represented populations. The UC P-20 leaders together with their partners in the California State University and California Community College Systems, P/K-12 districts, and communities served by the 10 UC campuses work toward systemic reform in P-20 collaborative work to increase preparation for and success in college among under represented students in California. The UC Office of the President has worked successfully to convince the California legislature and Governor to fund the launching of this P-20 systemic work, despite chronic economic and political challenges. The next step in this work which the group is embarking upon is connect distinct regional realities into a clear statewide P-20 model that advances more rigorous linking of *best practices*, *accountability for policy investment,* and *useful research*.

CSU institutional and system researchers have committed to participate in the Education-Workforce Research Group. In addition, the growing number of CSU Education Leadership Eddy. program directors, their faculty, and students will find the linkages from P to K-12 to postsecondary to the educational workforce with great interest, because their career paths are leading toward leadership roles in districts and in community colleges. A CSU educational research center also has ample experience with tracking the students it has recommended for credential through the credentialing process and into the schools; it also looks forward to the CALPADS/CALTIDES connections.

Equipment

($6,400) for three years to support statistical software that will be used to conduct research studies, we are requesting to purchase a copy of meta-analysis software to conduct a meta- analysis project during the first year of the grant; we are also requesting to purchase SPSS and renew the license for three years of the grant.

Supplies

($1,170) for three years to purchase manuals that compliment the software programs and general office supplies.

Other

Operating Expenses and Overhead of $22,000 are requested in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect

$157,282

Outcome 3.3: Provide Consistent Education Governance and Research Outreach

Total Request = $387,009
In-kind Contribution = $114,003

Key personnel (time commitments, % of FTE, brief description of responsibilities)

(in-kind) CDE employees from the Intersegmental Relations Office will be responsible for coordinating and editing articles for the newsletter and posting these newsletters on the project website (Michelle Magyar, .20 PY; Joe Radding, .10 PY; Maria Romo .05PY).

Travel

We are requesting $19,170 for three years so that four CDE Education-Workforce Research Group members to travel and attend (possibly present) the annual IES Research Conference.

Equipment

Requesting ($5,700) to purchase advanced versions of Adobe software to create professional education research newsletter. This newsletter will be disseminated to the academic and policy communities and general public.

Supplies

($1,170) for three years to purchase manuals that compliment the software programs and general office supplies.

Contractual

We are requesting $ 300,000 to hire a professional conference management company to organize a statewide scientific meeting for scholars, teachers, parents and other interested stakeholders to attend. This meeting will be held with in conjunction with California Education Research Association (CERA) and California Association for Institutional Research (CAIR). The Research & Training Project Director, Michelle Magyar, has extensive experience planning scientific programs and managing conferences. She will coordinate the development of an RFP and selection of a company that will assist the Education-Workforce Research Group, JPA, CERA, and CAIR in providing a statewide education research conference during the third year of the award period.

Indirect Costs

$60,969

Outcome 3.4: Provide Training and Continuing Education on Best Practices in Data Quality and Data Use

Total Request = $1,070,674
In-kind Contribution = $ 231,794

Note: Please be advised that work on this outcome will be accomplished through contract. Although costs for this outcome are detailed by line item, all or part of the total amount may be reflected in the 524 as contractual. Exhibit 3.4 provides a bridge between the line item costs by outcome and the 524s.

Key personnel (time commitments, % of FTE, brief description of responsibilities)

Funding for CSIS Implementation Specialist ($228,898) for three years, CSIS Field Support Specialist ($33,026) for three years.

CCSESA Consultants .15 PY ($185,295/each) each for three years. These individuals will be responsible for planning and implementing the data use workshops.

($231,794) in-kind (over three years)-CSIS personnel will provide significant time to the project as in-kind contribution and will continue to work on these activities following the completion of the award period.

Travel

($90,000) for three years- we are requesting that CSIS receive a travel budget of 30,000 each year for three years so that designated staff can travel throughout the state to conduct data quality workshops.

($90,000) for three years- we are requesting that CCSESA receive a travel budget of 30,000 each year for three years so that designated staff can travel throughout the state to conduct data use workshops.

These estimates are based on current costs as both groups have extensive experience developing and conducting workshops on their respective topics.

Equipment

($96,000) for three years for CCSESA to provide WebEx versions of their workshops, these will be made available online for LEAs throughout the year.
($22,800) for CCSESA to purchase closed-captioning software that compliments the WebEx versions of their workshops.

Supplies

($22,200) for three years- both CSIS and CCSESA will be responsible for providing handouts and various workshop materials for the LEAs to take home.

Contractual

($159, 519) for three years for CSIS request to hire a Contract Trainer.

Indirect Costs
$168,674

Outcome 4.1: Expand functionality of eTranscript California

Total Request = $ 3,030,411 total ($1,843,411 CCC; 1,187,000 CSIS)
In-kind Contribution = $ 69,990

Note: Please be advised that work on this outcome will be accomplished through contract. Although costs for this outcome are detailed by line item, all or part of the total amount may be reflected in the 524 as contractual. Exhibit 4.1 provides a bridge between the line item costs by outcome and the 524s.

Key personnel (time commitments, % of FTE, brief description of responsibilities)

.15 PY for CCC Project Direct, Tim Calhoun ($48,284) and CCC Project Manager, Cathy McCarthey ($24,502) for three years. Both Tim ($32,190) and Cathy ($16,335) will devote .10PY in-kind each for three years.

Travel

Request for travel to the CCC Chancellor's Office ($3,000) for three years and additional funds will be used to travel to specific partner sites throughout the state ($3,000) for three years.

Equipment

CCC is requesting $10,000 for three years to purchase and maintain computers. In addition, CCC is requesting $10,000 for three years to purchase software that is necessary for day-to-day data processing and upgrading current eTranscript systems.

Supplies

($1,500) to purchase general office supplies over the course of three years.

Contractual

($653,000) for CCC to secure the services of contractors for two years. This support is necessary to initiate the expansion of the functionality of eTranscripts. Specific positions that are required for this task include a Programmer, Designer, Project Manager, QA Analyst, two Business Analysts, and a Technical Writer.

CSIS is requesting $600,000 each year for three years to establish a records transfer agreement with NTC. This is proposed to relieve the financial burden that many LEAs are faced with when trying to process transcripts.

Other

Central to the success of improving the functionality of eTranscripts is training and support. CCC is proposing $711,823 for three years to implement a mini-grant program.

Indirect Costs

Indirect costs associated with this project ($290,411 for CCC contract and $187,000 for CSIS contract = $477,411 for total by outcome)

Outcome 4.2: Scale Transcript Evaluation Services (TES)

Total Request = $ 2, 051,136
In-kind Contribution = $ 1,511,751

Note: Please be advised that work on this outcome will be accomplished through contract. Although costs for this outcome are detailed by line item, all or part of the total amount may be reflected in the 524 as contractual. Exhibit 4.2 provides a bridge between the line item costs by outcome and the 524s.

Key personnel (time commitments, % of FTE, brief description of responsibilities)

In-kind ($483,411) for UCOP personnel to work on this project (please see 4.3 budget spreadsheet for detailed breakdown of staff contributions).

Travel

($6,240) for three years to travel and attend (possibly present) at the MIS conference. Remaining travel requirements (e.g., vendor planning and acceptance testing, and bi-monthly travel to Sacramento to meet with grant team members) is designated as in-kind contribution ($16,860).

Equipment

A total of $60,000 for three years to cover hardware and software requests (e.g., licensing, coding and system load software). UCOP is also requesting $269,480 in system design costs (coding, unit testing, and system testing).

Supplies

($1,480) in-kind for office supplies.

Contractual

Requesting $92,580 to cover contract costs that will secure program management, functional specifications, high level design, and detailed system design.

Indirect Costs

Indirect costs associated with this outcome = $323,136.

Outcome 4.3: Improve School Accountability Report Card (SARC)

Total Request = $698,483
In-kind contribution = $85,841

Key personnel (time commitments, % of FTE, brief description of responsibilities)

1.0 PY - Education Programs Consultant ($337,964) for three years. This person will be responsible for coordinating the analysis and developmental duties outlined in Outcome 4.3. The consultant will create an advisory panel that consists of local stakeholders (schools, districts, parents, and students, as well as the general public) that can be used for school improvement as well as accountability. This group will be responsible for evaluating the current template for SARC, recommending changes to the SARC, and then evaluating these changes. This outcome requires the organization of many

individuals across the CDE, budget change proposals, legislative analysis and policy issues; thus, we are seeking a full-time position to be hired by the CDE P-16 Division.

Travel

($30,000) for three years- the CDE consultant will establish an advisory panel of CDE, PSE, district and school representatives. Review current data elements and assess feasibility of adding additional college readiness, college success, and labor market outcomes. The purpose of these meetings is to gather information on reporting requirements, determine a method for collecting additional data elements and collect and assess the quality of new data elements.

Equipment

($200,000) for three years- to establish hardware, software and IT support requirements. Prepare prototype and request feedback from advisory panel. Incorporate user suggestions for improvement on the content and interface design. Test prototype in year two, establish maintenance in year three.

Supplies

($9,480) for three years to purchase research supplies that will support the collection of information and preparation and dissemination of a summative report.

Other
Operating Expenses and Overhead of $11,000 are requested in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect Costs

The indirect costs associated with this project come to $110,039.

Outcome 4.4 Create a College and Workforce Readiness Composite Report

Total Request = $727,042
In-kind Contribution = $173,584

Key personnel (time commitments, % of FTE, brief description of responsibilities)

1.0 PY - Education Programs Consultant ($337,964) for three years. This person will be responsible for coordinating the analysis and developmental duties outlined in Outcome 4.4. This outcome requires the organization of many individuals across the CDE, budget change proposals, legislative analysis, and policy issues. This outcome requires the

organization of many people from different CDE program offices; thus, we are seeking a full-time position to be hired by the CDE Data Management Division.

Travel

($30,000) for three years- the CDE consultant will establish a stakeholder group of teachers, administrators, research faculty, and policymakers to identify relevant indicators of readiness. This group will also assist with creation of the composite and evaluate the effectiveness of the report in contributing to continuous learning. The purpose of these meetings will be to gather information on college and workforce readiness from key experts in the P-20 field.

Equipment

($200,000) for three years- to establish hardware, software and IT support requirements. Prepare prototype and request feedback from advisory panel. Incorporate user suggestions for improvement on the content and interface design. Test prototype in year two, establish maintenance in year three.

Supplies

($9,480) for three years to purchase research supplies that will support the collection of information and preparation and dissemination of a summative report.

Other

Operating Expenses and Overhead of $11,000 are requested in order to cover costs such as (general expense, communications, training and minor equipment) over three years.

Indirect Costs

The indirect costs associated with this project come to $114,538.

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **CA Itemized Budget Detail by Outcome** Pages: **16** Uploaded File: **G:\DMIP\ARRA-SLDS IES Grant 2009 \CA Proposal\Final Drafts\Budget Worksheets\CA Itemized Budget By Outcome IES ARRA SLDS Final.xls**

Outcome 1.1: Expand K-12 To Include pre-K

Position	All Years		Year 1			
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget
1. Personnel						
Education Research & Evaluation Consultant, Child Development Division	$250,344	$0	1.00		$83,448	$83,448
Ed Programs Consultant, Data Management Division	$250,344	$0	1.00		$83,448	$83,448
	$0	$0				$0
Subtotal, Personnel	**$500,688**	**$0**	**2.00**	**0.00**		**$166,896**
2. Fringe Benefits						
Education Research & Evaluation Consultant, Child Development Division	$87,620	$0				$29,207
Ed Programs Consultant, Data Management Division	$87,620	$0				$29,207
	$0	$0				$0
Subtotal, Benefits	**$175,241**	**$0**				**$58,414**
3. Travel						
Meetings to consult with field representatives	$18,000					$6,000
Subtotal, Travel	**$18,000**	**$0**				**$6,000**
4. Equipment						
	$0	$0				
Subtotal, Equipment	**$0**	**$0**				**$0**
5. Supplies						
	$0	$0				

California Itemized Budgets By Outcome

Subtotal, Supplies	$0	$0				$0
6.Contractual						
Business Process subject matter expert	$55,000					$55,000
	$0	$0				
Subtotal, Contractual	**$55,000**	**$0**				**$55,000**
7. Construction						
Subtotal, Construction	**$0**	**$0**				**$0**
8. Other						
Operating Expenses and Overhead	$22,000	$0				$10,000
	$0	$0				
Subtotal, Other	**$22,000**	**$0**				**$10,000**
9. Total Direct Costs	**$770,929**	$0				
10. Indirect Cost	**$144,164**					
Grand Total	**$915,092**					

California Itemized Budgets By Outcome

	Year 2					Year 3				
Total In Kind	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**
$0	1.00		$83,448	$83,448	$0	1.00		$83,448	$83,448	$0
$0	1.00		$83,448	$83,448	$0	1.00		$83,448	$83,448	$0
$0			$0	$0	$0			$0	$0	$0
	2.00	**0.00**		**$166,896**		**2.00**	**0.00**		**$166,896**	
$0				$29,207	$0				$29,207	$0
$0				$29,207	$0				$29,207	$0
$0				$0	$0				$0	$0
				$58,414					**$58,414**	
				$6,000					$6,000	
$0				**$6,000**	**$0**				**$6,000**	**$0**
$0				**$0**	**$0**					**$0**

California Itemized Budgets By Outcome

$0				$0	$0				$0	$0
$0				**$0**	**$0**				**$0**	**$0**
$0				**$0**	**$0**				**$0**	**$0**
				$6,000					$6,000	
$0				**$6,000**	**$0**				**$6,000**	**$0**

Outcome 1.2: Expand CALPADS to Include Additional "Core Data Elements"

Position	All Years		Year 1			
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget
1. Personnel						
Ed Programs Consultant, David Kopperud	$0	$37,552		0.15	$83,448	$0
Staff Information Systems Analyst, Suzanne Heine	$0	$11,639		0.05	$77,592	$0
Staff Information Systems Analyst, Brandi Jauregui	$0	$19,398		0.15	$77,592	$0
Ed. Admin I, Paula Mishima	$0	$13,921		0.05	$92,808	$0
Subtotal, Personnel	**$0**	**$68,588**		**0.40**		
2. Fringe Benefits						
Ed Programs Consultant, David Kopperud	$0	$13,143				$0
Staff Information Systems Analyst, Suzanne Hein	$0	$4,074				$0
Staff Information Systems Analyst, Brandi Jaureg	$0	$6,789				$0
Ed. Admin I, Paula Mishima	$0	$4,872				$0
Subtotal, Benefits	**$0**	**$24,006**				
3. Travel						
Meetings with Field Reps	$0	$3,000				
Meeting with SARB	$0	$3,000				
	$0	$0				
Subtotal, Travel	**$0**	**$6,000**				**$0**
4. Equipment						
	$0	$0				

Subtotal, Equipment	**$0**	**$0**				**$0**
5. Supplies						
Ex. General Office supplies	$0	$0				
	$0	$0				
Subtotal, Supplies	**$0**	**$0**				$0
6.Contractual						
Modifications to CALPADS System	$220,000	$0				
	$0	$0				
Subtotal, Contractual	**$220,000**	**$0**				**$0**
7. Construction						
Subtotal, Construction	**$0**	**$0**				**$0**
8. Other						
Modifications to other existing data collections for non-student level data collection (est. 250 hours times $110 per hour)	$27,500	$0				
Operating Expenses and Overhead		$15,200				$8,000
	$0	$0				
Subtotal, Other	**$27,500**	**$15,200**				**$8,000**
9. Direct Cost	$247,500	$113,794				
10. Indirect Cost	$46,283	$21,280				
Grand Total	**$293,783**	**$135,074**				

	Year 2					Year 3				
Total In Kind	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**
$12,517		0.15	$83,448	$0	$12,517		0.15	$83,448	$0	$12,517
$3,880		0.05	$77,592	$0	$3,880		0.05	$77,592	$0	$3,880
$11,639		0.05	$77,592	$0	$3,880		0.05	$77,592	$0	$3,880
$4,640		0.05	$92,808	$0	$4,640		0.05	$92,808	$0	$4,640
		0.30					**0.30**			
$4,381				$0	$4,381				$0	$4,381
$1,358				$0	$1,358				$0	$1,358
$4,074				$0	$1,358				$0	$1,358
$1,624				$0	$1,624				$0	$1,624
$1,000					$1,000					$1,000
$1,000					$1,000					$1,000
$2,000				**$0**	**$2,000**				**$0**	**$2,000**

$0				**$0**	**$0**				**$0**	**$0**
$0				$0	$0				$0	$0
				$200,000					$20,000	
$0				**$200,000**	**$0**				**$20,000**	**$0**
$0				**$0**	**$0**				**$0**	**$0**
				$13,750					$13,750	
				$3,600					$3,600	
$0				**$17,350**	**$0**				**$17,350**	**$0**

Outcome 1.3: Data Warehouse for K-12 Data

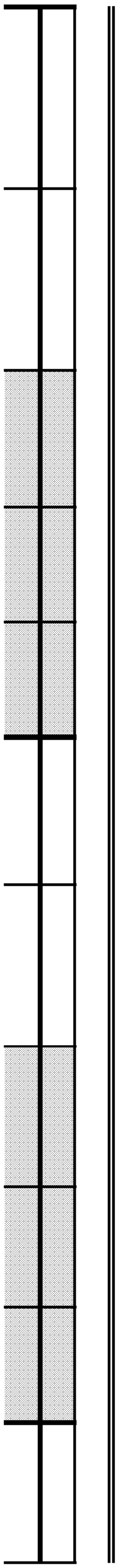
Position	All Years		Year 1			
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget
1. Personnel						
Ed Programs Consultant	$250,344	$0	1.00		$83,448	$83,448
Data Processing Manager III, Kathie LaLonde	$29,660	$0	0.10		$98,868	$9,887
Assoc. Governmental Program Analyst	$192,528	$0	1.00		$64,176	$64,176
Staff Information Systems Analyst	$232,776	$0	1.00		$77,592	$77,592
Subtotal, Personnel	**$705,308**	**$0**	**3.10**	**0.00**		**$235,103**
2. Fringe Benefits						
Ed Programs Consultant	$87,620	$0				$29,207
Data Processing Manager III, Kathie LaLonde	$10,381	$0				$3,460
Assoc. Governmental Program Analyst	$67,385	$0				$22,462
Staff Information Systems Analyst	$81,472	$0				$27,157
Subtotal, Benefits	**$246,858**	**$0**				**$82,286**
3. Travel						
NCES Summer and Winter Conferences:						
Travel to/from/parking (2 people times $15/day times 4 days)	$360	$0				$120
Hotel (2 persons @$225 @ 4 nights)	$2,700	$0				$900
Airfare (2 persons times 2 trips at $850 pp)	$10,200	$0				$3,400
Per Diem (2 person @ $90 per day @ 4 days)	$2,160	$0				$720
IES Grantee Meetings:						
Travel to/from/parking (2 people times $15/day times 3 days)	$270	$0				$90
Hotel (2 persons @$225 @ 3 nights)	$4,050	$0				$1,350
Airfare (2 persons times 2 trips at $850 pp)	$10,200	$0				$3,400

Per Diem (2 person @ $90 per day @ 3 days)	$1,620	$0				$540
Training from TDWI						
Travel to/from/parking (5 people times $15/day times 5 days)	$1,500	$0				$750
Hotel (5 persons @$225 @ 5 nights)	$22,500	$0				$11,250
Airfare (5 persons times $400 pp)	$8,000	$0				$4,000
Per Diem (5 person @ $90 per day @ 5 days)	$9,000	$0				$4,500
Subtotal, Travel	**$72,560**	**$0**				**$31,020**
4. Equipment						
Hardware & Software						
Hardware, Pending FSR completion	$1,800,000	$0				
Subtotal, Equipment	**$1,800,000**	**$0**				**$0**
5. Supplies						
Ex. General Office supplies	$1,800	$1,800				$600
	$0	$0				
Subtotal, Supplies	**$1,800**	**$1,800**				**$600**
6.Contractual						
Consultant to conduct BNA an FSR	$300,000	$0				$150,000
Project Manager	$300,000	$0				
	$0	$0				
Subtotal, Contractual	**$600,000**	**$0**				**$150,000**
7. Construction						
Subtotal, Construction	**$0**	**$0**				**$0**
8. Other						
Operating Expenses and Overhead	$34,100					$15,500
Data Center Fees, Depends on FSR Outcome	$180,000	$0				
Office Space	$0	$144,000				
Training	$50,000	$0				$25,000
Subtotal, Other	**$230,000**	**$144,000**				**$25,000**

9. Direct Costs	$3,656,526	$145,800				
10. Indirect Costs	$683,770	$27,265				
Grand Total	**$4,340,297**	**$173,065**				

	Year 2					Year 3				
Total In Kind	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**
$0	1.00		$83,448	$83,448	$0	1.00		$83,448	$83,448	$0
$0	0.10		$98,868	$9,887	$0	0.10		$98,868	$9,887	$0
$0	1.00		$64,176	$64,176	$0	1.00		$64,176	$64,176	$0
$0	1.00		$77,592	$77,592	$0	1.00		$77,592	$77,592	$0
$0	**3.10**	**0.00**		**$235,103**	**$0**	**3.10**	**0.00**		**$235,103**	**$0**
$0				$29,207	$0				$29,207	$0
$0				$3,460	$0				$3,460	$0
$0				$22,462	$0				$22,462	$0
$0				$27,157	$0				$27,157	$0
$0				**$82,286**	**$0**				**$82,286**	**$0**
				$120					$120	
				$900					$900	
				$3,400					$3,400	
				$720					$720	
				$90					$90	
				$1,350					$1,350	
				$3,400					$3,400	

				$540					$540	
				$375					$375	
				$5,625					$5,625	
				$2,000					$2,000	
				$2,250					$2,250	
$0				**$20,770**	**$0**				**$20,770**	**$0**
				$900,000					$900,000	
$0				**$900,000**	**$0**				**$900,000**	**$0**
$600				$600	$600				$600	$600
$600				**$600**	**$600**				**$600**	**$600**
				$150,000						
				$150,000					$150,000	
$0				**$300,000**	**$0**				**$150,000**	**$0**
$0				**$0**	**$0**				**$0**	**$0**
				$9,300					$9,300	
				$100,000					$80,000	
$48,000					$48,000					$48,000
				$12,500					$12,500	
$48,000				**$112,500**	**$48,000**				**$92,500**	**$48,000**



Outcome 1.4 Modernize CSU System

Position	All Years			
	Total Budget	Total In Kind	FTE Budget	FTE In Kind
1. Personnel				
Project Manager, MPP Adm III, TBD	$82,500	$0	0.25	0.00
Data Base Administrator (DBA) - TBD	$135,000	$0	0.50	0.00
Data Base Developer (DBD) - TBD	$127,500	$0	0.50	0.00
Academic Program, Admin III, TBD	$110,000	$0	0.00	0.00
Hirano-Nakanishi, Marsha (Project Sponsor and Outcome Coordinator)	$0	$126,243	0.00	0.25
Malhotra, Monica (Outcome Coordinator and Documentation)	$0	$126,504	0.00	0.50
Selected Campus Business Personnel	$0	$0	0.00	0.00
Subtotal, Personnel	**$455,000**	**$252,747**	**1.25**	**0.75**
2. Fringe Benefits				
Project Director, MPP Adm III, TBD	$28,875	$0		
Data Base Administrator (DBA)	$47,250	$0		
Data Base Developer (DBD)	$44,625	$0		
Academic Program, Admin III, TBD	$38,500	$0		
Hirano-Nakanishi, Marsha (Project Sponsor and Coordinator)	$0	$44,185		
Malhotra, Monica (Project Assistant Sponsor and Coordinator)	$0	$44,276		
Selected Campus Business Personnel	$0	$0		
Subtotal, Benefits	**$159,250**	**$88,461**		
3. Travel				
	$0	$0		
Subtotal, Travel	**$0**	**$0**		
4. Equipment				
Hardware:				
Servers (see attachment)	$21,160	$0		
Storage (see attachment)	$47,899	$0		

Subtotal, Equipment	**$69,059**	**$0**		
5. Supplies				
	$0	$0		
Subtotal, Supplies	**$0**	**$0**		
6.Contractual				
	$0	$0		
Subtotal, Contractual	**$0**	**$0**		
7. Construction				
Subtotal, Construction	**$0**	**$0**		
8. Other				
	$0	$0		
Subtotal, Other	**$0**	**$0**		
9. Direct Cost	**$683,309**	**$341,208**		
10a. Indirect Costs				
CSU, Chancellor's Office F&A at 17.1% of MTDC*				
17.10%	$105,037	$65,446		
Subtotal CSU Indirect Cost	**$105,037**	**$65,446**		
10b. Indirect Costs				
CDE	$147,421			
Subtotal CDE Indirect Cost	**$147,421**	**$0**		
Grand Total	**$935,766**	**$406,654**		

** From the CSU Chancellor's Office federally negotiated F&A rate agreement, MTDC is Modified Total Direct Costs. The b*

Year 1			Year 2					Year 3		
Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base
$110,000	$27,500	$0	0.25	0.00	$110,000	$27,500	$0	0.25	0.00	$110,000
$90,000	$45,000	$0	0.50	0.00	$90,000	$45,000	$0	0.50	0.00	$90,000
$85,000	$42,500	$0	0.50	0.00	$85,000	$42,500	$0	0.50	0.00	$85,000
$0	$0	$0	0.00	0.00	$0	$0	$0	1.00	0.00	$110,000
$168,324	$0	$42,081	0.00	0.25	$168,324	$0	$42,081	0.00	0.25	$168,324
$84,336	$0	$42,168	0.00	0.50	$84,336	$0	$42,168	0.00	0.50	$84,336
$80,000	$0	$0	0.00	0.00	$80,000	$0	$0	0.00	0.00	$80,000
	$115,000	**$84,249**	**1.25**	**0.75**		**$115,000**	**$84,249**	**2.25**	**0.75**	
	$ 9,625					$ 9,625				
	$ 15,750					$ 15,750				
	$ 14,875	$0				$ 14,875	$0			
	$ -	$0				$ -	$0			
		$14,728					$14,728			
		$14,759					$14,759			
		$0					$0			
	$40,250	**$29,487**				**$40,250**	**$29,487**			
	$0	**$0**				**$0**	**$0**			
	$28,007									
	$47,899									

	$75,906	**$0**				**$0**	**$0**			
	$0	**$0**				**$0**	**$0**			
	$0	**$0**				**$0**	**$0**			
	$0	**$0**				**$0**	**$0**			
	$0	**$0**				**$0**	**$0**			
	$231,156	**$113,736**				**$155,250**	**$113,736**			
$155,250	$26,548	$19,449			**$155,250**	$26,548	$19,449			**$303,750**
	$26,548	**$19,449**				**$26,548**	**$19,449**			
	$0	**$0**				**$0**	**$0**			
	$257,704	**$133,185**				**$181,798**	**$133,185**			

ase for the F&A calculation on this cost proposal excludes equipment over $5,000.

Total Budget	Total In Kind
$27,500	$0
$45,000	$0
$42,500	$0
$110,000	$0
$0	$42,081
$0	$42,168
$0	$0
$225,000	**$84,249**
$ 9,625	
$ 15,750	
$ 14,875	$0
$ 38,500	$0
	$14,728
	$14,759
	$0
$78,750	**$29,487**
$0	**$0**

$0	**$0**
$0	**$0**
$0	**$0**
$0	**$0**
$0	**$0**
$303,750	**$113,736**
$51,941	$19,449
$51,941	**$19,449**
$0	**$0**
$355,691	**$133,185**

Outcome 2.1 Data Conversion Plan for Existing K-12 and Postsecondary Data

Position	All Years		Year 1			
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget
1. Personnel						
Project Director, CEA III, P.Perry	$0	$141,084		0.50	$94,056	$0
Software System Specialist III, (DBA), TBD	$294,732	$0	1.00		$98,244	$98,244
Senior Programmer Analyst, TBD	$511,848	$0	2.00		$85,308	$170,616
Staff Information Systems Analyst, TBD	$0	$232,776		1.00	$77,592	$0
Assoc. Govt. Program Analyst, TBD	$192,528	$0	1.00		$64,176	$64,176
Staff Services Analyst, TBD	$160,056	$0	1.00		$53,352	$53,352
Research Manager III (EDD)	$0	$26,906		0.10	$89,688	$0
Research Manager II (EDD)	$0	$24,217		0.10	$80,724	$0
Research Program Specialist II (EDD)	$58,059	$0	0.25		$77,412	$19,353
Subtotal, Personnel	**$1,217,223**	**$424,984**	**5.25**	**1.70**		**$405,741**
2. Fringe Benefits						
Project Director, CEA III, P.Perry	$0	$49,379				$0
Software System Specialist III, (DBA), TBD	$103,156	$0				$34,385
Senior Programmer Analyst, TBD	$179,147	$0				$59,716
Staff Information Systems Analyst, TBD	$0	$81,472				$0
Assoc. Govt. Program Analyst, TBD	$67,385	$0				$22,462
Staff Services Analyst, TBD	$56,020	$0				$18,673
Research Manager III (EDD)	$0	$12,643				$0
Research Manager II (EDD)	$0	$11,380				$0
Research Program Specialist II (EDD)	$27,282	$0				$9,094

Subtotal, Benefits	**$432,989**	**$154,874**				**$144,330**
3. Travel						
NCES Summer and Winter Conferences:						
Travel to/from/parking (2 people times $15/day times 4 days)	$630	$0				$210
Hotel (2 persons @$225 @ 4 nights)	$9,450	$0				$3,150
Airfare (2 persons times 2 trips at $850 pp)	$10,200	$0				$3,400
Per Diem (2 person @ $40 per day @ 7 days)	$1,680	$0				$560
SHEEO Trip and Conference:						
Travel to/from/parking (2 people times $15/day times 4 days)	$630	$0				$210
Hotel (2 persons @$225 @ 4 nights)	$9,450	$0				$3,150
Airfare (2 persons times 2 trips at $850 pp)	$10,200	$0				$3,400
Per Diem (2 person @ $40 per day @ 7 days)	$1,680	$0				$560
IES Grantee Meetings:						
Travel to/from/parking (2 people times $15/day times 3 days)	$270	$0				$90
Hotel (2 persons @$225 @ 3 nights)	$4,050	$0				$1,350
Airfare (2 persons times 1 trip per year at $850 pp)	$5,100	$0				$1,700
Per Diem (2 person @ $40 per day @ 3 days)	$720	$0				$240
Planning Meeting	$0	$10,000				
Subtotal, Travel	**$54,060**	**$10,000**				**$18,020**
4. Equipment						
Subtotal, Equipment	$0	$0				$0
5. Supplies						
	$0	$0				
Subtotal, Supplies	$0	$0				$0
6.Contractual						
	$0	$0				

Subtotal, Contractual	**$0**	**$0**				**$0**
7. Construction						
Subtotal, Construction	**$0**	**$0**				**$0**
8. Other						
Facility Space (@2/sf/mo, 10 cubes @ 80sf per cube)	$0	$38,400				
Operating Expenses and Overhead	$79,500	$26,500				$26,500
	$0	$0				
Subtotal, Other	**$79,500**	**$64,900**				**$26,500**
9. Direct Costs	$1,783,772	$654,758				$594,591
10. Indirect Cost	$333,565					$111,188
Grand Total	**$2,117,338**	**$654,758**				**$705,779**

	Year 2					Year 3				
Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind
$47,028		0.50	$94,056	$0	$47,028		0.50	$94,056	$0	$47,028
$0	1.00		$98,244	$98,244	$0	1.00		$98,244	$98,244	$0
$0	2.00		$85,308	$170,616	$0	2.00		$85,308	$170,616	$0
$77,592		1.00	$77,592	$0	$77,592		1.00	$77,592	$0	$77,592
$0	1.00		$64,176	$64,176	$0	1.00		$64,176	$64,176	$0
$0	1.00		$53,352	$53,352	$0	1.00		$53,352	$53,352	$0
$8,969		0.10	$89,688	$0	$8,969		0.10	$89,688	$0	$8,969
$8,072		0.10	$80,724	$0	$8,072		0.10	$80,724	$0	$8,072
$0	0.25		$77,412	$19,353	$0	0.25		$77,412	$19,353	$0
										$0
	5.25	**1.70**		**$405,741**		**5.25**	**1.70**		**$405,741**	
$16,460				$0	$16,460				$0	$16,460
$0				$34,385	$0				$34,385	$0
$0				$59,716	$0				$59,716	$0
$27,157				$0	$27,157				$0	$27,157
$0				$22,462	$0				$22,462	$0
$0				$18,673	$0				$18,673	$0
$4,214				$0	$4,214				$0	$4,214
$3,793				$0	$3,793				$0	$3,793
$0				$9,094	$0				$9,094	$0

				$144,330					**$144,330**	
				$210					$210	
				$3,150					$3,150	
				$3,400					$3,400	
				$560					$560	
				$210					$210	
				$3,150					$3,150	
				$3,400					$3,400	
				$560					$560	
				$90					$90	
				$1,350					$1,350	
				$1,700					$1,700	
				$240					$240	
$10,000										
$10,000				**$18,020**	**$0**				**$18,020**	**$0**
$0				$0	$0				$0	$0
$0				$0	$0				$0	$0

$0				**$0**	**$0**				**$0**	**$0**
$0				**$0**	**$0**				**$0**	**$0**
$19,200					$19,200					$19,200
				$26,500					$26,500	
$19,200				**$26,500**	**$19,200**				**$26,500**	**$19,200**
				$594,591					$594,591	
				$111,188					$111,188	
				$705,779					**$705,779**	

Outcome 2.2 Establish Infrastructure/Platform

Position	All Years		Year 1			
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget
1. Personnel						
Subtotal, Personnel	**$0**	**$0**	**0.00**	**0.00**		
2. Fringe Benefits						
Subtotal, Benefits	**$0**	**$0**				
3. Travel						
	$0	$0				
Subtotal, Travel	**$0**	**$0**				**$0**
4. Equipment						
Hardware:						
HP ProLiant DL 380 G6 Server	$15,105	$0				$15,105
HP ProLiant DL 380 G6 Server, warranty and service	$1,729	$0				$1,729
HP StorageWorks 60 Modular Smart Array	$2,399	$0				$2,399
Blade Enclosure HP Blade System c-Class	$16,360	$0				$16,360
Blade Enclosure 3 yr warranty and support	$1,409	$0				$1,409
HP ProLiant BL460c G6 Server Blade (x7)	$52,420	$0				$52,420
HP ProLiant BL460c G6 Server Blade warranty and support (x7)	$6,272	$0				$6,272
Spare Drives for Blade HP 146GB 15K 6G SAS DP-HD (x4)	$1,888	$0				$1,888
Storage Equipment: HP LeftHand P4500 10.8TB SAS Virtualization SAN Solution	$56,278	$0				$56,278

Storage Equipment: HP LeftHand P4500 10.8TB SAS Virtualization SAN Solution warranty and support	$12,697	$0				$12,697
HP Dual Port Enterprise 450 GB hot-swap (x4)	$1,225	$0				$1,225
CISCO Firewall (x4), SSL License, 3-year contract, and extended service agreement for SMARTnet	$81,678	$0				$81,678
Software:						
MS SQL Enterprise, Academic Pricing (x2)	$10,000	$0				$10,000
MS Windows Server Enterprise	$1,000	$0				$1,000
MS Visual Studio Pro	$1,000	$0				$1,000
MS Exchange	$1,000	$0				$1,000
MS Office	$1,000	$0				$1,000
BI/Query Tool (x 5)	$10,000	$0				$10,000
CENIC Fees (waived), server storage, security, backup, 1GB connectivity and network traffic to/from	$0	$556,362				
	$0	$0				
Subtotal, Equipment	$273,460	$556,362				$273,460
5. Supplies						
Ex. General Office supplies	$0	$0				
	$0	$0				
Subtotal, Supplies	$0	$0				$0
6.Contractual						
	$0	$0				
Subtotal, Contractual	**$0**	**$0**				**$0**
7. Construction						
Subtotal, Construction	**$0**	**$0**				**$0**
8. Other						

	$0	$0				
Subtotal, Other	**$0**	**$0**				**$0**
9. Direct Cost	$273,460	$556,362				$273,460
10. Indirect Cost	$51,137					$51,137
Grand Total	**$324,597**	**$556,362**				**$324,597**

	Year 2					Year 3				
Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind
										$0
	0.00	0.00				0.00	0.00			
$0				$0	$0				$0	$0

$180,000					$185,400					$190,962
$180,000				$0	$185,400				$0	$190,962
$0				$0	$0				$0	$0
$0				**$0**	**$0**				**$0**	**$0**
$0				**$0**	**$0**				**$0**	**$0**

$0				**$0**	**$0**				**$0**	**$0**
				$0					$0	
				$0					$0	
				$0					**$0**	

Outcome 2.3 Design/Develop/Test System Functionality

Position	All Years		Year 1			
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget
1. Personnel						
Software System Specialist II, (DBA), TBD	$170,328	$0				
Senior Programmer Analyst, TBD	$170,616	$0				
Staff Programmer Analyst, TBD	$155,184	$0				
Staff Programmer Analyst (EDD)	$119,880	$0				
Research Analyst II (EDD)	$86,768	$0				
Subtotal, Personnel	**$702,776**	**$0**	**0.00**	**0.00**		
2. Fringe Benefits						
Software System Specialist II, (DBA), TBD	$59,615	$0				
Senior Programmer Analyst, TBD	$59,716	$0				
Staff Programmer Analyst, TBD	$54,314	$0				
Staff Programmer Analyst (EDD)	$56,332	$0				
Research Analyst II (EDD)	$40,772	$0				
Subtotal, Benefits	**$270,748**	**$0**				
3. Travel						
	$0	$0				
Subtotal, Travel	**$0**	**$0**				**$0**
4. Equipment						
	$0	$0				
Subtotal, Equipment	**$0**	**$0**				**$0**
5. Supplies						
	$0	$0				

Subtotal, Supplies	$0	$0				$0
6.Contractual						
	$0	$0				
Subtotal, Contractual	**$0**	**$0**				**$0**
7. Construction						
Subtotal, Construction	**$0**	**$0**				**$0**
8. Other						
Operating Expenses and Overhead	$18,000	$0				
	$0	$0				
Subtotal, Other	**$18,000**	**$0**				**$0**
9. Direct Costs	$991,524					
10. Indirect Costs	$185,415					
Grand Total	**$1,176,939**					

	Year 2					Year 3				
Total In Kind	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**
	1.00		$85,164	$85,164	$0	1.00		$85,164	$85,164	$0
	1.00		$85,308	$85,308	$0	1.00		$85,308	$85,308	$0
	1.00		$77,592	$77,592	$0	1.00		$77,592	$77,592	$0
	0.50		$79,920	$39,960	$0	1.00		$79,920	$79,920	$0
	0.25		$69,414	$17,354	$0	1.00		$69,414	$69,414	$0
										$0
	3.75	**0.00**		**$305,378**		**5.00**	**0.00**		**$397,398**	
				$29,807	$0				$29,807	$0
				$29,858	$0				$29,858	$0
				$27,157	$0				$27,157	$0
				$18,777	$0				$37,554	$0
				$8,154	$0				$32,618	$0
				$113,754					**$156,994**	
$0				**$0**	**$0**				**$0**	**$0**
$0				**$0**	**$0**				**$0**	**$0**

$0				$0	$0				$0	$0
$0				**$0**	**$0**				**$0**	**$0**
$0				**$0**	**$0**				**$0**	**$0**
				$9,000					$9,000	
$0				**$9,000**	**$0**				**$9,000**	**$0**
				$428,132					$563,392	
				$80,061					$105,354	
				$508,192					**$668,747**	

Outcome 3.1 Ethical Stewardship

Position	All Years		Year 1					
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget
1. Personnel								
Education Research & Evaluation Consultant, TBD	$250,344	$0	1.00	0.00	$83,448	$83,448	$0	1.00
Michelle Magyar, EPC (CDE,	$0	$34,765		0.15	$77,256	$0	$11,588	
Rick Miller (CDE)	$0	$18,000		0.05		$0	$6,000	
Marsha Kelman (UCOP)	$0	$18,000		0.05		$0	$6,000	
Marsha Hirano-Nakanishi (CSU) listed under 1.4	$0	$0		0.05		$0	$0	
Patrick Perry (CCC) listed under 2.1	$0	$0		0.05		$0	$0	
Staff, TBD (CCC, JPA)	$0	$18,000		0.05		$0	$6,000	
Staff, TBD (CSU, JPA)	$0	$18,000		0.05		$0	$6,000	
Samuel, Agronow (UCOP)	$0	$18,000		0.05		$0	$6,000	
Adrian Griffin (CPEC)	$0	$18,981		0.05		$0	$6,327	
Staff, TBD (Cal-PASS)	$0	$18,000		0.05		$0	$6,000	
Research Manager III (EDD)	$0	$26,906		0.10	$89,688	$0	$8,969	
Research Manager II (EDD)	$0	$24,217		0.10	$80,724	$0	$8,072	
Tax Administrator II (EDD)	$0	$25,427		0.10	$84,756	$0	$8,476	
Staff Services Manager III (E	$0	$26,906		0.10	$89,688	$0	$8,969	
Subtotal, Personnel	**$250,344**	**$265,203**	**1.00**	**1.00**				**1.00**
2. Fringe Benefits								
Education Research & Evalua	$87,620	$0				$29,207	$0	
Michelle Magyar, EPC (CDE,	$0	$8,112				$0	$4,056	
Staff, TBD (CCC, JPA)	$0	$0				$0	$0	
Staff, TBD (CSU, JPA)	$0	$0				$0	$0	

Samuel, Agronow, UCOP	$0	$0				$0	$0	
Kathleen, Dettman, UCOP								
Adrian Griffin (CPEC)	$0	$0				$0	$0	
Staff, TBD (Cal-PASS)	$0	$0				$0	$0	
Research Manager III (EDD)	$0	$9,417				$0	$3,139	
Research Manager II (EDD)	$0	$8,476				$0	$2,825	
Tax Administrator II (EDD)	$0	$8,899				$0	$2,966	
Staff Services Manager III (E	$0	$9,417				$0	$3,139	
Subtotal, Benefits	**$87,620**	**$44,322**						
3. Travel								
	$0	$0				$0	$0	
Subtotal, Travel	**$0**	**$0**				**$0**	**$0**	
4. Equipment								
Hardware:								
Laptop (2)	$2,000	$0				$2,000		
Projector (2)	$3,000	$0				$3,000		
Conference Bridge Lines (3)	$12,000	$0				$4,000		
Interwrite Cricket Voting Remote, 24Pack	$1,750	$0				$1,750		
	$0	$0				$0		
Software:	$0	$0				$0		
Inspiration concept mapping software	$240	$0				$80		
Endnotes	$10,500	$0				$3,500		
MS Sharepoint	$4,500	$0				$1,500		
Data Request Software	$90,000	$0				$40,000		
	$0	$0				$0		
Network:	$0	$0				$0		
	$0	$0				$0	$0	
Subtotal, Equipment	**$123,990**	**$0**				$55,830	$0	

5. Supplies								
Manuals	$480	$0				$160		
Ex. General Office supplies	$690	$1,350				$230	$450	
	$0	$0						
Subtotal, Supplies	**$1,170**	**$1,350**				**$390**	**$450**	
6.Contractual								
	$0	$0						
Subtotal, Contractual	**$0**	**$0**				**$0**	**$0**	
7. Construction								
	$0	$0						
Subtotal, Construction	**$0**	**$0**				**$0**	**$0**	
8. Other								
OE & E	$11,000	$0				$5,000		
	$0	$0						
Subtotal, Other	**$11,000**	**$0**				**$5,000**	**$0**	
9. Direct Costs	**$474,124**	**$310,875**						
10. Indirect Costs	$88,661							
Grand Total	**$562,786**	**$310,875**						

Year 2				Year 3				
FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind
0.00	$83,448	$83,448	$0	1.00	0.00	$83,448	$83,448	$0
0.15	$77,256	$0	$11,588		0.15	$77,256	$0	$11,588
0.05		$0	$6,000		0.05		$0	$6,000
0.05		$0	$6,000		0.05		$0	$6,000
0.05		$0	$0		0.05		$0	$0
0.05		$0	$0		0.05		$0	$0
0.05		$0	$6,000		0.05		$0	$6,000
0.05		$0	$6,000		0.05		$0	$6,000
0.05		$0	$6,000		0.05		$0	$6,000
0.05		$0	$6,327		0.05		$0	$6,327
0.05		$0	$6,000		0.05		$0	$6,000
0.10	$89,688	$0	$8,969		0.10	$89,688	$0	$8,969
0.10	$80,724	$0	$8,072		0.10	$80,724	$0	$8,072
0.10	$84,756	$0	$8,476		0.10	$84,756	$0	$8,476
0.10	$89,688	$0	$8,969		0.10	$89,688	$0	$8,969
1.00				**1.00**	**1.00**			
		$29,207	$0				$29,207	$0
		$0	$4,056				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0

		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$3,139				$0	$3,139
		$0	$2,825				$0	$2,825
		$0	$2,966				$0	$2,966
		$0	$3,139				$0	$3,139
		$0	$0				$0	$0
		$0	**$0**				**$0**	**$0**
		$4,000	$0				$4,000	$0
		$80					$80	
		$3,500					$3,500	
		$1,500					$1,500	
		$25,000					$25,000	
			$0					$0
		$34,080	$0				$34,080	$0

		$160					$160	
		$230	$450				$230	$450
		$390	**$450**				**$390**	**$450**
		$0	**$0**				**$0**	**$0**
		$0	**$0**				**$0**	**$0**
		$3,000					$3,000	
		$3,000	**$0**				**$3,000**	**$0**

Outcome 3.2 P-20 Education and Workforce								
	All Years		Year 1					
Position	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget
1. Personnel								
Education Research & Evaluation Consultant, TBD (CDE)	$250,344	$0	1.00	0.00	$83,448	$83,448	$0	1.00
Staff Services Manager II (CDE)	$242,172	$0	1.00		$80,724	$80,724	$0	1.00
Michelle Magyar, EPC (CDE, JF	$0	$57,942		0.25	$77,256	$0	$19,314	
Joe Radding, EPC, (CDE)	$0	$50,069		0.10	$83,448	$0	$8,345	
Maria Romo, Analyst (CDE)	$0	$9,626		0.05	$64,176	$0	$3,209	
Staff, TBD (CCC, JPA)	$0	$0		0.00	$0	$0	$0	
Staff, TBD (CSU,JPA)	$0	$0		0.00	$0	$0	$0	
Samuel, Agronow, (UCOP,JPA)	$0	$18,000		0.05	$0	$0	$6,000	
Adrian Griffin (CPEC)	$0	$18,981		0.05	$0	$0	$6,327	
Staff, TBD (Cal-PASS)	$0	$0		0.00	$0	$0	$0	
Research Manager III (EDD)	$0	$26,906		0.10	$89,688	$0	$8,969	
Research Manager II (EDD)	$0	$24,217		0.10	$80,724	$0	$8,072	
Research Program Specialist II	$58,059	$0	0.25		$77,412	$19,353	$0	0.25
Research Analyst II (EDD)	$50,544	$0	0.25		$67,392	$16,848	$0	0.25
Subtotal, Personnel	**$601,119**	**$205,742**	**0.50**	**0.70**				**0.50**
2. Fringe Benefits								
Education Research & Evaluation Consultant, TBD (CDE)	$87,620	$0				$29,207	$0	
Staff Services Manager II (CDE)	$84,760	$0				$28,253	$0	
Michelle Magyar, EPC (CDE, JF	$0	$20,280				$0	$6,760	

Joe Radding, EPC, (CDE)	$0	$17,524				$0	$2,921	
Maria Romo, Analyst (CDE)	$0	$3,369				$0	$1,123	
Staff, TBD (CCC, JPA)	$0	$0				$0	$0	
Staff, TBD (CSU,JPA)	$0	$0				$0	$0	
Samuel, Agronow, (UCOP,JPA)	$0	$0				$0	$0	
Adrian Griffin (CPEC)	$0	$0				$0	$0	
Staff, TBD (Cal-PASS)	$0	$0				$0	$0	
Research Manager III (EDD)	$0	$9,417				$0	$3,139	
Research Manager II (EDD)	$0	$8,476				$0	$2,825	
Research Program Specialist II	$20,321	$0				$6,774	$0	
Research Analyst II (EDD)	$17,690	$0				$5,897	$0	
Subtotal, Benefits	**$210,392**	**$59,066**						
3. Travel								
	$0	$0				$0	$0	
Subtotal, Travel	**$0**	**$0**				**$0**	**$0**	
4. Equipment								
Hardware:								
	$0	$0				$0		
Software:	$0	$0				$0		
	$0	$0				$0		
Meta-analysis Program	$1,900	$0				$1,900		
SPSS	$4,500	$0				$1,500		
Network:	$0	$0				$0		
	$0	$0				$0	$0	
Subtotal, Equipment	**$6,400**	**$0**				$3,400	$0	
5. Supplies								
Manuals	$480	$0				$160		
Ex. General Office supplies	$690	$1,350				$230	$450	
	$0	$0						
Subtotal, Supplies	**$1,170**	**$1,350**				$390	$450	
6.Contractual								

	$0	$0						
Subtotal, Contractual	**$0**	**$0**				**$0**	**$0**	
7. Construction								
	$0	$0						
Subtotal, Construction	**$0**	**$0**				**$0**	**$0**	
8. Other								
OE & E	$22,000	$0				$10,000		
	$0	$0						
Subtotal, Other	**$22,000**	**$0**				**$10,000**	**$0**	
9. Direct Costs	**$841,081**	$266,158						
10. Indirect Costs	**$157,282**							
Grand Total	**$998,363**	**$266,158**						

Year 2				**Year 3**					
FTE In Kind	**Base**	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**	
0.00	$83,448	$83,448	$0	1.00	0.00	$83,448	$83,448	$0	
0.00	$80,724	$80,724	$0	1.00	0.00	$80,724	$80,724	$0	
0.25	$77,256	$0	$19,314		0.25	$77,256	$0	$19,314	
0.25	$83,448	$0	$20,862		0.25	$83,448	$0	$20,862	
0.05	$64,176	$0	$3,209		0.05	$64,176	$0	$3,209	
0.05	$0	$0	$0		0.05	$0	$0	$0	
0.05	$0	$0	$0		0.05	$0	$0	$0	
0.05	$0	$0	$6,000		0.05	$0	$0	$6,000	
0.05	$0	$0	$6,327		0.05	$0	$0	$6,327	
0.00	$0	$0	$0		0.00	$0	$0	$0	
0.10	$89,688	$0	$8,969		0.10	$89,688	$0	$8,969	
0.10	$80,724	$0	$8,072		0.10	$80,724	$0	$8,072	
	$77,412	$19,353	$0	0.25		$77,412	$19,353	$0	
	$67,392	$16,848	$0	0.25		$67,392	$16,848	$0	
0.95				**0.50**	**0.95**				
		$29,207	$0				$29,207	$0	
		$28,253	$0				$28,253	$0	
		$0	$6,760				$0	$6,760	

		$0	$7,302				$0	$7,302	
		$0	$1,123				$0	$1,123	
		$0	$0				$0	$0	
		$0	$0				$0	$0	
		$0	$0				$0	$0	
		$0	$0				$0	$0	
		$0	$0				$0	$0	
		$0	$3,139				$0	$3,139	
		$0	$2,825				$0	$2,825	
		$6,774	$0				$6,774	$0	
		$5,897	$0				$5,897	$0	
		$0	**$0**				**$0**	**$0**	
		$0					$0		
		$0					$0		
		$1,500					$1,500		
			$0					$0	
		$1,500	$0				$1,500	$0	
		$160					$160		
		$230	$450				$230	$450	
		$390	$450				$390	$450	

		$0	**$0**				**$0**	**$0**	
		$0	**$0**				**$0**	**$0**	
		$6,000					$6,000		
		$6,000	**$0**				**$6,000**	**$0**	

Outcome 3.3 Consistent Ed Governance and

Position	All Years		Year 1					
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget
1. Personnel								
Michelle Magyar, EPC (CDE)	$0	$47,758		0.20	$77,256	$0	$15,451	
Joe Radding, EPC (CDE)	$0	$25,793		0.10	$83,448	$0	$8,345	
Maria Romero, Analyst (CDE)	$0	$9,918		0.05	$64,176	$0	$3,209	
Staff, TBD (CCC, JPA)	$0	$0				$0	$0	
Staff, TBD (CSU, JPA)	$0	$0				$0	$0	
Staff, TBD (UC,JPA)	$0	$0				$0	$0	
Staff (CPEC)	$0	$0				$0	$0	
Staff (Cal-PASS)	$0	$0				$0	$0	
Staff (EDD)	$0	$0				$0	$0	
Subtotal, Personnel	**$0**	**$83,469**	**0.00**	**0.35**				**0.00**
2. Fringe Benefits								
Michelle Magyar, EPC (CDE)	$0	$16,715				$0	$5,408	
Joe Radding, EPC (CDE)	$0	$9,028				$0	$2,921	
Maria Romero, Analyst (CDE)	$0	$3,471				$0	$1,123	
Staff, TBD (CCC, JPA)	$0	$0				$0	$0	
Staff, TBD (CSU, JPA)	$0	$0				$0	$0	
Staff, TBD (UC,JPA)	$0	$0				$0	$0	
Staff (CPEC)	$0	$0				$0	$0	
Staff (Cal-PASS)	$0	$0				$0	$0	
Staff (EDD)	$0	$0				$0	$0	
Subtotal, Benefits	**$0**	**$29,214**						
3. Travel								
IES Research Conference (4)	$0	$0				$0	$0	
Travel to/from/parking	$450	$0				$150	$0	

Hotel (4 persons @$180 @ 2 nights)	$4,320	$0				$1,440	$0	
Airfare (4 persons)	$9,000	$0	C			$3,000	$0	
Per Diem (4 person @ $50 per day @ 3 days)	$1,800	$0				$600	$0	
Regisration Fee (4 persons @ $300)	$3,600	$0				$1,200	$0	
	$0	$0				$0	$0	
Subtotal, Travel	**$19,170**	**$0**				**$6,390**	**$0**	
4. Equipment								
Hardware:								
	$0	$0				$0		
Software:		$0				$0		
	$0	$0				$0		
Adobe Publisher	$5,700	$0				$1,900		
	$0	$0				$0		
Network:		$0				$0		
	$0	$0						
Subtotal, Equipment	**$5,700**	**$0**				$1,900	$0	
5. Supplies								
Manuals	$480	$0				$160		
Ex. General Office supplies	$690	$1,350				$230	$450	
	$0	$0						
Subtotal, Supplies	**$1,170**	**$1,350**				$390	$450	
6.Contractual								
Conference Management Company	$300,000	$0						
	$0	$0						
Subtotal, Contractual	**$300,000**	**$0**				**$0**	**$0**	
7. Construction								
	$0	$0						

Subtotal, Construction	**$0**	**$0**				**$0**	**$0**	
8. Other								
	$0	$0						
Subtotal, Other	**$0**	**$0**				**$0**	**$0**	
9. Direct Costs	$326,040	$114,033						
10. Indirect Costs	$60,969							
Grand Total	**$387,009**	**$114,033**						

Year 2				Year 3				
FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind
0.20	$79,574	$0	$15,915		0.20	$81,961	$0	$16,392
0.10	$85,951	$0	$8,595		0.10	$88,530	$0	$8,853
0.05	$66,101	$0	$3,305		0.05	$68,084	$0	$3,404
	$0	$0	$0			$0	$0	$0
	$0	$0	$0			$0	$0	$0
	$0	$0	$0			$0	$0	$0
	$0	$0	$0			$0	$0	$0
	$0	$0	$0			$0	$0	$0
	$0	$0	$0				$0	$0
0.35				**0.00**	**0.35**			
		$0	$5,570				$0	$5,737
		$0	$3,008				$0	$3,099
		$0	$1,157				$0	$1,191
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$150					$150	

		$1,440					$1,440	
		$3,000					$3,000	
		$600					$600	
		$1,200					$1,200	
		$6,390	**$0**				**$6,390**	**$0**
		$0					$0	
		$1,900					$1,900	
		$0					$0	
		$1,900	$0				$1,900	$0
		$160					$160	
		$230	$450				$230	$450
		$390	$450				$390	$450
							#######	
		$0	**$0**				**#######**	**$0**

		$0	$0				$0	$0
		$0	$0				$0	$0

Outcome 3.4 Training and Continuing Education Best Practices							
	All Years		Year 1				
Position	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind
1. Personnel							
CCSESA Consultant	$185,295	$0	0.15	0.00	$0	$61,765	$0
CCSESA Consultant	$185,295	$0	0.15	0.00	$0	$61,765	$0
CSIS Implementation Speciali	$228,898	$0	1.00	0.00	$95,374	$95,374	$0
CSIS Field Support Specialist	$33,026	$0	0.15	0.05	$73,392	$11,009	$0
CSIS Chief Operations Officer	$0	$21,177	0.00	0.05	$141,177	$0	$7,059
CSIS Deputy Operations Offic	$0	$20,121	0.00	0.05	$134,136	$0	$6,707
CSIS Director II	$0	$54,090	0.00	0.20	$108,180	$0	$21,636
CSIS Architect	$0	$81,027	0.00	0.30	$108,036	$0	$32,411
	$0	$0	0.00	0.00	$0	$0	$0
Subtotal, Personnel	**$261,924**	**$176,415**	**1.30**	**0.65**		**123530**	
2. Fringe Benefits							
CSIS Implementation Speciali	$67,517	$0				$28,132	$0
CSIS Field Support Specialist	$11,040	$0				$3,680	$0
CSIS Chief Operations Officer	$0	$5,308				$0	$2,471
CSIS Deputy Operations Offic	$0	$5,177				$0	$2,347
CSIS Director II	$0	$18,096				$0	$0
CSIS Architect	$0	$26,798				$0	$0
	$0	$0				$0	$0
Subtotal, Benefits	**$78,557**	**$55,379**				**$31,812**	
3. Travel							
CCSESA (up to 5 persons)	$90,000	$0				$30,000	$0
CSIS (up to 5 persons)	$90,000	$0				$30,000	$0
	$0	$0				$0	$0
Subtotal, Travel	**$180,000**	**$0**				**$60,000**	**$0**
4. Equipment							

Hardware:							
	$0	$0				$0	
Software:	$0	$0				$0	
CCSESA WebEx Training	$96,000	$0				$32,000	
CCSESA Closed Captioning	$22,800	$0				$7,600	
	$0	$0				$0	
Network:	$0	$0				$0	
	$0	$0					
Subtotal, Equipment	**$118,800**	**$0**				**$39,600**	**$0**
5. Supplies							
CCSESA Meeting Supplies	$1,200	$0				$800	
CCSES Printing Handout Materials	$9,900	$0				$6,600	$0
CSIS Meeting Supplies	$1,200	$0				$800	
CSIS Printing Handout Materials	$9,900	$0				$6,600	$0
	$0	$0					
Subtotal, Supplies	**$22,200**	**$0**				$14,800	$0
6.Contractual							
CSIS Contract Trainer @80/hr	$159,519	$0					
	$0	$0					
Subtotal, Contractual	**$159,519**	**$0**				**$0**	**$0**
7. Construction							
	$0	$0					
	$0	$0					
Subtotal, Construction	**$0**	**$0**				**$0**	**$0**
8. Other							
CCSESA Mailing	$3,600	$0				$1,200	

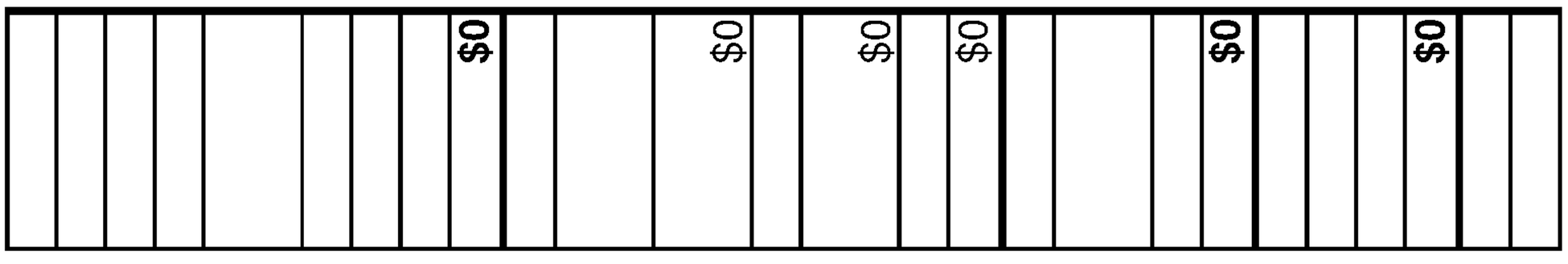
CCSESA Shipping	$5,400	$0				$1,800	
CCSESA Room Rental	$36,000	$0				$12,000	
CSIS Room Rental	$36,000	$0				$12,000	
Subtotal, Other	**$81,000**	**$0**				**$27,000**	**$0**
9. Direct Cost	$902,000	$231,794				$296,742	
10. Indirect Cost	$168,674					$0	
Grand Total	**$1,070,674**	**$231,794**				**$0**	

Year 2					**Year 3**			
FTE Budget	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**
0.15	0.00	$0	$61,765	$0	0.15	0.00	$0	$61,765
0.15	0.00	$0	$61,765	$0	0.15	0.00	$0	$61,765
0.80	0.00	$95,374	$76,299	$0	0.60	0.00	$95,374	$57,224
0.20	0.00	$73,392	$14,678	$0	0.10	0.05	$73,392	$7,339
0.05	0.05	$141,177	$0	$7,059	0.00	0.05	$141,177	$0
0.05	0.05	$134,136	$0	$6,707	0.00	0.05	$134,136	$0
0.20	0.20	$108,180	$0	$21,636	0.00	0.10	$108,180	$0
0.30	0.30	$108,036	$0	$32,411	0.00	0.15	$108,036	$0
0.00	0.00	$0	$0	$0	0.00	0.00	$0	$0
1.75	**0.60**		**$214,508**		**0.85**	**0.40**		**$188,094**
			$22,506	$0				$16,879
			$4,907	$0				$2,453
			$0	$2,471				$0
			$0	$2,347				$0
			$0	$0				$0
			$0	$0				$0
			$0	$0				$0
			$27,413					**$19,332**
			$30,000					$30,000
			$30,000					$30,000
			$60,000	**$0**				**$60,000**

			$32,000					$32,000
			$7,600					$7,600
			$0					$0
			$39,600	**$0**				**$39,600**
			$800					$800
			$6,600	$0				$6,600
			$800					$800
			$6,600	$0				$6,600
			$14,800	$0				$14,800
			$0	**$0**				**$0**
			$0	**$0**				**$0**
			$1,200					$1,200

			$1,800					$1,800
			$12,000					$12,000
			$12,000					$12,000
			$27,000	**$0**				**$27,000**
			$383,321					$348,826
			$0					$0

Total In Kind
$0
$0
$0
$0
$7,059
$6,707
$10,818
$16,205
$0
$0
$0
$2,471
$2,347
$0
$0
$0
$0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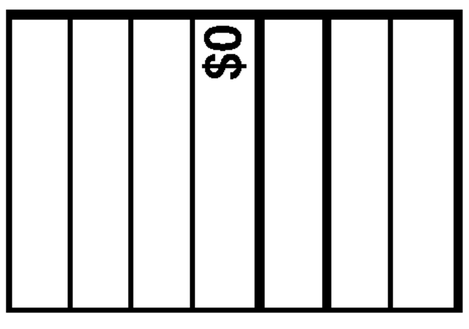
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Outcome 4.1 Expand eTranscript

Position	All Years		Year 1					
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget
1. Personnel								
T. Calhoon - Proj Director	$48,284	$32,190	0.15	0.10	$102,108	$15,316	$10,211	0.15
C. McCartney - Proj Manager	$24,502	$16,335	0.15	0.10	$51,815	$7,772	$5,182	0.15
	$0	$0					$0	
Subtotal, Personnel	**$72,786**	**$48,525**				**$23,088**		
2. Fringe Benefits								
T. Calhoon	$16,446	$10,964	0.15	0.10	$35,142	$5,271	$3,514	0.15
C. McCartney	$11,714	$7,809	0.15	0.10	$24,859	$3,729	$2,486	0.15
	$0	$0		0.00	$0	$0	$0	
Subtotal, Benefits	**$28,160**	**$18,773**				**$9,000**		
3. Travel								
CCC Chancellor's Office	$3,000	$0			$0	$1,000		
Partner Sites	$3,000	$0			$0	$1,000		
	$0	$0			$0			
Subtotal, Travel	**$6,000**	**$0**			**$0**	**$2,000**	**$0**	
4. Equipment								
Hardware:								
Computers	$10,000	$0			$0	$10,000		
	$0	$0			$0			
Software:	$0	$0			$0			
Misc.	$10,000	$0			$0	$10,000		
	$0	$0			$0			
Subtotal, Equipment	**$20,000**	**$0**			$0	**$20,000**	$0	
5. Supplies								
Misc.	$1,500	$0			$0	$500		

	$0	$0			$0			
Subtotal, Supplies	**$1,500**	**$0**			$0	**$500**	$0	
6.Contractual								
Contract Programmer TBD	$202,500	$0			$0	$93,150		
Contract Designer TBD	$50,000	$0			$0	$38,500		
Contract Proj Mgr TBD	$106,000	$0			$0	$70,000		
Contract QA Analyst TBD	$99,750	$0			$0	$51,375		
Contract Bus Analyst TBD	$147,500	$0			$0	$103,500		
Contract Bus Analyst TBD	$28,500	$0			$0	$28,500		
Contract Tech Writer TBD	$18,750	$0			$0	$9,750		
	$0	$0			$0			
Subtotal, Contractual	**$653,000**	**$0**			**$0**	**$394,775**	**$0**	
7. Construction								
					$0			
Subtotal, Construction	**$0**	**$0**			**$0**	**$0**	**$0**	
8. Other								
Minigrant Program - Community Colleges	$711,823	$0			$0	$237,275		
	$0	$0			$0			
Subtotal, Other	**$711,823**	**$0**			**$0**	**$237,275**	**$0**	
9. Direct Cost								
Subtotal, Personnel	$72,786	$48,525			$0			
Subtotal, Benefits	$28,160	$18,773			$0			
Subtotal, Travel	$6,000	$0			$0			
Subtotal, Equipment	$20,000	$0			$0			
Subtotal, Supplies	$1,500	$0			$0			
Subtotal, Contractual	$653,000	$0						
Subtotal, Construction	$0	$0						
Subtotal, Other	$711,823	$0						
Subtotal, Direct Costs	**$1,493,269**	**$67,298**			**$0**	**$686,639**	**$0**	

10. Indirect Cost								
4% TDC	$59,731	$2,692			$0			
Subtotal w/CCC Indirect Costs	**$1,553,000**				**$0**	**$686,639**	**$0**	
CDE Indirect Costs	**$290,411**					**$128,401**		
Grand Total	**$1,843,411**	**$67,298**				**$815,040**		

Year 2				Year 3				
FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind
0.10	$107,213	$16,082	$10,721	0.15	0.10	$112,574	$16,886	$11,257
0.10	$54,406	$8,161	$5,441	0.15	0.10	$57,126	$8,569	$5,713
			$0					$0
		$24,243					**$25,455**	
0.10	$36,502	$5,475	$3,650	0.15	0.10	$37,998	$5,700	$3,800
0.10	$25,992	$3,899	$2,599	0.15	0.10	$27,239	$4,086	$2,724
0.00	$0		$0		0.00	$0		$0
		$9,374					**$9,786**	
	$0	$1,000				$0	$1,000	
	$0	$1,000				$0	$1,000	
	$0					$0		
	$0	**$2,000**	**$0**			**$0**	**$2,000**	**$0**
	$0					$0		
	$0					$0		
	$0					$0		
	$0					$0		
	$0	$0	$0			$0	$0	$0
	$0	$500				$0	$500	

	$0					$0		
	$0	**$500**	$0			$0	**$500**	$0
	$0	$109,350				$0		
	$0	$11,500				$0		
	$0	$36,000				$0		
	$0	$48,375				$0		
	$0	$44,000				$0		
	$0	$0				$0		
	$0	$9,000				$0		
	$0					$0		
	$0	**$258,225**	**$0**			**$0**	**$0**	**$0**
	$0					$0		
	$0	**$0**	**$0**			**$0**	**$0**	**$0**
	$0	$237,274				$0	$237,274	
	$0					$0		
	$0	**$237,274**	**$0**			**$0**	**$237,274**	**$0**
	$0					$0		
	$0					$0		
	$0					$0		
	$0					$0		
	$0					$0		
	$0	**$531,616**	**$0**			**$0**	**$275,015**	**$0**

	$0					$0		
	$0	**$531,616**	**$0**			**$0**	**$275,015**	**$0**
		$99,412					**$51,428**	
		$631,028					**$326,442**	

Outcome 4.1c									
	All Years		Year 1						
Position	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Grant Funding	Total Budget	Total In Kind	FTE Budget	FTE In Kind
1. Personnel									
	$0	$0		0.00	$0	$0	$0		0.00
Subtotal, Personnel	**$0**	**$0**							
2. Fringe Benefits									
	$0	$0		0.00	$0	$0	$0		0.00
Subtotal, Benefits	**$0**	**$0**							
3. Travel	$0	$0							
Subtotal, Travel	**$0**	**$0**			**$0**	**$0**	**$0**		
4. Equipment									
Hardware:									
Software:	$0	$0			$0				
Subtotal, Equipment	$0	$0			$0	$0	$0		
5. Supplies									
	$0	$0			$0				
Subtotal, Supplies	$0	$0			$0	$0	$0		
6.Contractual									
NTC Records Transfer agreement	$1,000,000	$0			$600,000				
					$0				
Subtotal, Construction	**$1,000,000**	**$0**			**$0**	**$0**	**$0**		

8. Other									
	$0	$0			$0				
Subtotal, Other	**$0**	**$0**			**$0**	**$0**	**$0**		
9. Direct Cost	$1,000,000								
10. Indirect Cost	$187,000								
Grand Total	**$1,187,000**	**$0**							

Year 2			Year 3				
Grant Funding	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Grant Funding**	**Total Budget**	**Total In Kind**
$0	$0	$0		0.00	$0	$0	$0
$0	$0	$0		0.00	$0	$0	$0
$0					$0		
$0	**$0**	**$0**			**$0**	**$0**	**$0**
$0					$0		
$0	$0	$0			$0	$0	$0
$0					$0		
$0	$0	$0			$0	$0	$0
$200,000					$200,000		
$0					$0		
$0	**$0**	**$0**			**$0**	**$0**	**$0**

$0					$0		
$0	**$0**	**$0**			**$0**	**$0**	**$0**

Outcome 4.2 Scale TES

Position	All Years		Year 1						
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind
1. Personnel									
Researcher, EREA,TBD	$0	$83,448		0.10	$0	$0	$0		0.50
Researcher, EREA,TBD	$0	$0		0.50	$0	$0	$0		0.50
Hillmon, R.	$0	$117,705		0.50	$90,542	$0	$45,271		0.40
Schlessinger, J.	$0	$56,123		0.20	$93,538	$0	$18,708		0.20
Hughes, C.	$0	$32,817		0.20	$54,695	$0	$10,939		0.20
McCaskey, D.	$0	$15,861		0.10	$52,872	$0	$5,287		0.10
Mortenson, G.	$0	$30,899		0.20	$51,499	$0	$10,300		0.20
Vargas, J.	$0	$6,557		0.05	$43,714	$0	$2,186		0.05
Consultant, TBD	$0	$140,000		0.75	$80,000	$0	$60,000		0.50
	$0	$0					$0		
Subtotal, Personnel	**$0**	**$483,411**							
2. Fringe Benefits									
Researcher, EREA,TBD	$0	$0		0.10	$0	$0	$0		0.50
Researcher, EREA,TBD	$0	$0		0.50	$0	$0	$0		0.50
	$0	$0		0.50	$0	$0	$0		$0
Subtotal, Benefits	**$0**	**$0**							
3. Travel									
MIS Conference	$3,120	$2,580			$1,900	$1,040	$860		
Travel to/from/parking	$690	$300			$330	$230	$100		
Hotel (2 persons @$180 @ 2 nights)	$1,080	$1,080			$720	$360	$360		
Airfare (2 persons)	$750	$900			$550	$250	$300		
Per Diem (2 person @ $50 per day @ 3 days)	$600	$300			$300	$200	$100		
	$0	$0							
Vendor Planning and Acceptance Testing	$0	$5,700			$1,900	$0	$1,900		
Travel to/from/parking	$0	$990			$330	$0	$330		
Hotel (2 persons @$180 @ 2 nights)	$0	$2,160			$720	$0	$720		
Airfare (2 persons)	$0	$1,650			$550	$0	$550		

Per Diem (2 person @ $50 per day @ 3 days)	$0	$900			$300	$0	$300		
	$0	$0							
6 Bi-Monthly Grant Team Meetings (Sacramento)	$0	$0							
Travel to/from/parking	$0	$300			$100	$0	$100		
	$0	$0							
	$0	$0							
	$0	$0							
	$0	$0							
Subtotal, Travel	**$6,240**	**$16,860**			**$7,700**	**$2,080**	**$5,620**		
4. Equipment									
Hardware:									
Service Warranties	$0	$30,000			$30,000	$0	$30,000		
Backup Assistance	$0	$270,000			$120,000	$0	$120,000		
Processing Server Costs (not for archive)	$0	$600,000			$200,000	$0	$200,000		
Licensing		$110,000			$75,000	$0	$75,000		
	$0	$0			$0				
	$0	$0			$0	$0			
Software:	$0	$0			$0	$0			
Licensing	$10,000	$0			$10,000	$10,000			
Coding and System Load Software	$35,000	$0			$20,000	$20,000			
	$0	$0			$0	$0			
	$0	$0			$0	$0			
	$0	$0			$0	$0			
	$15,000	$0			$0	$0			
		$0			$0				
	$0	$0			$0		$0		
	$0	$0			$0		$0		
	$0	$0			$0				
	$0	$0			$0				
Subtotal, Equipment	**$60,000**	**$1,010,000**			**$455,000**	**$30,000**	**$425,000**		
5. Supplies									
General Office supplies	$0	$1,480			$680	$0	$680		
	$0	$0			$0				
	$0	$0			$0				

	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
Subtotal, Supplies	**$0**	**$1,480**			**$680**	**$0**	**$680**		
6.Contractual									
Program Management	$37,620	$0			$14,250	$14,250			
Functional Specifications	$11,040	$0			$3,680	$3,680			
High Level Design	$12,880	$0			$5,520	$5,520			
Detailed System Design	$31,040	$0			$11,640	$11,640			
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
Subtotal, Contractual	**$92,580**	**$0**			**$35,090**	**$35,090**	**$0**		
7. Construction									
Coding	$77,600	$0			$29,100	$29,100	$0		
Unit Testing	$81,480	$0			$34,920	$34,920	$0		
System Testing	$110,400	$0			$44,160	$44,160	$0		
					$0				
					$0				
					$0				
					$0				
					$0				
					$0				
					$0				
Subtotal, Construction	**$269,480**	**$0**			**$108,180**	**$108,180**	**$0**		
8. Other									
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				

	$0	$0			$0				
	$0	$0			$0				
Subtotal, Other	**$0**	**$0**			**$0**	**$0**	**$0**		
9. Direct Cost									
Data Submission Management	$440,000	$0			$220,000	220000			
Final Processing Support	$1,288,000	$0			$552,000	552000			
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
	$0	$0			$0				
Subtotal, Direct Cost	**$1,728,000**	**$0**			**$772,000**	**$772,000**	**$0**		
10. Indirect Cost	$323,136								
Grand Total	**$2,051,136**	**$0**							

Year 2			Year 3				
Base	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind
$0	$0	$0		0.50	$0	$0	$0
$0	$0	$0		0.50	$0	$0	$0
$90,542	$0	$36,217		0.40	$90,542	$0	$36,217
$93,538	$0	$18,708		0.20	$93,538	$0	$18,708
$54,695	$0	$10,939		0.20	$54,695	$0	$10,939
$52,872	$0	$5,287		0.10	$52,872	$0	$5,287
$51,499	$0	$10,300		0.20	$51,499	$0	$10,300
$43,714	$0	$2,186		0.05	$43,714	$0	$2,186
$80,000	$0	$40,000		0.50	$80,000	$0	$40,000
		$0					$0
$0		$0		0.50	$0	$0	$0
$0		$0		0.50	$0	$0	$0
$0		$0			$0		
$1,900	$1,040	$860			$1,900	$1,040	$860
$330	$230	$100			$330	$230	$100
$720	$360	$360			$720	$360	$360
$550	$250	$300			$550	$250	$300
$300	$200	$100			$300	$200	$100
$0					$0		
$1,900	$0	$1,900			$1,900	$0	$1,900
$330		$330			$330		$330
$720		$720			$720		$720
$550		$550			$550		$550

$300		$300			$300		$300
$0					$0		
$0					$0		
$100		$100			$100		$100
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$7,700	**$2,080**	**$5,620**			**$7,700**	**$2,080**	**$5,620**
$0	$0	$0			$0	$0	$0
$75,000	$0	$75,000			$75,000	$0	$75,000
$200,000	$0	$200,000			$200,000	$0	$200,000
$25,000	$0	$25,000			$10,000		$10,000
$0					$0		
$0					$0		
$5,000	$5,000	$0			$3,000	$3,000	$0
$10,000	$10,000	$0			$5,000	$5,000	$0
$0	$0	$0			$0	$0	$0
$0					$0		
$0		$0			$0		$0
$0		$0			$0		$0
$0		$0			$0		
$0					$0		
$315,000	**$15,000**	**$300,000**			**$293,000**	**$8,000**	**$285,000**
$400	$0	$400			$400	$0	$400
$0					$0		
$0					$0		

$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$400	**$0**	**$400**			**$400**	**$0**	**$400**
$13,110	$13,110				$10,260	$10,260	
$3,680	$3,680				$3,680	$3,680	
$5,520	$5,520				$1,840	$1,840	
$11,640	$11,640				$7,760	$7,760	
$0					$0		
$0					$0		
$0					$0		
$33,950	**$33,950**	**$0**			**$23,540**	**$23,540**	**$0**
$29,100	$29,100	$0			$19,400	$19,400	$0
$34,920	$34,920	$0			$11,640	$11,640	$0
$44,160	$44,160	$0			$22,080	$22,080	$0
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$108,180	**$108,180**	**$0**			**$53,120**	**$53,120**	**$0**
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$0					$0		

$0					$0		
$0					$0		
$0	**$0**	**$0**			**$0**	**$0**	**$0**
$110,000	$110,000				$110,000	$110,000	
$368,000	$368,000				$368,000	$368,000	
$0					$0		
$0					$0		
$0					$0		
$0					$0		
$478,000	**$478,000**	**$0**			**$478,000**	**$478,000**	**$0**

Outcome 4.3 Improve School Accountability Report								
	All Years		Year 1					
Position	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget
1. Personnel								
Education Programs Consultant, TBD (CDE)	$250,344	$0	1.00	0.00	$83,448	$83,448	$0	1.00
Education Programs Consultant	$0	$62,586		0.25	$83,448	$0	$20,862	
Subtotal, Personnel	**$250,344**	**$62,586**	**0.00**	**0.25**				**0.00**
2. Fringe Benefits								
Education Programs Consultant, TBD (CDE)	$87,620	$0				$29,207	$0	
Education Programs Consultant	$0	$21,905				$0	$7,302	
0	$0	$0				$0	$0	
0	$0	$0				$0	$0	
Subtotal, Benefits	**$87,620**	**$21,905**						
3. Travel								
Travel to convene stakeholder meetings	$7,500	$0				$2,500	$0	
	$0	$0				$0	$0	
	$0	$0				$0	$0	
Subtotal, Travel	**$7,500**	**$0**				**$2,500**	**$0**	
4. Equipment								
Hardware:								
	$0	$0				$0		
Software:	$0	$0				$0		
Develop Web Prototype	$300,000	$0				$300,000		
Test Web Prototype								

Final Prototype Maintenance								
Network:	$0	$0				$0		
	$0	$0				$0	$0	
	$0	$0						
Subtotal, Equipment	**$300,000**	**$0**				$300,000	$0	
5. Supplies								
Manuals	$480	$0				$160		
Research Supplies	$9,000	$1,350				$3,000	$450	
	$0	$0						
Subtotal, Supplies	**$9,480**	**$1,350**				$3,160	$450	
6.Contractual								
	$0	$0						
	$0	$0						
Subtotal, Contractual	**$0**	**$0**				**$0**	**$0**	
7. Construction								
	$0	$0						
	$0	$0						
Subtotal, Construction	**$0**	**$0**				**$0**	**$0**	
8. Other								
OE & E	$11,000	$0				$5,000		
	$0	$0						
Subtotal, Other	**$11,000**	**$0**				**$5,000**	**$0**	
9. Direct Cost	$665,944	$85,841						
10. Indirect Cost	$124,532							
Grand Total	**$790,476**	**$85,841**						

Year 2				**Year 3**				
FTE In Kind	**Base**	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**
0.00	$83,448	$83,448	$0	1.00	0.00	$83,448	$83,448	$0
0.25	$83,448	$0	$20,862		0.25	$83,448	$0	$20,862
0.25				**0.00**	**0.25**			
		$29,207	$0				$29,207	$0
		$0	$7,302				$0	$7,302
		$0	$0				$0	$0
		$0	$0				$0	$0
		$2,500					$2,500	
		$2,500	**$0**				**$2,500**	**$0**
		$0					$0	
		$0						

							$0	
							$0	
			$0					$0
		$0	$0				$0	$0
		$160					$160	
		$3,000	$450				$3,000	$450
		$3,160	$450				$3,160	$450
		$0	**$0**				**$0**	**$0**
		$0	**$0**				**$0**	**$0**
		$3,000					$3,000	
		$3,000	**$0**				**$3,000**	**$0**

Outcome 4.4 College Workforce Readiness

Position	All Years		Year 1					
	Total Budget	Total In Kind	FTE Budget	FTE In Kind	Base	Total Budget	Total In Kind	FTE Budget
1. Personnel								
Education Programs Consultant (CDE)	$250,344	$0	1.00	0.00	$83,448	$83,448	$0	1.00
EPC TBD (CDE)	$0	$59,698		0.25	$77,256	$0	$19,314	
EPC, TBD (CDE)	$0	$51,965		0.10	$83,448	$0	$8,345	
Maria Romo, Analyst (CDE)	$0	$9,918		0.05	$64,176	$0	$3,209	
Staff, TBD (CSU)	$0	$3,000		0.05	$0	$0	$3,000	
Staff, TBD (UC)	$0	$3,000		0.05	$0	$0	$3,000	
Staff, TBD (CCC)	$0	$0		0.05	$0	$0	$3,000	
Staff, TBD (EDD)	$0	$0		0.05	$0	$0	$6,327	
	$0	$0		0.00	$0	$0	$0	
	$0	$0		0.00	$0	$0	$0	
	$0	$0		0.00	$0	$0	$0	
	$0	$0	0.00		$0	$0	$0	0.25
	$0	$0	0.00		$0	$0	$0	0.25
Subtotal, Personnel	**$250,344**	**$127,581**	**0.00**	**0.60**				**0.50**
2. Fringe Benefits								
Education Programs Consultant (CDE)	$87,620	$0				$29,207	$0	
EPC TBD (CDE)	$0	$20,894				$0	$6,760	
EPC, TBD (CDE)	$0	$18,188				$0	$2,921	
Maria Romo, Analyst (CDE)	$0	$3,471				$0	$1,123	
Staff, TBD (CSU)	$0	$1,050				$0	$1,050	
Staff, TBD (UC)	$0	$1,050				$0	$1,050	
Staff, TBD (CCC)	$0	$0				$0	$0	
Staff, TBD (EDD)	$0	$0				$0	$0	

0	$0	$0				$0	$0	
0	$0	$0				$0	$0	
0	$0	$0				$0	$0	
0	$0	$0				$0	$0	
0	$0	$0				$0	$0	
Subtotal, Benefits	**$87,620**	**$44,653**						
3. Travel								
NCES Summer and Winter Conferences								
Travel to/from/parking (2 people times $15/day times 7 days)	$630	$0				$210		
Hotel (2 persons @$225 @ 7 nights)	$9,450	$0				$3,150		
Airfare (2 persons times 2 trips at $850 pp)	$10,200	$0				$3,400		
Per Diem (2 person @ $90 per day @ 7 days)	$3,780	$0				$1,260		
Travel to convene stakeholder meetings	$30,000	$0				$10,000	$0	
Subtotal, Travel	**$54,060**					$18,020		
4. Equipment								
Hardware:								
	$0	$0				$0		
Software:	$0	$0				$0		
Develop Web Prototype	$350,000	$0				$350,000		
Test Web Prototype								
Final Prototype Maintenance								
Network:	$0	$0				$0		
	$0	$0				$0	$0	
	$0	$0						
Subtotal, Equipment	**$350,000**	**$0**				$350,000	$0	

5. Supplies								
Manuals	$480	$0				$160		
Research Supplies	$9,000	$1,350				$3,000	$450	
	$0	$0						
Subtotal, Supplies	**$9,480**	**$1,350**				$3,160	$450	
6.Contractual								
	$0	$0						
	$0	$0						
Subtotal, Contractual	**$0**	**$0**				**$0**	**$0**	
7. Construction								
	$0	$0						
	$0	$0						
Subtotal, Construction	**$0**	**$0**				**$0**	**$0**	
8. Other								
OE & E	$11,000	$0				$5,000		
	$0	$0						
Subtotal, Other	**$11,000**	**$0**				**$5,000**	**$0**	
9. Direct Cost	**$762,504**							
10. Indirect Cost	**$142,588**							
Grand Total	**$905,092**	**$0**						

Year 2				**Year 3**				
FTE In Kind	**Base**	**Total Budget**	**Total In Kind**	**FTE Budget**	**FTE In Kind**	**Base**	**Total Budget**	**Total In Kind**
0.00	$83,448	$83,448	$0	1.00	0.00	$83,448	$83,448	$0
0.25	$79,574	$0	$19,893		0.25	$81,961	$0	$20,490
0.25	$85,951	$0	$21,488		0.25	$88,530	$0	$22,132
0.05	$66,101	$0	$3,305		0.05	$68,084	$0	$3,404
0.05	$0	$0	$0		0.05	$0	$0	$0
0.05	$0	$0	$0		0.05	$0	$0	$0
0.05	$0	$0	$6,000		0.05	$0	$0	$6,000
0.05	$0	$0	$6,327		0.05	$0	$0	$6,327
0.00	$0	$0	$0		0.00	$0	$0	$0
0.10	$0	$0	$0		0.10	$0	$0	$0
0.10	$0	$0	$0		0.10	$0	$0	$0
	$0	$0	$0	0.25		$0	$0	$0
	$0	$0	$0	0.25		$0	$0	$0
0.95				**0.50**	**0.95**			
		$29,207	$0				$29,207	$0
		$0	$6,963				$0	$7,172
		$0	$7,521				$0	$7,746
		$0	$1,157				$0	$1,191
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0

		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$0	$0				$0	$0
		$210					$210	
		$3,150					$3,150	
		$3,400					$3,400	
		$1,260					$1,260	
		$10,000					$10,000	
		$18,020					$18,020	
		$0					$0	
		$0						
							$0	
		$0						
		$0	$0					$0
		$0	$0				$0	$0

		$160					$160	
		$3,000	$450				$3,000	$450
		$3,160	$450				$3,160	$450
		$0	**$0**				**$0**	**$0**
		$0	**$0**				**$0**	**$0**
		$3,000					$3,000	
		$3,000	**$0**				**$3,000**	**$0**