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 # R384A100038

Closing Date: DEC 04, 2009

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Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission	* 2. Type of Application:	* If Revision, select appropriate letter(s):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] Revision	

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

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
066000798	NA

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Connecticut State Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
066000798	807851118

d. Address:

* Street1:	165 Capitol Aveune
Street2:	
* City:	Hartford
County:	Hartford
State:	CT
Province:	
* Country:	USA
* Zip / Postal Code:	06106

e. Organizational Unit:

Department Name:	Division Name:
Connecticut State Department of Education	Division of Assessment, Research and Technology

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

Prefix:	Dr.	* First Name:	Barbara
Middle Name:	Q		

* Last Name:	Beaudin		
Suffix:			
Title:	Associate Commissioner		
Organizational Affiliation:			
Division of Assessment, Research and Technology			
* Telephone Number:	(860)713-6800	Fax Number:	(860)713-7032
* Email:	BARBARA.BEAUDIN@CT.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 System Grants under the American Recovery and Reinvestment Act of 2009

13. Competition Identification Number:

Title:

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

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

Connectiut Statewide Longitudinal Data System Phase III

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: CT-All * b. Program/Project: CT-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: 9/30/2013

18. Estimated Funding ($):

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

*** 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:	Dr.	* First Name:	Barbara
Middle Name:	Q		
* Last Name:	Beaudin		
Suffix:			

Title:	Associate Commissioner

* Telephone Number:	(860)713-6800	Fax Number:	(860)713-7032

* Email:	BARBARA.BEAUDIN@CT.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:
Connecticut State Department of ...

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 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	$ 2,275,965	$ 3,424,309	$ 2,651,338	$ 0	$ 0	$ 8,351,612
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 2,275,965	$ 3,424,309	$ 2,651,338	$ 0	$ 0	$ 8,351,612
10. Indirect Costs*	$ 10,625	$ 0	$ 0	$ 0	$ 0	$ 10,625
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 2,286,590	$ 3,424,309	$ 2,651,338	$ 0	$ 0	$ 8,362,237

***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:

[X] 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:
Connecticut State Department of ...

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

SECTION 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: Barbara Beaudin
Title: Associate Commissioner
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 **[ ]** Grant **[ ]** Cooperative Agreement **[ ]** Loan **[ ]** Loan Guarantee **[ ]** Loan Insurance	**[ ]** Bid/Offer/Application **[ ]** Initial Award **[ ]** Post-Award	**[ ]** Initial Filing **[ ]** Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:

4. Name and Address of Reporting Entity:	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:**
[ ] Prime **[ ]** Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	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: Barbara Beaudin Title: Associate Commissioner Applicant: Connecticut State Department of Education Date: 12/02/2009

Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION	
Connecticut State Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr. First Name: Barbara	Middle Name: Q
Last Name: Beaudin	Suffix:
Title: Associate Commissioner	
Signature: _____	Date: 12/02/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Barbara	Q	Beaudin	

Address:

* Street1: 165 Capitol Avenue

Street2:

* City: Hartford

County: Hartford

* State: CT* Zip / Postal Code: 06106 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(860)713-6800	(860)713-7033

Email Address:

BARBARA.BEAUDIN@CT.GOV

2. Applicant Experience

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

3. Human Subjects Research

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

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:
Title: **CT-2009SLDS-Project-Abstract** Pages: **1** Uploaded File: **C:\Activity Files\CIA-CovertOps\Data Warehouse Grant\!!Restart\!!09-12-SLDS-roundIII\Dec 4 Docs\SLDS_2009_Project_Abstract.pdf**

PROJECT ABSTRACT

The Connecticut State Department of Education (CSDE) has been continually improving its state education data system since 2005, when it first assigned a unique state assigned student identifier (SASID) to each student in its Public School Information System (PSIS). Since 2007, the CSDE has been developing the data warehouse component of its state longitudinal data system, which can link student information across databases and provide a wide range of information about public schools and public education in Connecticut.

Using a combination of state and federal funds, the Department is currently working two projects with activities that move the state forward toward meeting the America Competes capabilities and requirements. The first project, which will expand the PK-12 data available in the state's data warehouse, will include conducting a pilot to match teachers to students through the courses they take and developing a prototype of student transcripts that could travel with students as the migrate between districts in the state or to higher education institutions.

The second project, conducted at the Connecticut Department of Higher Education (DHE), will establish a plan to facilitate matching of PK-12 longitudinal data to post-secondary and workforce data. The linking of student longitudinal data from PK–12 to college, and then the state's workforce using Department of Labor (DOL) data, will permit researchers to examine which programs are most effective in preparing students for success beyond secondary schools.

In this new application, Connecticut proposes four projects. The projects will:

- continue to expand the quality, quantity and utility of data available to educators and the public, including components that allow district staff to integrate local data with data in the warehouse, as well as teachers to access data and tools to support instruction;

- expand the development of the state's Early Childhood Information System and integrate its reports into the SLDS;

- accelerate the development of the higher education linkages to build from a PK-12 system to a PK-20 system; and

- create the foundations for linking and comparing data among states regionally.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **SLDS 2009 Project Narrati ve** Pages: **25** Uploaded File: **C:\Activity Files\CIA-CovertOps\Data Warehouse Grant\!!Restart\!!09-12-SLDS-roundIII\Dec 4 Docs\SLDS_2009_Project_Narrative.pdf**

Project I. Enhancement of Statewide Longitudinal Capabilities to Include Certified Staff, Local Assessments, Curriculum Frameworks and Student Success Plans

Objective 1 - Certified Staff Data Storage and Analysis Facility

(a) Need for Project (Objective 1)

In the spring of 2009, the CSDE deployed the Connecticut Educator Certification System (CECS). CECS is an online application used to track Connecticut's certified administrators and educators.

CECS was developed and deployed within the CSDE EdPortal and is accessed by certified staff members through the single sign-on security system. Development efforts to date have concentrated on the transactional databases, for example, the collection of educator data, the assignment of the Teacher ID and the processing of credit card transactions. Another key service that the system provides is the ability to share data with other agencies; for example, the Department of Public Safety receives a daily file used for background checks. However, being a system that tracks certification data, the CECS does not collect data regarding where a teacher is teaching.

In 2010 the CSDE will begin the development of the Student-Staff-Schedule Pilot Project. The project includes the redesign of the Staff Collection database and will pave the way for connecting students and staff for the purpose of tracking and enhanced analysis and dissemination. The redesign of the Staff Collection will incorporate the Teacher ID assigned by the CECS providing the ability to share data between the CECS and the Staff Collection.

(b) Project Outcomes Related to System Requirements and Implementation (Objective 1)

The CSDE is requesting grant funds to move this transactional certified staff data into the CT SLDS for:

1. The development of a Certified Staff data storage facility to store current and longitudinal information to include;
   a. Identification Information such as last name, first name, social security number, Educator ID number, etc.
   b. Demographic Data such as address, phone numbers, e-mail address, gender, race, etc.
   c. Certificate Information such as current certificates held, applications in process, out of state certificates, etc.
   d. Certification History including past certificates and endorsements, issue dates, expiration dates, etc.
   e. Test History including scores, type of tests, test dates, testing facility, etc.
   f. Suspension and Revocation History
   g. Correspondence History
   h. Supporting Documentation
   i. Employment History

j. Professional Development, including CEU's
k. Educational History, including degrees earned, Higher Education Institutes attended, dates attended, etc.
l. Educator Performance Evaluation History
m. Certification Status
n. Certification History
o. Suspend and Revocation History
p. Testing History
q. Education History

2. The development of a Certified Staff decision support domain with multi-dimensional analysis cubes; and
3. The deployment of a secure and public dissemination facility.

(c) Timeline for Project Outcomes (Objective 1)

Project Component Deliverable	Responsible Parties	Months to Complete	Begin Date	End Date
Create Business and Functional Requirements Document for Certified Staff Storage Facility	Graham, Vocca, Martin, Canzonetti	6	Aug. 2010	Jan. 2011
Certified Staff Storage Facility Development: *Use Case Creation, Data Modeling, Prototype Design, Portal Integration, Version 1 Code Delivery, Cube Deployment*	Graham, Vocca, Martin, Canzonetti	24	Jan. 2011	Jan. 2013
Certified Staff Storage Facility User Acceptance Testing	Vocca, Martin, Canzonetti	5	Feb. 2013	Jun. 2013
Application Deployment/Training	Vocca, Martin, Canzonetti	5	Jul. 2013	Nov. 2013

(d) Project Management and Governance Plan (Objective 1)

Oversight of this project will be provided by the Associate Commissioner of the Division of Assessment, Research and Technology. Additional project management and technical oversight will be provided by the Department of Information Technology.

Weekly meetings with the oversight committees are conducted by project managers involved in the current SLDS projects to review the progress of each project, identify risks and determine how risks can be mitigated, and authorize expenditures.

(e) Staffing

Management Oversight: Barbara Beaudin, Associate Commissioner
Key Personnel: Kevin Graham, Mark Vocca, Raymond Martin, Barbara Canzonetti

Objective 2 - LEA Local Assessment Storage and Analysis Facility

(a) Need for Project (Objective 2)

In the fall of 2008, the CSDE piloted the deployment of a local assessment upload facility with the state's testing contractor. Selected LEAs were provided secure access to a storage facility and were able to upload their student-level local assessment results. The upload files contained the State Assigned Student Identifier (SASID) and were matched to state assessment results.

Additionally, the CSDE piloted the Connecticut Benchmark Assessment System (CBAS) with the testing vendor. Currently, 60 LEAs are participating, but the system is available to all LEAs.

The Connecticut Benchmark Assessments are based on the Grade-Level Expectations (GLEs) for Mathematics and the Assessment Strands for Reading, which are defined in the Department's Sequenced Mathematics Grade-Level Expectations (GLEs) in Grades 3-5, the Mathematics Curriculum Pacing Guides for Grades 6-8 and the Grades 3-8 Reading Comprehension GLEs and Pacing Guide.

Based on curriculum pacing guides, the fall testing window is the month of October. Similarly, winter testing is scheduled to occur during February while spring testing is scheduled to occur during the month of May. These windows will be adjusted according to feedback elicited from participating school districts to optimize the interplay between instruction and benchmark assessment.

The benchmark assessment results will allow educators to assess student performance with respect to the Department's Sequenced Mathematics GLEs in Grades 3-5, the Mathematics Curriculum Pacing Guides for Grades 6-8 and the Grades 3-8 Reading Comprehension GLEs and Pacing Guide.

Parallel to this project, the CSDE redesigned the Curriculum Framework Web site to further enhance the dissemination process of the Frameworks. Both systems are hosted outside of the CT SLDS portal.

(b) Project Outcomes Related to System Requirements and Implementation (Objective 2)

The CSDE is requesting grant funds to expand the Connecticut Statewide Longitudinal Data System (SLDS) capabilities to meet the capacities (#5) and requirements of the America COMPETES Act by incorporating features that support teachers with instructional strategies and

materials aligned to the performance information about individual students included on the SLDS.

The first task is to enhance the features and district-level customization options of the CTcurriculum.org database and integrate the functioning within the structure of the SLDS so that teachers can seamlessly move from examining student performance outcomes in meeting the newly adopted common standards toward having access to targeted instructional tools to adapt their instruction to meet individual student needs.

Using the CTcurriculum.org system for statewide and district collaborative review, editing, and benchmarking of frameworks — or standards-linked units with embedded common formative assessments, models of student work and instructional materials — the Department will expand the features and district-level customization options for the existing database (www.CTcurriculum.org), and through the SLDS to enable SEAs and LEAs to:

1. Develop, review, edit and store locally-developed units with embedded common or formative assessments;
2. Implement "adaptive curriculum" function to integrate units/tasks selected from database into locally-developed curriculum through user-friendly, drag-and-drop insertion into a visually-accessible curriculum timeline/map (pacing guide);
3. Collaboratively review, discuss and develop response/intervention strategies based on student work presented and accessed online;
4. Benchmark student work (develop anchor sets) from state- and district-level assessments made accessible online to designated teams of teachers, facilitated by tools such as:
    a. Automatic numeric recoding of work to preserve confidentiality
    b. Automatic randomization/mixing of work for collaborative scoring
    c. Administrator-controlled review of scores assigned by individual teachers and designated groups of teachers
    d. Automatic statistical summary and analysis (measures of centrality, item statistics, inter-judge reliability)
5. Upload, access, review, edit, select, and link to local curriculum streaming video of key teaching episodes linked to standards, units and assessments; and
6. Train teachers to efficiently access instructional tools through the SLDS.

The second task is to pilot the integration of Student Success Plan (SSP) data elements integration into the SLDS with those districts that have already implemented online SSPs. This will provide district staff, particularly each individual student's mentor teacher, with information about each student's academic, career and personal goals, and document student progress toward meeting those goals using student achievement in the SLDS. In addition, this will link interventions that schools provide to ensure that each child graduates from high school and meets rigorous academic standards to be well-prepared for success in post-secondary education and the workplace. District staff will be trained to maximize the use of the system.

(c) Timeline for Project Outcomes (Objective 2)

Project Component Deliverable	Responsible Parties	Months to Complete	Begin Date	End Date
Create Business and Functional Requirements Document for Local Assessment Storage and Dissemination Facility	Graham, Vocca, Martin	8	Aug. 2010	Mar. 2011
Create Business and Functional Requirements Document for Curriculum Framework and Student Success Plan Storage and Dissemination Facility	Shuler Sanford	2	Jul. 2010	Aug. 2010
Curriculum Framework: *Use Case Creation, Modeling, Design, Portal Integration, V1 Code Delivery, Testing*	Shuler	11	Sep. 2010	Jul. 2012
Local Assessment Storage and Dissemination Facility: *Use Case Creation, Modeling, Design, Portal Integration, V1 Code Delivery, Testing*	Graham, Vocca, Martin	21	Apr. 2011	Dec. 2012
Pilot the Integration of Student Success Plan Data into the SLDS.	Sanford	22	Sep. 2010	Jun. 2012
Application Deployment/Training	Graham, Vocca, Martin, Shuler, Sanford	5	Sep. 2012	Jan. 2013

(d) Project Management and Governance Plan (Objective 2)

Oversight of this project will be provided by the Associate Commissioner of the Division of Assessment, Research and Technology. Additional project management and technical oversight will be provided by the Department of Information Technology.

Weekly meetings with the oversight committees are conducted by project managers involved in the current SLDS projects to review the progress of each project, identify risks and determine how risks can be mitigated, and authorize expenditures.

(e) Staffing

Management Oversight: Barbara Beaudin, Associate Commissioner
Key Personnel: Scott Shuler, June Sanford

Objective 3 – Improvements to Data Quality

(a) Need for Project (Objective 3)

The utility of any longitudinal data system is limited by the quality of the data it contains. The CSDE recognizes this limitation within its EdPortal and takes active steps to ensure the quality of its data.

In an effort to improve the quality of its data, the CSDE will establish the Data Quality Project. This project will be focused on improving data quality through internal data governance and internal and external professional development.

The Data Quality Committee will be tasked with the job of reviewing and approving all data that the Department collects currently and in the future. These reviews will determine if the data requested are reasonable, needed and can be reliably collected. The committee will also assist in the determination of how new data needs will be met.

The Data Quality Project will also seek to improve data quality through internal and external professional development. By providing training on the proper collection and use of data, the CSDE hopes to improve the quality of the data it receives. With the use of onsite trainings, web-exs and an annual summer data conference, the CSDE will provide training that includes training specific to individual data collections, general data collection training (using the Forum of Education Statistics, "Forum Curriculum for Improving Education Data"), and presentations on the use of the data the CSDE collects.

(b) Project Outcomes Related to System Requirements and Implementation (Objective 3)

The CSDE is requesting grant funds for the implementation of this project for:

1. Establishment of the CSDE's Data Quality Committee
    a. Meetings with external stakeholders to determine the priorities of the committee and to give context to the work
    b. An inventory of all data collected currently by the CSDE, including grant application information, survey questions, yearly data collections and ad hoc data requests
    c. An assessment of the data needs of the CSDE's programmatic bureaus
2. Provision of Professional Development Opportunities to CSDE and LEA staff members
    a. Hold a series of monthly web-ex trainings on assorted data collection and analysis topics
    b. Provide all districts and charter schools with copies of the Forum's "Forum Curriculum for Improving Education Data"
    c. Host a yearly summer data conference for LEA staff responsible for data collection and reporting

(c) Timeline for Project Outcomes (Objective 3)

Project Component Deliverable	Responsible Parties	Months to Complete	Begin Date	End Date
Data Inventory and Needs Assessment	Ellsworth, Martin, Canzonetti	4	Sept. 2010	Jan. 2011
Operation of the Data Quality Committee	Ellsworth, Martin, Canzonetti	Ongoing	July 2010	Aug. 2013
Monthly Web-ex Trainings	Ellsworth, Martin, Canzonetti	Ongoing	Jan. 2011	Aug. 2013
Summer Data Conferences	Vocca, Martin, Canzonetti	9	May 2011	July 2013

(d) Project Management and Governance Plan (Objective 3)

Oversight of this project will be provided by the Associate Commissioner of the Division of Assessment, Research and Technology. Additional project management and technical oversight will be provided by the Department of Information Technology.

Weekly meetings with the oversight committees are conducted by project managers involved in the current SLDS projects to review the progress of each project, identify risks and determine how risks can be mitigated, and authorize expenditures.

(e) Staffing (Objective 3)

Management Oversight: Barbara Beaudin, Associate Commissioner

Key Personnel: Sarah Ellsworth, Raymond Martin, Barbara Canzonetti

Project II. Continued development of Connecticut's Early Childhood Information System (ECIS) so that data can be linked into the PK – 20 state longitudinal data system (SLDS).

(a) Need for the Project

The Connecticut State Department of Education's (CSDE) SLDS system already includes child and teacher data related for preschool programs that are state — or federally-funded. The intent of this component of the Connecticut 2009 SLDS application is to expand the sources of functional and easily accessible information about young children prior to the time they enter the state's public school system and integrate reports of that information into the SLDS. The ECIS will serve as the link for data on these additional young children (and their families), the workforce serving them and the programs funded to meet their specific needs for health, safety, learning and early intervention. It is intended to facilitate the acquisition of data about young children who currently are not in the SLDS, the analysis of these data to produce useful information for a variety of stakeholders (including parents, providers, programs, policy makers and researchers), and the regular publication and dissemination of this information. This project is directly in line with requirements specified in the ARRA Race to the Top third assurance related to the establishment and purposes of a PK-20 statewide longitudinal data system.

(b) Objectives for the Proposed Work

There are two objectives for this project:

1. Expand the assignment of state assigned student IDs (SASID) to preschool students beyond those only in programs that receive state and/or federal funds; and
2. Support the evolving CT ECIS and its linkages with the SLDS.

Project Design

Objective 1 Outcomes: Expansion of the CT Unique Student Identifier

It is Connecticut's goal that the records of all young children in Connecticut carry a unique child/student identifier assigned as early as possible, prior to their entry into the public school system, to facilitate real time service coordination for children and families. In addition, it will be possible to provide aggregate and disaggregated student-caregiver-program analysis, data reporting and use. The activities under Objective 1 will facilitate the continuing expansion of the assigning SASIDs to the state's young children prior to kindergarten enrollment.
Specific activities and expected outcomes for Objective 1 are:

1. Conduct a feasibility study to identify the structures that need to be in place to permit the assignment of SASIDs to students outside the CSDE; determine the necessary agreements and/or statutory requirements that need to be implemented among the public health, social service, community service and education agencies to facilitate expanding the assignment of the SASID beyond only those students in state and federally funded programs; identify the points of entry that will be targeted annually to expand the assignment of SASIDs over a four-year period; determine the software and hardware requirements of the units outside

of the CSDE to be able to transfer files to the CSDE and retrieve files from the CSDE; and establish file transfer protocols, including responsibilities of the sending and receiving agencies. Create policy and procedure documents regarding the sharing and use of the data collected for the ECIS project.

2. Establish interagency agreements or statutory authority to pilot the assignment of the SASID to children in non-state and non-federally funded preschool programs in a sample of 20 public school districts.
3. Establish interagency agreements or statutory authority to pilot the assignment of the SASID at first referral to any state or governmentally funded service or program.
4. Provide an allocation of SLDS funding to support changes to state agency forms and extant databases that will enable them to carry the SASID as a data field.
5. Develop applications to integrate student-level ECIS data into the state data warehouse and create reports for the public about the early childhood programs in Connecticut.

Objective 2 Outcomes: Support ECIS Development and Linkages with the CT SLDS

The ECIS is designed around three core information modules: (a) child and family data elements, accessed through use of the SASIDs; (b) early childhood workforce data now housed in the CSDE databases and in the CT Charts A Course Workforce Registry; and (c) program data now housed with a broad set of unlinkable state and local agency databases. The CT SLDS includes the same three components as the ECIS, but the two systems do not include identical data elements, nor do they share a common data dictionary. Data collection, access and reporting issues remain to be resolved not only for the CSDE, but also for other agencies serving young children.

Objective 2 will support work to develop missing core elements (such as a unique program identifier at the B-5 level), improve the degree of common data definitions across agencies, test "match and linking methodologies" related to child, program and workforce data, and begin to provide cross-agency cohort data for state and local purposes. Specific activities and expected outcomes for Objective 2 are:

1. Develop Unique Program IDs. Work with non-profit organizations such as the United Way of Connecticut to facilitate the development and assignment of unique program identifier for all early care and B-5 education programs, including center- and family-based services. For center-based programs, the unique identifier would be specific to the classroom level. Secure agreements with the organizations across agencies to carry the unique program identifier as a field on state agency forms and within agency databases.

2. Expand Collection of Workforce Data Within the ECIS. Provide fiscal support to CT Charts A Course to continue to collect and enter early education and care workforce data as newly required by P.A. 09-06. Coordinate this support with possible funding from other state agencies (specifically the Department of Social Services) and potential federal funding resources (including the expected FFY 10 Early Learning Challenge Grants).

3. Develop Common Data Dictionary. Develop, to the greatest extent possible, a common data dictionary for child, family, workforce and programs' data elements now in use across state agencies serving children B-5, and cross-link with data definitions in use

within the CT SLDS. Expand the core data elements to enable alignment at the preschool level with the 10 Essential Elements tracked by the Data Quality Campaign and the SLDS features tracked by the National Center for Education Statistics.

4. Simplify ECE Reporting Forms. Complete all actions required by P.A. 09-03 requiring the Departments of Social Services, Education and Public Health to develop a "single form to report certain information to receive state funding" and by P.A. 09-10 requiring the departments to report on strategies that could be implemented to "simplify" the "requirements and procedures faced by early care and education providers."

5. Conduct Data Analyses. Work with the CT Health Information Network (CHIN) to conduct an ongoing series of young child cohort data analyses utilizing its new cross-agency data matching algorithm. Data extraction, analysis and reporting will be based upon extant databases on young children and their families now in use by state agencies. CHIN holds statutory authority now (P.A. 09-05) to extract these data from specific agencies for analysis (Department of Developmental Service, neonatal intensive care hospitals, Department of Public Health and the Department of Children and Families). Initial analyses will focus on young multi-risk children whose needs cross agencies.

6. Seek FERPA Approval. Work with the State Department of Education and the federal DOE to achieve final approval of the CHIN methodology as satisfying FERPA privacy requirements. Then, add the CSDE education data for children to the analyses being conducted under #5 above.

7. Develop applications to integrate ECIS cohort analyses into the state data warehouse and create reports to inform the public about the status of the state's early childhood programs.

(c) Timeline for project:

The timelines for Connecticut to continue to develop its ECIS so that data can be linked into the PK – 20 SLDS are specified below by objective outcome/deliverable. Connecticut plans to complete the two objectives associated with this project during the first two years of the grant (Approximately July 1, 2010 – June 30, 2012). For Objective 1, the two pilots will be completed by June 30, 2011, and recommendations will be made to create a plan for scaling up the assignment of SASIDs, with implementation beginning after July 1, 2011.

Objective 1: Expand the assignment of state assigned student IDs (SASID) to preschool students beyond those only in programs that receive state and/or federal funds.

Project Component Deliverable	Responsible Parties	Months to Complete	Begin Date	End Date
Conduct the feasibility study; convene meetings with constituent organizations; create policy and procedures document.	Gruendel Staples	6	Jul. 2010	Dec. 2010

Project Component Deliverable	Responsible Parties	Months to Complete	Begin Date	End Date
Pilot the assignment of SASIDs in 20 communities.	Gruendel Staples	6	Jan. 2011	Jun. 2011
Pilot the assignment of SASIDs with external agencies.	Gruendel Staples	6	Jan. 2011	Jun. 2011
Support technical needs and training of pilot communities and agencies.	Gruendel Staples	18	Jul. 2010	Jun. 2011
Data warehouse applications and reports.	Gruendel Staples	18	Jan. 2011	Jun. 2012

Objective 2: Support the evolving CT Early Childhood Information System (ECIS) and its linkages with the CT SLDS.

Project Component Deliverable	Responsible Parties	Months to Complete	Begin Date	End Date
Develop Unique Program IDs.	Gruendel Staples	6	Jul. 2010	Jan. 2011
Expand Collection of Workforce Data Within the ECIS.	Gruendel Staples	12	Jul. 2010	Jun. 2011
Develop Common Data Dictionary.	Gruendel Staples	6	Jul. 2010	Jun. 2011
Simplify and implement electronic ECE Reporting Forms.	Gruendel Staples	6	Jan. 2011	Jun. 2011
Conduct Data Analyses.	Gruendel Staples	6	Jan. 2012	Jun. 2012
Seek FERPA Approval.	Gruendel Staples	12	Jul. 2010	Jun. 2011
Data warehouse applications and reports.	Gruendel Staples	18	Jan. 2011	Jun. 2012

(d) Project Management

The ECIS project will be implemented by the Office of Early Childhood Outreach and Planning within the CSDE, with oversight from the Division of Assessment, Research and Technology, which includes the Bureau of Data Collection, Research and Evaluation, Bureau of Student Assessment and Bureau of Information Technology. The Associate Commissioner for the Division of Assessment, Research and Technology and the managers of the Bureau of Data Collection, Research and Evaluation, and Bureau of Information Technology will be responsible for the approval and oversight of the ECIS project activities.

The CSDE already has in place a SLDS Management Team, which includes the Associate Commissioner and managers of the three bureaus. The team meets weekly with project managers involved in the current SLDS projects to review the progress of each project, identify risks and determine how risks can be mitigated, and authorize expenditures. For the two-year span of the program, two professionals, Dr. Janice Gruendel and Ms. Joyce Staples (see below),

will comprise the Implementation Team. They will allocate 50 percent of their time to ensure that the component activities of this project are completed to meet the timelines. The Implementation Team members for this project will attend monthly meetings of the Management Team to report on the progress of the ECIS projects and address any challenges they are encountering.

The Project Management team will coordinate staff and contractor assignments for developing the applications for this project with other projects that are currently taking place at the CSDE. In addition, the Division staff work closely with the state's Department of Information Technology Project Management Office to ensure that all components of its education technology projects meet rigorous standards for development and implementation.

The Associate Commissioner and Dr. Janice Gruendel are also members of the state's PK – 20 Council Data Workgroup, which makes technical recommendations use of educational data as it relates to state policy development. The PK-20 Council also includes representation from the Department of Public Health and Department of Social Services, partners in this project.

Project III. Higher Education

The funds requested for this project are to build off of the objectives from the approved 2009 SLDS grant, and to expand the data interoperability pilot to enable Connecticut to develop a sustainable P-20 data system. Over the three years of this grant, Connecticut will seek to complete the following objectives toward achieving what is necessary to link data systems and use the data to inform policy and practice:

1. Develop MOAs between K-12, higher education constituent units, and labor for the regular and on-going sharing of student-level data based on the recommendations of the Interoperability System Council.
2. Objective 2: Expand the secure data environment developed during the approved 2009 grant to include additional data elements, as well as including data from the PK - 12 system. Connecticut will also pursue links with the following data sources:
   a. Clients receiving workforce training, basic employment services, employment services for persons receiving public assistance and unemployment insurance;
   b. Participants in adult education and technical high schools as additional sources of workforce preparation;
   c. Students in private institutions of higher education and private occupational schools; and
   d. Employment records from other states, federal sources and on self-employment as a means for most comprehensively identifying employment outcomes.
3. Develop capacity to analyze, report and disseminate the data. Develop basic metric reports and begin producing the reports on a regular schedule. Design and develop Internet-based dissemination capabilities for these reports, providing drilled-down and timeline data views.

Objective 1 - Develop MOAs between K-12, higher education constituent units, and labor for the regular and on-going sharing of student-level data based on the recommendations of the Interoperability System Council.

(a) Need for Project (Objective 1)

Memorandum of Agreements will need to be developed based on recommendations put forth by the Interoperability System Council, which will allow the sharing of student level data between the K-12 system, higher education constituent units, the Department of Higher Education and the Department of Labor (and any others that may enter into this partnership). The MOAs are to minimally develop and solidify the understanding of the data to be shared, assurances related to security and how often the data is to be shared on an annual basis. The funds provided for this objective are to support a portion of a staff person at each constituent unit that will act as the project manager for this work.

(b) Project Outcomes Related to System Requirements and Implementation (Objective 1)

Funds are being requested to support the staff time necessary to develop and execute MOAs in each of the constituent units. By providing funds to support this phase, Connecticut believes it will accelerate the process.

(c) Timeline for Project Outcomes (Objective 1)

Project Components	Start / Finish
Develop language for agreements	5/1/2011 – 9/30/2011
Agreements executed	7/1/2011 – 12/31/2011

(d) Project Management and Governance Plan (Objective 1)

Oversight of this project will be provided by the office of the Associate Commissioner of the Division of Assessment, Research and Technology at the Connecticut State Department of Education and by the Associate Director for the Statewide Longitudinal Data System in the office of the Commissioner at the Department of Higher Education.

(e) Staffing (Objective 1)

Management Oversight

Barbara Beaudin, Associate Commissioner

Malia Sieve, Associate Director, Department of Higher Education
Malia Sieve is responsible for the management of Project 2 in the 2009 IES statewide longitudinal data systems grant. Malia is also the project manager for Connecticut's P-20 Council. Malia received her Master's Degree in social work having majored in social policy / planning and social research. Over the past four years, Malia provided staffing leadership to Connecticut's Early Childhood Research and Policy Council and the Early Childhood Education Cabinet, as well as the state's Youth Policy Council. Each of these initiatives addressed the linking of state data systems for the purpose of tracking outcomes, improving practice, and informing policy. Malia's training and experience is in using data to improve policy and practice, and, in doing so, she has worked with community-based organizations, community groups, and state leaders, as well as with local and national philanthropy.

Key Personnel

Roger Therrien, Director of Research, Department of Labor
Roger Therrien is responsible for many of the primary economic statistics and occupational and career information produced for Connecticut, as well as for many unemployment insurance and employment service management reports for the Department of Labor. In his position, Roger has had a lead role in the development and delivery of labor market information for the workforce development system in Connecticut. Among his diverse experiences, Roger has

participated on numerous state committees and task forces. He is also currently Executive Director of the Connecticut Career Resource Network, a member of the National Association of State Workforce Agencies' Labor Market Information Committee, and has been involved in a number of national policy and research workgroups working towards enhancing the quality and availability of economic and workforce information in the United States. He has served as New England's representative and state co-chair of the Workforce Information Council, and the national body of federal and state officials responsible for guiding the development and improvement of workforce information nationwide.

Patrick J. Flaherty, Economist, Office of Research, Department of Labor
Patrick J. Flaherty received his Bachelors Degree in social studies from Harvard University and his Masters Degree in economics from the University of Connecticut. Currently he is enrolled in the economics doctorate program at the University of Connecticut and is pursuing a concentration in labor economics. He has completed all required course work and passed all required examinations. Patrick's research interests focus on displaced workers and human capital development. He has authored/coauthored several manuscripts for the Office of Research. Patrick is a member of the Hartford Area Business Economists and the Population Association of America. Among his experiences, Patrick served 10 years as a State Representative in the Connecticut General Assembly where he served on many committees, including the Education Committee. Prior to his election to the legislature, Patrick served as Chairman of the Coventry Board of Education.

Project Managers identified at each higher education constituent unit
(d) Project Management and Governance Plan (Objective 1)

Oversight of this project will be provided by the office of the Associate Commissioner of the Division of Assessment, Research and Technology at the Connecticut State Department of Education and by the Associate Director for the Statewide Longitudinal Data System in the office of the Commissioner at the Department of Higher Education.

Objective 2 - Expand the secure data environment developed during the approved 2009 grant to include additional data elements, as well as including data from the PK - 12 system. Connecticut will also pursue links with the following data sources:

- ***a. Clients receiving workforce training, basic employment services, employment services for persons receiving public assistance and unemployment insurance;***
- ***b. Participants in adult education and technical high schools as additional sources of workforce preparation;***
- ***c. Students in private institutions of higher education and private occupational schools; and***
- ***d. Employment records from other states, federal sources and on self-employment as a means for the most comprehensively identifying employment outcomes.***

(a) Need for Project (Objective 2)

With funds provided in the approved 2009 grant, the Interoperability System Council will develop and implement a model for a secure data environment for data exchange, transformation and loading (ETL) that best suits Connecticut's needs. This pilot is intended to further analyze and build upon the Next Steps study using data from the four higher education constituent units and labor data. However, this pilot will not develop the linkages to PK - 12 that is necessary to develop a PK - 20 longitudinal data system.

In this grant, Connecticut proposes to expand the pilot to include additional data elements beyond the core set to be identified with current funds, and develop linkages to the additional data sources listed above that will allow us to more comprehensively assess education and employment outcomes. By building a PK - 20 longitudinal data system, we will be able to undertake a variety of reports and evaluation studies that link education to work. For example, studies could identify the employment and unemployment experience of former students and determine whether the receipt of employment and training services aids them in career placement, change and advancement. Reports in the last few years have alerted state policymakers that Connecticut's future may depend greatly on the success of students attending elementary and secondary schools in our major cities, where secondary school completion and enrollment in higher education is among the lowest levels in the state. Connecting the education and workforce experiences of these populations will help us understand how to better prepare these students for employment that provide improved opportunities for greater economic security and advancement.

(b) Project Outcomes Related to System Requirements and Implementation (Objective 2)

Requested grant funds will support the following:

1. Increased capacity to support the building and piloting of initial data environment to accelerate this process;
2. Exploration of incorporating the CSDE student unique identifier into Connecticut public higher education institution data systems;
3. Purchase and setup of the server, two workstations and analytical software with licenses; and
4. Pursuit of linkages to additional data sources, including:
   a. development of relationships and agreements necessary to share and link data
   b. identification of data elements
   c. establish, support, and maintain data transfer system

(c) Timeline for Project Outcomes (Objective 2)

Project Components	Start / Finish
Increased capacity to support the building and piloting of initial data environment to accelerate this process	10/1/2010 – 9/30/2011

Exploration of incorporating the CSDE student unique identifier into Connecticut public higher education institution data systems	10/1/2010 – 3/31/2011
Purchase and setup of the server, two workstations and analytical software with licenses	10/1/2011 – 9/30/2012
Pursuit of linkages to additional data sources, including: a. Development of relationships and agreements necessary to share and link data; b. Identification of data elements; and c. Establish, support, and maintain data transfer system.	10/1/2010 – 9/30/2013

(d) Project Management and Governance Plan (Objective 2)

Oversight of this project will be provided by the office of the Associate Commissioner of the Division of Assessment, Research and Technology at the Connecticut State Department of Education and by the Associate Director for the Statewide Longitudinal Data System in the office of the Commissioner at the Department of Higher Education.

(e) Staffing (Objective 2)

Management Oversight

Barbara Beaudin, Associate Commissioner

Malia Sieve, Associate Director, Department of Higher Education
Malia Sieve is responsible for the management of Project 2 in the 2009 IES statewide longitudinal data systems grant. Malia is also the project manager for Connecticut's PK - 20 Council. Malia received her Master's Degree in social work having majored in social policy / planning and social research. Over the past four years, Malia provided staffing leadership to Connecticut's Early Childhood Research and Policy Council and the Early Childhood Education Cabinet, as well as the state's Youth Policy Council. Each of these initiatives addressed the linking of state data systems for the purpose of tracking outcomes, improving practice and informing policy. Malia's training and experience is in using data to improve policy and practice, and, in doing so, she has worked with community-based organizations, community groups, and state leaders, as well as with local and national philanthropy.

Key Personnel

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participated on numerous state committees and task forces. He is also currently Executive Director of the Connecticut Career Resource Network, a member of the National Association of State Workforce Agencies' Labor Market Information Committee, and has been involved in a number of national policy and research workgroups working towards enhancing the quality and availability of economic and workforce information in the United States. He has served as New England's representative and state co-chair of the Workforce Information Council, and the national body of federal and state officials responsible for guiding the development and improvement of workforce information nationwide.

Patrick J. Flaherty, Economist, Office of Research, Department of Labor
Patrick J. Flaherty received his Bachelors Degree in social studies from Harvard University and his Masters Degree in economics from the University of Connecticut. Currently he is enrolled in the economics doctorate program at the University of Connecticut and is pursuing a concentration in labor economics. He has completed all required course work and passed all required examinations. Patrick's research interests focus on displaced workers and human capital development. He has authored/coauthored several manuscripts for the Office of Research. Patrick is a member of the Hartford Area Business Economists and the Population Association of America. Among his experiences, Patrick served 10 years as a State Representative in the Connecticut General Assembly where he served on many committees, including the Education Committee. Prior to his election to the legislature, Patrick served as Chairman of the Coventry Board of Education.

Dana Placzek, Research Analyst, Office of Research, Department of Labor
Dana Placzek's expertise involves working with large administrative data sets to assess and summarize information for agency and workforce system management and planning. Most recently, Dana has been extensively involved with efforts to evaluate education and training programs for their effectiveness in preparing students for employment. Dana has also used educational data in preparing the Legislative Report Card tables and the tables used in the publication "Higher Education: Building Connecticut's Workforce." He has also developed and produced the key employment and earnings outcome performance measures for the state's workforce system since 2001.

Liam McGucken, Information Technology Analyst, Office of Research, Department of Labor
Liam McGucken has provided the Office of Research with a wide range of information technology services in support of reporting and performance metrics efforts. He is also responsible for maintaining numerous data stores unique to the Office of Research. Liam greatly contributed to the development of the Unemployment Insurance Profiling Model, which is a statistical model that predicts the probability of exhausting unemployment insurance benefits.

Project Managers and Database Administrators identified at the four higher education constituent units

Objective 3 - Develop capacity to analyze, report and disseminate the data. Develop basic metric reports and begin producing the reports on a regular schedule. Design and develop Internet-based dissemination capabilities for these reports, providing drilled-down and timeline data views.

(a) Need for Project (Objective 3)

Once the data has been collected, Connecticut will need to ensure that it has the capacity available at each of the constituent units to conduct analysis and produce reports that will be usable by state and local leaders and administrators for policy and practice. The planning of the PK - 20 Council and the Interoperability System Councils will define the products to be developed. However, proper analysis of the data will require the involvement of research analysts from the relevant agencies and institutions to participate in the analysis and interpretation of the results. Over time, agreement will be reached on basic metrics that should be available on a regular basis. These may be distinguished by organizational entity, population group, geography, time and other factors. The ability to easily access and view these data in tabular and graphic form will be a goal of this project.

(b) Project Outcomes Related to System Requirements and Implementation (Objective 3)

Funds requested in this grant will support:

1. Analysis, interpretation, and reporting of data;
2. Development and implementation of a data use and public dissemination plan; and
3. Development of a common Web site for the sharing of information with the public.

(c) Timeline for Project Outcomes (Objective 3)

Project Components	Start / Finish
Analysis, interpretation, and reporting of data	10/1/2011 – 9/30/2013
Development and implementation of a data use and public dissemination plan	10/1/2010 – 9/30/2013
Development of a common website for the sharing of information with the public	10/1/2011 – 9/30/2013

(d) Project Management and Governance Plan (Objective 3)

Oversight of this project will be provided by the office of the Associate Commissioner of the Division of Assessment, Research and Technology at the Connecticut State Department of Education and by the Associate Director for the Statewide Longitudinal Data System in the office of the Commissioner at the Department of Higher Education.

(e) Staffing (Objective 3)

Management Oversight

Barbara Beaudin, Associate Commissioner

Malia Sieve, Associate Director, Department of Higher Education
Malia Sieve is responsible for the management of Project 2 in the 2009 IES statewide longitudinal data systems grant. Malia is also the project manager for Connecticut's PK - 20 Council. Malia received her Master's Degree in social work having majored in social policy / planning and social research. Over the past four years, Malia provided staffing leadership to Connecticut's Early Childhood Research and Policy Council and the Early Childhood Education Cabinet, as well as the state's Youth Policy Council. Each of these initiatives addressed the linking of state data systems for the purpose of tracking outcomes, improving practice, and informing policy. Malia's training and experience is in using data to improve policy and practice, and, in doing so, she has worked with community-based organizations, community groups, and state leaders, as well as with local and national philanthropy.

Key Personnel

Roger Therrien, Director of Research, Department of Labor
Roger Therrien is responsible for many of the primary economic statistics and occupational and career information produced for Connecticut, as well as for many unemployment insurance and employment service management reports for the Department of Labor. In his position, Roger has had a lead role in the development and delivery of labor market information for the workforce development system in Connecticut. Among his diverse experiences, Roger has participated on numerous state committees and task forces. He is also currently Executive Director of the Connecticut Career Resource Network, a member of the National Association of State Workforce Agencies' Labor Market Information Committee, and has been involved in a number of national policy and research workgroups working towards enhancing the quality and availability of economic and workforce information in the United States. He has served as New England's representative and state co-chair of the Workforce Information Council, and the national body of federal and state officials responsible for guiding the development and improvement of workforce information nationwide.

Patrick J. Flaherty, Economist, Office of Research, Department of Labor
Patrick J. Flaherty received his Bachelors Degree in social studies from Harvard University and his Masters Degree in economics from the University of Connecticut. Currently he is enrolled in the economics doctorate program at the University of Connecticut and is pursuing a concentration in labor economics. He has completed all required course work and passed all required examinations. Patrick's research interests focus on displaced workers and human capital development. He has authored/coauthored several manuscripts for the Office of Research. Patrick is a member of the Hartford Area Business Economists and the Population Association of America. Among his experiences, Patrick served 10 years as a State Representative in the Connecticut General Assembly where he served on many committees,

including the Education Committee. Prior to his election to the legislature, Patrick served as Chairman of the Coventry Board of Education.

Dana Placzek, Research Analyst, Office of Research, Department of Labor
Dana Placzek's expertise involves working with large administrative data sets to assess and summarize information for agency and workforce system management and planning. Most recently, Dana has been extensively involved with efforts to evaluate education and training programs for their effectiveness in preparing students for employment. Dana has also used educational data in preparing the Legislative Report Card tables and the tables used in the publication "Higher Education: Building Connecticut's Workforce." He has also developed and produced the key employment and earnings outcome performance measures for the state's workforce system since 2001.

Liam McGucken, Information Technology Analyst, Office of Research, Department of Labor
Liam McGucken has provided the Office of Research with a wide range of information technology services in support of reporting and performance metrics efforts. He is also responsible for maintaining numerous data stores unique to the Office of Research. Liam greatly contributed to the development of the Unemployment Insurance Profiling Model, which is a statistical model that predicts the probability of exhausting unemployment insurance benefits.

Research analyst and communications/data visualization specialist at the Department of Higher Education (these are positions yet to be filled)

Project IV. Interoperability Component of the 2009 Phase III IES SLDS Grant Proposal

In collaboration with other New England states, Connecticut will participate in two pilots to create the foundation for sharing student-level education data across state lines that complement each other. For the first, Connecticut and Massachusetts will work collaboratively to implement a Regional data sharing system that enables the tracking of PK - 20 student mobility and provide more comprehensive answers to questions related to the effectiveness and impact of our educational and support system investments. For the second pilot, Connecticut will collaborate with Maine, New Hampshire, Rhode Island and Vermont as a partner in the NESSC along with the Great Schools Partnership, as a member of a multi-state data team of state department data coordinators who will identify common baseline secondary school performance data elements for the five states and use common, comprehensive methodology for calculating, analyzing and reporting those data elements so information is comparable across state lines.

(a) Need for Project IV

Pilot 1: While our data, accountability and program improvement systems are bound by state borders, Connecticut and Massachusetts' students are not. As each of our states examines student progress and outcomes over time and prepares students to meet the demands of postsecondary education and the 21st century workforce, we are working concurrently to build our state data systems that include data at the individual level from preschool though postsecondary education and into the workforce. Our PK - 20 vision falls short each time a student moves across state borders and the data are not available to inform policy and practice for either the sending or receiving state. Our ability to understand the impact of our educational investments and to act upon these findings compels us to join forces to resolve the following challenges:

1. Mobility - our ability to answer what happens to students when they no longer appear in any system in their "home state."
2. Outcomes – our ability to answer whether a student did or did not make it into college and/or into the workforce and the results of their engagements in these "next steps."

Currently, while each state is at a different stage in the implementation of its longitudinal data system, each will bring the experience and outcomes reached through previous IES SLDS funding and state funding. In particular, Massachusetts will begin the business requirements stage of this work along with engaging a research and development contractor to document feasibility challenges and options to meet them with a special focus on the legal analyses needed to resolve potential barriers to interstate data sharing presented by confidentiality laws and regulations.

With funding from the 2009 IES SLDS grant, the CSDE is working with the state's Departments of Higher Education and Labor to create the infrastructure within the state for data sharing that will inform state education policy and practice, as well as facilitate the flow of information about children and young adults as they transition across sectors or to different units within a sector. As a major component of this work, Connecticut will be conducting a pilot to develop a statewide student transcript of education data drawn from the state's data warehouse. This will include identifying the legal and regulatory barriers for sharing data across those units and

implementing the necessary changes in statute, policy and practice to mitigate the barriers. This work will provide the foundation leading to the logical next step of scaling up to link and share data across state boundaries.

Pilot 2: The New England Secondary School Consortium (NESSC) has been meeting over the course of the past two years to design and plan a variety of secondary school improvement strategies to bring greater coherence to secondary school education in New England, and promote best practices, school innovation and forward thinking educational policy in the region. Currently each state uses a variety of metrics to determine the efficacy of its secondary school education programs and most are not commonly defined or measured. As the consortium states prepare to embark on adopting rigorous common standards and establishing high quality secondary school performance-based assessments to more accurately measure student learning, a plan needs to be in place for regional comparability of the data about student performance that states are reporting in their longitudinal stat systems. This will provide a foundation for developing a regional approach to data collection and reporting that focuses on high impact, high leverage secondary student assessment data, that will make educational outcomes more transparent, reliable and useful for educators, policy makers, parents and the public. In addition, the NESSC will also contract the services of the National Student Clearinghouse (NSC) to track states' high school graduates into colleges across the country and determine the proportions, by districts within the states, who have persisted to acquire one year of college credits within 16 months of high school graduation.

(b) Measurable Outcomes: **for Project IV:**

Pilot 1: Connecticut and Massachusetts collaborative to implement a regional data sharing system that enables the tracking of student mobility and provide more comprehensive answers to questions related to the effectiveness and impact of our educational and support investments, that can be a model to scale up to other states in the region. See letter of support, Appendix D. Massachusetts and Connecticut will collaborate to:

- Develop System Requirements to be used for the design and development of a Regional Data Sharing System;
- Select a system architecture that meets the needs of both states; and
- Procure a system/vendor that meets the requirements of a regional data sharing system.

Pilot 2: As a partner in the NESSC, Connecticut will collaborate with Maine, New Hampshire, Rhode Island and Vermont, along with the Great Schools Partnership, as a member of a multi-state data team of state department data coordinators who will establish baseline secondary school performance data for the five states using common, comprehensive methodology for calculating, analyzing and reporting data. This will be particularly important as states adopt rigorous, common standards and performance-based assessments and report results of student performance in their SLDS. In addition, the consortium will develop a plan to gauge post-secondary aspirations and success (college enrollment, remedial course-taking and completion rates) of the states' high school graduates. Connecticut will collaborate with the other states in the NESSC to:

- Identify common data elements (i.e., graduation rates, annual and cumulative drop rates, participation in Adult Education) that can be used to measure efficacy of secondary schools in preparing graduates for success in post-secondary education and the workforce and agree on common calculation methods and reporting.
- In preparation for adapting and adopting rigorous common standards for mathematics and English/language arts, establish a plan for developing common criteria for evaluating student achievement on those performance assessments and reporting results.
- Securing the services of the NSC to track high school graduates by state and district, and to report results on the SLDS.

Project Design

Pilot 1: Several northeastern states have begun a conversation in the belief that our partnership will launch us down a path toward meeting student mobility challenges. While the hope is to include all these states in the future, for the 2009 SLDS grant, neighboring Connecticut and Massachusetts, with many common transferring students have agreed to embark collaboratively on the project of laying the foundation for interstate data sharing used for information in policy and practice.

The Connecticut/Massachusetts team is committed to laying the foundation of establishing an appropriate mechanism for sharing PK-20 data on individual students in order to answer both the mobility and outcome questions posed above. This system must also have the potential to incorporate labor and workforce, as well as outside data gathering systems such as National Student Clearinghouse.

During the project, Massachusetts and Connecticut will also be open to joining with consortia of other states when more details are available about the specific scope, outcomes and levels of specificity from their parallel efforts with outside vendors. These might include, but are not limited to, the Council of Chief State School Officers (CCSSO) LEARN system, Center for Education Strategies, LLC (Steve Coelen) and Western Interstate Commission for Higher Education. As an ancillary benefit from these conversations, all participating states will have the opportunity to share in productive discussions about similar system issues they have encountered, such as slow response time. Through this exchanging of potential solutions, each state will increase their skills to help in building a more efficient and effective LDS.
We are well aware of the current barrier that FERPA (and related confidentiality legal framework) creates to a data-driven educational research and decision-making process. These impact the other projects in our state proposal as well. However, in anticipation of some possible changes that the U. S. Department of Education has alluded to, the partnership will charge ahead in this collaboration of data sharing towards a more comprehensive view of students' progress as they move from PK to the workforce.

The total budget for this project will be $1,000,000 with Connecticut contributing $500,000 and Massachusetts $500,000 to completing the objectives of Pilot 1 over three years. The allocations will be $200,000 for Year 1 and 2, and $100,000 for Year 3, of which $1,500 per year will be set aside for travel and the remainder used for vendor/consultant costs.

Pilot 2: As a partner in the NESSC, Connecticut will collaborate with Maine, New Hampshire, Rhode Island and Vermont, along with the Great Schools Partnership, as a member of a multi-state data team of state department data coordinators who will establish baseline secondary school performance data for the five states using common, comprehensive methodology for calculating, analyzing and reporting data. This will be particularly important as states adopt rigorous, common standards and performance-based assessments and report results of student performance in their SLDS. In addition, the consortium will develop a plan to gauge post-secondary aspirations and success (college enrollment, remedial course-taking and completion rates) of the states' high school graduates, using NSC services, and fulfill the requirements for the America COMPETES Act to report on the number and percentage of high school graduates who enter college and complete at least one year's worth of college credits within 16 months of graduation.

The total contribution per state is $150,000 with $50,000 allocated per year by each state to accomplish the objectives of Pilot 2 through meetings, developing products and securing NSC services.

(c) Timeline for project:

Project Component Deliverable	Responsible Parties	Months to Complete	Begin Date	End Date
Pilot 1: Develop System Requirements to be used for the design and development of a Regional Data Sharing System.	Beaudin Ellsworth	12	Jul. 2010	Jun. 2011
Pilot 1: Select a system architecture that meets the needs of both states.	Beaudin Ellsworth	12	Jul. 2010	Jun. 2011
Pilot 1: Procure a system/vendor that meets the requirements of a regional data sharing system.	Beaudin Ellsworth	36	Jul. 2011	Jun. 2013
Pilot 2: Attend consortium meetings to identify common, comprehensive methodology for calculating, analyzing and reporting data.	Beaudin Ellsworth	24	Jul. 2010	Jun. 2012
Pilot 2: Collaborate with consortium states to establish a plan and agreement for common measurement, collection and reporting of student performance data.	Beaudin Ellsworth	24	Jul. 2010	Jun. 2012
Pilot 2: Secure NSC services to track high school graduates to report on entry to and persistence in college.	Beaudin Ellsworth	24	Jul. 2010	Jun. 2012

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **SLDS 2009 Resumes** Pages: **26** Uploaded File: **C:\Activity Files\CIA-CovertOps\Data Warehouse Grant\!! Restart\!!09-12-SLDS-roundIII\Dec 4 Docs\SLDS_2009_Appendix_B_Resumes.pdf**

Barbara Q. Beaudin

Education

Harvard University, Graduate School of Education, Ed. D., 1988
Administration, Planning, and Social Policy Analysis
Dissertation: Former Teachers: A Study of the Characteristics of Teachers Who Return to the Classroom
University of Hartford, Sixth Year Certificate, 1979, Public School Administration
Central Connecticut State University, M.S., 1972, Mathematics
Central Connecticut State University, B.S., 1969, Mathematics

Certification

Intermediate Administrator Certificate (092)
Mathematics 7-12 (029)

Professional Experience

Connecticut State Department of Education
Associate Commissioner, Division of assessment and Accountability
(September 2007 – present)
Bureau Chief, Bureau of Student Assessment (November, 2003 – present)
Education Consultant, Bureau of Evaluation and Educator Standards
(December 2000 – November 2003)

- Responsibilities: Conducted program evaluations of the Early Reading Success Grant Programs and the interdistrict magnet schools;
- Provided technical assistance to the Charter School, Magnet School, Priority School Units and the Bureau of School Improvement regarding NCLB, accountability and student assessment, resource regarding
- Conducted studies of teacher and administrator supply and demand and school leadership;
- Conducted other research as requested by the commissioner, associate commissioner, and bureau chief.

Contract Consultant, Bureau of Research and Evaluation (1986 – 2000)

- Conducted 15 surveys to monitor the state's public school work force and the quality of schools;
- Prepared 17 Research Bulletins;
- Prepared 8 reports and papers.

University of Hartford (1988 – 2000)

- Associate/Assistant Professor of Mathematics (Discrete Mathematics, Calculus and Statistics);
- Also served as the Mathematics and Science Department Chair and Associate Dean in Hillyer College and Assistant Dean of the College and Arts and Sciences, and on over a dozen University Committee;
- Produced 16 professional papers and publications.

Farmington Public School (1969 – 1985)
Mathematic teacher and high school administrator.

Interests: tennis, golf, the outdoors, and contributing to my community and family

Sarah S. Ellsworth
26 Sawka Circle
(b)(6)
sarah.ellsworth@ct.gov

EDUCATION:

University of Connecticut, Storrs, CT.
Ph.D. coursework completed, Educational Psychology; anticipated degree November 2009

St. Joseph College, West Hartford, CT.
M.A., Education, May 2000
Initial Educator Certificate, Grades 7-12 Social Studies

University of Connecticut, Storrs, CT.
B.A., Anthropology, May 1994

INVITED ADDRESSES AND PRESENTATIONS

Ellsworth, S. (2008, August). English Language Learners in Connecticut. *Connecticut State Department of Education Annual Back to School Meeting*. Cromwell, CT.

Andrada, G., Ellsworth, S., Michna, G. (2008, March). NCLB in Connecticut: Implementation, Current Procedures, and Proposals for Growth. A session presented at the *No Child Left Behind: Positive, Obstacles and Solutions* conference at the University of Connecticut.

Ellsworth, S. (2007, September). The State of Education in Connecticut. *Connecticut State Department of Education Annual Meeting*. New Britain, CT.

Ellsworth, S. (2006, May). Connecticut's Accountability System Under NCLB. *Connecticut State Department of Education NCLB Conference*. Cromwell, CT.

Ellsworth, S. (2005, January). Using Data to Close the Achievement Gap. *Connecticut Association of Schools Achievement Gap Conference*. Cromwell, CT.

Ellsworth, S. (2002, November). Data Tools Available to Help Close the Achievement Gap. *CABE/CAPSS Annual Convention*. Mystic, CT.

Ellsworth, S. (2001, February). Math and Science Data in Connecticut: Uses and Quality. *14th Annual NCES MIS Conference*. Orlando, FL.

PAPERS PRESENTED AT REGIONAL CONFERENCES

Ellsworth, S. (2008, October). Adequate Yearly Progress: Is it Just About Assessment Results? Paper presented at the 2008 Northeast Educational Research Association Conference, Rocky Hill, CT.

Ellsworth, S. (2000, October). Maintaining a Safe School Environment: An Examination of the Rate of Student Disciplinary Offenses and the Educational Policies or Practices that Affect these Rates. Paper presented at the 2000 Northeast Educational Research Association Conference, Ellenville, NY.

MISCELLANEOUS PUBLICATIONS

Ellsworth, S. (2008, March). Fall Hiring Report. Connecticut State Department of Education, Hartford, CT.

Ellsworth, S. (2007, August). Determining Adequate Yearly Progress Under NCLB: A Technical Manual. Connecticut State Department of Education, Hartford, CT.

Prowda, P., Dirir, M., Ellsworth, S., Martin, R., Mooney, R., Vocca, M. (2003, August). Profiles of Our Schools: The Condition of Education in Connecticut 2001-2002. Connecticut State Department of Education, Hartford, CT.

EMPLOYMENT HISTORY:

Connecticut State Department of Education
Bureau of Research, Evaluation and Student Assessment
Bureau Chief, July 2007 to present
Education Consultant, July 2005 to July 2007
Associate Education Consultant, July 2003 to July 2005
Education Service Specialist, July 2000 to July 2003
Education Support Technician, July 1999 to July 2000
Connecticut Careers Trainee, July 1998 to July 1999
Graduate Intern, October 1996 to August 1997

- Oversees state and federally mandated data collections and reports; manages and directs 18 full-time data collectors and analysts; conducts yearly personnel evaluations; manages budget for various data warehouse projects totaling 1.5 million dollars.

- *No Child Left Behind Act of 2001* - Lead analyst for determining Adequate Yearly Progress (AYP) for Connecticut's schools under No Child Left Behind (NCLB). Produces the No Child Left Behind (NCLB) state, district, and school accountability data reports. Responsible for the design of these reports, and the programming required to produce them. Primary contact person for assisting school district personnel in the interpretation and use of the data. Provides guidance on policy decisions regarding the NCLB accountability system implementation. Conducts presentations about NCLB to school district personnel and Department colleagues. Co-author press release of statewide AYP results.

- *Teacher Shortage Areas* – Analyzes Fall Hiring Survey data to determine teacher shortage areas in response to Federal Loan Deferment Program and State Teachers' Mortgage Assistance Program. Authors the *Fall Hiring Report* for presentation to the State Board of Education. Serves as Department liaison to US Department of Education for Federal programs.

- *English Language Learner (ELL) Data* – Analyzes student-level data from the Public School Information System (PSIS) to determine bilingual program grant eligibility, and to provide required data elements for the Strategic School Profiles. Prepare reports in response to ad-hoc requests from constituents.

- *Data Dissemination Efforts* – Contributes to the creation of the State Longitudinal Data System (SLDS). Participated in development meetings during the RFP writing process, and now with the vendors onsite to design the architecture of the data warehouse and data analytic tools for public use. Assisted with the design of the Department's data dissemination website, CEDaR, and creates tables and reports for display.

- *Presentations and Workshops* – Conducts presentations for state and national conferences, educational organizations, school district personnel, and Department colleagues. Topics range from the NCLB accountability system, data analyses, and appropriate use of data.

- *Data Collection Management* – Responsible for the collection and subsequent reporting and analyses of data related to several state mandated data collections. Programmed databases to maintain large data sets and produce required reports. Author reports for the State Board of Education and Data Bulletins. Provided technical assistance to school districts to ensure the timely and accurate submission of data.

Conard High School, West Hartford, CT
High School Social Studies Teacher, January 1998 to June 1998

Manchester High School, Manchester, CT
Substitute Teacher, November 1997 to January 1998
Student Teacher, August 1997 to November 1997

COMPUTER SKILLS:

Microsoft Office: Access, Excel, Word, Powerpoint; SPSS, MapInfo, Visual Basic

Liam McGucken
Office of Research
Connecticut Department of Labor
200 Folly Brook Boulevard
Wethersfield, CT 06109
860-263-6313
liam.mcgucken@ct.gov

SUMMARY

Broad background in current software and hardware technology complemented by a degree in Computer Science. Extensive programming experience, with a current focus on database development and client/server application development. Strong project management and mathematical skills.

EDUCATION

Eastern Connecticut State University, Willimantic, Connecticut
Bachelor of Science in Computer and Information Science
Bachelor of Arts in Mathematics

PROFESSIONAL EXPERIENCE

Connecticut Department of Labor, Office of Research. Wethersfield, Connecticut. 1994-1998, Systems Analyst. 2002-present, Senior Systems Analyst.

Responsible for providing the Office of Research a wide range of information technology services including network support, ad hoc and scheduled SQL query development, and client server application development.

Employment Statistics Data Warehouse

Lead the design of a data warehouse to store historical economic and employment information to support analysis and forecasting of the data. The design leveraged relational design methods commonly used in client/server application development, and star schema modeling that better supports the goals of data warehouse applications.

Unemployment Insurance Claimant Profiling System

Developed a neural networking solution to modeling and implementing a system that identifies the likelihood that individuals will exhaust their unemployment benefits. Employment services are targeted to those that need those services most.

Publication Distribution Management System

Developed a mailing list contact management system that automated the distribution of statistical publications through postal and fax delivery systems. The client component was developed using Powerbuilder, and Oracle was used as the database back end.

Employment Statistics Forecasting

Developed a non-interactive statistical forecasting system that used both linear and non-linear forecasting methods. The application was developed in MS FoxPro, and used SQL queries to access the source information.

Focused e.Business, llc. Wallingford, Connecticut. 2000-2002. Senior Systems Developer

Responsible for managing the full cycle development and implementation of various consulting engagements. Specific responsibilities included gathering project requirements and customer needs, developing robust systems to fulfill those requirements, ensuring that the customer is delivered product.

Manufacturing Job Management System

Developed a job tracking and management system for a specialty fabrication CAD/CAM machine shop. The application managed job quotes, material and outside service acquisition, production costs, labor requirements and utilization, and finished product delivery. This multi-user application was developed using Visual Basic 6.0 to build a client interface to a MS SQL Server database.

Web Log Collection and Warehousing System

Developed a large-scale system to collect, cleanse and warehouse the web logs of an international web commerce company. The system manages the daily collection of over four gigabytes of web logs to a central location from over 40 distinct web servers, while ensuring that the web servers themselves are not impacted by the collection activity. The collected web logs are cleansed and condensed, and then stored in a MS SQL Server database for reporting and customer analysis.

New Systems Group, Incorporated. Rocky Hill, Connecticut. 1998-2000. Senior Systems Developer

Responsible for managing the full cycle development and implementation of various consulting engagements. Specific responsibilities included gathering project requirements and customer needs, developing robust systems to fulfill those requirements, ensuring that the customer is delivered product.

Log Watch Monitoring System

Developed application to monitor web site logging activity of a major Internet commerce company. The application was developed in Visual Basic 6.0. It used remote data objects to maintain log testing criteria in a MS SQL Server database. The application made use of many Win32 API calls to provide up to twenty-five system tests (for file existence, applications executing, etc.) and the registry to store database connection information in order to allow the application to start without user supervision. It also made use of MAPI controls to automatically notify appropriate personnel whenever a log file failed to meet its test criteria.

Timetrack Reporting System

Developed system to generate employee timesheet and invoice detail reports. The system was developed using MS Access as a front end to remotely access data in a MS SQL Server database. The application allows users to specify summary levels and filter conditions for reports.

Clinical Initiatives Contact Management System

Developed a contact management system for the grant management division of a major medical school. The system was developed in MS Access and used a centralized Access database to allow multi-user access to the data.

Manufacturing Tracking System

Took over and completed development of a production control management system for a manufacturing firm. The system tracked customer orders, materials for order completion and work scheduling to complete production of the order. The system was developed in MS Access, and used a remote Access database to allow multiple users simultaneous access to the data.

Dana W. Placzek
Office of Research
Connecticut Department of Labor
200 Folly Brook Boulevard
Wethersfield, CT 06109
860-263-6284
dana.placzek@ct.gov

SOFTWARE EXPERIENCE:

Databases: SQL Server, Access, FoxPro, Paradox, MySQL
Statistical packages: SPSS, SAS, S-Plus
Other packages and languages: MS Office, ArcGIS, HTML

EMPLOYMENT:
1999 to present

Research Analyst
Connecticut Department of Labor, Office of Research, Wethersfield, CT

Noteworthy Accomplishments:

- Assembled numerous data sets for statistical analysis, including a study of Employment Services and a study of the effects of displacement on workers, using wage records and other sources of data on workers and employers.
- Collected and summarized the client performance data of education/training providers for performance measurement studies, including the CETC Legislative Report Card. This involved matching wage records with client data to produce employment outcome measures.
- Created data tables for *Choices Today*, an award-winning publication used for planning by the State's regional workforce boards. Data collected included innovative use of skills data from the O*NET system. Updated data for subsequent planning publications.

Ongoing tasks:

- Summarize employment data and job openings in table and graph form for monthly, quarterly and annual publications.
- Summarize regional employment data for presentations at job fairs and conferences.
- Assist with long-term occupational employment projections.
- Create thematic maps showing labor and economic data for the State, by various regions (town, county, LMA, etc.)
- Maintained the America's Labor Market Information System (ALMIS) database for the State of Connecticut.
- Travel around the country to assist in developing and maintaining the structure of a shared database as a member of the ALMIS Database Structure committee.

OTHER TRAINING:

- Geographical Information Systems using Atlas 4.0 and ArcView 8.1
- Long-term Occupational Employment Projections
- Relational Data Modeling using ERA
- Visual Basic and VB.Net

EDUCATION:

Master of Science program in Statistics
UNIVERSITY OF CONNECTICUT (1996 to 1998)

Bachelor of Science in Biology with a minor in Mathematics
CENTRAL CONNECTICUT STATE UNIVERSITY (1993 to 1996)

Academic Awards:
Biology Achievement Award, *Mathematics Award*, *Freshman Chemistry Award*, *Dean's List* – Fall 1990 through Spring 1994, Fall 1995, Spring 1996

PROFESSIONAL ORGANIZATIONS:

Phi Theta Kappa Honor Society – 1991 to 1993

(b)(6)

June Stolfi Sanford

Career Highlights

Education Work Experience:

1999 – Present
Education Consultant: Connecticut State Department of Education, Hartford, CT

Student Success Plan (SSP) – Agency Task Co-Leader accomplishments:

- established, implemented and developed a process to monitor programs of study/student success plans within career pathways/areas of interest for students who elect to participate in career technical education;
- conducted national research on student plan program effectiveness and cost ratio for electronic systems;
- developed with committee input state draft model and guidelines for an individualized flexible student success plan which will benefit every Connecticut student to begin in grade 6; and
- administered grant opportunities to establish district pilot sites and "best practice" for SSPs.

State Director, Career Technical Education national and state responsibilities:

- preside as Connecticut State Director and Board President of the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) www.careertech.org , leading the new career technical education to prepare future generations of students for success in the global economy;
- oversee the financial, policy and programmatic activities of the national association (NASDCTEc) executive director's office as President and Executive Board/Foundation member;
- maintain a state career and technical education data reporting system tied to a state-developed local district continuous improvement process as required for the federal Perkins core indicator performance levels;
- research and identify career and technical education data linkages between secondary education and the community college system to follow students beginning in grade 9 through college and on to the workforce;
- act as liaison to the U.S. Department of Education for negotiation of performance targets, the administration of the Perkins Five-Year Plan and the Perkins Consolidated Annual Report to meet state legislative requirements;
- orchestrated two federal monitoring reviews and hosted NASDCTEc annual fall conference in Connecticut in 2008; and
- participated as Career Clusters Task Force member for maintenance of the 16 national career cluster with related knowledge and skills standards.

Perkins Program Manager statewide responsibilities:

- administration of $11M Carl D. Perkins grant funds for secondary and postsecondary education benefiting approximately 150 local comprehensive high schools, the Connecticut Technical High School System, 12 community colleges and the University of Connecticut;
- oversight of federal legislation and state policy development;

- establish and maintain the continued national career cluster/pathway policies and on-going implementation at the local level; and
- maximize use of Perkins competitive funds to support student college and career readiness in contribution to the Connecticut effort Secondary School Reform.

Prior state experience: Former state consultant for Cooperative Work Education and School-to-Career School-based Opportunities

1991 – 1999 Wolcott High School, Wolcott, CT

Teacher : Business Education, Marketing Education, Cooperative Work Education and History/Social Studies. Also responsible for the supervision of the school store, school to career program, and career center staff. Served as student advisor for DECA.

1988 – 1991 Lewis S. Mills High School, Burlington, CT

Teacher: Business and Cooperative Work Education
Served as student advisor for the Future Business Leaders of America

Business Experience:

Timex Corporation, Middlebury, CT
Compensation Analyst and Benefits Accountant

- evaluation and administration of salary range schedules and executive bonus plans;
- job description grade level determination;
- development of expatriate compensation packages; and
- tracking and calculation of benefit expenditures incurred by worldwide facilities.

Education

- Central Connecticut State University, New Britain, CT 1991 – M.S. Business Education and continuing credits equivalent to 6th year.
- Teikyo Post University, Waterbury, CT – 1984 B.S. Business Administration, Management

SCOTT C. SHULER

(b)(6)

48

CURRENT POSITION 1988–Present

Education Consultant
Connecticut State Department of Education
(860) 713-6746
e-mail: scott.shuler@ct.gov

EDUCATIONAL BACKGROUND

Ph.D. in Music Education	Eastman School, University of Rochester	(Rochester, New York)	1987
M.S. in Education	University of Illinois	(Champaign/Urbana)	1976
B.Mus. in Instrumental Music Education	University of Michigan	(Ann Arbor)	1975

SELECTED EMPLOYMENT HISTORY

Simsbury Public Schools Assistant Superintendent for Curriculum & Instruction	(Simsbury, Connecticut)	1995–1996
New England Conservatory of Music Adjunct Professor	(Boston, Massachusetts)	1992–1993
Hartt School of Music Adjunct Professor	(West Hartford, Connecticut)	1990–1992
Central Connecticut State University Adjunct Professor	(New Britain, Connecticut)	1989 & 1990
California State University, Long Beach Music Education Coordinator & Associate Professor	(Long Beach, California)	1985–1988
Eastman School of Music Teaching Assistant & Visiting Instructor	(Rochester, New York)	1983–1985
Aesthetic Education Institute Summer Institute Faculty & Artist-In-Residence	(Monroe County, New York)	1983–1984
Kohler Public Schools Director of 6-12 Instrumental Music Program	(Kohler, Wisconsin)	1978–1983
University of Delaware Adjunct Professor	(Newark, Delaware)	1977–1978
The Tatnall School Teacher of 3–12 Instrumental & General Music	(Wilmington, Delaware)	1976–1978

SELECTED HONORS AND ACHIEVEMENTS

President-Elect, then President of MENC: The National Association for Music Education (2008-2014)
National Endowment for the Arts Grant Review Panel (2004)
President's Award for Commitment and Service — Connecticut State Employees Association (1993 and 2004)
Public Service Award — Connecticut Secretary of State (2003)
Distinguished Service Award — Connecticut Drama Association (2001)
President-Elect, then President of National Council of State Supervisors of Music (1996-2000)
Distinguished Service within the Profession Award — Connecticut Art Education Association (1993 and 2000)
1997 National Assessment of Educational Progress (NAEP) in the Arts design and oversight committees (1992–1998)
Co-chair of CCSSO State Collaborative on Assessment and Student Standards (SCASS) in the Arts (1993-1998)
Panelist for U.S. Department of Education Blue Ribbon Schools selection (1998)
Editorial committee of *Update: Applications of Research in Music Education* (1992-98)
Member of Task Force to develop National Standards for Arts Education (1992-94)
Distinguished Achievement Award — Educational Press Association of America (1992)

Outstanding Administrator Award — Connecticut Music Educators Association (1992)
Young Writers' Award for "best policy paper" — *Design for Arts in Education* (1988)
Meritorious Performance Faculty Award — California State University, Long Beach (1986–87)
Phi Delta Kappa Education Honors Society (1976)
Pi Kappa Lambda Music Honors Society (1975)

SELECTED PUBLICATIONS

Invited paper entitled "Large-Scale Assessment of Music Performance: Some Hows and Whys for Today's Data-Driven Educational Environment." In T. S. Brophy (Ed.) *Integrating Curriculum, Theory, and Practice: Proceedings of the 2007 Florida Symposium on Assessment in Music Education*. Chicago: GIA Publications.

Outside reviewer for the *Second Handbook of Research on Music Teaching and Learning*, 2000-2001. Oxford Press (2002).

"When No Curriculum is Left Balanced, the Needs of Children Are Left Behind." *Connecticut Journal of Educational Leadership*, Vol. 1 (Fall 2003): 45-52.

Outside reviewer and editor of national arts surveys reported in *Arts Education in Public Elementary and Secondary Schools*: 1999-2000. Fast Response Survey System (FRSS), U.S. Department of Education, Office of Educational Research and Improvement, June 2002.

Lead author and editor of *Guide to K-12 Program Development in the Arts*. Hartford, CT: Connecticut State Department of Education, 2002.

"Music and Education in the 21st Century: A Retrospective." *Arts Education Policy Review* 102, no. 3 (January/February 2001): 25-36.

Co-author of *Handbook for the Development of a Teaching Portfolio in Music* and *Handbook for the Development of a Teaching Portfolio in the Visual Arts*. Connecticut State Department of Education, 1999.

"NAEP and Music: Framework, Field Test, and Assessment" 3, no. 2 (August 1998), in the *Focus on NAEP* series published by the National Center for Education Statistics of the U.S. Department of Education, Office of Educational Research and Improvement.

"The Evolution of State Arts Assessment: From Sisyphus to Stone Soup." *Arts Education Policy Review* 100, no. 1 (September/October 1998): 12-19.

"All High School Students Should Have Opportunity to Study the Arts: Ensure Preparation for College and Careers." *National Federation News* 14, no. 6 (March 1997): 20-21.

"The Effect of Standards on Assessment Practices (and Vice Versa)." In *Aiming for Excellence: The Impact of the Standards Movement on Music Education*, 81-108. Reston, VA: MENC, 1996.

Guest editor and author of lead article, entitled "Assessing Teacher Competence in the Arts —or— Should Mr. Holland Have Gotten the Gig?" for special focus issue on "Teacher Assessment in the Arts." *Arts Education Policy Review* 98, no. 1 (September/October 1996): 11-15

"Why High School Students Should Study the Arts." *Music Educators Journal* 83, no. 1 (July 1996): 22-49.

Contributing author and member of task force that developed *Performance Standards for Music Grades PreK-12: Strategies and Benchmarks for Assessing Progress Toward the National Standards*. Reston, VA: Music Educators National Conference, 1996.

"Assessment in General Music: Trends and Innovations in Local, State, and National Assessment." In *Toward Tomorrow: New Visions for General Music*, 51-66. Reston, VA: MENC, 1995.

"The Impact of National Standards on the Preparation, In-Service Professional Development, and Assessment of Music Teachers." *Arts Education Policy Review* 96, no. 3 (January/February 1995): 2-14.

An Agenda for Excellence in Music at the Middle Level: A Statement by MENC on Middle-Level Music Education (Reston, VA: MENC, 1994)

Co-editor of *A Summary of State Arts Education Frameworks: A Report of the Framework Consensus Project by the National Council of State Arts Education Consultants*, published by The Getty Center for Education in the Arts and the Council of Chief State School Officers

"Will We Train Fiddlers While Rome Burns? Community Arts Schools and the Public Schools," *Design for Arts in Education* (July/August 1992)

"The Role of Music for At-Risk Secondary Students," *NASSP Bulletin* (May 1992)

Editor of special focus issue entitled "Music and the At-Risk Student" and author of "Music, At-Risk Students, and the Missing Piece," for *Music Educators Journal* (November 1991).

"Developing Reflective Teachers: The Role of Undergraduate and Graduate Professors," *Update* (Fall 1991)

Contributing author, as assessment co-chair and member of national planning committee, for the *Arts Education Assessment Framework*, *Arts Education Assessment and Exercise Specifications*, *Recommendations for Background Questions*, and *Recommendations for Reporting Student Achievement Results* for the 1997 National Assessment of Educational Progress (NAEP) in Arts Education. Washington, D.C.: Council of Chief State School Officers, 1994.

Appointed member of national planning committee, and chair of music specifications design, for the 1997 National Assessment of Educational Progress (NAEP) in arts education (1993-94)

"A Critical Examination of the Contributions of Edwin Gordon's Music Learning Theory to Music Education," *The Quarterly* (Spring/Summer 1991)

"The Effects of Gordon's Learning Sequence Activities on Vocal Performance Achievement of Primary Music Students," *The Quarterly* (Spring/Summer 1991)

"Solving Instructional Problems Through Research," *Music Educators Journal* (November 1990)

MALIA K. SIEVE, MSW

Associate Director
Connecticut Department of Higher Education
61 Woodland Street
Hartford, CT 06105
(860) 947-1859
msieve@ctdhe.org

EDUCATION

University of Connecticut, School of Social Work, West Hartford, CT
MSW May 2001. Major: Policy and Planning; Minor: Research

University of Connecticut, School of Family Studies, Storrs, CT
BS May 1997. Major: Human Development and Family Relations
Concentration: Social Policy and Family Planning
Certificate in Criminal Justice, May 1997

WORK EXPERIENCE

Connecticut Department of Higher Education **Hartford, CT**
Associate Director **November 2009-present**

- Manage the data interoperability project in the 2009 statewide longitudinal data systems IES grant
- Supervise staff on project
- Collaborate with other state agencies and higher education constituent units to achieve outcomes identified in the grant

United Way of Connecticut **Rocky Hill, CT**
Project Manager, Connecticut P-20 Council **October 2008 – present**

- Manage grants associated with the Council and related vendors
- Research related issues and develop materials for members, which include P-20 data systems, teacher effectiveness, and K-12 / higher education partnerships
- Participate in relevant meetings

United Way of Connecticut **Rocky Hill, CT**
Director – Community Results Center **January 2006-October 2009**

- Oversaw all operations and projects of the Community Results Center
- Supervised research, marketing, and outreach staff
- Staffed various state-level policy committees including the Governor's Early Childhood Education Cabinet, Early Childhood Research & Policy Council, Youth Futures Committee, and the CETC Youth Committee. Staffing included:
    - Managing a team of consultants
    - Researching and writing policy briefs
    - Assisting with strategic planning discussions
    - Facilitating small group discussions
- Conducted community needs assessments related to general community needs, early childhood care and education needs and older adult needs. Assessments include:
    - Developing, implementing and analyzing surveys, focus groups, and interviews
    - Gathering and analyzing secondary data from administrative datasets such as those from the Census, various state and federal departments, United Way of Connecticut / 2-1-1, and local level data as identified.
- Staffed statewide United Way Marketing Committee, Community Impact Committee, and Chief Professional Officers Committee
- Managed the Bridgeport Leadership in Action Program (LAP), a program of the Annie E. Casey Foundation aimed at improving leadership skills of state and local leaders to ensure all children in Bridgeport are ready for kindergarten by fall 2008

Connecticut Policy & Economic Council (merged with United Way January 2006) **Hartford, CT**
Project Director, Community Research and Program Evaluation Unit **July 2001-December 2005**

- Designed and executed analysis procedures for all quantitative and qualitative data collection
- Designed and implemented surveys, questionnaires, and focus groups for data collection
- Supervised interns and project assistants
- Responsible for client relationships

Lyon and Associates **Storrs, CT**
Research Assistant **May 2001-August 2001**

- Created database for data collection, entry and analysis
- Conducted client satisfaction surveys with clients of Connecticut Legal Aide

University of Connecticut, School of Social Work **West Hartford, CT**
Research Assistant on the following projects: **June 2000-August 2001**

Evaluation of Specialized Domestic Violence Programs (June 2000-August 2000)
Court Involved Girls Project (July 2000-July 2001)
Evaluation of Batterer Intervention Programs (January 2001-August 2001)

- Collected primary data from victims of domestic violence about their experience with the criminal justice system
- Gathered secondary data from juvenile probation and social service agency files
- Trained and assisted in supervision of research assistants
- Assisted in data analysis and report creation

Biography - Joyce M. Staples

Joy currently heads the newly created Office of Early Childhood Planning, Outreach and Coordination in the CT State Department of Education which is responsible for planning, developing and coordinating with other agencies in the delivery of services to children ages birth to nine years of age inclusive. This work includes; the coordination and enhancement of the Early Childhood Information System, consultation with the Early Childhood Education Cabinet, an early childhood accountability plan, communication outreach strategies for families, providers and policy makers, a state wide longitudinal evaluation of the school readiness program and the development and support of public private partnerships that aid early childhood initiatives.

Prior to that she was the Early Childhood Staff Consultant in the Office of the Connecticut Early Childhood Education Cabinet working on policy development, early childhood initiatives and projects that link across agencies and programs in order to carry out the work of the Cabinet in meeting its legislative goals. From 1998 to 2007 Joy was the School Readiness Program Manager for the CT State Department of Education and was responsible for coordinating the school readiness program, developing policies and procedures and implementing legislative and quality requirements among participating public and community based programs for 3 and 4 year olds in priority and competitive districts. She spent eight years as the Statewide Senior Manager for Blue Cross and Blue Shield of Massachusetts where she developed and implemented their early intervention benefits program, working with the level III NICU's, outside medical services and families and coordinated with the early intervention programs under the Massachusetts Department of Public Health and served on the ICC. Her experience also includes several years as the Program Manager of a hospital-based outpatient pediatric rehabilitation unit and twelve years at the Massachusetts Department of Education where she worked with Head Start, public schools and community based programs around the development and implementation of inclusion programs for young children in least restrictive settings that could provide appropriate early childhood experiences integrated with specialized services. Her teaching experience includes eight years at Willie Ross School for the Deaf, where she developed and coordinated an integrated preschool program and a home visiting program for hearing impaired, language and developmentally delayed children as well as working with the therapists and families in the infant toddler program.

Joy has taught infant toddler and early childhood college courses in early intervention, language development, curriculum and screening and assessment at the graduate and undergraduate level. Her Master and Bachelor degrees are in Early Childhood/Early Childhood Special Education with a minor in Language/Audiology and she has completed additional coursework in business administration and project management.

Roger Therrien
Director, Office of Research
Connecticut Department of Labor
200 Folly Brook Boulevard
Wethersfield, CT 06109
860-263-6255
roger.therrien@ct.gov

Director, Office of Research, Connecticut Department Labor, 1992-present – responsible for many of the primary economic statistics, and occupational and career information produced for Connecticut, as well as for many unemployment insurance and employment service management reports for the Department of Labor. In his position, Roger has had a lead role in the development and delivery of labor market information for the workforce development system in Connecticut.

PUBLICATIONS (selected):

- *Higher Education: Building Connecticut's Workforce, 2007* – Joint Report with the Department of Higher Education identifying the employment outcomes of graduates of public higher education
- *Report Card for Employment and Training Programs, 2001-present* – Annual Report of the Connecticut Employment and Training Commission identifying the employment outcomes of participants of employment, education and training programs in Connecticut
- *An Impact Evaluation of Workforce Development Activities,* 2005 – Led ETA to require all states to identify the provision of LMI to job seekers as a workforce development system service
- *Connecticut Workforce Demands and the Implications for Education, 2003* – describes the major economic and workforce trends in Connecticut and their effect upon employment over the next decade, specifically focusing on labor shortages
- *Choices Today… A High-Performance Workforce Tomorrow, 1998* – first use of O*Net skills data in labor market information; NASWA labor market information award, 1999
- *Connecticut Career Paths, 1996-present* – provides information on occupations in Connecticut; targeted to students and their teachers, counselors, administrators and parents
- *Connecticut Economic Digest, 1996-present* – the most comprehensive state resource of data specific to Connecticut's economy

PRESENTATIONS (selected):

"Linking Higher Education to the Workforce." U.S. Department of Labor Employment and Training Administration. Workforce Information Driving Regional Economies Conference. May 2007.

"Identifying College Graduate Success in the Workforce." State Higher Education Officers (SHEEO) and the National Center for Education Statistics Network Conference. May 2006.

"Connecticut's Legislative Report Card." Workforce Development Research and Evaluation Conference. Boston, Massachusetts. June 2004

WEBSITES (selected):

Connecticut Job and Career ConneCTion, www.ctjobandcareer.org – a Web-based career exploration tool; NASWA labor market information award, 2001

Connecticut Education and Training ConneCTion, www.cttraining.info – a companion Internet resource containing more than 7,400 education and training programs offered in Connecticut; NASWA labor market information award, 2002

ORGANIZATIONS (selected):

- Connecticut Career Resource Network, Executive Director, 1998-present. The Connecticut Career Resource Network (CCRN) is the primary source of Connecticut-specific career information used by the education community: teachers, guidance counselors, students and their parents, as well as by the workforce investment system. It provides the information needed to help learners make informed decisions about their career choice and preparation.
- Workforce Information Council (2002-present), State Co-chair (2004-2007). The national body of federal and state officials responsible for guiding the development and improvement of workforce information for the nation.
  - Confidential Information Protection and Statistical Efficiency Act (CIPSEA) Workgroup, 2004-05
  - Wage Record Collaboration Team, 2004
  - QCEW Policy Council - Wage Record Workgroup, 2003-04
- Wage Record Interchange System Advisory Committee, 2007-08
- National Association of State Workforce Agencies' (NASWA) Labor Market Information Committee, 1993-present. The collaborative body of state labor market information experts.
- America's Labor Market Information System Database Maintenance Consortium, Database Structure Committee Chair, 1995-present
- Evaluation Coordinating Committee, 2004 (USDOL, ETA)
- Workforce Information Performance Measures Committee, 2004-05 (USDOL, ETA)
- Career Ladder Advisory Committee, 2003-04
- Workforce Education Advisory Committee, 2003-04
- Connecticut Employment and Training Commission Accountability Committee, 2005-present

Abridged Resume

ROBERT J. LUCCO
Connecticut State Department of Education
(860) 713-6875 Office
robert.lucco@ct.gov

Education:

University of Virginia, Ed.D. Research Methodology	1974
University of Wisconsin, M.S. Urban Education	1971
American University, B.A. Sociology	1969

Work Experience:

August 2008 to Present — Acting Bureau Chief. Bureau of Student Assessment
Responsibilities include:

- Managing bureau staff in order to ensure the accurate and timely development, administration, scoring, analyses and reporting of all statewide student assessments, including CMT, CAPT, alternate assessments based upon alternate or modified academic achievement standards and the Kindergarten Inventory.

July 2007 to August 2008 — Education Manager. Bureau of Data Collection, Research and Evaluation.
Responsibilities include:

- Managing Data Systems Unit staff and overseeing the following unit activities: 1) the collection, verification and preparation of electronic data files for the Public School Information System (PSIS), the PreK School Information System and the Education Data Exchange Network (EDEN); and 2) the dissemination of student, staff and program data.

December 2004 to July 2007 — Education Manager. Director of Research and Evaluation.
Bureau of Research, Evaluation and Student Assessment. Connecticut State Department of Education.
Responsibilities included:

- Overseeing all annually mandated student and staff data collection activities.
- Overseeing all office data analysis and accountability reporting activities.
- Facilitating interoffice collaboration regarding research and evaluation projects.
- Evaluating all office professional and support staff

1996 to present — Adjunct Professor. Saint Joseph College, West Hartford, Connecticut.

- Responsibilities include teaching Education 515 Educational Research Methods; and Education 524 Instruction and Curriculum at the graduate level.

Barbara Canzonetti, M.A.
Connecticut State Department of Education
Division of Assessment, Research and Technology
Bureau of Data Collection, Research, and Evaluation

EDUCATION

B.A. in Psychology: University of Dallas, Irving, Texas, 1980.
M.A. in Sociology: University of Texas at Arlington, Arlington, Texas, 1987.
Emphases: Methodology, Statistics, Computer Applications and Demography

PROFESSIONAL EXPERIENCE

Connecticut State Department of Education, Bureau of Data Collection, Research, and Evaluation, Hartford

01/05 – Present: **Education Consultant** – File manager of the Certified Staff file and the Non-Certified Staff file. Responsible for the No Child Left Behind (NCLB) teacher quality analysis, and all other analyses regarding certified and non-certified staff. Participating on the Department's Teacher Supply and Demand analysis team. Working with an outside consultant on a smaller scale supply and demand analysis. Participating on the team to redesign the Certified staff file. Designed a web-based training simulation for the non-certified staff file.

07/98 – 12/04: **Associate Education Consultant** – File manager of the Certified Staff file and the Non-Certified Staff file. Responsible for the No Child Left Behind (NCLB) teacher quality analysis, and all other analyses regarding certified and non-certified staff. Designed a web-based application for collecting and managing data about certified staff. Responsible for supervision of subordinates and support staff, and coordinating and providing training and technical support for new staff file. Consulted on three database conversion projects.

11/95 – 06/98: **Education Service Specialist** - Responsible for the data collection for, and analysis of, the Certified Staff file which contains information certified teachers, administrators and other staff in the state. Chair of a technology task force responsible for coordinating migration from the department's WANG VS system to a PC based client/server environment.

1/90 - 10/95: **Education Service Assistant** - Responsible for computer operations of the Beginning Educator Support and Training (BEST) Program (an induction and assessment program for new teachers), including system design, database design, installation, implementation, operation, maintenance, security, enhancements based on client feedback, and technical support and training for staff and outside agencies. The computer system is a PC based Local Area Network using Novell SFT (v3.11) and FoxPro (v2.0) software. Also responsible for operation and support of Apple Macintosh computers, including familiarity with several Macintosh applications, designing and conducting training sessions for Department personnel, and providing technical support. Coordinated software and hardware purchases for the BEST computer system.

10/87 - 12/89: **Research Program Assistant** - Ran computer procedures to edit several data files using a Wang computer in VS emulation mode connected to an IBM mainframe. Contacted school districts to resolve discrepancies in the data. Designed layout and edited reports based on the data. Provided technical support for staff members by formatting reports, generating graphics, and redesigning data collection forms using the Macintosh computer. Acted as a liaison between the Teachers' Retirement Board, Teacher Certification and the Bureau for the purpose of updating the bureaus' data sets.

Frank A. Schultz Oil & Gas Company/Kachina Press, Dallas, Texas

2/84 - 4/87: **General Assistant** - Duties included data entry and analysis for Frank A. Schultz Oil & Gas. Also responsible for the daily operation of Kachina Press, a small, specialty book publishing company. Responsible for editing galleys. Familiar with the HP 3000 computer system.

North Central Texas Council of Governments, Arlington, Texas

3/83 - 1/84: **Demographic Intern** - Responsible for gathering and analyzing data concerning dwelling units and population. Performed restructuring of the database using Apple II and IBM mainframe computer systems. Performed analysis of traffic accident patterns in the Dallas/Fort Worth metroplex.

North Lake College, Irving

9/80 - 11/82: **Visual and Performing Arts Program Director** - Responsible for instituting new classes and hiring qualified instructors for the Continuing Education Division. Maintained organizational reports and files. Did graphic layouts for class brochures.

TECHNOLOGY EXPERIENCE

High end user of Microsoft Access, Excel, and Word. Familiar with SQL. Former Novell network manager. Familiar with SPSS and SAS. Familiar with WANG and mainframe applications.

Raymond Martin

(b)(6)

Raymond.Martin@ct.gov

860.713.6876 (W) (b)(6)

(b)(6)

EMPLOYMENT

Connecticut State Department of Education — 1994 - Present
Hartford, Connecticut

EDUCATION CONSULTANT

DATA MANAGER

DUTIES INCLUDE SERVING AS DATA FORM MANAGER OF THE CONNECTICUT SCHOOL DATA REPORT. THE CONNECTICUT SCHOOLS DATA REPORT IS A SCHOOL-BASED DATA COLLECTION THAT COVERS ALL CONNECTICUT'S 1,000 PLUS PUBLIC SCHOOLS AND POSES QUESTIONS IN A WIDE VARIETY OF AREAS. PAST DATA MANAGER PROJECTS HAVE INCLUDE A MULTIPLE FORM SURVEY PROJECT, A MINORITY STAFF RECRUITMENT SURVEY, A DISTRICT-BASED HIRING SURVEY AND A TEACHER-BASED DATA COLLECTION. THE FORM MANAGER ROLE REQUIRES THE COLLECTION, VERIFICATION AND ANALYSES OF DATA, DESIGN, PRODUCTION AND MANAGEMENT OF DATA COLLECTION FORMS, CREATION AND MAINTENANCE OF MSACCESS DATABASES, PROGRAMMING IN THE SAS COMPUTER LANGUAGE AND PROVIDING TECHNICAL ASSISTANCE TO DISTRICT PERSONNEL.

STATE REPRESENTATIVE TO THE NATIONAL FORUM ON EDUCATION STATISTICS

SERVE AT THE STATE OF CONNECTICUT'S REPRESENTATIVE ON THE NATIONAL CENTER FOR EDUCATION STATISTICS' NATIONAL FORUM ON EDUCATION STATISTICS (THE FORUM). THE FORUM ACTS AN ADVISORY COUNCIL FOR THE NATIONAL CENTER FOR EDUCATION STATISTICS. IT STRIVES TO IMPROVE THE QUALITY OF EDUCATIONAL DATA WHILE KEEPING THE DATA BURDEN ON STATES AND SCHOOL DISTRICTS TO A MINIMUM.

DATA MANAGEMENT AND REPORTING CONSULTANT FOR THE DEPARTMENT'S DATA WAREHOUSE PROJECT

ACT AS ADVISOR THE DEPARTMENT'S DATA WAREHOUSE PROJECT. ADVISE THE PROJECT ON THE PROPER PRESENTATION OF DATA ON THE WAREHOUSE'S DATA DISSEMINATION WEBSITE AND ON THE TECHNICAL ASPECT OF THE COLLECTION AND MANAGEMENT OF EDUCATIONAL OF DATA

DATA REPORTING PROJECTS

COMPILES AND WRITES THE DEPARTMENT'S ANNUAL THE "CONDITION OF EDUCATION IN CONNECTICUT" REPORT. THIS MANDATED REPORT IS THE DEPARTMENT'S ANNUAL STATUS REPORT TO THE STATE LEGISLATURE.

MANAGES THE STATEGIC SCHOOL PROFILES PROJECT. THESE REPORTS ARE THE CREATED FOR EVERY SCHOOL AND DISTRICT IN THE STATE ON AN ANNUAL BASIS AND SERVE AS ONE OF EACH DISTRICT'S REPORTS TO THEIR BOARD OF EDUCATION

(EMPLOYMENT CONTINUED)

EastConn Regional Education Service Center 1992-1994
Hartford, Connecticut

RESEARCH ASSISTANT

SERVED AS A RESEARCH ASSISTANT FOR THE EASTCONN REGIONAL EDUCATION SERVICE CENTER AT THE CONNECTICUT STATE DEPARTMENT OF EDUCATION'S BUREAU OF RESEARCH AND TEACHER ASSESSMENT. RESPONSIBILITIES INCLUDED COLLECTING AND REVIEWING DATA, EDITING AND MAINTAINING DATABASES, AND DESIGNING AND PRODUCING DATA COLLECTION FORMS. MANAGED MULTIPLE REPORTS AND PROJECTS.

University of Connecticut- Undergraduate Student Government 1991
Storrs, Connecticut

LEGISLATIVE LIAISON

SERVED AS A LEGISLATIVE LIAISON FOR THE UNIVERSITY OF CONNECTICUT'S UNDERGRADUATE STUDENT GOVERNMENT. RESPONSIBLE FOR DIRECT LOBBYING OF STATE LEGISLATORS, LEGISLATIVE RESEARCH, GRASS ROOTS RECRUITMENT AND ORGANIZATION, AND COORDINATION OF LOBBYING EFFORTS WITH UNIVERSITY AND UNION INTERESTS.

EDUCATION

University of Connecticut 1987 - 1991
Storrs, Connecticut

B.A.: POLITICAL SCIENCE

HONORS: GRADUATED CUM LAUDE, DEAN'S LIST 6 OF 8 SEMESTERS

ADDITIONAL

STUDIES: ST. PATRICK'S COLLEGE, MAYNOOTH, IRELAND (FALL 1989)

Trinity College 1997 - 2005
Hartford, Connecticut

M.A.: PUBLIC POLICY

HONORS: GRADUATED WITH HONORS

TECHNOLOGICAL EXPERIENCE

Extensive experience with Microsoft Access, Excel, PowerPoint and Word. Proficient programmer in SAS in both the PC and Enterprise Guide environments. Some experience with SPSS, Adobe InDesign and Microsoft Publisher.

REFERENCES AVAILABLE UPON REQUEST

MARK D. VOCCA

(b)(6)

Employment

1993 to present **Education Consultant**
State of Connecticut, Department of Education, Hartford, CT

- Conceptualize, architect and write specifications for data collection systems.
- Act as liaison between vendor and end-user, overseeing pilot, beta, and delivery phases of database projects.
- Design front-end and navigational metaphor for databases and web pages.
- Program MS Access databases to track students and programs.
- Oversee Special Education and Adult Education data collection, integrating mainframe and PC tables into MS Access databases.
- Create MS Access reports for Adult Education and Special Education Strategic School Profiles (distributed to the General Assembly, the State Board of Education, local school districts and the general public).
- Act as bureau advisor for Internet and Intranet programming efforts.
- Facilitate workshops for school administrators, teachers, and counselors to provide training in the use of state mandated databases, Microsoft Products and Web Authoring Tools.
- Draft system specifications for Requests for Proposal.

1995 to present **Internet Content Management**

- Work with clients to plan and deploy data collection and marketing initiatives through the use of the Internet.
- Design portal and content management sites for the University of Connecticut.
- Design web sites using HTML, Java Scripting, Macromedia Dreamweaver, Fireworks, and Flash, and Lotus Notes.

1991 to 1993 **Information Systems Manager**
Great Pond Publishing, Rocky Hill CT

- Wrote database application to track $2 million in inventory at 27 locations throughout the U.S.
- Purchased, installed and networked 50 PCs and Macintosh computers.
- Directed and designed of a variety of multimedia products for sales staff.
- Evaluated & recommended PC Desktop Publishing platform for the company.

1986 to 1991 **Wholesale Audit Manager (Bank Officer)**
Bank of New England (Now Fleet Bank), East Hartford, CT

- Managed Wholesale Lending Audit Department supervising 3 field managers and 16 auditors.
- Responsible for the audit and reporting of a $400 million asset based loan portfolio overseeing 82 relationships throughout the northeast.
- Developed and maintained databases using Dataease and DB2 which generated inventory exposure and leasing depreciation reports.

Professional Profile

- Offering strong creative abilities, technological skills with a thorough knowledge of database management, multimedia, Internet and PC computer operations.
- Self-motivated, goal-oriented, highly organized team player with the ability to work under pressure, meet tight deadlines and handle multiple projects simultaneously.
- Always willing to put forth the effort required to achieve superior results.
- Possessing excellent interpersonal and written communication skills, with the ability to relate well at all levels.

Military Experience

- 1981-1985 United States Air Force
- Inventory Systems/PCAM Specialist
- Honorable Discharge

Education

- San Antonio College, San Antonio, Texas
- Central Connecticut State University, New Britain, Connecticut
- Lake Erie College, Painseville, Ohio

OS and Application Experience

Intermediate or expert knowledge of the following:

Database Applications
Microsoft Access and Visual Basic
Micrsoft .Net
Lotus Notes/Domino
FileMaker Pro Relational
Lotus Approach
Visual Fox Pro
ACI 4th Dimension

Business Software
Microsoft Excel, Word, Powerpoint
Microsoft Outlook
Corda Pop Chart
SPSS
Lotus 123

Web Development Tools
HTML Programming (tables, frames, java script)
Macromedia Studio MX
Macromedia Flash
Lotus Notes
FTP Software

Graphics & Multimedia Tools
Adobe Photoshop 5.0
Quark Xpress
PageMaker
Caere Twain and OCR Software

Kevin Graham

(b)(6)

A dedicated software developer with over 15 years of experience in the development of financial and data collection applications. Experience in every aspect of software development with a focus on object oriented design. Works well independently and on teams. Enjoys the challenge of working with the business to gather requirements, design and develop new applications, migrate existing applications to new architecture and integrate existing applications. Maintains skill set by attending annual developer conferences and reading industry magazines.

Languages:	VB.Net, ASP.Net, Visual Basic 4-6, HTML, DHTML, ASP, VBScript, SQL
Technologies:	Microsoft .Net Framework, XML, Web Services, MTS/Com + Services, COM/DCOM, ADO, Crystal Reports, ODBC
Tools:	Visual Studio.Net, Visual Studio, Visual Interdev, Visual Sour Safe, Crystal Reports Write, SQL Reports, Enterprise Manager
Servers:	IIS, MTS, MS SQL Server, Access

Experience

1999-Present — **CT Department of Education**
Technical Analyst/Developer

- Analyzed current applications and recommended the best migration to new technology.
- Installed, administered and secured 3 Windows 2000 servers with Internet Information Server.
- Installed and administered 3 SQL Server 2000 databases.
- Worked independently, and then trained new staff members on technologies.
- Created web applications for school districts to log onto and enter data for State and Federal reporting.

1998-1999 — **KISSystems**
Software Developer

- PC Based 3-tier client/server student financial aid management system written in Visual Basic using object oriented design.
- Assisted in design, development, testing and deployment of software.

1989-1998 — **CT Department of Administrative Services**
Systems Developer

- Lead developer on State of Connecticut's phone billing system written in VAX basic.
- Worked with telecom venders in developing billing formats.
- Assisted in the development of CASE management tools.

Education

1987-1989 **Hartford State Technical College**
Graduated with 3.8 GPA
Earned A.S. in Information Management

Project Narrative

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

Attachment 1:
Title: **SLDS 2009 Current SLDS Status** Pages: **4** Uploaded File: **C:\Activity Files\CIA-CovertOps\Data Warehouse Grant\!!Restart\!!09-12-SLDS-roundIII\Dec 4 Docs\SLDS_2009_Appendix_C_Current_Status_of_SLDS.pdf**

PR/Award # R384A100038

Current Status of Connecticut's State Longitudinal Data System		
America COMPETES Capabilities	**Current Status**	**Relevant Outcomes**
1. Enables the state to examine student progress and outcomes over time from preschool into postsecondary education and into the workforce.	Currently the state can track students from public preschool through K – 12 programs.	The 2009 IES grant Project II that the CSDE, DHE and DOL are collaborating on currently will provide the foundation for linking data from secondary schools into the workforce and this SLDS proposal seeks funds to expand system development.
2. Facilitates and enables the exchange of data among agencies within the state and between states so that data may be used to inform policy and practice.	Currently, student=level data cannot be shared across agencies in CT, nor can we share data across state lines.	CT is seeking funding through this grant to expand its ability to link data across state agencies (Early Childhood, Department of Higher Education and Department of Labor) for the benefit of research and improving student programming while protecting individual confidentiality under FERPA and HIPPA and through the two interoperability projects establish common measures of key indicators regionally, track high school graduates entry into and persistence in higher education, and create the foundation for robust regional longitudinal data systems containing comparable data elements.
3. Links student data with teachers who had the responsibility for providing instruction in specific content areas.	Currently this is done at the district level, not the state level.	The 2009 IES grant Project I will pilot connecting public school teachers to their students through a scheduling module. This proposal extends to provide teachers with access to instructional resources to improve student achievement.
4. Match teachers with information about their certification and their teacher preparation programs.	The Department has already developed an on-line certification process, which includes assigning an individual educator identification number (IEN) and scanning transcripts from each individual's teacher/administrator preparation institution. In addition current state funds are being used to up-grade schools and will also contain the EID as a field.	CT is using current state funds to create this capability and seeking new funding to expand the work to link the certification file data to the annual Staff File data collection, which collects data on every certified staff member working in the state's public schools. Applications will be developed to monitor the supply, quality and distribution of the state's certified staff and to create accessible reports for the public.

e0

Current Status of Connecticut's State Longitudinal Data System		
America COMPETES Capabilities	**Current Status**	**Relevant Outcomes**
5. Enable data to be easily generated for continuous improvement and decision-making, including timely reporting on student achievement.	Yes, on student academic performance. The state data warehouse is populated with historical and current data on student academic performance as measured by such standardized assessments as the Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT) and SAT, along with demographic information about students, their attendance and disciplinary records.	This grant proposal seeks funding to allow districts to input local student performance data, and formative and benchmark assessment results and to provide teachers with access to high quality instructional materials and support high levels of learning for all students by integrating Student Success Plans as a tool that district staff can use to monitor and provide evidence of student progress.
6. Ensure the quality and integrity of the data.	Yes. Connecticut has many protocols and procedures in place to audit the quality of data before they populate the state's data warehouse.	A component of the new grant funds will be used to develop a comprehensive set of documentation to ensure consistent processes and policies for ensuring the on-going quality
7. Provide the Department with the capability to meet SFSF progress reporting requirements and ED Facts reporting requirements.	Yes. Connecticut has used state funds and resources to build the applications required for SFSF reporting requirements and currently meets the ED Facts reporting requirements.	

America COMPETES Requirements	Current Status	Relevant Outcomes
1. Unique SASID;	Yes a unique has been assigned since 2005 for P – 12. In addition, in 2007 the Department developed and implemented the pre-kindergarten information system (PKIS), which is used to collect information who are enrolled in non-public preschool programs that receive state/federal funding.	
2. Student demographic, enrollment and program participation information;	Yes for P – 12. The PSIS and PKIS contain demographic information (gender, race/ethnicity, free/reduced-price lunch status, special education status, ELL status, date of birth) and program information.	
3. Student transition information (enter, exit, transfer, dropout, graduate,) P-16 education;	Yes for P – 12. PSIS has a register/unregister module that is real time and allows the state to track student transfer patterns within and across districts. for this project. Target for P-16: 2012.	The system does not contain postsecondary information. A Memorandum of Agreement to developed a data interoperability framework is in place, which will permit the sharing of data between CSDE and the Departments of Higher Education (DHE) and Labor (DOL).
4. Capacity to communicate to higher education data systems;	Not currently in place.	The development of the data interoperability framework among CSDE, DHE and DOL, under the 2009 IES grant, will lay the groundwork for developing a vehicle for communicating with the state's public higher education data systems.
5. Audit system to ensure data quality;	Yes. The CSDE has a set of validation rules that are applied to the data before they can be formally accepted for all data collections.	
6. Yearly test records for assessment required under ESEA;	Yes. Connecticut currently has a fully federally-approved system of grade level standards and assessments (CMT ,CAPT and Skills Checklist) in place for mathematics, reading and writing for Grades 3 through 8 and 10 and for science in Grades 5, 8 and 10.	
7. Information on students not tested by grade and subject;	Yes. The state can identify any students who have not been tested annually by grade and subject.	

America COMPETES Requirements	Current Status	Relevant Outcomes
8. Teacher identifier to match students to teachers;	In progress. See capability 4.	Under the 2009 IES Grant, CT will pilot an application matching teachers to students through a scheduling module.
9. Student- level transcripts containing courses and grades;	Not currently in place.	Under the 2009 IES Grant, CT will be adopting NCES course codes and conducting a pilot of the development of transcripts drawing date from the state's warehouse. This will create the state's capacity to track student course-taking patterns and grades by district, school and teacher.
10. Student scores on college readiness tests (SAT, ACT)	Yes. Currently in place. The state receives individual student results for SAT and the AP tests annually for graduates of Connecticut public schools.	
11. Transition data from secondary to higher education, including remedial course-taking; and	Not currently in place.	Under the 2009 IES Grant, building this facility will be a component to track information in state. The new proposal requests funds to support a regional collaborative (NESSC) to use the National Student Clearinghouse to track across state lines and into private higher ed.
12. Data on the alignment and adequacy of student preparation for post-secondary education.	Not currently in place.	As the PK-20 system evolves, under the 2009 IES Grant, one of the key roles of the Interoperability System Council will be to identify research studies that will inform stakeholders of the degree to which students who enter either post-secondary education or the workforce are adequately prepared for success, and if they are not, what skills and competencies they are lacking.

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **SLDS 2009 Letters of Support** Pages: **12** Uploaded File: **C:\Activity Files\CIA-CovertOps\Data Warehouse Grant\!!Restart\!!09-12-SLDS-roundIII\Dec 4 Docs\SLDS_2009_Appendix_D_Letters.pdf**

STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

December 2, 2009

Dr. John Easton, Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Dr. Easton:

I am writing this letter to confirm my support of the projects that the Connecticut State Department of Education is prepared to undertake as defined in its application for a grant to improve its statewide longitudinal data system under the American Recovery and Reinvestment Act of 2009. The projects will include collaborative initiatives with other state agencies such as the Department of Higher Education, the Department of Labor and those agencies affiliated with the Early Childhood Advisory Council, as well as the New England Secondary School Consortium and the Massachusetts Department of Education. The purpose of the initiatives will be to continue to expand and improve Connecticut's statewide longitudinal data system so that it fulfills all of the capabilities and requirements of the America COMPETES Act.

The Department already has several of the capabilities and requirements implemented or under development using prior federal grant funds and state funds allocated for the development of this longitudinal data system. The projects within the grant application focus on four broad areas that will not only expand the sources of data in the system, but also improve the utility of what is available to teachers for instructional purposes and to the public to inform policy decisions. The four areas are:

1) increasing information about early childhood education and services in Connecticut, particularly for at-risk children, by expanding the collection and reporting of data for nonpublic school preschool programs, the program characteristics and the adults who work in those programs;
2) increasing the functionality of the PK-12 state longitudinal systems by linking students to their teachers and teachers to their college and university preparation programs, providing districts with the capability of linking local data with data in the state warehouse system, and providing teachers with the capability through the data warehouse of connecting instructional materials and tools that will help them improve student performance;
3) building a more robust P-20 data system through interoperability agreements with the Departments of Higher Education and Labor, and increasing the utility of the state's data to better understand the impact of intrastate educational attainment on the state's workforce; and

4) developing the foundation and structures for sharing data across state boundaries through collaborations with the New England Secondary School Consortium and the Massachusetts Department of Education.

The projects within this application are very exciting and complement each other in improving Connecticut's system and data-sharing capabilities. Moreover, they capitalize on the strengths of partnerships. These include Connecticut agencies that provide services to children before they enter kindergarten in the state's public schools, the state's public school districts, higher education and labor agencies that conduct research to inform economic policy, and the other New England states, as we prepare to lay the foundation to integrate the data on their systems to meet multiple state needs within our region.

Sincerely,

Mark K. McQuillan
Commissioner of Education

MKM:bbc

CAHS

Connecticut Association for Human Services
110 Bartholomew Avenue - Suite 4030
Hartford, Connecticut 06106
www.cahs.org

Michael S. Rohde, President
James P. Horan, Executive Director
860.951.2212
860.951.6511 fax

November 30, 2009

State Longitudinal Data System Review Panel
National Center for Educational Statistics
1990 K Street, NW
Washington, DC 20006

Dear Review Panel Members:

Connecticut Association for Human Services (CAHS) is a statewide nonprofit organization that works to end poverty and to engage, equip, and empower all families in Connecticut to build a secure future. CAHS supports the Connecticut State Department of Education's application for funding under the American Recovery and Reinvestment Act of 2009 (ARRA). These new federal funds will do much to expand Connecticut's longitudinal data system created with federal Institute for Education Science (IES) funding in 2006 and 2009.

CAHS supports two important components that are included in this application: (1) collecting data on all postsecondary students, in particular, data on community college students who are non-traditional, are enrolled part time, take remedial courses, and those taking noncredit classes, and (2) establishing links among secondary, postsecondary, workforce training and education data systems (i.e., adult basic education, workforce investment act, TANF, etc.) so that all student progress and outcomes can be accessible within and among different systems.

Data that help determine which college preparation courses are most successful and which adult basic education students are transitioning to college become important as Connecticut's employers look for skilled workers to fill vacant positions. Linking all related data systems will provide information about job placement, wages earned, and the long-term impact of educational reform.

We hope the SLDS Review Panel will look favorably on Connecticut's application for funds and support our state's next effort to create a unified data collection and reporting system.

Sincerely,

James P. Horan
Executive Director

CONNECTICUT CHARTS-A-COURSE

Supporting Careers and Program Improvement in Early Care and Education

To Whom It May Concern:

This letter is being written in support of the CT State Department of Education's (SDE) application for the ARRA/SLDS Grant. CT Charts-A-Course (CCAC) is the state's professional development and program improvement system for early care and education and a special initiative of the CT Community College system in the state's higher education agency.

As a part of the Early Childhood Information System (ECIS), CCAC houses the state's Professional Registry for the early childhood workforce. To date over 7,000 individual professionals are registered, which is approximately one-third of the estimated early childhood workforce. Currently, all staff in Department of Social Services (DSS) and (SDE) School Readiness centers and most Head Start programs have records in the Registry.

CCAC continues to make enhancements to the on-line database to make it more user-friendly and to capture important information about the workforce. Registry data is now used by DSS and SDE to determine compliance with their teacher requirements for the state funded programs. Through its reports, the Registry helps communities, programs and individuals with professional development planning. Center program administrators can print out summary and detailed reports on the qualifications of their staff and on the status of the scholarship requests their employees have made. Individual participants have reports of their verified credentials and the status of their professional development, which can be used for career development planning.

However, the vision of the Early Childhood Information System is to link, as part of the continuum, to the state's longitudinal data system and to expand as required by new state legislation to enroll all early childhood practitioners in the state, including those in regulated programs (licensed and license-exempt programs) and all other sectors of the early childhood community (public schools, family child care and private programs). This will allow the state to make linkages between children, teachers and programs, enable extensive new research on the effects of practitioner qualifications and provide in-depth reporting to meet local and state needs including workforce planning.

We strongly support the expansion and enhancement of the state's longitudinal data system and this application that will provide Connecticut with the opportunity to enhance the state's longitudinal data system and include an expanded early childhood data infrastructure. This will ensure a more comprehensive database and provide the public with more comprehensive information on the status of early childhood education in Connecticut.

CCAC is enthusiastic about being included in the grant application and looks forward to partnering with the SDE in order to expand the Registry as part of a state longitudinal data system.

Sincerely,

Executive Director,
CT Charts-A-Course

Connecticut Community Colleges

Education That Works For a Lifetime

December 2, 2009

SLDS Review Panel Committee
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear SLDS Review Panel Committee:

I write to offer the Connecticut Community College's endorsement of the IES Statewide Longitudinal Data Systems Grant proposal submitted under the auspices of the Connecticut State Department of Education and in partnership with the Connecticut Department of Higher Education. The system is composed of 12 community colleges which collectively enroll over 50,000 students and graduate almost 5,000 each year. We are very interested in expanding data interoperability opportunities to help us answer key state policy questions about the success of all students along the education continuum and on into the workforce.

Linking P-12 and postsecondary student-level data will enhance college readiness and encourage college enrollment, persistence, and completion through on-going feedback and assessment activities. Development of this data exchange capacity will require careful planning and interagency cooperation, strong student privacy protection, and appropriate data quality policies and protocols.

As indicted in the grant proposal before you, Connecticut has demonstrated its willingness to work cooperatively across agency and institutional lines to improve student achievement. We are committed to moving forward and working cooperatively with state partners to develop a more robust and sustainable interoperability model for Connecticut.

Thank you for your consideration of this collaborative proposal.

Sincerely,

Marc S. Herzog
Chancellor

STATE OF CONNECTICUT
Department of Higher Education

December 2, 2009

SLDS Review Panel Committee
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear SLDS Review Panel Committee:

I am writing this letter to show my support for of the project put forth in Connecticut's application to build a P-20 longitudinal data system. I have been Commissioner of the Department of Higher Education for almost two years. During this time, I have made public presentations and had private conversations sharing currently available data on education outcomes with state and local leaders. There is surprisingly little awareness of the challenges we face to increase educational attainment, but there is much desire for addressing them.

As the federal administration's push for P-20 longitudinal data systems has increased, I believe Connecticut's landscape is also changing in its level of support and enthusiasm. Over the past year, Connecticut's Department of Higher Education and the Department of Education have co-chaired the state's P-20 Council, which has a broad representation of early childhood, K-12, higher education, labor and workforce, philanthropic, and community-based organization representation. This Council, which seeks to build collaborations and partnerships across systems to improve education outcomes, has committed itself to addressing the development of a P-20 data system. This work is supported by each of the pertinent state agencies and the higher education constituent units, evidenced in their support for the P-20 Council, and their willingness to participate in these new partnership discussions.

Over the next year, Connecticut plans to act on an intentional strategy to build the "political will" among state and local leaders for outcome-focused longitudinal data. We will do this through messaging from the Department of Higher Education, the work of the P-20 Council, and work from the current IES data system grant. With the additional funding that would be provided through this application, I believe Connecticut will be able to take our current relationships and move them quickly toward the implementation of the type of system that will assess our education and workforce outcomes and use the information to make decisions to improve policy and practice.

Sincerely,

Michael P. Meotti
Commissioner of Higher Education
Connecticut Department of Higher Education

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CONNECTICUT DEPARTMENT OF LABOR

Patricia H. Mayfield
Commissioner

November 25, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW Rm. 9023
Washington, D.C. 20006-5651

Dear Dr. Gould,

As you know, the Connecticut Department of Labor has worked with the K-12 and higher education agencies in Connecticut for a good number of years, developing information that has helped to inform the alignment of education and employment. This information has helped administrators and instructors make meaningful changes to programs and curriculums, and has helped students, through their teachers, counselors and parents, better prepare for the world of work ahead of them.

The Department of Labor has worked in collaboration with the education agencies to break ground in the identification of student success in obtaining employment in the state. We have prepared a series of reports on the short-term employment outcomes of higher education graduates and are ready to look at their longer-term employment experience and determine how education can better contribute to that experience. To be able to most comprehensively identify the employment outcomes of students, the Labor Department recognizes that it plays a key role in also working jointly with its sister state workforce agencies throughout the nation.

Connecticut has demonstrated its willingness to work cooperatively across agency and institutional lines to improve student achievement. We are prepared and eager to take this opportunity to expand on the work we have started by dedicating efforts, with the support of funding from this grant, to bring together K-12, higher education and employment information to answer important policy questions about the success of students throughout their education and into the workforce.

Thank you for your consideration of this collaborative proposal.

Sincerely,

(for) Patrica H. Mayfield, Dep. Cmsr.
Commissioner

M. Jodi Rell
Governor

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Office of the Chancellor

December 2, 2009

SLDS Review Panel Committee
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Committee Members:

I write to offer the Connecticut State University System's (CSUS) endorsement of the IES Statewide Longitudinal Data Systems Grant proposal submitted by the Connecticut State Department Education in partnership with the Connecticut Department of Higher Education.

The Connecticut State University System, with 36,000 students, is Connecticut's largest university system, and includes Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven, and Western Connecticut State University in Danbury.

We are very interested in expanding opportunities to help us answer key state policy questions about the success of all students along the continuum and on into the workforce. As indicated in the grant proposal before you, Connecticut has demonstrated its willingness to work cooperatively across agency and institutional lines to improve student achievement.

Development of this data system will require careful planning and interagency cooperation, strong student privacy protection and appropriate data quality policies and protocols. CSUS places a high priority on keeping the personally identifiable information of our students confidential. To that end, CSUS looks forward to providing data in accordance with its information and privacy policies, and consistent with the protections/limitations enumerated in the Gramm-Leach-Bliley Act, Family Educational Rights and Privacy Act and the March 15, 2007 Connecticut Attorney General guidance on student data.

Thank you for your consideration of this collaborative proposal.

Sincerely,

David G. Carter
Chancellor

GREAT SCHOOLS PARTNERSHIP

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

Dear Dr. Whitehurst:

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

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

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

Great Schools Partnership, Inc.
22 Monument Square, Suite 404 . Portland, Maine 04101 . 207 773-0505 . 207 773-4044 FAX . www.greatschoolspartnership.org

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

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

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

Sincerely,

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

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

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

November 30, 2009

Dr. Grover Whitehurst, Director
Institute of Educational Sciences
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Dear Dr. Whitehurst:

I am writing to confirm the collaborative project Connecticut and Massachusetts are prepared to undertake to improve Regional Data Sharing through our respective Statewide Longitudinal Data System Grants Program applications. While the ultimate goal is to partner with all New England and Mid Atlantic states, it is especially important that Connecticut and Massachusetts lay this foundation due to the large numbers of students that travel between our states. With the proximity of large urban areas such as Hartford, CT and Springfield, MA, student mobility represents a significant hurdle to our efforts to evaluate the efficacy and long term impacts of P-20 instruction in our states.

Connecticut and Massachusetts will bring work already accomplished toward this data sharing effort. Connecticut has been working on possible electronic transfer capabilities, while Massachusetts is engaged in a legal review to resolve FERPA privacy issues related to data sharing. These current efforts will provide a foundation for establishing a system that seamlessly connects a student's progression from pK, to K-12, to higher education and into the workforce. With the additional support of a 2009 LDS grant, our states will finally be on their way to overcoming incomplete tracking of students as they move to other states and whether our P-16 systems succeeded in preparing them for higher education and the workforce.

In answer to your call encouraging states to work together in the adopting or adapting of their statewide, longitudinal data systems to meet multiple state needs, our states are excited to be working collaboratively on this important project. Regional Data Sharing will pave the way to a deeper pool of data and expertise to guide policy development, continuous improvement and the identification of promising practices.

Sincerely,

Mitchell D. Chester
Commissioner of Elementary and Secondary Education

University of Connecticut
Institute for Public Health Research

publichealth.ucconn.edu

December 3, 2009

Barbara Beaudin
Associate Commissioner
Connecticut State Department of Education
Hartford, CT

Associate Commissioner Beaudin:

As Professor in the Division of Behavioral Sciences and Community Health, Director of the Institute for Public Health Research at the UCONN Health Center, and Director of the Connecticut Health Information Network, I am writing to support the Connecticut State Department of Education (SDE) application for the State Longitudinal Data System (SLDS) grant.

Over the last year I have been involved in discussions with not only SDE but a workgroup in the state known as The Data Interoperability Workgroup around the issues of data collection, systems work, and linkages across systems, especially as it pertains to children and their families.

This grant opportunity will provide strong support for the expansion and enhancement of the SDE longitudinal database and the inclusion of an early childhood database known as the Early Childhood Information System (ECIS) and thus provide a consistent continuum that can inform policy, practice and research. In addition, the integration of this system with the Connecticut Health Information Network will offer new opportunities to connect educational data in Connecticut with a diverse array of health and human service data. Health and academic achievement are closely related in a child's educational trajectory and I look forward to my continued work with SDE and the ECIS around an SLDS and the possibilities to improve children's school success when education and health data are linked to provide prevention and intervention in a timely manner.

I am in full support of this application and look forward to my work with the SLDS.

Sincerely,

Robert H. Aseltine, Jr., PhD
Professor

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East Hartford, Connecticut 06108

Telephone: (860) 282-8525
Facsimile: (860 282-8514
e-mail: publichealth@uconn.edu

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **SLDS 2009 Budget Justification** Pages: **11** Uploaded File: **C:\Activity Files\CIA-CovertOps\Data Warehouse Grant\!!Restart\!!09-12-SLDS-roundIII\Dec 4 Docs\SLDS_2009_Budget_Justification.pdf**

7. Budget Narrative (Justification)

Project I. Enhancement of Statewide Longitudinal Capabilities to include Certified Staff, Local Assessments, Curriculum Frameworks and Student Success Plans

Objective 1 - Certified Staff Data Storage and Analysis Facility

CSDE is requesting grant funds to move this transactional certified staff data into the CTSLDS for:

1. The development of a Certified Staff data storage facility to store current and longitudinal information;
2. The development of a Certified Staff decision support domain with multi-dimensional analysis cubes; and
3. The deployment of a secure and public dissemination facility.

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Create Business and Functional Requirements Document for Certified Staff Storage Facility	1	1,472	184	$125,120
Certified Staff Storage Facility Development: *Use Case Creation, Data Modeling, Prototype Design, Portal Integration, Version 1 Code Delivery, Cube Deployment*	1, 2, 3	8,096	1,012	$688,160
Certified Staff Storage Facility User Acceptance Testing	2	1,104	138	$93,840
Application Deployment/Training	2, 3	920	115	$78,200
Year One Total:				*$469,200*
Year Two Total:				*$377,020*
Year Three Total:				*$139,100*
Objective 1 Total				**$985,320**

The specifications for the deliverables will be specified in a Business and Functional Requirements document (FRD). The documents will be drafted with input from SEA technical and business analysts, and data stewards. The documentation process will also include members of the LEA Advisory Committee.

The FRD will define the application step-by-step, and include workflow, data model and user interface design documentation.

The FRD will also include the documentation of use cases for each goal and/or task of the application. Each use case focuses on describing how the application will achieve a specific goal or task. For this application several hundred use cases will be required to define the scope of the application and provide the developers they insight the need to take each workflow from code to

a functional process. Each use case will represent interactions between external actors and the application in order to accomplish a goal. Each actor is defined by a role when interacting with the application. The same person may use the application yet, be represented as two different actors because they are assuming two different application roles.

Objective 2 - LEA Local Assessment Storage and Analysis Facility

CSDE is requesting grant funds to expand the Connecticut Statewide Longitudinal Data System (SLDS) capabilities to meet the capacities (#5) and requirements of the America COMPETES Act, by incorporating features that support teachers with instructional strategies and materials aligned to the performance information about individual students included on the SLDS.

The first task is to enhance the features and district-level customization options of the CTcurriculum.org database and integrate the functioning within the structure of the SLDS so that teachers can seamlessly move from examining student performance outcomes in meeting the newly adopted common standards toward having access to targeted instructional tools to adapt their instruction to meet individual student needs.

Using the CTcurriculum.com system for statewide and district collaborative review, editing, and benchmarking of frameworks- or standards-linked units with embedded common formative assessments, models of student work and instructional materials, the department will expand the features and district-level customization options for the existing database (www.CTcurriculum.org), and through the SLDS to enable SEAs and LEAs to:

1. Develop, review, edit and store locally developed units with embedded common or formative assessments;
2. Implement "adaptive curriculum" function to integrate units/tasks selected from database into locally developed curriculum through user-friendly drag-and-drop insertion into a visually accessible curriculum timeline/map (pacing guide);
3. Collaboratively review, discuss, and develop response/intervention strategies based on student work presented and accessed online;
4. Benchmark student work (develop anchor sets) from state- and district-level assessments made accessible online to designated teams of teachers, facilitated by tools such as:
    a. Automatic numeric re-coding of work to preserve confidentiality
    b. Automatic randomization/mixing of work for collaborative scoring
    c. Administrator-controlled reveal of scores assigned by individual teachers and designated groups of teachers
    d. Automatic statistical summary and analysis (measures of centrality, item statistics, inter-judge reliability)
5. Upload, access, review, edit, select, and link to local curriculum streaming video of key teaching episodes linked to standards, units, and assessments; and
6. Train teachers to efficiently access instructional tools through the SLDS.

The second task is to pilot the integration of Student Success Plan (SSP) data elements integration into the SLDS with those districts that have already implemented on-line SSPs. This will provide district staff, particularly each individual student's mentor teacher, with information

about each student's academic, career and personal goals, and document student progress toward meeting those goals using student achievement in the SLDS. In addition, this will link interventions that schools provide to ensure that each child graduates from high school and meets rigorous academic standards to be well-prepared for success in post-secondary education and the workplace. District staff will be trained to maximize the use of the system.

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Create Business and Functional Requirements Document for Local Assessment Storage and Dissemination Facility	1	1,472	184	$125,120
Local Assessment Storage and Dissemination Facility *Use Case Creation, Modeling, Design, Portal Integration, V1 Code Delivery, Testing*	2, 3	11,592	1,449	$985,320
Enhance CTcurriculum.org	1, 2	2,832	354	$240,720
Integrate CTcurriculum.org into the SLDS *Use Case Creation, Modeling, Design, Portal Integration, V1 Code Delivery, Testing*	2, 3	2,576	322	$218,960
Pilot the integration of Student Success Plan data into the SLDS.	1, 2, 3	1,600	200	$156,400
Year One Total:				*$323,680*
Year Two Total:				*$800,700*
Year Three Total:				*$602,140*
Objective 2 Total:				**$1,726,520**

Objective 3 – Establish Data Quality Committee and LEA Training

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Data Inventory and Needs Assessment	1	384	48	$32,640
2011 Data Conference	1			$25,000
2012 Data Conference	2			$25,750
2013 Data Conference	3			$26,525
Travel (within state, site visits to other states & national meetings)	1, 2, 3			$6,000
Web-Ex Service Subscription	1, 2, 3			$4,500
Year One Total:				*$61,140*
Year Two Total:				*$29,250*
Year Three Total:				*$30,025*
Objective 3 Total:				**$120,415**

Project II. Continued development of Connecticut's Early Childhood Information System (ECIS) so that data can be linked into the PK – 20 state longitudinal data system (SLDS).

Grant funds are requested to continue its development of Connecticut's Early Childhood Information System (ECIS) so that data can be linked into the PK – 20 state longitudinal data system (SLDS). The following tables specify how Connecticut plans to use the requested funding to achieve the two objectives, by objective outcome/deliverable:

Objective 1: Expand the assignment of state assigned student IDs (SASID) to preschool students beyond those only in programs that receive state and/or federal funds.

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Conduct the feasibility study and convene meetings with constituent organizations. Costs include: surveying participant groups, identifying/resolving implementation barriers, planning pilot studies, developing MOAs and establish contracts with vendors needed for the project.	1	160	20	$13,600
Pilot the assignment of SASIDs in 20 communities. Costs include: meetings with program directors, planning for and training staff and materials.	1	400	50	$34,000
Pilot the assignment of SASIDs in with external agencies. Cost include: meetings with agency directors, planning and training staff and materials.	1	120	15	$10,200
Support technical needs and training of pilot communities and agencies.	1 2			$50,000 $50,000
Data warehouse application development and reports.	1 2	80 160	10 20	$6,800 $13,600
Year One Total:				*$114,600*
Year Two Total:				*$63,600*
Objective 1 Total:				**$178,200**

Objective 2: Support the evolving CT Early Childhood Information System (ECIS) and its linkages with the CT SLDS.

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Develop Unique ECIS Program IDs. Costs include: code development, staff training, and documentation and guidelines for protocol for changes.	1 2	1184 880	148 110	$100,640 $74,800
Expand Collection of Workforce Data Within the ECIS.	1 2	880 880	110 110	$74,800 $74,800
Develop Common Data Dictionary.	1 2	240 240	30 30	$20,400 $20,400
Simplify ECE Reporting Forms. Costs include: creating on-line application and staff training.	1	96	12	$8,160
Conduct Data Analyses.	1 2	240 480	30 60	$20,400 $40,800
Seek FERPA Approval.	1	80	10	$6,800
Data warehouse application development and reports.	1 2	160 320	20 40	$13,600 $27,200
Year One Total:				*$244,800*
Year Two Total:				*$238,000*
Objective 2 Total:				**$482,800**

Project III. Higher Education

Objective 1

The funds requested for the development and execution of agreements will support staff time needed at each of the four higher education constituent units, the Department of Labor and the Department of Higher Education. The development of the agreements will follow the initial pilot implementation phase during the approved 2009 grant, which is planned to occur during the first half of 2011. By devoting resources to the critical task of developing and executing, these agreements will help to ensure this occurs in a timely fashion. The 485 hours noted above includes 5% of a project manager's time at the higher education constituent units and Department of Higher Education and 10% of a project manager's time at the Department of Labor during the eight month period this outcome is estimated to take. The increased time devoted to the Department of Labor assumes this agency will host the secure data environment, and therefore, require more time to work with multiple agencies. Should another agency be selected to host the data environment, the funds would shift to support them.

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Develop and execute agreements	1-2	485	61	$32,566
Year One Total:		303	38	*$20,354*
Year Two Total:		182	23	*$12,212*
Year Three Total:				
Project Component Total:		485	61	**$32,566**

Objective 2

Increase capacity to support the building and piloting of the initial data environment:
Grant funds are requested to support project management and database administration at each of the four higher education constituent units, the Department of Labor and the Department of Higher Education. This will be a time intensive process, which Connecticut believes will require the devotion of database administrators at each of the participating units in order to execute the pilot in an accelerated manor to allow the state to expand the pilot to fully implemented, in years two and three of this grant. Specifically, the funds for this outcome will support:

- 25% of a Database Administrator at the four higher education constituent units and two Database Administrators at the Department of Labor;
- 8.33% of a Project Manager at the Department of Higher Education;
- 2.5% of a Project Manager at each of the four higher education constituent units; and
- 10% of a Project manager at the Department of Labor.

The database administrators will participate in and contribute to decisions regarding format and transmission of data sets, scrub and reformat the data as it comes in, and perform tasks associated with creating analytical data sets for researchers while ensuring the security of the data is maintained.

Exploration of incorporating CSDE student unique identifier into Connecticut public higher education institutions data systems:
The requested funds for this outcome are to support the exploration and inclusion of the CSDE student unique identifier into the student level records of Connecticut's four higher education constituent units. Doing so will aid in the linking of students from the CSDE databases with these units of higher education. The funds would support the following staff time estimated to accomplish this outcome:

- 25% of a Database Administrator at the four higher education constituent units and two Database Administrators at the Department of Labor;
- 8.33% of a Project Manager at the Department of Higher Education; and
- 2.5% of a Project Manager at each of the four higher education constituent units.

Purchase and setup of the server, two workstations, and analytical software with licenses:
Funds requested are to support the purchase of a server machine and two workstations that will be attached to this server – one for researchers and one would be administrative only accessible by the host's personnel for security purposes. These will be added to the one workstation to be set up as part of the 2009 approved grant. Funds are also requested to support a business intelligence suite that would facilitate integrated data extraction, transformation and loading (ETL). In addition, to support research as well as providing access to publicly releasable datasets, funds are requested to acquire software for data mining, exploration, analysis and reporting. These will include software on the researcher PC's for performing statistical analyses and software for developing data cubes for rapid access and drill-down capabilities to public data sets through a website to be established for this purpose. Funds are also to support the staff necessary to setup the expansion of the secure data environment performing similar tasks required during the pilot phase. These staff will participate in and contribute to decisions regarding format and transmission of additional data sets, scrub and reformat the data as it comes

in, and perform tasks associated with creating analytical data sets for researchers while ensuring the security of the data is maintained. The staffing levels are as follows:

- 50% of two Database Administrators at the Department of Labor, or host agency;
- 50% of a Database Administrator at the four higher education constituent units;
- 20% of a Project Manager at the Department of Labor, or host agency;
- 5% of a Project Manager at the four higher education constituent units; and
- 15% of a Project Manager at the Department of Higher Education.

Develop linkages to additional data sources:
Funds requested to support this outcome would support the addition of CSDE P-12 data into the expanded data system, as well as steps needed to build linkages with other key data sources in Connecticut. While some of the data sources have relationships with Connecticut's Department of Labor to share data, the data has not been used for research purposes nor have they been a part of the longitudinal data systems conversations in the past. The funds here would support the building of relationships and agreements necessary to form the linkages, identify critical data elements, and establish, support and maintain the linkages. In order to do this, Connecticut is asking for funds to support the following staff to devote to this work over the three year period:

- 8% of a Project Manager at the Department of Higher Education;
- 50% of two Database Administrators from the Department of Labor; and
- 10% of a project Manager at the Department of Labor.

Connecticut is also requesting funds to support meeting expenses and travel time.

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Increase capacity to support the building and piloting of initial data environment	1	4,750	594	$374,507
Exploration of incorporating CSDE student unique identifier into Connecticut public higher education institution data systems	1	2,461	308	$193,069
Purchase and setup of the server, two workstations, and analytical software with licenses	2-3	14,040	1,755	$1,232,066
Develop linkages to additional data sources	1-3	7,350	919	$580,381
Year One Total:		9,672	1,209	*$760,646*
Year Two Total:		9,464	1,183	*$832,189*
Year Three Total:		9,464	1,183	*$787,189*
Project Component Total:		28,600	3,575	**$2,380,024**

Objective 3

Analysis, interpretation, and reporting of data:
Funds requested for this outcome would support portions of project managers, institutional research associates at constituent units, and a research associate that would work on behalf of the overall P-20 agenda conducting the initial research. In addition, funds would support a communications specialist that would develop materials for a broad array of audiences to facilitate the use and understanding of the data. Funds are also requested to support meeting and travel expenses.

Development and implementation of a data use and public dissemination plan:
Funds requested for this outcome are to support the development of a plan for how Connecticut will share the data and research that will now be available in the state in a format that is accessible and usable to the public. In addition to the development of a public website, this may also include training programs or other methods to bring the data and information into the hands of those that would benefit from the knowledge. These funds would support a staff time, as well as meeting and travel expenses.

Development of a common website for the sharing of information with the public:
The funds for this outcome are being requested to support the contracting with a web developer that will develop the website or data mart that will allow the public access to the data and research available as a result of the P-20 data system. Funds will also support time of the relevant staff needed to implement the recommendations set forth in the data use and public dissemination plan, as well as meeting and travel expenses.

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Analysis, interpretation, and reporting of data	2-3	4,992	624	$775,402
Development and implementation of a data use and public dissemination plan	1-3	5,616	702	$816,773
Development of a common website for the sharing of information with the public	2-3	2,808	351	$214,217
Year One Total:		624	78	*$42,170*
Year Two Total:		5,304	663	*$821,338*
Year Three Total:		7,488	936	*$942,884*
Project Component Total:		13,416	1,677	**$1,806,392**

Project IV. Interoperability Component

Grant funds are requested to conduct the two pilot programs. The following tables specify how Connecticut plans to use the requested funding for the two pilots, by objective outcome/deliverable:

Project Component Deliverable	Project Year	Hours	8 Hour Days	Projected Costs
Pilot 1: Develop System Requirements to be used for the design and development of a Regional Data Sharing System.	1			$1,500
Pilot 1: Select a system architecture that meets the needs of both states.	1			$1,500
Pilot 1: Procure a system/vendor that meets the requirements of a regional data sharing system.	1 2 3			$198,500 $198,500 $100,000
Pilot 2: Attend consortium meetings to identify common, comprehensive methodology for calculating, analyzing and reporting data.	1 2 3			$20,000 $5,000 $5,000
Pilot 2: Collaborate with consortium states to establish a plan and agreement for common measurement, collection and reporting of student performance data.	1 2 3			$15,000 $25,000 $25,000
Pilot 2: Secure NSC services to track high school graduates to report on entry and persistence.	1 2 3			$15,000 $20,000 $20,000
Year One Total:				*$250,000*
Year Two Total:				*$250,000*
Year Three Total:				*$150,000*
Project Component Total:				**$650,000**

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **SLDS 2009 524 Section C** Pages: **5** Uploaded File: **C:\Activity Files\CIA-CovertOps\Data Warehouse Grant\!!Restart\!!09-12-SLDS-roundIII\Dec 4 Docs\524C.pdf**

ED524 C Project I (Objective 1)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel				x	x	$ -
2. Fringe Benefits				x	x	$ -
3. Travel				x	x	$ -
4. Equipment				x	x	$ -
5. Supplies				x	x	$ -
6. Contractual	$ 469,200	$ 377,020	$ 139,100	x	x	$ 985,320
7. Construction				x	x	$ -
8. Other				x	x	$ -
9. Total Direct Costs (lines 1-8)	$ 469,200	$ 377,020	$ 139,100	x	x	$ 985,320
10. Indirect Costs*	$ 10,625			x	x	$ 10,625
11. Training Stipends				x	x	
12. Total Costs (lines 9-11)	$ 479,825	$ 377,020	$ 139,100			$ 995,945

ED524 C Project I (Objective 2)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel				x	x	$ -
2. Fringe Benefits				x	x	$ -
3. Travel				x	x	$ -
4. Equipment				x	x	$ -
5. Supplies				x	x	$ -
6. Contractual	$ 323,680	$ 800,700	$ 602,140	x	x	$ 1,726,520
7. Construction				x	x	$ -
8. Other				x	x	$ -
9. Total Direct Costs (lines 1-8)	$ 323,680	$ 800,700	$ 602,140	x	x	$ 1,726,520
10. Indirect Costs*	$ -			x	x	
11. Training Stipends				x	x	
12. Total Costs (lines 9-11)	$ 323,680	$ 800,700	$ 602,140			$ 1,726,520

ED524 C Project I (Objective 3)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel				x	x	$ -
2. Fringe Benefits				x	x	$ -
3. Travel				x	x	$ -
4. Equipment				x	x	$ -
5. Supplies				x	x	$ -
6. Contractual	$ 61,140	$ 29,250	$ 30,025	x	x	$ 120,415
7. Construction				x	x	$ -
8. Other				x	x	$ -
9. Total Direct Costs (lines 1-8)	$ 61,140	$ 29,250	$ 30,025	x	x	$ 120,415
10. Indirect Costs*	$ -			x	x	
11. Training Stipends				x	x	
12. Total Costs (lines 9-11)	$ 61,140	$ 29,250	$ 30,025			$ 120,415

ED524 C Project II (Objective 1)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel				x	x	$ -
2. Fringe Benefits				x	x	$ -
3. Travel				x	x	$ -
4. Equipment				x	x	$ -
5. Supplies				x	x	$ -
6. Contractual	$ 114,600	$ 63,600	$ -	x	x	$ 178,200
7. Construction				x	x	$ -
8. Other				x	x	$ -
9. Total Direct Costs (lines 1-8)	$ 114,600	$ 63,600	$ -	x	x	$ 178,200
10. Indirect Costs*	$ -			x	x	
11. Training Stipends				x	x	
12. Total Costs (lines 9-11)	$ 114,600	$ 63,600	$ -			$ 178,200

ED524 C Project II (Objective 2)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel				x	x	$ -
2. Fringe Benefits				x	x	$ -
3. Travel				x	x	$ -
4. Equipment				x	x	$ -
5. Supplies				x	x	$ -
6. Contractual	$ 244,800	$ 238,000	$ -	x	x	$ 482,800
7. Construction				x	x	$ -
8. Other				x	x	$ -
9. Total Direct Costs (lines 1-8)	$ 244,800	$ 238,000	$ -	x	x	$ 482,800
10. Indirect Costs*	$ -			x	x	
11. Training Stipends				x	x	
12. Total Costs (lines 9-11)	$ 244,800	$ 238,000	$ -			$ 482,800

ED524 C Project III (Objective 1)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel				x	x	$ -
2. Fringe Benefits				x	x	$ -
3. Travel				x	x	$ -
4. Equipment				x	x	$ -
5. Supplies				x	x	$ -
6. Contractual	$ 20,354	$ 12,212	$ -	x	x	$ 32,566
7. Construction				x	x	$ -
8. Other				x	x	$ -
9. Total Direct Costs (lines 1-8)	$ 20,354	$ 12,212	$ -	x	x	$ 32,566
10. Indirect Costs*	$ -			x	x	
11. Training Stipends				x	x	
12. Total Costs (lines 9-11)	$ 20,354	$ 12,212	$ -			$ 32,566

ED524 C Project III (Objective 2)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel				x	x	$ -
2. Fringe Benefits				x	x	$ -
3. Travel				x	x	$ -
4. Equipment				x	x	$ -
5. Supplies				x	x	$ -
6. Contractual	$ 760,646	$ 832,189	$ 787,189	x	x	$ 2,380,024
7. Construction				x	x	$ -
8. Other				x	x	$ -
9. Total Direct Costs (lines 1-8)	$ 760,646	$ 832,189	$ 787,189	x	x	$ 2,380,024
10. Indirect Costs*	$ -			x	x	
11. Training Stipends				x	x	
12. Total Costs (lines 9-11)	$ 760,646	$ 832,189	$ 787,189			$ 2,380,024

ED524 C Project IV (Objective 1)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel				x	x	$ -
2. Fringe Benefits				x	x	$ -
3. Travel				x	x	$ -
4. Equipment				x	x	$ -
5. Supplies				x	x	$ -
6. Contractual	$ 250,000	$ 250,000	$ 150,000	x	x	$ 650,000
7. Construction				x	x	$ -
8. Other				x	x	$ -
9. Total Direct Costs (lines 1-8)				x	x	$ 650,000
10. Indirect Costs*	$ -	$ -	$ -	x	x	
11. Training Stipends				x	x	
12. Total Costs (lines 9-11)	$ 250,000	$ 250,000	$ 150,000			$ 650,000

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Project by Objective - By Year - Budget Overview

Project Name	Y1	Y2	Y3	Total
Department of Education - Project I *				
Objective 1	$ 469,200	$ 377,020	$ 139,100	$ 985,320
Objective 2	$ 323,680	$ 800,700	$ 602,140	$ 1,726,520
Objective 3	$ 61,140	$ 29,250	$ 30,025	$ 120,415
Early Childhood - Project II **				
Objective 1	$ 114,600	$ 63,600		$ 178,200
Objective 2	$ 244,800	$ 238,000		$ 482,800
Department of Higher Education Project III **				
Objective 1	$ 20,354	$ 12,212		$ 32,566
Objective 2	$ 760,646	$ 832,189	$ 787,189	$ 2,380,024
Objective 3	$ 42,170	$ 821,338	$ 942,884	$ 1,806,392
Interoperability - Project IV **				
Objective 1	$ 250,000	$ 250,000	$ 150,000	$ 650,000
Total	$ 2,286,590	$ 3,424,309	$ 2,651,338	$ 8,362,237

* Project contracted as part of Connecticut's State Procurement Guidelines. The Connecticut State Department of Education (CSDE) will hire a vendor and will ***not*** be hiring staff for the project. For a breakdown of CSDE staff, and their percent of effort for each project please refer to the "CDSE Staff" worksheet. Vendor rates were calculated at $85.00 per hour.

** Projects contracted by Memorandums of Understanding with other Connecticut agencies.

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Project by Objective - By Year - Staff Overview

Project Name	Y1	Y2	Y3
Department of Education - Project I *			
Objective 1	% of Time	% of Time	% of Time
Barbara Canzonetti	10%	10%	10%
Kevin Graham	15%	20%	20%
Mark Vocca	15%	20%	20%
Raymond Martin	15%	20%	20%
Objective 2	% of Time	% of Time	% of Time
Kevin Graham	20%	20%	25%
Raymond Martin	20%	20%	25%
June Sanford	20%	20%	20%
Scott Schuller	25%	25%	20%
Mark Vocca	20%	20%	25%
Objective 3	% of Time	% of Time	% of Time
Barbara Canzonetti	10%	10%	10%
Sarah Ellsworth	5%	5%	5%
Raymond Martin	10%	10%	10%
Mark Vocca	2%	2%	2%