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 # R384A100040

Closing Date: DEC 04, 2009

Table of Contents

Forms

1. *Application for Federal Assistance (SF-424)* e1
2. *Standard Budget Sheet (ED 524)* e5
3. *SF 424B - Assurances Non-Construction Programs* e7
4. *Disclosure of Lobbying Activities* e9
5. *ED 80-0013 Certification* e10
6. *Dept of Education Supplemental Information for SF-424* e11

Narratives

1. *Project Narrative - (Project Narrative - Project Abstract...)* e12
   - *Project Abstract* e13
2. *Project Narrative - (Project Narrative - Project Narrative...)* e14
   - *Project Narrative* e15
3. *Project Narrative - (Project Narrative - Appendix A, Optional Attach.....)* e45
   - *Appendix A Optional Attachments* e46
4. *Project Narrative - (Project Narrative - Appendix B Resumes of Key P.....)* e51
   - *Appendix B Resumes of Key Personnel* e52
5. *Project Narrative - (Project Narrative - Appendix C Current Status o.....)* e138
   - *Appendix C* e139
6. *Project Narrative - (Project Narrative - Appendix D Letters of Support...)* e143
   - *Appendix D* e144
7. *Budget Narrative - (Budget Narrative - Budget Justification...)* e152
   - *Budget Justification* e153
8. *Budget Narrative - (Budget Narrative - ED 524 Section C Spreadsheet...)* e210
   - *Section C Spreadsheet* e211

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

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission
[ ] Preapplication
[X] Application
[ ] Changed/Corrected Application

* 2. Type of Application:
[X] New
[ ] Continuation
[ ] Revision

* If Revision, select appropriate letter(s):
* Other (Specify)

* 3. Date Received:
12/4/2009

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:
CFDA 84.384A2010-1

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: State of Missouri -- Department of Elementary and Secondary Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):
446000987

* c. Organizational DUNS:
093746923

d. Address:

* Street1:	PO Box 480
Street2:	
* City:	Jefferson City
County:	Cole
State:	MO
Province:	
* Country:	USA
* Zip / Postal Code:	65102

e. Organizational Unit:

Department Name:
Department of Elementary & Secondary Education

Division Name:

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

Prefix:	Ms.	* First Name:	Leigh
Middle Name:	A		

* Last Name: Grant-Engle

Suffix:

Title: Data Manager

Organizational Affiliation:

Missouri Department of Elementary & Secondary Education

* Telephone Number: (573)522-8310 Fax Number: (573)526-6898

* Email: LEIGHANN.GRANTENGLE@DESE.MO.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:

Institute of Education Sciences;(IES) Grant Program for Statewide Longitudinal Data Systems Recovery Act Program (ARRA)

13. Competition Identification Number:

Title:

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

State, Schools, Counties

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

Missouri Comprehensive Data System

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: MO-All * b. Program/Project: MO-ALL

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

17. Proposed Project:
* a. Start Date: 4/1/2010 * b. End Date: 3/31/2013

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:	Ms.	* First Name:	Leigh
Middle Name:	A		
* Last Name:	Grant-Engle		
Suffix:			

Title:	Data Manager		
* Telephone Number:	(573)522-8310	Fax Number:	(573)526-6898
* Email:	LEIGHANN.GRANTENGLE@DESE.MO.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.

NA

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
State of Missouri -- Department ...

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	$ 48,492	$ 56,495	$ 50,325	$ 0	$ 0	$ 155,312
4. Equipment	$ 281,460	$ 188,000	$ 0	$ 0	$ 0	$ 469,460
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 5,980,315	$ 6,186,602	$ 5,213,918	$ 0	$ 0	$ 17,380,835
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 6,310,267	$ 6,431,097	$ 5,264,243	$ 0	$ 0	$ 18,005,607
10. Indirect Costs*	$ 397,901	$ 412,044	$ 347,440	$ 0	$ 0	$ 1,157,385
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 6,708,168	$ 6,843,141	$ 5,611,683	$ 0	$ 0	$ 19,162,992

***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 6.6%
(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 6.6%

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:
State of Missouri -- Department ...

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: Leigh Ann Grant-Engle
Title: Data Manager
Date Submitted: 12/02/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [X] Initial Award [ ] Post-Award	[X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: MO Department of Elem & Sec Education Address: PO Box 480 City: Jefferson City State: MO Zip Code + 4: 65102- **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency: Department of Education	**7. Federal Program Name/Description:** Institute of Education Sciences;(IES) CFDA Number, if applicable: 84.384	
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): NA Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): NA 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: Leigh Ann Grant-Engle Title: Data Manager Applicant: State of Missouri -- Department of Elementary and Secondary 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

State of Missouri -- Department of Elementary and Secondary Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Leigh Ann Middle Name: A

Last Name: Grant-Engle Suffix:

Title: Data Manager

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:
Ms.	Leigh	A	Grant-Engle	

Address:

* Street1: PO Box 480

Street2:

* City: Jefferson City

County: Cole

* State: MO* Zip / Postal Code: 65102 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(573)522-8310	(573)526-6898

Email Address:

LEIGHANN.GRANTENGLE@DESE.MO.GOV

2. Applicant Experience

Novice Applicant [X] 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: **Project Abstract** Pages: **1** Uploaded File: **Abstract.pdf**

Project Abstract

The SLDS application process has been a tremendous opportunity for Missouri to coordinate across the early childhood services and agencies, the Department of Elementary and Secondary Education (DESE), higher education, and the workforce agencies statewide. Our State has a P-20 Council and a new P-Data Council that provide guidance to this coordination. Our insight from this process has been to define the enormous gap in resources to address the needs identified over the next three years. Focusing on improving teaching and learning in the classroom, this application defines the data infrastructure, integration, and interoperability required to support the data-driven decision making that is foundational to the four SFSF assurances, the seven ARRA capabilities, and the 12 America COMPETES Act elements. Missouri lagged behind until our first LDS grant gave us a boost. This application builds upon that start to meet these 4, 7, and 12 targets.

During our planning process, the participants identified 10 purposes, which became our guide for components within the application. DESE is making the transition from collecting aggregate data to individual records and needs to convert all legacy reporting processes (e.g., ED*Facts*) to use record-level data from our developing data warehouse (Enhanced Reporting Component). An emerging need and opportunity with a longitudinal data system is to test business rules across districts, years, and collections and to provide early reports to enable checking of data to improve data quality (State-Level Trials and Diagnostic Metric Reports Component). Improving the quality and timeliness of higher education data (Higher Education Data Quality Improvement Component) and creating a statewide system for the electronic exchange of student records and transcripts (Electronics Records and Transcripts Exchange Components) are designed to enhance the data available for analysis and exchange with PK-12 and the workforce.

A central data store will be required to consolidate the data across all the participants (Missouri Comprehensive Data System). We propose incorporating data from the National Student Clearinghouse and the Midwest Education Information Consortium to include follow-up data on graduates and dropouts who move to other states. The participating agencies will need significant assistance to establish standards and upgrade their data systems for exchanging (State Agency and Workforce Data Quality Component, Early Childhood P-Data Council Component). The P-Data Council has created a substantial plan for coordinating across the various agencies and services for early childhood.

DESE understands that a project of this scope and size requires professional and dedicated project management (Project Management and Systems Integration Component) and evaluation (Evaluation Component). This application requests resources for a statewide effort that our partners have planned well and are ready to implement. Missouri has the State technical infrastructure to ensure the Project activities can be successful. The major critical success factor for the Missouri Comprehensive Data System Project is the commitment of the partners. The cooperation and coordination exhibited during the planning process will benefit the State and the individuals served by all of our agencies for years to come.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **Project Narrative** Pages: **30** Uploaded File: **Project Narrative.pdf**

Project Narrative

The Missouri Comprehensive Data System Project has emerged from a comprehensive planning process among the partners representing the Department of Elementary and Secondary Education (DESE), the early childhood community (P-Data Council), the Missouri Department of Higher Education, and the workforce agencies and programs statewide. Throughout the planning, we were focused on the four assurances from the State Fiscal Stabilization Fund, the seven required capabilities for SLDS projects from the American Recovery and Reinvestment Act, and the 12 required data system elements from the America COMPETES Act. The planning partners established 10 purposes for the Missouri Comprehensive Data System Project grant application aligned with these targets. Each of these purposes became a component in this application. These are:

Component 1: Project Management and Systems Integration

Purpose: To ensure that the activities funded by the grant are planned and implemented efficiently and effectively to accomplish the project outcomes and improve the teaching and learning effectiveness in Missouri classrooms.

Component 2: Early Childhood "P" Data

Purpose: To establish data standards across the pre-kindergarten arena so quality data can be collected and exchanged for the improvement of services and analysis of effectiveness of the programs for these children as they progress into PK-12 education.

Component 3: State Agency and Workforce Data Quality

Purpose: To establish common data standards across workforce programs and services, and to create the capacity and processes for these agencies to share and use Pre-K to the workforce data from the P-20 LDS effectively.

Component 4: State-Level Trials and Diagnostic Metric Reports

Purpose: To improve the quality of PK-12 data by providing schools and districts with timely feedback and audit reports for understanding their data at the time they are preparing submissions to DESE.

Component 5: The Show-Me Portal

Purpose: To build a web-delivered system for access to timely and quality data for decision making by creating a portal to manage directory, reports, and communities of interest for all users.

Component 6: Enhanced Reporting

Purpose: To make a complete transition by rebuilding traditional reports from the legacy mainframe system and aggregate statistic systems to the MOSIS individual record data system; and ensure that all users of the reports are trained and supported effectively.

Component 7: Electronic Records and Transcript Exchange

Purpose: To establish a statewide system for electronic exchanges of student records and transcripts for PK-12 mobile students, high school to postsecondary applicants, and postsecondary transcripts reported back to high schools.

Component 8: Higher Education Data Quality Improvement
Purpose: To improve the quality and timeliness of postsecondary data to ensure validity for federal reporting, analysis, and sharing with PK-12 and the workforce agencies.

Component 9: The Missouri Comprehensive Data System
Purpose: To design and deploy a consolidated P-20 data warehouse that supports analysis and reporting from Pre-K through higher education and the workforce, with a functional query and reporting system usable by participating partners and the public.

Component 10: Project Evaluation
Purpose: To provide an objective external evaluation for continuous improvement and accountability for the Missouri Comprehensive Data System Project.

(a) Need for Project

The State of Missouri has a clear focus on the role of data—to improve the teaching and learning process in our classrooms. As we planned together for this P-20 longitudinal data system, the complexities of that challenge became apparent, and the need for additional resources was evident. The SLDS application process presented a tremendous opportunity for the people of Missouri to coordinate across the early childhood services and agencies, the Department of Elementary and Secondary Education (DESE), higher education, and the workforce agencies statewide. Our State's Legislature created the P-20 Council and a new P Data Council that provide guidance to this coordination. Our insight from this LDS grant planning process has been to define the enormous gap in resources available to address the needs identified over the next three years. Focusing on improving teaching and learning in the classroom, this application has been crafted to define the data infrastructure, integration, and interoperability required to support the data-driven decision making that is foundational to the four SFSF assurances, the seven ARRA capabilities, and the 12 America COMPETES Act elements. Missouri lagged behind until our first LDS grant gave us a boost. This application builds upon that start to meet these 4, 7, and 12 targets.

DESE is making the transition from collecting aggregate data to individual records and needs to convert all legacy reporting processes (e.g., ED*Facts,* our Annual Report to the State Board of Education, AYP, etc.) to use record-level data from our developing data warehouse (Enhanced Reporting Component). An emerging need and opportunity with a longitudinal data system is to test business rules across districts, years, and collections and to provide early reports to enable checking of data to improve data quality (State-Level Trials and Diagnostic Metric Reports Component). Improving the quality and timeliness of higher education data (Higher Education Data Quality Improvement Component) and creating a statewide system for the electronic exchange of student records and transcripts (Electronics Records and Transcripts Exchange Components) are designed to enhance the data available for analysis and exchange with PK-12 and the workforce.

A central data store will be required to consolidate the data across all the participants (P-20 Longitudinal Data System Central Data Store Component). The participating agencies will need significant assistance to establish standards and upgrade their data systems for exchanging (State Agency and Workforce Data Quality Component, P Data Council Component). The P Data

Council has created a substantial plan for coordinating across the various agencies and services for early childhood.

DESE understands that a project of this scope and size requires professional and dedicated project management (Project Management and Systems Integration Component) and evaluation (Evaluation Component).

Component 1: Project Management and Systems Integration

Purpose: To ensure that the activities funded by the grant are planned and implemented efficiently and effectively to accomplish the project outcomes and improve the teaching and learning effectiveness in Missouri classrooms.

SLDS grants present a challenge to an SEA to manage the significant infusion of resources, a sudden initiation of grant activities, and the continuation of all current demands of the systems and projects already active. DESE has learned from the MOSIS Project and the first year of our LDS grant that leveraging our internal expertise in managing our projects such as Statewide Assessment, Accreditation, and others without disrupting their notable progress by engaging a professional project management team with experience and expertise specifically relevant for the components of this grant is advisable. Therefore, we recognize the need to add additional project management resources for these components, especially to handle the increased coordination among the pre-K, workforce, and higher education communities.

The expertise we will seek to balance our internal resumes will include:

- Higher education, workforce, and prekindergarten data standards alignment with PK-12;
- ETL and data warehouse exchange with other platforms and standards from Pre-K, workforce, and higher education for the P-20 longitudinal data system;
- Process management to ensure the coordination across all P-20 policy and methodology; and
- Experience with P-20, USED, PESC, NCES, NEDM, and the many other national standards and groups that impact the interoperability of the data that will reside within the P-20 longitudinal data system in the future.

Component 2: Early Childhood 'P' Data

Purpose: To establish data standards across the pre-kindergarten arena so quality data can be collected and exchanged for the improvement of services and analysis of effectiveness of the programs for these children as they progress into PK-12 education.

The Preschool or 'P' (prenatal to kindergarten entry) leaders are the newest partners to join the longitudinal data systems efforts in Missouri. The P arena is unique as there is no central entity to gather information about Missouri's youngest children, such as the public schools in the K-12 system. The MO P Data Council was established to guide the development of the infrastructure for incorporating P data into existing K-12, higher education, and economic development data systems. The Council will investigate potential datasets for transfer, linkage requirements, systems upgrades needed, and the potential policy questions that can be answered from these data. After consideration of the variety of services and educational opportunities that could potentially impact children's success in school and life, the P Data Council has preliminarily

identified seven areas of data collection to constitute the MO P Dataset: early childhood program data, child assessment data, child health data, early childhood workforce data, child enrollment data, parent education and support data, and social service support data. [For more information about the datasets within each type please see Appendix A, Attachment 2: Missouri Data Collections and Coordination Efforts, Overview of the Types of Data Being Recruited for the P Dataset.]

Some of the datasets can be easily accessed and transferred into the P Data Warehouse while others require additional technology development or concentrated recruitment efforts. Then, there are areas where new technology is necessary before the data can be included. The P Data Council strives to create a robust and representative dataset that can be incorporated into the P-20 LDS to inform policy development and early childhood practice. The success of these efforts will be measured by our ability to secure data and link records in the following ways.

- A child record can be identified and linked across multiple datasets using one of two unique variables or a combination of unique child-specific variables.
- A program can be identified and linked across multiple datasets.
- A classroom can be identified and linked to the sponsoring program and/or can be linked across multiple datasets.
- A child can be linked to a teacher, classroom, program, and/or support services through program or enrollment records.

Component 3: State Agency and Workforce Data Quality

Purpose: To establish common data standards across workforce programs and services, and to create the capacity and processes for these agencies to share and use Pre-K to the workforce data from the P-20 LDS effectively.

State agencies and workforce programs need to standardize their data consolidation of selected elements into a centralized P-20 LDS. To accomplish this, the resources of the LDS grant are needed to accomplish these tasks.

- Conduct a comprehensive study of the data standards used by each program and agency to establish the current definitions, requirements, and usages.
- Develop cross-agency data standards to support comparability for data sharing.
- Establish a cross-agency agreement on the data elements to be shared in the P-20 LDS; those that will be accessible by the public, by other agencies, and by restricted individual only.
- Design the data model for the P-20 LDS.
- Design the policies and procedures for data management of the consolidated longitudinal data system.
- Design the automation of the data movement into the P-20 LDS (e.g., requirements specifications, procurement, and implementation).

The participating state agencies and workforce organizations will receive guidance and consulting to upgrade their processes and systems to meet data quality standards as established for the P-20 LDS.

Component 4: State-Level Trials and Diagnostic Metric Reports

Purpose: To improve the quality of PK-12 data by providing schools and districts with timely feedback and audit reports for understanding their data at the time they are preparing submissions to DESE.

Missouri has created the concept of state-level trials for the MOSIS SRM data collections from districts as a process for testing business rules that cannot be tested at the time an individual district certifies and submits its data to DESE. Similar to a submission inclusive of multiple schools' data from a district, a state-level trial is a set of business rules that are run against a set of data compiled from multiple submissions from districts, or years, or collections. An example is running a state-level trial to find dropouts reported by one district who have re-entered school in another district and can now be reclassified as transfers. Matching students with their past assessment scores, resolving incorrectly reported concurrent enrollments, clearing duplicate and shared student identifiers, and many other persistently difficult data quality issues are addressed with this proposed component.

With the transition to submission of individual student and teacher records through the MOSIS system from districts to DESE, schools and districts have less of an opportunity to examine the overall aggregate statistics of their data before they are certified for use by the State. Even though DESE performs a rapid ETL process to provide access to aggregate reports after the districts' data are certified and submitted, and they are able the amend their submissions, the districts would much prefer to have insight into the official metrics that will be derived from their data before signing off on them. The proposed diagnostic metric reports will provide that preview. These reports will be generated by the MOSIS SRM application at the time the districts are running their submission trials of their unit-record data. They will be able to view aggregate reports of statistics that preview the official statistics that will be calculated and published later. Comparison statistics to past submissions at similar times will be provided to judge the reasonableness of the current data. This maturation of the MOSIS system will be a major step in advancing the quality of the data for ED*Facts* and all other uses. The 4 assurances, 7 components, and 12 elements around which this application was developed are all supported by the improvement in the quality of the data that the diagnostic metric reports will ensure.

Component 5: The Show-Me Portal

Purpose: To build a web-delivered system for access to timely and quality data for decision making by creating a portal to manage directory, reports, and communities of interest for all users.

Across the P-20 community, a major challenge will be how to provide access to the longitudinal data being consolidated for decision making. The individual agencies have web sites and unique reporting tools, but users need a single site to find access to the information that the P-20 Council and the individual agencies have provided thanks to the resources of this LDS grant. Our proposal is to design and build a portal with directory services and defined roles that will enable all users to access the data and reports appropriate to their authority level based upon the authentication they provide. Missouri must design and build communities of interest, single-sign on capability, shared resources, directory services and security management; requirements

specifications, procurement, and implementation processes. With the resources of this grant, we will:

- Leverage analysis conducted analyzing the security needs for MOSIS, authentication, authorization, and roles.
- Design integration with State IT infrastructure, State network architecture, LEA integration, DESE systems, etc.
- Design requirements for functionality, applications to integrate.
- Integrate online assessments by working with the assessment staff to determine how on-line assessments will be made available to students for administration, scoring, and reporting through the portal. Availability of reports to students, teachers, administrators, and parents will be provided.

DESE will procure necessary components and configure.

Component 6: Enhanced Reporting

Purpose: To make a complete transition by rebuilding traditional reports from the legacy mainframe system and aggregate statistic systems to the MOSIS individual record data system; and ensure that all users of the reports are trained and supported effectively.

Missouri must design and build replacement reports for legacy mainframe and current DESE web-delivered reports. With the improvements that will be made to the data warehouse, the availability of quality longitudinal data, and the processes for managing the data, the existing analysis and reporting processes and tools will no longer be functional nor adequate to meet current needs much less the greater vision and expectations created by the LDS grant. The reports must be converted to user-managed, drill-down, queries with FERPA-policy enforcement business rules applied at the field level. DESE and the user community have legacy reports that must be maintained to meet the needs of the State Board of Education, the Commissioner of Education, the districts, the public, and USED. However, the expanding wealth of longitudinal data creates the opportunity to provide enhanced reporting for decision makers at all levels. Required needs for reporting include: ED*Facts* and other federal reports (e.g., MSIX, ARRA), CSPR, etc.

DESE has analyzed our needs and identified these activities requiring grant funding.

- Address mainframe report data gaps – Replicate mainframe reports, address method of delivery
  - DESE will conduct an audit/review of the legacy mainframe reports as documented in the publication (cite printed book) to update the requirements.
  - The data elements within the reports will be represented in the enterprise metadata dictionary and aligned with DESE's standard definitions and codes.
  - An output definition will be designed to define the official statistics to be produced in the enhanced reporting process.
- Identify, procure, and implement a query tool to replace Clear Access
  - Develop requirements for a query tool for DESE administrative users and district users accessing data through the portal.
  - Procure the query tool and plan the integration into the data warehouse and portal.

  - Implement the query tool, test the integration, and document the processes for maintenance.
  - Develop user guides, train users, and provide support.
- Build out the Annual Secretary of the Board Report (ASBR) process.
  - Document the requirements and map the processes.
  - Build the redesigned processes and integrate into the data warehouse and portal.
- Redesign and build Core Data/MOSIS screens with drill-down to student level capability.
  - Develop requirements for Core Data/MOSIS screens with drill-down to student level capability for DESE administrative users and district users accessing data through the portal.
  - Develop the screens and plan the integration into the data warehouse and portal.
  - Implement the screens, test the integration, and document the processes for maintenance.
- Design and provide a reporting system for teacher and principal evaluations, the Parents as Teachers Program, the GED application, and the teacher preparation application to ensure maximum usability and use of the data.
- Develop user guides, train users, and provide support.

Component 7: Electronic Records and Transcripts Exchange

Purpose: To establish a statewide system for electronic exchanges of student records and transcripts for PK-12 mobile students, high school to postsecondary applicants, and postsecondary transcripts reported back to high schools.

Missouri's higher education institutions can receive images of transcripts from some local school district student information systems to postsecondary institutions. The need, however, is for all high schools to be capable of sending not just images, but electronic records that can be directly imported into the postsecondary institution's system, and can be incorporated into the longitudinal data system as appropriate. In addition, the capacity to exchange electronic records allows for exchanges for mobile students across PK-12 schools and districts. To complete the system across the State, exchanging transcripts among the postsecondary institutions within the state is also needed. The funding from the P-20 LDS grant will also provide the capacity and standards to accomplish establishing standards, processes, and infrastructure for electronic exchanges among all the pre-K and workforce agencies across Missouri.

Without the resources requested in this grant application and the coordination achieved through the grant's focus on the longitudinal data system's common data standards, the progress toward these electronic records exchange goals will continue to be at a very slow pace.

Component 8: Higher Education Data Quality Improvement

Purpose: To improve the quality and timeliness of postsecondary data to ensure validity for federal reporting, analysis, and sharing with PK-12 and the workforce agencies.

Improving the quality of the postsecondary education data as the quantity, analysis, and use of our P-20 data increase is paramount. The State Fiscal Stabilization Fund (SFSF), capabilities, and elements depend upon quality. A keystone component of our quality assurance design is a higher education staging database with embedded business rules that allow postsecondary

institutions across Missouri to detect, analyze, and correct their data errors before certifying and submitting data to the Department of Higher Education. This ensures reliable, compliant data on which the DHE can apply level 3 business rules that analyze across submitting institutions, years, and programs' databases. A shortcoming of current systems is that postsecondary institutions can send incorrect data, late, and incomplete data to the DHE. However, they must have a way to know what the rules are, when they are violated, where they have a problem, and what to do to fix the problem. To facilitate the efficient submission of data, we need a staging database that contains the literally hundreds of business rules that have been developing across many years that can now be leveraged within our postsecondary data warehouse and the P-20 LDS. [For more information about the datasets please see Appendix A, Attachment 3: Missouri Data Collections and Coordination Efforts, Higher Education Data Quality Improvement System.]

Component 9: The Missouri Comprehensive Data System

Purpose: To design and deploy a consolidated P-20 data warehouse that supports analysis and reporting from Pre-K through higher education and the workforce, with a functional query and reporting system usable by participating partners and the public.

In the planning for this application, all the participating agencies from pre-K through higher education and into the workforce cited their frustrations with having their own data but not having access to related data across agencies. Beginning to have multiple years of data, but not having an analysis tool for looking across years was also disappointing. When the P20 LDS is functioning, the emphasis will be on the need for analysis and reporting. Already the pressure with the planning for the Race to the Top design is for public access to information and access to data across all public agencies. Thus, a priority for P-20 LDS is definitely on providing access to data for decision making not only to the participating agencies, but also to the public.

The data warehouses and reporting functionality proposed in the P-20 LDS will open up access to the value that is now locked within the data spread across our schools, DESE, higher education, pre-K services, and workforce agencies. The participating agencies will agree upon a core of data elements to contribute to the common P-20 LDS that will comprise a significant resource of information for decision making. These data elements will specifically satisfy the seven data system capabilities from the American Recovery and Reinvestment Act. Analyses of the factors that contribute to success from preschool through postsecondary education and into the workforce will be included. The exchange of data among agencies and institutions will be facilitated through the data model developed. The common definitions and standards will not only support the comparability of the data within the P-20 LDS, but also the quality and integrity of the data within the individual data systems of the participating agencies. The Missouri Comprehensive Data System (P-20 LDS) will specifically address the 11th and 12th elements from the America COMPETES Act by consolidating the necessary data required for tracking students through their transition from high school into higher education and following up on their success in higher education.

The Missouri Comprehensive Data System Project sees the need to reach beyond the borders of Missouri as well by capturing data from the National Student Clearinghouse to ensure we can track and analyze the success and progress of all graduates, even those that go beyond the borders of our state. Current Missouri student record level data resources are limited to students

at public postsecondary institutions. Many critical questions related to postsecondary participation, student transfer, graduate study, out-of-state participation and migration, and comparative earnings cannot be addressed within these parameters. MDHE can leverage the student record information of the National Student Clearinghouse (NSC) and its more than 3,000 participating postsecondary institutions, to understand student pathways to graduation, and the migratory effects on postsecondary education and employment. In addition to addressing these research questions many smaller institutions currently lack the resources to benefit fully from NSC data. A consortium led by MDHE will provide data for P-20 analysis as well as improve the use and value of NSC data by Missouri institutions. Those students who do not graduate are of equal interest, and thus the Project will collaborate with the Kansas Board of Regents and other Mid-West states in the Midwest Education Information Consortium (MEIC) to analyze and exchange data on suspected dropouts to document those that have transferred among participating states. Both the National Governors Association (NGA) and the National Graduation Cohort Analysis require states to submit graduation rates utilizing standard definitions. To comply, LEAs and states must track students who are part of their annual graduation cohort. They are penalized if they are unable to document that students have enrolled in another school; and such documentation is difficult to obtain if students enroll in schools in a different state. Federal guidance allows several forms of documentation of enrollment, including whether the student has been reported as enrolled in a state longitudinal data system. Therefore, school districts and states would benefit if a system were developed that could locate students who have moved to a neighboring state, through interacting with the acquiring state's data system, and pass enrollment information back to the prior state's data system. Four states in the Midwest will create a simple mechanism for searching the student identifier databases in partner states to locate students they have "lost" and so have been reported as dropouts. Missouri, Iowa, Nebraska and Kansas each have purchased the license to the eScholar UniqID product. Over the past seven years, these states have assigned student identifiers to all their K-12 students, none of which are duplicated within or between the states that use the eScholar product. The long term goal of this Outcome is to track all students who move between states to provide a longitudinal inter-state education record. During this grant period the goal is to locate students that have been reported as dropouts by districts, but have moved to one of the partner states.

Component 10: Project Evaluation

Purpose: To provide an objective external evaluation for continuous improvement and accountability for the Missouri Comprehensive Data System Project.

DESE recognizes the need for an external perspective on our progress and has designed a component for ongoing contracted evaluation services. A team of professionals who have been deeply involved in the design of SEA, LEA, and USED data standards and information systems over the past decades is needed to monitor our progress with this grant, to assist in our preparation of progress reports, and to advise us as we encounter implementation issues with districts, vendors, and our own internal resources. The evaluation must also coordinate with ongoing evaluations of existing grants and projects to ensure that we leverage the findings from all studies and reports available related to data systems and information use within DESE and across P-20 in Missouri.

The contractor will work with the Missouri partners to determine the evaluation criteria and how the indicators and outcomes will be monitored during the project by IES/USED. Together we will develop action reports against these indicators. The external evaluation services will assist us as an early warning system if the project is getting off track.

b) Project Outcomes Related to System Requirements and Implementation

Component 1: Project Management and Systems Integration

Purpose: To ensure that the activities funded by the grant are planned and implemented efficiently and effectively to accomplish the project outcomes and improve the teaching and learning effectiveness in Missouri classrooms.

The expected outcomes for this component are:

1.1. Obtain project management and systems integration expertise to ensure successful delivery of project outcomes.
   1.1.1. Produce a detailed project management plan.
   1.1.2. Produce a risk management plan with monthly status checks and adjustments.
   1.1.3. Produce quarterly executive reviews with recommendations for actions.

Component 2: Early Childhood 'P' Data

Purpose: To establish data standards across the pre-kindergarten arena so quality data can be collected and exchanged for the improvement of services and analysis of effectiveness of the programs for these children as they progress into PK-12 education.

In order fully realize the vision for the P Dataset, the P Data Council will:

- Collaborate with key data partners to secure and increase data contributions in the seven areas, identify transfer issues and provide funding support when necessary to resolve technical issues, and develop resources to inform parents and early childhood teachers and programs as they strive to offer quality programming.
- Implement new technology to support the collection of child enrollment data for all children, regardless of socioeconomic status, and the entry of child assessment data for children ages 3-6.
- Implement a P' Data Pilot to complete concentrated data collection for key datasets that are not currently representative of the populations served to test recruitment strategies and highlight the potential of the P data to answer policy questions that can only be answered when data are representative. This P Data Pilot will include sixty five (65) licensed early childhood programs that do not have a history of receipt of quality funds or services in 3-4 school districts (1 urban and 2-3 rural) within two of the ten Resource and Referral service delivery areas. Programs participating in the P Data Pilot will agree to extensive data collection in the following areas: child enrollment and time attendance, child assessment, workforce data (practitioner registry, training attendance data, scholarship data and specialized training data), and program quality ratings. Additionally, workforce data collection efforts will be extended to all programs in the pilot project service delivery areas.

- Report findings from the data collection processes and analyses of the data to the MO Early Childhood Coordinating Board.

The expected outcomes for this component are:

2.1 Develop and oversee the P Dataset effort.
2.2 Enhance P Dataset technology and extend data collections.
2.3 Develop, pilot, and enhance the P Dataset Child Enrollment and Participation data collection.
2.4 Develop, pilot, and enhance the P Dataset Workforce data collection.
2.5 Develop, pilot and enhance the P Dataset Child Assessment data collection.

Component 3: State Agency and Workforce Data Quality

Purpose: To establish common data standards across workforce programs and services, and to create the capacity and processes for these agencies to share and use Pre-K to the workforce data from the P-20 LDS effectively.

The expected outcomes for this component are:

3.1 Standardize the data across agencies.
3.2 Meet established data quality standards for the P-20 LDS through review and recommendations by expert consultants.

Component 4: State-Level Trials and Diagnostic Metric Reports

Purpose: To improve the quality of PK-12 data by providing schools and districts with timely feedback and audit reports for understanding their data at the time they are preparing submissions to DESE.

The expected outcomes for this component are:

4.1 Create state-level trials that ensure business rules are enforced for data quality across districts and years.
4.2 Deliver diagnostic metrics in reports to schools and districts early in the data submission process to allow judgment of the quality of their data by reviewing preliminary statistics.

Component 5: The Show-Me Portal

Purpose: To build a web-delivered system for access to timely and quality data for decision making by creating a portal to manage directory, reports, and communities of interest for all users.

The expected outcomes for this component are:

5.1 Design, develop, and implement the Show-Me Portal with the required reporting framework.
5.2 Integrate online assessments into the portal.
5.3 Expand the portal based on analyses of user needs in years 1 and 2.

Component 6: Enhanced Reporting

Purpose: To make a complete transition by rebuilding traditional reports from the legacy mainframe system and aggregate statistic systems to the MOSIS individual record data system; and ensure that all users of the reports are trained and supported effectively.

The expected outcomes for this component are:

6.1. Design and build replacement reports for legacy mainframe and current DESE web-delivered reports (ASBR, Core Data).
6.2. Expand delivery of reports through Show-Me Portal.
6.3. Design, build, and incorporate Teacher and Principal evaluation data into the Missouri Comprehensive Data system, the DESE Data Warehouse, and the enhanced reporting system.
6.4. Design and build Parents as Teachers (PAT) data collection.
6.5. Design and build web-based system for GED processing.
6.6. Design and build Teacher Preparation Data Management and Decision Support system.

Component 7: Electronic Records and Transcripts Exchange

Purpose: To establish a statewide system for electronic exchanges of student records and transcripts for PK-12 mobile students, high school to postsecondary applicants, and postsecondary transcripts reported back to high schools.

The expected outcomes for this component are:

7.1 Design, build, and implement an electronic records and transcript exchange system for all students in Missouri.

Component 8: Higher Education Data Quality Improvement

Purpose: To improve the quality and timeliness of postsecondary data to ensure validity for federal reporting, analysis, and sharing with PK-12 and the workforce agencies.

The expected outcomes for this component are:

8.1 Develop a staging data store that sits between postsecondary institutions and the DHE data warehouse. Develop a library of levels 1, 2, and 3 business rules that ensure quality data pass from one level to the next each time data are exchanged and each time data are reported (State Report Manager™).
8.2 Develop and launch Data Collection #1 (previous year higher education completions), #2 (previous year term registration), and #3 (current year fall enrollment).

Component 9: The Missouri Comprehensive Data System

Purpose: To design and deploy a consolidated P-20 data warehouse that supports analysis and reporting from Pre-K through higher education and the workforce, with a functional query and reporting system usable by participating partners and the public.

The expected outcomes for this component are:

9.1 Build and deploy a P-20 LDS data warehouse with P (birth to 5), PK-12, higher education, and workforce data.
9.2 Build and launch a query and reporting system for agencies and the public.
9.3 The National Student Clearinghouse
  9.3.1 Create longitudinal datasets linking current DESE high school graduates, MDHE data sources with student records from private postsecondary and out-of-state institutions.
  9.3.2 Develop a sustainable consortium of postsecondary institutions to acquire NSC data and advise on its usage
9.4 Midwest Education Information Consortium (MEIC)
  9.4.1 In collaboration with MEIC and the Kansas Board of Regents, the consortium will design, develop, and implement the system for analyzing and exchanging data on suspected dropouts to document those that have transferred among participating states, and locate students who have moved to a neighboring state and have been reported as dropouts through interacting with the acquiring state's data system.

Component 10: Project Evaluation

Purpose: To provide an objective external evaluation for continuous improvement and accountability for the Missouri Comprehensive Data System/Show-Me Project.

The expected outcomes for this component are: Conduct monthly formal status reports for the agency executive team and IES oversight manager.

10.1. Conduct quarterly reviews and provide recommendations for actions based upon a formal project plan and schedule review.
10.2. Produce an annual evaluation report on the project's goals and objectives.

(c) Timeline for Project Outcomes

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
Component 1: Project Management and Systems Integration				
1.1 Obtain project management and systems integration expertise.				
	1.1.1. Publish project management plan	Yr 1, Mo 1	Yr 1, Mo 3	Project Manager
	1.1.2. Publish risk management plan	Yr 1, Mo 1	Yr 1, Mo 5	Project Manager
	1.1.3. Publish quarterly reviews	Yr 1, Mo 3	Yr 1, Mo 3, 6, 9, 12 Yr 2, Mo 3, 6, 9, 12 Yr 3, Mo 3,	Project Manager

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
			6, 9, 12	
Component 2: Early Childhood 'P' Data				
2.1 Develop and oversee the P Dataset effort.				
	2.1.1 Develop communications and memorandums of understanding for key data partners	Yr 1, Mo 3	Yr 3, Mo 9	Director of the P Data system, Principal Investigator, Project Director
	2.1.2 Recruit and support pilot sites to ensure the success of the data pilots	Yr 1, Mo 3	Yr 1, Mo 9	Pilot Project Coordinator
2.2 Enhance P Dataset technology and extend data collections.				
	2.2.1. Report findings from the data collection processes			
	2.2.2 Data analysis	Yr 1, Mo 3	Yr 3, Mo 9	Director of the P Data system, Principal Investigator, Data Coordinator, Data Analyst
	2.2.3 Report findings analyses of the data	Yr 1, Mo 9	Yr 3, Mo 12	Director of the P Data system, Principal Investigator, Data Coordinator, Data Analyst
2.3 Develop, pilot, and enhance the P Dataset Child Enrollment and Participation data collection.				
	2.3.1 Analysis and design	Yr 1, Mo 1	Yr 1, Mo 12	Project Director, Operations Support, Data Coordinator, Database

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
				Administrator, Systems Programmer, Application Programmer
	2.3.2 Develop	Yr 1, Mo 3	Yr 1, Mo 12	Systems Programmer, Application Programmer
	2.3.3 Enhance			
2.4 Develop, pilot, and enhance the P Dataset Workforce data collection.				
	2.4.1. Analysis and design	Yr 1, Mo 1	Yr 1, Mo 12	Project Director, Operations Support, Data Coordinator, Database Administrator, Systems Programmer, Application Programmer
	2.4.2. Develop	Yr 1, Mo 3	Yr 1, Mo 12	Systems Programmer, Application Programmer
	2.4.3. Enhance	Yr 2, Mo 1	Yr 3, Mo 12	Project Director, Operations Support, Data Coordinator, Database Administrator, Systems Programmer, Application Programmer
2.5 Develop, pilot and enhance the P Dataset Child Assessment data collection.				

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
	2.5.1. Analysis and design	Yr 1, Mo 1	Yr 1, Mo 12	Project Director, Operations Support, Data Coordinator, Database Administrator, Systems Programmer, Application Programmer
	2.5.2. Develop	Yr 1, Mo 3	Yr 1, Mo 12	Systems Programmer, Application Programmer
	2.5.3. Enhance	Yr 2, Mo 1	Yr 3, Mo 12	Project Director, Operations Support, Data Coordinator, Database Administrator, Systems Programmer, Application Programmer
Component 3: State Agency and Workforce Data Quality				
3.1 Develop Workforce Data Standards, Processes, and Training.				
	3.1.1. Analysis, development, and implementation	Yr 1	Yr 2	Consultant
	3.1.2. Review and recommendations	Yr 2	Yr 3	Consultant
3.2 Meet established data quality standards for the P-20 LDS through review and recommendations by expert consultants.				
	3.2.1. Data quality process reviews	Yr 2	Yr 3	State agencies, Workforce organizations, Consultant

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
Component 4: State-Level Trials and Diagnostic Metric Reports				
4.1 Create state-level trials				
	4.1.1. Analysis and design	Yr 1	Yr 2	DESE Staff, Consultant
	4.1.2. Produce Audit Reports	Yr 1	Yr 2	Consultant
	4.1.3. Development and implementation	Yr 2	Yr 3	Consultant
4.2 Deliver diagnostic metrics				
	4.2.1. Analysis and design	Yr 1	Yr 2	DESE Staff, Consultant
	4.2.2. Development and production	Yrs 2 and 3	Yr 3	Consultant
Component 5: The Show-Me Portal				
5.1 Design, develop, and implement portal				
	5.1.1. Analysis and design	Yr 1, Mo 3	Yr 1, Mo 9	DESE Staff, Consultant
	5.1.2. Development and implementation	Yr 1, Mo 10	Yr 2, Mo 10	Consultant
5.2 Integrate online assessments				
	5.2.1. Analysis, design, and integration	Yr 2, Mo 1	Yr 2, Mo 12	Consultant
5.3 Expand the portal				
	5.3.1. Implement new portal functionality based on needs and lessons learned.	Yr 3	Yr 3	Consultant

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
Component 6: Enhanced Reporting				
6.1 Design and build replacement reports for legacy mainframe and current DESE web-delivered reports				
	6.1.1. Address data gaps	Yr 1, Mo 2	Yr 1, Mo 4	DESE Staff, Consultant
	6.1.2. Implement query tool	Yr 1, Mo 6	Yr 1, Mo 12	DESE Staff, Consultant
	6.1.3. Build out the ASBR process	Yr 1, Mo 6	Yr 1, Mo 12	DESE Staff, Consultant
	6.1.4. Redesign and build Core Data/MOSIS screens	Yr 1, Mo 6	Yr 1, Mo 12	DESE Staff, Consultant
	6.1.5. Train and support	Yr 1, Mo 6	Yr 1, Mo 12	DESE Staff, Consultant
6.2 Expand delivery of reports through Show-Me Portal				
	6.2.1. Expand user base and content	Yr 2, Mo 1	Yr 3, Mo 12	DESE Staff, Consultant
6.3 Design, build, and incorporate Teacher and Principal evaluation data into the Missouri Comprehensive Data System, the DESE Data Warehouse, and the enhanced reporting system.				
	6.3.1. Link assessment and performance data to evaluations.	Yr 1, Mo 1	Yr 1, Mo 12	DESE Staff, Consultant
	6.3.2.Pilot data collection of linked data.	Yr 2, Mo 1	Yr 2, Mo 12	DESE Staff, Consultant
	6.3.3.Full implementation	Yr 3, Mo 1	Yr 3, Mo 12	DESE Staff, Consultant
6.4 Design and build Parents as Teachers (PAT) data collection				
	6.4.1. Analyze and design PAT data collection.	Yr 1, Mo 1	Yr 1, Mo 12	DESE Staff, Consultant
	6.4.2.Pilot PAT data	Yr 2, Mo 1	Yr 2, Mo 12	DESE Staff,

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
	collection.			Consultant
	6.4.3. Launch production data collection.	Yr 3, Mo 1	Yr 3, Mo 12	DESE Staff, Consultant
6.5 Design and build web-based system for GED processing				
	6.5.1. Analyze and design GED processing system.	Yr 1, Mo 1	Yr 1, Mo 12	DESE Staff, Consultant
	6.5.2. Develop and Pilot GED processing system.	Yr 2, Mo 1	Yr 2, Mo 12	DESE Staff, Consultant
	6.5.3. Maintain and support GED processing system.	Yr 3, Mo 1	Yr 3, Mo 12	DESE Staff, Consultant
6.6 Design and build Teacher Preparation Data Management and Decision Support system				
	6.6.1. Analyze and design Teacher Preparation data management system.	Yr 1, Mo 1	Yr 1, Mo 12	DESE Staff, Consultant
	6.6.2. Develop and Pilot Teacher Preparation data management system.	Yr 2, Mo 1	Yr 2, Mo 12	DESE Staff, Consultant
	6.6.3. Maintain and support Teacher Preparation data management system.	Yr 3, Mo 1	Yr 3, Mo 12	DESE Staff, Consultant
Component 7: Electronic Records and Transcripts Exchange				
7.1 Design, build, and implement an electronic records and transcript exchange system				
	7.1.1. Analysis	Yr 1, Mo 6	Yr 1, Mo 12	Consultant
	7.1.2. Implementation	Yr 2	Yr 3	Consultant
Component 8: Higher Education Data Quality Improvement				
8.1 Develop a staging data store				
	8.1.1. Compare business rules to other states	Yr 1, Mo 6	Yr 1, Mo 8	Consultant

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
	8.1.2. Document business rules	Yr 1, Mo 8	Yr 1, Mo 8	Consultant
	8.1.3. Determine which data collections will go through the staging data store (SRM); establish a development schedule	Yr 1, Mo 9	Yr 1, Mo 9	Consultant
	8.1.4. Work with Higher Ed to determine periodicities, integration requirements, schedules; configuration of business rules and formats; and pilot testing and full launch	Yr 1, Mo 9	Yr 1, Mo 12	Consultant
8.2 Develop and launch data collections				
	8.2.1. Develop and launch data collections 1,2, and 3	Yr 1, Mo 1	Yr 2, Mo 12	Consultant
Component 9: The Missouri Comprehensive Data System				
9.1 Build and deploy a P-20 LDS data warehouse				
	9.1.1. Analysis and design	Yr 1, Mo 1	Yr 1, Mo 6	DESE Staff, Consultant
	9.1.2. Development	Yr 1, Mo 6	Yr 2, Mo 2	DESE Staff, Consultant
	9.1.3. Deploy	Yrs 2, Mo 3	Yr 2, Mo 12	DESE Staff, Consultant
9.2 Build and launch a query and reporting system				
	9.2.1. Analysis and design	Yr 1, Mo 1	Yr 1, Mo 6	DESE Staff, Consultant
	9.2.2. Development	Yr 1, Mo 6	Yr 2, Mo 2	DESE Staff, Consultant
	9.2.3. Deploy	Yrs 2, Mo	Yr 2, Mo 12	DESE Staff,

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
		3		Consultant
9.3 The National Student Clearinghouse				
	9.3.1. Identify student records from DESE and MDHE datasets for submission to NSC.	Yr 1, Mo 1	Yr 3, Mo 12	DHE Staff
	9.3.2. Analyze data related to transfer, participation, migration from NSC matches.	Yr 1, Mo 1	Yr 3, Mo 12	DHE Staff
	9.3.3. Organize Missouri postsecondary and secondary institutions into a research consortium. Ongoing meetings for NSC consortium to advise MDHE on continued research.	Yr 1, Mo 1	Yr 3, Mo 12	DHE Staff
9.4 Midwest Education Information Consortium (MEIC)				
	9.4.1. Design, develop, and implement the system for analyzing and exchanging data on suspected dropouts to document those that have transferred among participating states, and locate students who have moved to a neighboring state and have been reported as dropouts through interacting with the acquiring state's data system.	Yr 1, Mo 1	Yr 3, Mo 12	MEIC partner states, Kansas Board of Regents, Consultant

Outcome	Subtask	Initiation Date	Completion Date	Responsible Party
Component 10: Project Evaluation				
10.1 Obtain Monthly External Evaluation Reports				
	10.1.1. Deliver monthly evaluation reports	Yr 1, Mo 1-12	Yr 1, Mo 12	Consultant
	10.1.2. Deliver monthly evaluation reports	Yr 2, Mo 1-12	Yr 2, Mo 12	Consultant
	10.1.3. Deliver monthly evaluation reports	Yr 3, Mo 1-12	Yr 3, Mo 12	Consultant
10.2 Obtain Quarterly External Evaluation Reports				
	10.2.1. Deliver quarterly evaluation reports	Yr 1, Mos 3, 6, 9, and 12	Yr 1, Mo 12	Consultant
	10.2.2. Deliver quarterly evaluation reports	Yr 2, Mos 3, 6, 9, and 12	Yr 2, Mo 12	Consultant
	10.2.3. Deliver quarterly evaluation reports	Yr 3, Mos 3, 6, 9, and 12	Yr 3, Mo 12	Consultant
10.3 Obtain an Annual External Evaluation Report				
	10.3.1. Deliver annual evaluation reports	Yr 1, Mo 12	Yr 1, Mo 12	Consultant
	10.3.2. Deliver annual evaluation reports	Yr 2, Mo 12	Yr 2, Mo 12	Consultant
	10.3.3. Deliver annual evaluation reports	Yr 3, Mo 12	Yr 3, Mo 12	Consultant

(d) Project Management and Governance Plan

This section, in combination with Component 1, provides the overall project management and governance plan for the LDS grant. The plan will emphasize risk management, resource management, and coordination among the various agencies participating in this grant.

Overall Project Management and Governance Plan

The special blend of public policies, divergent stakeholder groups, multiple levels of control, and technical challenges makes the Missouri Comprehensive Data System project management special. DESE and the partnering agencies will follow a form of project management tailored to education agencies rather than that of traditional business-oriented project management.

Over the past four years, DESE has worked with ESP Solutions Group in the development and deployment of the State Report Manager data collection system statewide in Missouri. This successful process has demonstrated how DESE can, with limited resources, make major changes in how data are collected and utilized. Along the way, LEA participation has been voluntary, requiring even more care and has shaped our set of empirical best practices for project management.

The QPM methodology ensures that the projects that DESE and ESP undertake are always managed for success within the precise context of schools, districts, and state-level constraints. QPM is a flexible, yet disciplined, project management methodology tailored towards education agency information system implementations. It is not a rigid, non-specific, generalist project management methodology as is most commonly found in other technology integrator tool kits.

- DESE and QPM are solely focused on education data and technology.
- DESE and ESP use dynamic teaming to better plan and manage changing project landscapes and requirements. QPM moves resources in and out of a project with fluidity based on project needs and demands.
- ESP recognizes and applies what works specific to the different local and state education agencies across the U.S., their culture, histories, etc.
- ESP provides project support, not just technical support. ESP is a respected and trusted advisor to DESE when it comes to understanding and navigating national trends, emerging technology, and policy. DESE understands the unique political landscape both internal and external to education agencies. Therefore, QPM provides a full gamut of overall project support as opposed to the customary contractor technical support.
- To better understand and prepare for the unique demands of Missouri Comprehensive Data System, DESE has already incorporated project management team involvement in the proposal/project engagement process.

QPM Project Phases

The QPM methodology recognizes that a project moves through a series of phases.
Each phase starts with a set of expectations and ends with a set of deliverables that guides the next phase.

Traditionally the engagement phase ends with a signed contract. The initiation and planning phases begin with that contract and end with the statement of work and the complete project management plan.

In addition to a full Work Breakdown Structure (WBS) in Microsoft Project, the project management plan includes a requirements understanding document, communications plan, risk management plan, and the change management plan. A dynamic Statement of Work (SOW) documents the schedule and specific, agreed-upon deliverable expectations.

The execution phase uses the SOW and WBS to schedule resources for the agreed-upon tasks. The control phase is managed through a series of weekly project status calls among the project management and key DESE project stakeholders. A monthly executive level provides regular updates and satisfaction checks. During each of these calls, the SOW and WBS are reviewed, status is validated against them, and the project management documents are then adjusted as needed. Finally all completed deliverables are not considered final and approved by DESE until sign-off.

Additional Project Management and Governance Processes

Project Governance – The Missouri P-20 Data Council was created by the Legislature specifically to coordinate projects and activities as outlined in this grant. This project will be governed by the P-20 Council and managed by DESE. The Council which, was created in statute in 2006, has dedicated staff and active participation from the Commissioners of Education (P-12) and Higher Education, the Director of the Department of Economic Development, as well as the chairs of the two education governing boards.

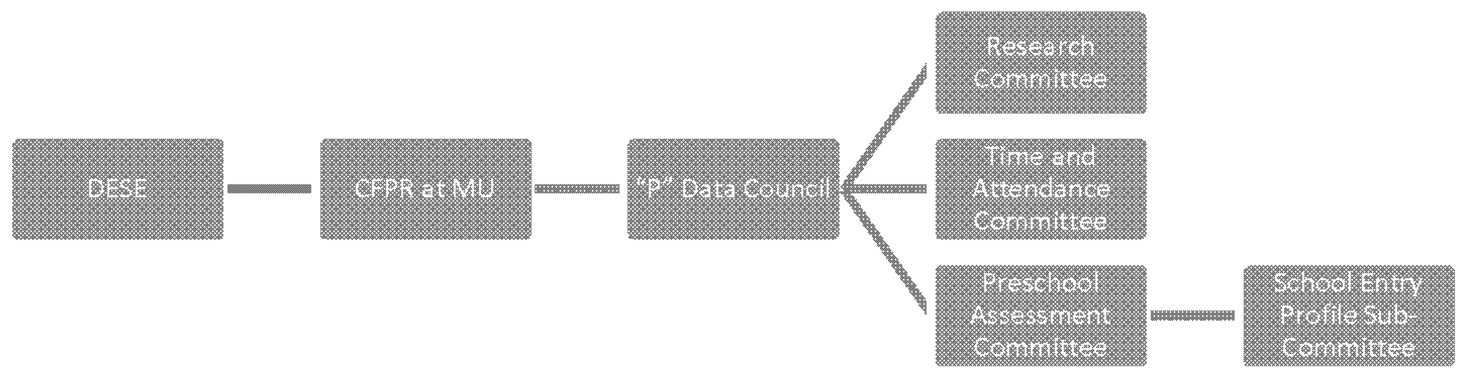
Coordination and collaboration across the following groups has been found to be essential to our success.

- The leadership of the various divisions represented by the P-20 council
- IT personnel at the state, regional, and local levels
- Administrative personnel at the state, regional, and local levels
- Classroom teachers
- The public (including parents and students)
- Governor's Office
- The Legislature
- Technology vendors
- Stakeholder advisory groups

This project will continue to utilize the various existing stakeholder advisory groups to advise us on the Missouri Comprehensive Data System project. Additional members or associated groups y be required to ensure the broad and informed guidance required for the Missouri Comprehensive Data System.

P Data Council

The P Data Council is the governing body that will oversee the recruitment, development, and implementation of the P Dataset. The Council is comprised of agency leaders from the contributing data partners and additional key stakeholders. To support the work of the Council, a Research Sub-Committee was convened to review the parameters of the data and make recommendations to the Council and ultimately the Department of Elementary and Secondary Education about the larger P analysis plan. In addition, three sub-committees have been identified to support the P Data Pilot; the Time and Attendance Committee, the Preschool Assessment Committee, and the School-Entry Profile Sub-Committee. The Center for Family Policy & Research (CFPR) at the University of Missouri will provide the leadership for the P Data Council and the subsequent committees.



P Data Council Members: The P Data Council is governed by the contributing data partners and agency representative(s) and key stakeholders. A roster of members and their agency affiliation follows.

- Department of Elementary and Secondary Education (DESE): **Jo Anne Ralston**, Director of Early Childhood Education
- Department of Health and Senior Services: **Kathy Quick**, Section Administrator, Section for Child Care Regulation
- Department of Social Services (DSS): **Becky Houf**, Assistant to the Director, Children's Division
- Head Start:
  - Region VII Office: **Ann Johnson**, Head Start Program Specialist
  - Head Start-State Collaboration Office: **Stacey Owsley**, Director
- Missouri Child Care Resource and Referral Network: **Dr. L. Carol Scott**, Director
- Opportunities in a Professional Education Network (OPEN) Initiative: **Denise Mauzy**, Director
- Center for Family Policy & Research, University of Missouri: **Dr. Kathy Thornburg**, Director
- Center for Family Policy & Research, University of Missouri: **Dr. Wayne Mayfield**, Senior Research Analyst
- Institute for Human Development, University of Missouri-KC: **Dr. Kathy Fuger**, Research Associate
- Missouri Child Care Resource and Referral Network: **Margo Heger**, Data and Contracts Coordinator
- Office of Social & Economic Data Analysis (OSEDA), University of Missouri: **Dr. Bill Elder**, Director
- Parents as Teachers: **Richard Wollenberger**, Information Technology Director

P Data Council Research Committee Members:
The Research Sub-Committee: Leslie Pettit, Research Analyst at Department of Social Services; Dr. Karen Guskin, Research Director at the Parents as Teachers National Center; Dr. Mark Ehlert, Economics Department at MU; Dr. Sharon Schattgen, Administrator for Research at Columbia Public Schools; and Dr. Jason Grissom, Truman School of Public Affairs, MU.

(e) Staffing

Role: Qualifications	Time: Responsibility	Resource
Component 1: Project Management and Systems Integration		
On-Site Project Manager: Experience in program management of information technology programs in education agencies; understanding of risk assessment and management; in-depth knowledge of the LDS grant process and requirements. PMI certification or equivalent.	Contracted 1,250 hours in years 1-3: Provide direct oversight and direction to DESE, pre-K, higher education, and workforce partners. Assist in the management of grant activities and interface with USED/IES.	To be contracted as per State procedures.
Content Experts and Architects: Experience with NCES data standards (e.g., ED*Facts*, Handbooks, SCED), NEDM, and other national standards; knowledgeable of SEA management, LEA data issues, and technology issues impacting LDS management.	Contracted 500 hours in years 1-3: Provide guidance in the application of best practices to the Missouri Comprehensive Data System/Show-Me Project design and implementation.	To be contracted as per State procedures.
Agency Designated Project Directors: Experienced project managers with experience within the agencies and skills coordinating across agencies.	In-Kind: Each participating agency will designate an in-kind project director with responsibility for coordinating the activities of the P-20 LDS.	To be appointed by the agency chief.

Role: Qualifications	Time: Responsibility	Resource
Component 2: Early Childhood 'P' Data		
Director of the P Data System: Experience in the design and development of large scale information systems; knowledge of program development and leadership in a public policy environment, understanding of communications with users and policy makers.	Contracted 416 hours annually: The P Data System Director will oversee the P Data System staff including the Database Administrator, Systems Programmer, Data Analyst, and Application Programmer.	To be contracted as per State procedures.
Principal Investigator: Experience directing state and federal data-related grants. Knowledge of institution compliance requirements, policies and procedures. Recognized expert in the early childhood field.	Contracted 1040 hours in year 1; 1248 hours annually thereafter: The Principal Investigator is responsible for oversight of the contract from the State to the University and thus responsible for oversight of grant management personnel and for all grant outcomes.	To be contracted as per State procedures.
Project Director: Experience developing and managing extensive data collection and data transfer efforts. Facilitation and coordination skills and history of working across agencies to ensure collaboration and cooperation with project goals.	Contracted 1872 annually: The "P" Project Director will oversee all project-related staff and committees, project goals, outcomes, timelines, and activities for the overall project and the subsequent data collection related to program, child enrollment, child assessment, and workforce data.	To be contracted as per State procedures.

Role: Qualifications	Time: Responsibility	Resource
Component 3: State Agency and Workforce Data Quality		
Technical Systems Consultant: Technical expertise and experience in the Management and design of data systems.	Contracted 625 hours in year 1; 625 hours in year 2; 400 hours in year 3.	To be procured as per State processes.
Component 4: State-Level Trials and Diagnostic Metric Reports		
Analyst: Understanding of education data, EDFacts, DESE reporting requirements.	Contracted: Analyze the data elements required to compute and replace the aggregate statistics in web reports. The SRM contract with ESP will include all staffing required for the State-Level Trials and Diagnostic Metric Reports initiative.	To be added to existing SRM contract.
Developer: Technical expertise and experience in the development of state-level trials and the integration into data marts.	Contracted: Develop state-level trials, develop diagnostic metric reports. The SRM contract with ESP will include all staffing required for the State-Level Trials and Diagnostic Metric Reports initiative.	To be added to existing SRM contract.
Component 5: The Show-Me Portal		
Requirements Analyst: Technical expertise and experience in requirements gathering.	Contracted: Analyze and document portal requirements.	To be procured as per State processes.
Portal Designer: Technical expertise and experience in designing front and back end portal systems.	Contracted: Design the portal based on system requirements.	To be procured as per State processes.

Role: Qualifications	Time: Responsibility	Resource
Developer: Technical expertise and experience in the development of portals.	Contracted: Develop required functionality based on system design.	To be procured as per State processes.
Component 6: Enhanced Reporting		
Requirements Analyst: Technical expertise and experience in requirements gathering.	Contracted: 1,905 hours in year 1. (spread across the 5 reporting modules). Analyze and document reporting requirements.	To be procured as per State processes.
Report Designer: Technical expertise and experience in the designing of reports for data-driven decision making.	Contracted: 1,905 hours in year 1. 2,330 hours in year 2 and 1,520 hours in year 3 (spread across the 5 reporting modules). Design the enhanced reporting based on system requirements.	To be procured as per State processes.
Developer: Technical expertise and experience in the development of reports for data-driven decision making.	Contracted: 2,330 hours in year 2 and 1,520 hours in year 3 (spread across the 5 reporting modules). Develop required reporting functionality based on system design.	To be procured as per State processes.
Component 7: Electronic Records and Transcripts Exchange		
Content Expert: Experience in electronic records and transcript exchange management systems and national standards.	Contracted: To provide expert guidance on best practices for Missouri related to PK-12 to PK-12, high school to post secondary, and postsecondary to postsecondary electronic exchanges.	To be procured as per State processes.

Role: Qualifications	Time: Responsibility	Resource
Component 8: Higher Education Data Quality Improvement		
The SRM contract with ESP will include all staffing required for development by ESP of the data store and business rules for the Higher Education Data Quality Improvement initiative.		
Component 9: The Missouri Comprehensive Data System		
Analyst/Designer: Technical expertise and experience in the design of data warehouse models and processes.	Contracted: 1,000 hours in year 1. Analyze which data will be consolidated, common definitions, and processes; analyze the requirements and functions for the P20 LDS.	To be procured as per State processes.
Developer: Technical expertise and experience in the development of data warehouses models and processes.	Contracted: Develop the Missouri Comprehensive Data System. Pricing to be based off of development vs. COTS pricing analysis.	To be procured as per State processes.
Data Analyst: Technical expertise and experience in the analysis and dissemination of data findings.	Contracted: 500 hours in year 1, 1,000 hours in years 2 and 3. Facilitate dissemination of analysis findings and collaboration across states.	MEIC, The Kansas Board of Regents
Component 10: Project Evaluation		
External Evaluator: Experience in program management of information technology programs in education agencies; understanding of risk assessment and management; in-depth knowledge of the LDS grant process and requirements.	Contracted 368 hours in year 1; 268 hours annually thereafter: Review the project plan, monitor the plan, prepare and present status reports, prepare recommendations, present reports as requested.	To be contracted as per State procedures.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **Appendix A Optional Attachments** Pages: **5** Uploaded File: **Appendix A.pdf**

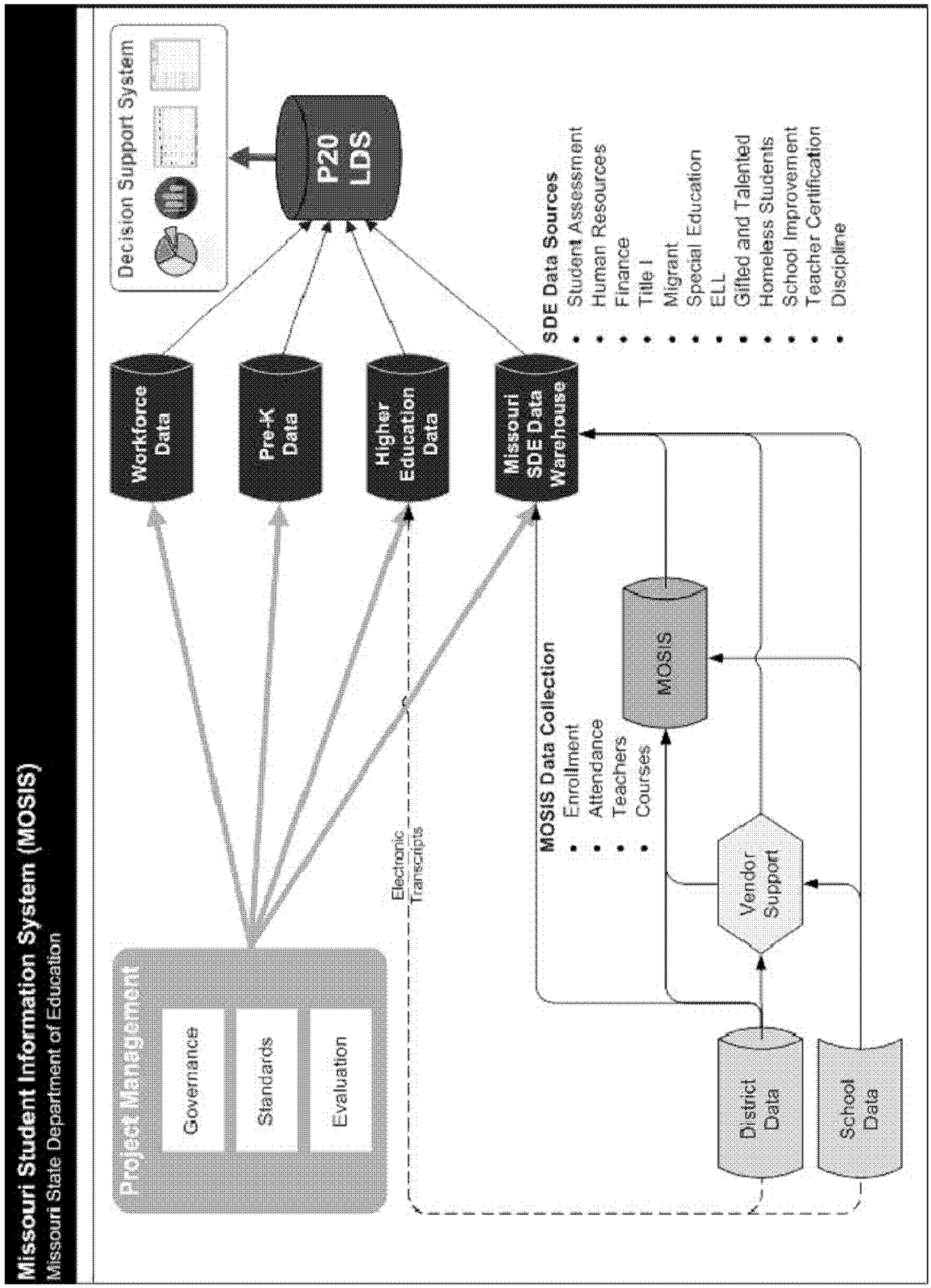
Table of Contents

Project Abstract **1**
Project Narrative **2**
(a) Need for Project 3
Component 1: Project Management and Systems Integration 4
Component 2: Early Childhood 'P' Data 4
Component 3: State Agency and Workforce Data Quality 5
Component 4: State-Level Trials and Diagnostic Metric Reports 6
Component 5: The Show-Me Portal 6
Component 6: Enhanced Reporting 7
Component 7: Electronic Records and Transcripts Exchange 8
Component 8: Higher Education Data Quality Improvement 8
Component 9: The Missouri Comprehensive Data System 9
Component 10: Project Evaluation 10
b) Project Outcomes Related to System Requirements and Implementation 11
Component 1: Project Management and Systems Integration 11
Component 2: Early Childhood 'P' Data 11
Component 3: State Agency and Workforce Data Quality 12
Component 4: State-Level Trials and Diagnostic Metric Reports 12
Component 5: The Show-Me Portal 12
Component 6: Enhanced Reporting 13
Component 7: Electronic Records and Transcripts Exchange 13
Component 8: Higher Education Data Quality Improvement 13
Component 9: The Missouri Comprehensive Data System 13
Component 10: Project Evaluation 14
(c) Timeline for Project Outcomes 14
Component 1: Project Management and Systems Integration 14
Component 2: Early Childhood 'P' Data 15
Component 3: State Agency and Workforce Data Quality 17
Component 4: State-Level Trials and Diagnostic Metric Reports 18
Component 5: The Show-Me Portal 18
Component 6: Enhanced Reporting 19
Component 7: Electronic Records and Transcripts Exchange 20
Component 8: Higher Education Data Quality Improvement 20
Component 9: The Missouri Comprehensive Data System 21
Component 10: Project Evaluation 23
(d) Project Management and Governance Plan 23
Overall Project Management and Governance Plan 24
QPM Project Phases 24
Additional Project Management and Governance Processes 25
(e) Staffing 27
Component 1: Project Management and Systems Integration 27
Component 2: Early Childhood 'P' Data 28
Component 3: State Agency and Workforce Data Quality 29
Component 4: State-Level Trials and Diagnostic Metric Reports 29

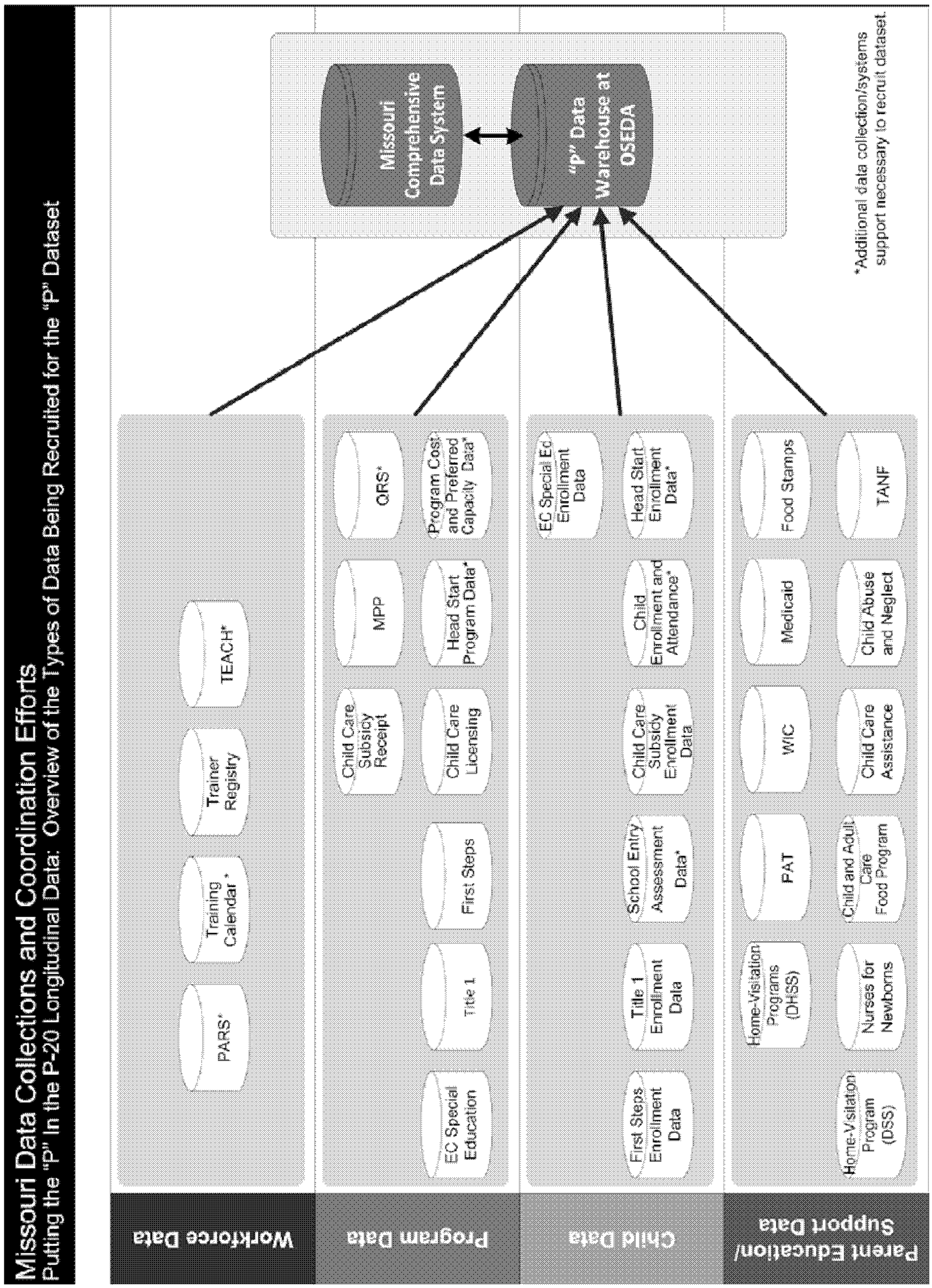
Component 5: The Show-Me Portal 29
Component 6: Enhanced Reporting 30
Component 7: Electronic Records and Transcripts Exchange 30
Component 8: Higher Education Data Quality Improvement 31
Component 9: The Missouri Comprehensive Data System 31
Component 10: Project Evaluation 31
Budget Narrative 32
Contractual 32
Component 1: Project Management and Systems Integration 32
Component 2: Early Childhood 'P' Data 33
Component 3: State Agency and Workforce Data Quality 68
Component 4: State-Level Trials and Diagnostic Metric Reports 69
Component 5: The Show-Me Portal 71
Component 6: Enhanced Reporting 72
Component 7: Electronic Records and Transcripts Exchange 75
Component 8: Higher Education Data Quality Improvement 76
Component 9: The Missouri Comprehensive Data System 78
Component 10: Project Evaluation 81
Equipment 83
Component 2: Early Childhood 'P' Data 83
Component 4: State-Level Trials and Diagnostic Metric Reports 84
Component 5: The Show-Me Portal 84
Component 6: Enhanced Reporting 84
Component 8: Higher Education Data Quality Improvement 85
Component 9: The Missouri Comprehensive Data System 85
Travel 86
Component 1: Project Management and Systems Integration 86
Component 2: Early Childhood 'P' Data 86
Component 10: Project Evaluation 87
Appendix A – Optional Attachments 89
Attachment 1 - High-Level Overview of P-20 Components 89
Attachment 2 – Overview of Early Childhood 'P' Data Components 90
Attachment 3 – Overview of Higher Education Data Components 91

Appendix A – Optional Attachments

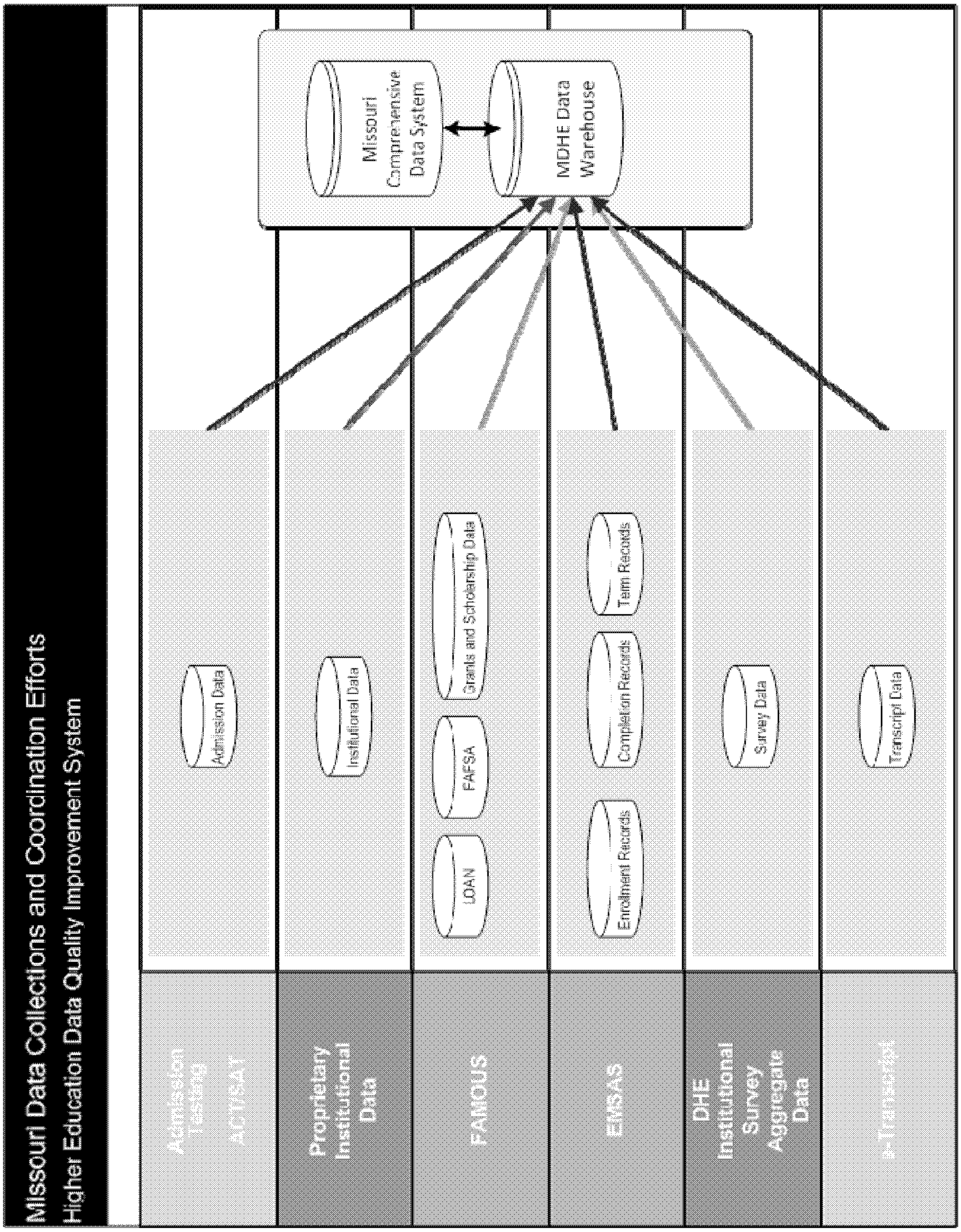
Attachment 1 - High-Level Overview of P-20 Components



Attachment 2 – Overview of Early Childhood 'P' Data Components



Attachment 3 – Overview of Higher Education Data Components



Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Appendix B Resumes of Key Personnel** Pages: **86** Uploaded File: **Resume_Binder.pdf**

BARBARA H. ANDREPONT

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Senior Data Management Architect (2004 – Present)

Ms. Andrepont provides expert advice on the design and development of large-scale enterprise applications for ESP's clients. She is also a subject matter expert on Schools Interoperability Framework (SIF), data standards, electronic student record exchange systems, data dictionaries, and EDEN/ED*Facts* reporting.

Ms. Andrepont has continually participated in the Schools Interoperability Framework (SIF) education data standards organization from 2000 to present. She currently serves as lead of the Student Record Exchange Task Force, and is a Technical Board member. She is an active participant in several work groups (SIS, Data Model, and Special Programs).

Recent Client Projects

- Project Director for Ohio Department of Education's SIF Gap Analysis project
- Project Director for New Hampshire Department of Education i4see Policy and Procedure Manual project
- Subject Matter Expert for Delaware Department of Education Data Inventory and Data Dictionary project
- Subject Matter Expert on the National Education Data Model project

Council of Chief State School Officers (CCSSO)

Expert Consultant (2004)

Decision Support Architecture Consortium

U.S. Department of Education

Expert Consultant (2003 – 2005)

Ms. Andrepont participated in and led several site visits for the U.S. Department of Education's Education Data Exchange Network (EDEN) project to inventory and analyze states' data resources and capabilities to report education data. She also provided technical support to states in the initial year of EDEN/ED*Facts* reporting.

Louisiana Department of Education

Consultant/Planning Analyst (2000 – 2003)

Ms. Andrepont assisted the Director of Planning, Analysis and Information Resources (PAIR) in information technology, policy, personnel, and budget matters for the unit and the Department of Education. She assisted with strategies for aligning IT efforts with the agency's strategic plan. She represented the unit in national education information technology efforts, including: CCSSO Education Information Advisory Committee (EIAC), and NCES Forum. She participated in EIAC Standing Committee to inform the U.S. Department of Education Chief Information Officer on education data standards initiatives and issues and assisted in resolutions.

Ms. Andrepont represented the National Center for Education Statistics (NCES) in data standards initiatives. She served as the NCES delegate to the ASC X12 EDI standards organization and chaired the Education Administration Human Resources Task Group from 1998-2002. In 2000, Ms. Andrepont joined the Schools Interoperability Framework Association, and served as co-chair of the customer involvement work group (CIRCA) and on the Technical Board from 2000-2003.

Information Technology Director (1990 – 2000)
Ms. Andrepont directed agency operations for 3 units supporting the Louisiana Department of Education. She managed network and data collections for 67 public school districts. She led technology planning efforts of the State Department of Education. Ms. Andrepont also implemented statewide education data collection systems which included individual student records, staff records and district financial data that provided auditable basis for state funding of $3.5 billion to school districts. In addition, she led the transition of statewide K-12 education telecommunications to the Internet. She expanded agency computer and network access and technical support for staff.

Information Systems Assistant Director, Management Consultant Supervisor, Application Project Manager (1979 – 1990)

Application Programmer/Analyst – State Universities (1972 – 1979)

EDUCATION
M.B.A. – University of Southwestern Louisiana (1979)
Certification in Data Processing – Institute for Certification of Computer Professionals (1978)
B.A. in Computer Science – University of Southwestern Louisiana (1972)

SELECTED HONORS AND PROFESSIONAL APPOINTMENTS
- Schools Interoperability Framework Association (SIFA)
  - Technical Board (2001 – Present)
  - Student Record Exchange Task Force Lead (2004 – Present)
  - Board of Directors member (2003 - 2004)
  - Customer Involvement Work Group Co-Lead (2000 – 2003)
- Louisiana Computer Using Educators (LACUE)
  - President and Board Member (2000 – 2003)
- Louisiana Education Technology Advisory Committee Chairperson
- Council of Information Services Directors (CISD)
  - VP and Chairperson of CISD Conference (1999)

BARBARA S. CLEMENTS, Ph.D.

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Vice President for Education Services (1997 – Present)

Barbara Clements has been at the forefront of data policy and data standards throughout her career. She is a national expert on the Family Educational Rights and Privacy Act (FERPA) and data standards. She has provided guidance to states and higher education on policies and procedures for maintaining privacy and security of student records for the collection and reporting of education data. As a national expert on education data standards and indicators of education progress, Dr. Clements consults with federal, state, and local education agencies on data quality, reduction of data burden, effective data reporting, security, data confidentiality, and other issues related to efficient and effective education data management. She worked extensively with the U.S. Department of Education on the collection of data for the Education Data Exchange Network (EDEN/ED*Facts*). Her responsibilities also include project design and management, program evaluation, software conceptualization, thought leadership, and consulting on education information management systems and technology utilization.

Recent Client Projects

- Project Director, Data Dictionary Project for the Maine Department of Education
- Project Director, Data Dictionary Project for the Maryland Department of Education
- Project Director, Benedictine School Data Management System Plan
- Project Director, Training System Development for the Missouri Student Information System

National Transcript Center

Chief Standards Officer (2006 – 2009)

Dr. Clements' responsibilities included developing and implementing standards related to the exchange of student academic records. Dr. Clements consulted on the creation of the National Transcript Center product and ensured that the contents and format were developed in coordination with national standards groups. She developed procedures for NTC for maintaining privacy and security of student records in conjunction with FERPA.

Council of Chief State School Officers

Acting Director, State Education Assessment Center (1995 – 1996)

As Acting Director, Dr. Clements managed the overall direction and coordination of a group of projects designed to improve the quality and availability of information on education. These projects focused on helping state education agencies to develop standards-based student and educator assessments, instructional frameworks and activities, staff development, and to implement information systems that provide essential indicators of the status, progress, and success of education systems. She coordinated states' participation in international assessments and indicators activities and she oversaw the National Teacher of the Year program. Other responsibilities included representing the Center and the Council on national committees and task forces; coordinating Center activities and advising project directors; coordinating activities of a task force of Council members; developing funding

proposals and handling contract negotiations; and handling inquiries about Center projects and activities.

Project Director, National Elementary/Secondary Data and Information System Project (1994 –1997)
Dr. Clements directed a project funded by the U.S. Department of Education's National Center for Education Statistics to promote the implementation of a national data and information system on elementary and secondary education by federal, state and local education agencies. Activities included: 1) the development of a list of core data elements that provide essential information about the education system and form the basis for the national information system, 2) identification of additional indicators needed to assess the quality and progress of the education system, 3) development of guidelines to help state and local education agencies ensure the confidentiality and security of student and staff records, 4) technical support for state education agencies as they automate data collection and reporting, and 5) development of training materials on the student and staff handbooks and other facets of the national information system.

Assistant Director, State Education Assessment Center (1991 – 1995)
Dr. Clements provided management assistance to the director; represented the Center and the Council on national committees and task forces; coordinated Center communications and activities, including the development of proposals, contract negotiations, and handling inquiries about Center projects and activities; coordinated internal flow of work and communications, space and equipment requirements; and other activities.

Project Director, Education Data System Implementation Project (1991 – 1995)
Dr. Clements directed a project to help federal, state, and local education agencies move toward the implementation of a national education data system. Activities included the development of student and staff data handbooks in paper and electronic formats, coordination of a system to electronically exchange student transcripts called SPEEDE/ExPRESS, provision of continued assistance to the National Center for Education Statistics on improving data elements on elementary and secondary education, facilitation of the exchange of state education agency expertise, and development of a system for exchanging and using education data.

Project Director, Education Data Improvement Project and New Education Data Improvement Project (1987 – 1991)
Dr. Clements worked with state departments of education, the National Center for Education Statistics, and other offices within the U.S. Department of Education to improve comparability, comprehensiveness and timeliness of data collected on public education. Her responsibilities included analysis of data collection systems, convening of task forces and working groups, development of written recommendations, negotiations with state and federal agencies, provision of technical assistance, and dissemination of information to the public.

Project Co-Director, Limited English Proficient (LEP) Student Data Project (1991)

Dr. Clements directed a project focused on developing recommendations for standardizing the procedures used to identify, monitor the progress of, and maintain records about limited English proficient students. Her responsibilities included analysis of state and local procedures, development of recommendations in the area of assessment and data collection, convening of an advisory group, and planning and directing a working meeting of state education agency staff.

Sub-Contractor, Cooperative Education Data Collection and Reporting Standards (1989 – 1991)
Dr. Clements assisted in the development of standards for education data collection and reporting by helping to write and review draft standards, consulting on the achievement of consensus about the standards, working on the field review plan, helping in the development of and provision of workshops on the standards, and helping achieve cooperation and participation of the state education agencies.

Texas Education Agency

Education Program Director, Division of Teacher Education (1986 – 1987)
Dr. Clements provided oversight and guidance on the development of evaluations for initial and continuing teacher licensure. She directed development and research efforts related to the Texas Teacher Appraisal System.

Education Research Specialist, Division of Teacher Assessment (1984 – 1986)
Dr. Clements worked on the development, validation, and administration of three teacher testing programs: Texas Examination of Current Administrators and Teachers (TECAT), Examination for the Certification of Educators in Texas (ExCET), and Pre-Professional Skills Tests (PPST).

The University of Texas at Austin

Research Associate, R&D Center for Teacher Education (1977 – 1984)
Dr. Clements provided direction on numerous classroom management research projects. Her responsibilities included training and supervision of research personnel, data collection, data interpretation, and dissemination of findings, including the provision of workshops all across the US.

EDUCATION

Ph.D. in Educational Psychology – The University of Texas at Austin (1991)
M.A. in Foreign Language Education – The University of Texas at Austin (1977)
B.S.Ed. in Education – The University of Texas at Austin (1969)

William L. Elder, PhD.

University of Missouri
Office of Social & Economic Data Analysis
601 Clark Hall
Columbia, MO 65211
melderw@missouri.edu
(573) 882-7396

Summary

Elder has over 35 years of experience public policy analysis and program leadership in the areas of public health, public education, economic development and demographic analysis. Also, he has extensive experience in information technology including management information systems, health information systems and demographic database systems. He has authored over 80 reports and articles and presents to dozens of audiences each year.

Experience

Director. Office of Social & Economic Data Analysis, at the University of Missouri – 2002 to present.

Leads a staff of 28 researchers, programmers and support workers engaged in public decision-support programs. Principal investigator for over a dozen externally funded policy research projects with a total annual budget of $2.5 million. Major projects include support for the Missouri School Improvement Program including longitudinal data analysis; National Governor's Association "Missouri P-20" project; Missouri Kids Count; Missouri Senior Report; the Missouri State Census Data Center; Economic Development Administration programs, and Health Policy Analysis with the Missouri Medicaid program (MoHealthNet).

Associate Director, Office of Social & Economic Data Analysis, 1980-2002
Coordinator, Extension Management Information Systems, 1980—1995
Program Evaluator, Missouri Department of Mental Health, 1976-1979

Education

Ph.D. Rural Sociology – University of Missouri, 2003.

National Library of Medicine Fellow, MU Health Informatics, 1980
M.A. Sociology, University of Missouri, 1975
B.A. Sociology, University of Missouri, 1970

Terri Foulkes

(b)(6) (b)(6) foulkest@missouri.edu

Experience:

University of Missouri, OPEN Initiative Columbia, Missouri
Assistant Director (2007-present), Program Coordinator (2003-2006)

- Develop and maintain materials and processes to ensure the effective operation of the OPEN office including the OPEN Policy and Procedures Manual, workflow process charts, intake and review documents, and quality control process.
- Coordinate the development of an online interface for registry participants, directors, coaches, and funders to access individual and program level data through OPEN's secure website.
- Respond to data requests from individuals, directors, and funders.
- Communicate the needs of office support/data entry staff with the database administrator to ensure efficient processing of registry information.
- Hire, train, and supervise full and part time registry office support staff.
- Network with other leaders in the early childhood, school-age/afterschool, and youth development professions to support the development of a comprehensive career development system.
- Participate in multi-state pilot projects of The National Registry Alliance focused on identifying core data elements about professional who work in the field, data transfer procedures to create a national dataset, multi-state data analysis and mapping, and data linkages with national accrediting organizations.
- Represent the OPEN Initiative at a variety of statewide and local meetings and workgroups, including membership on the Missouri School Age Community Coalition and Missouri AfterSchool Network boards.
- Work effectively as part of the leadership team for the development of Missouri's Quality Rating System for early childhood and school-age/afterschool programs, including the facilitation of meetings to develop and approve criteria, piloting of models and processes, and the design and distribution of materials and information.
- Recruit and correspond with early childhood, school-age/afterschool, and youth development professionals and trainers participating in Missouri's registry systems.
- Present information about the OPEN Initiative at conferences and meetings.

Champaign County Regional Planning Commission Urbana, Illinois
School-To-Work Team Leader (1999-2002)

- Developed policy and procedure manual including mission, eligibility, and confidentiality statements, release forms, lesson plans, brochures, and satisfaction surveys.
- Hired, trained, supervised, and evaluated School-To-Work staff, college interns, and high school summer employees.
- Wrote local, state, and federal grant applications to expand services.
- Prepared quarterly and annual reports for Human Services Board and the Illinois Department of Commerce and Community Affairs.
- Administered the Community Services Block Grant Scholarship Program.
- Developed curriculum and training materials for schools and businesses.
- Managed the development of a regional teen services directory.

Terri Foulkes

(b)(6) foulkest@missouri.edu

Champaign County Regional Planning Commission Urbana, Illinois (cont.)
School-To-Work Coordinator (1997-2002 – promoted to Team Leader 1999)

- Interviewed and selected low-income students to participate in weekly career exploration workshops and a short-term job shadow experience.
- Recruited and scheduled a wide variety of volunteers to be guest speakers and job shadow hosts.
- Organized field trip opportunities and career fairs for middle school career classes.
- Presented workshops on career infusion activities at local and statewide conferences.
- Created a database to store student tracking information and participation records.
- Edited the *News from the Cubes*, a monthly staff newsletter.

Ludlow Community Consolidated School District #142 Ludlow, Illinois
Classroom teacher, Grade 2 (1994-1997)

- Created lessons to meet educational and emotional needs of a diverse population of students in a limited resource environment.
- Collaborated with parents to create positive discipline strategies for behaviorally challenged students.
- Served as District Technology Coordinator, School Improvement Team member, and Ludlow Education Association President.
- Lead after-school activities for elementary students and assisted with Junior High Quiz Bowls.

Additional experience:

Educational Consultant Quincy, Massachusetts
Educational Consultant (2002-2003)

- Completed 150 page report on the implementation of the Education-to-Careers philosophy within the East Central Illinois Workforce Development Commission's partnership.
- Assisted with survey design and distribution plan, data entered survey responses, computed and analyzed results, produced document graphics, and wrote and edited final report.

Education and Certifications:

Southwest Missouri State University Springfield, Missouri
Bachelor of Science in Education, May 1994
Summa Cum Laude in the Honors College

Missouri Teaching Certificates

Early Childhood Education	(PK-3)	PCII
Elementary Education	(1-8)	PCII

Kathryn L. Fuger, Ph.D.
University of Missouri-Kansas City Institute for Human Development (UMKC-IHD)
November 18, 2009

Professional Experience:

Research Associate and Director of Early Childhood Programs, UMKC-IHD 1992 – present:

Conduct research and program evaluation on the effectiveness of early childhood programs in preparing children for school success and the efficacy of early childhood compensation initiatives (MO Depts. of Elementary and Secondary Education and Social Services, Ewing Marion Kauffman Foundation, Mid-America Regional Council)

Conduct program evaluation in these areas: pregnant/post partum women affected by substance abuse and HIV and their children (National Abandoned Infants Assistance Resource Center, Children's Mercy Hospital); support programs for families with such challenges as incarcerated fathers, single parenting, and low income (MO Dept. of Social Services, Truman Medical Center, Mother & Child Health Coalition)

Provide facilitation and consultation services to develop a comprehensive early childhood state plan (Missouri Department of Health and Senior Services)

Education:

Interdisciplinary Ph.D. in Education and Public Affairs and Administration, UMKC, 1999
M. A. in Curriculum and Instruction, Emphasis in Early Childhood Education, UMKC, 1992
B. S. in Psychology with Honors and Distinction, Iowa State University, 1970

Current Positions:

Member, Missouri State Interagency Coordinating Council for First Steps
Member, Teacher Education and Compensation Helps-Missouri (TEACH-MO) Advisory Board
Member, Governing Board of the Center for the Developmentally Disabled

Selected Publications:

Fuger, K. L., & Owsley, S. (2009). *Missouri Head Start-State Collaboration Office: Fiscal year 2008 needs assessment report.* Kansas City, MO: UMKC-IHD.

Fuger, K. L. (2008). *Greater Kansas City Early Learning Initiative: Final evaluation report.* Kansas City, MO: UMKC-IHD.

Fuger, K. L., & Abel, M. B. (2008). *Missouri Early Childhood Comprehensive System final report: Implementation phase, September 1, 2006 – August 31, 2008.* Kansas City, MO: UMKC-IHD.

Fuger, K. L., Abel, M. B., Duke, D., & Newkirk, M. K. (2008). *Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System project "Fathers for Life" – Final evaluation report: July 1, 2006 – June 30, 2008.* Kansas City, MO: UMKC-IHD.

Fuger, K. L., Abel, M. B., & McMann, O. T. et al. (2008). *Final report of the TIES Program evaluation (Team for Infants Endangered by Substance abuse).* Kansas City, MO: UMKC-IHD.

Fuger, K. L., Abel, M. B., & Stephens, D. J. (2008). *Abandoned Infants Assistance Program cross-site evaluation summary, Year 10: October 1, 2005 – September 30, 2006.* Kansas City, MO: UMKC-IHD.

Fuger, K. L., & Newkirk, M. K. (2009). *Kansas City Healthy Start evaluation: January 1, 2005 – December 31, 2008.* Kansas City, MO: UMKC-IHD.

Kilbride, H. W., Castor, C. A., & Fuger, K. L. (2006). School-age outcome of children with prenatal cocaine exposure following early case management. *Journal of Developmental & Behavioral Pediatrics 27*(3):181-187.

Leigh Ann Grant-Engle

(b)(6)

573-522-8310 work

CURRENT RESPONSIBILITIES:

Implemented the Missouri Student Information System (MOSIS) as the project manager; which has been a three phase project – Phase I the implementation of a statewide ID system, Phase II linking the state ID to the state assessment data, and Phase III capturing the agencies core educational data at a student level.

Served as the Department of Elementary and Secondary Education (DESE) data representative for the states P-20 council, which recently secured a national grant to evaluate student success after leaving high school.

Worked with various researchers to determine effectiveness of the correlation between assessment and classroom application.

Manage the on-line Crystal Reports which provides assessment and data results to administrators and teachers. As well as the organization of the Building Level Indicator Support System (BLISS), which includes several hundred educational indicators that can be queried via the agencies web site.

Help to manage, plan and implement data systems that support the Missouri Assessment Program (MAP), and the Missouri School Improvement Program (MSIP), the Missouri Virtual School Program (MOVIP) and various other state and federal systems.

As DESE's Data Manager assisted various state and federal program staff in their program evaluations, as well as the nine Regional Professional Development Centers and various school programs.

Supervise and conduct collection, analysis, reporting and dissemination of data regarding Missouri public schools. This includes providing guidance to Department staff regarding appropriate data collection and reporting activities, developing procedures, queries and scripts to verify data accuracy and interpret trends.

Presented various educational statistics to Missouri public schools and their school boards, Missouri State Board of Education, Missouri Legislators, and National Center for Educational Statistics.

Serve as a member of a two-person team assigned to evaluate, establish and communicate the Department's Information Technology priorities. This includes initiating and facilitating discussions to determine the data collection and technology needs of individual sections and communicating those needs to the Information Technology group.

Communicate with and inform state policy makers, local school administrators, classroom teachers, parents, and the general public about the testing program, accreditation program, and various other state and federal programs.

Develop and conduct workshops, in-service programs, and other professional development activities that support the statewide assessment program and school improvement/accreditation initiatives.

Serve as liaison with testing contractors and Information Technology staff regarding project programming needs, timely and accurate reporting, and other data related issues.

SUMMARY OF ADDITIONAL QUALIFICATIONS:

Approve all requests for data to be used in research projects. This includes reviewing of proposals and securing and providing data at the necessary unit of analysis for the research.

Active member of the Education Information Management Advisory Committee (EIMAC); sponsored by the Council of Chief State School Officers; which provides guidance to the US Department of Education in terms of data collections and reporting.

Administered the statewide alternate assessment for students with severe cognitive disabilities. Responsibilities included training teachers on developing a portfolio assessment, providing technical assistance on implementation of the portfolio, and facilitating the scoring of the portfolios.

As Research Associate for the Office of Social and Economic Data Analysis (OSEDA) analyzed educational data to help Missouri school districts with school improvement initiatives.

WORK EXPERIENCE

Department of Elementary and Secondary Education	**January 1999 - Present**
Positions:	
Data Manager Deputy Commissioner Division	August 2000 – Present
Assistant Director, Missouri Assessment Program Division of School Improvement	January 1999 -- August 2000
Research Associate Office of Social and Economic Data Analysis	September 1993 – December 1998

EDUCATION

University of Missouri, Columbia, Missouri

Bachelor of Science, Education, 1991
Masters of Sociology, 1994

Recent Presentations:

"Show Me the Data: Growing Quality Data in Missouri" NCES Summer Forum And Data Conference 2007 Washington DC, July 2007

"Zero to 950,000 in 9 Months" NCES Summer Forum And Data Conference 2006 Washington DC, July 2006

"Successful Implementation from Kick-Off to Sign-Off" 19th Annual MIS Conference Orlando, FL February 2006

Updated: September 2009

JASON A. GRISSOM

Harry S Truman School of Public Affairs
University of Missouri
118 Middlebush Hall
Columbia, MO 65211

573.884.3632 (office)
573.884.4872 (fax)
GrissomJA@missouri.edu
http://web.missouri.edu/~grissomja

CURRENT POSITION

2007-present — Assistant Professor of Public Affairs
Harry S Truman School of Public Affairs
University of Missouri

OTHER APPOINTMENTS

2008-present — Policy Research Scholar
Institute of Public Policy
University of Missouri

EDUCATION

2007 — Stanford University
Ph.D. in Political Economics
Dissertation: "The Centralization of Authority in Public Schooling: Causes, Consequences and Implications for Local Governance"

2005 — Stanford University
M.A. in Education, Area of Specialization: Education Policy

2002 — North Carolina State University
B.A. Economics, *summa cum laude*
B.A. Political Science, *summa cum laude*
B.A. Multidisciplinary Studies in Education Policy, *summa cum laude*

2001 — North Carolina State University
B.S. Statistics, *summa cum laude*

ACADEMIC AWARDS AND GRANTS

2008	National Council on Teacher Quality (NCTQ) *Help or Hindrance* Research Grant
2006	Interdisciplinary Behavioral Research Grant, Graduate School of Business
2006	Graduate School of Business Dissertation Research Grant
2004	Stanford Libraries Research Grant
2002-2003	Phi Kappa Phi National Graduate Fellowship
2002-2007	Stanford Graduate School of Business Ph.D. Fellowship

TEACHING EXPERIENCE

Education Governance, Finance and Policy (graduate), *University of Missouri*
Research Methods and Inquiry in Public Affairs (graduate), *University of Missouri*
Public Policy Processes and Strategies (graduate), *University of Missouri*
Business and Public Policy (undergraduate), *Stanford University*
Empirical Analysis of Education Governance (graduate, co-instructor), *Stanford University*
Public Finance and Fiscal Policy (undergraduate, teaching assistant), *Stanford University*

PROFESSIONAL AFFILIATIONS

American Education Finance Association
American Educational Research Association
American Political Science Association
    Public Policy section
    State Politics and Policy section
Association for Public Policy Analysis and Management
Politics of Education Association

PROFESSIONAL SERVICE AND ACTIVITIES

2008	Member, Missouri delegation to National Governors' Association Enhancing Teacher Effectiveness Policy Forum
2006-2008	Discussant/Chair, AEFA annual meeting
2008	Discussant, AERA annual meeting
2007-2008	Discussant/Chair, APPAM annual meeting
2005-2007	Proposal Reviewer, AERA annual meeting (Division L)
2007	Discussant, MU Conference on Perspectives on School Finance and School Finance Litigation
2007	Participant, Bureau of Labor Statistics Training Workshop on the National Longitudinal Surveys of Youth, Ohio State University

DEPARTMENTAL AND UNIVERSITY SERVICE

2007-present	Harry S Truman Scholarship Campus Nomination Committee
2007-present	MPA Committee
2007	Senior Policy Analyst Ad Hoc Search Committee, Institute of Public Policy

DOCTORAL DISSERTATION COMMITTEES

Heather Mosley, *Educational Leadership and Policy Analysis*
Stacey Jones Preis, *Educational Leadership and Policy Analysis*
Tucker Staley, *Political Science*
Teerachat Techapaisarnjaroenkit, *Economics*

REFEREE SERVICE

American Educational Research Journal, American Review of Public Administration, Economics of Education Review, Journal of Public Administration Research and Theory

John Harvey

(b)(6)

Highlights of Qualifications:

Over twenty years of professional experience including seven years in Information Technology.

Proven experience in problem-solving with a mind for analytical thinking.

Excellent technical writing and documentation skills.

Strong and effective communication skills with co-workers and with customers.

Highly motivated to see that work is performed to complete satisfaction of the customer.

Education:

Columbia College, Columbia, Missouri
Bachelor of Science in Computer Science, May 2002

William Jewell College, Liberty, Missouri
Bachelor of Arts in Physics, May 1987

Inducted to Sigma Pi Sigma National Physics Honor Society, February 1987

Professional Experience:

Computer Information Technologist II – Missouri Office of Administration, Elementary and Secondary Education Support
April 2001 to Present

- Over four years of experience working as a team member in the Visual Studio.NET environment writing web-based applications in Visual Basic.NET.
- As part of the School Funding Formula development team, I was involved with the successful analysis, design, and development of the web-based application to fund Missouri schools.
- Enhance and maintain the web-based Annual Secretary of the Board Report which is used by all 524 school districts within the State of Missouri for reporting their financial data to the department.
- Serve on the Web Application Development Standards committee to review existing standards and recommend new standards that ensure consistent coding practices among the developers in the department.

Quality Control – Dana Corporation
May 1988 – April 2001

- Maintained comprehensive gauge calibration program in compliance with QS-9000 standards.
- Performed metrological studies for purposes of statistical analysis and supplier performance.
- Designed both variable and hard gauging for laboratory and production applications using computer-aided design software.
- Met on-site with customer engineering staff to address, troubleshoot and resolve quality issues.

Margaret M. Heger, Ed.M.

(b)(6)

EDUCATION

Master of Education in Human Development and Psychology June 2006

Harvard Graduate School of Education

- Focused on early childhood development and education policy.
- Reviewed, interpreted and presented data using empirical methods.
- Researched and analyzed current issues in education policy in relation to early childhood development.

Bachelor of Journalism in News-Editorial May 2001

University of Missouri-Columbia, Psychology minor, graduated *cum laude.*

- Trained to analyze and interpret raw data using relational databases at National Institute for Computer-Assisted Reporting boot camp, 2001.
- Designer of the Year Honorable Mention, 2001 Student Society for News Design national contest.

EXPERIENCE

Data and Contracts Coordinator, *Missouri Child Care Resource and Referral Network* April 2008 - present

- Develop and maintain statewide CCR&R data collection and reporting policies and procedures.
- Serve as liaison between consultant and network to complete a functional cost analysis of CCR&R services.
- Provide data training and technical assistance to member CCR&R agencies.
- Monitor contracts between network and member CCR&R agencies to ensure programmatic consistency.

Scholarship Counselor, *T.E.A.C.H. Early Childhood® Missouri Scholarship* June 2007 - April 2008

Missouri Child Care Resource and Referral Network

Freelance writer, editor and designer September 2006 - present

- Clients have included *St. Louis Post-Dispatch*, Washington University Olin School of Business, and others.

Graduate assistant to director, *Head Start-State Collaboration Office (HSSCO)* February - August 2006

Massachusetts Department of Early Education and Care (EEC), Boston, Mass.

- Co-wrote successful 5-year grant proposal and logic model for federal funding of HSSCO.
- Reviewed, interpreted and presented statewide Head Start program data for Department decision makers.
- Co-developed policy recommendations concerning Head Start programs.
- Evaluated and scored incoming grant applications for mental health consultation contracts.

St. Louis Post-Dispatch, *Designer* January 2002 - August 2005

- Presented and maintained visual accuracy of information for front pages and multiple investigative projects.
- Worked collaboratively and on deadline with reporters, editors, photographers, graphic artists, illustrators, etc.

OTHER

- *Skills in:* Access database management, SAS statistical software, FileMaker Pro, Microsoft Office suite, InDesign, QuarkXPress, Harris Pagination, Acrobat Professional, Photoshop, Freehand, Illustrator, etc.
- *Member:* Education Writers Association, 2005 - present; Association for the Education of Young Children, 2007 - 2009; Investigative Reporters and Editors, 2001 - 2004; Society for News Design 1999 - 2004.

COMMUNITY SERVICE

Ready Readers volunteer March 2002 - present

Rivers Bend Association for the Education of Young Children newsletter chair February 2007 - June 2009

United Way of Greater St. Louis grant application reviewer July 2007 & 2008

(b)(6)

(b)(6)
573-526-3899 (Work)
E-mail: becky.l.houf@dss.mo.gov

Becky Houf

Work Experience

Assistant to the Director Jefferson City, MO
June 2009-Present
Missouri Department of Social Services
Children's Division

- Administrative oversight of the Early Childhood and Prevention Services section of the Children's Division.
- Budget and fiscal note management of the Child Care Assistance program; child care quality initiatives; and, child abuse/neglect prevention programs.
- Represent the Department of Social Services and Children's Division directors on matters pertaining to early childhood services and programs as well as child abuse/neglect prevention.
- Manage data collection, reporting integrity, and the development of data systems to better streamline service delivery

Paula Neese, Director
Children's Division

Acting Deputy Director
January 2009-June 2009
Missouri Department of Social Services
Children's Division

- Administrative oversight of the Children's Division's Child Abuse and Neglect Hotline and School Violence Hotline units;
- Administrative oversight of the Children's Division's Adoption, Child Abuse and Neglect Intake and Investigation, Family Centered Services, Family Centered Out of Home Care, Intensive Family Reunification Services, Intensive In-home Services, Older Youth Program, and Early Childhood and Prevention Services programs;
- Administrative oversight of the Children's Division Professional Development and Staff Training unit;
- Direct supervision of one Acting Assistant Deputy Director, three Social Service Managers and one Administrative Office Assistant;
- The Division Director's representative on various interdepartmental initiatives including the Governor's Aging Out Task Force, the Department of Mental Health's Bright Futures initiative, the Department of Mental Health's Circle of Hope initiative, the Missouri Alliance for Drug Endangered Children, the Department of Elementary and Secondary Education's State Interagency Coordinating Council for special needs children, the Department of Health and Senior Services Early Childhood Comprehensive Systems project, and the Missouri Head Start State Collaboration Advisory Council.

Assistant Deputy Director Jefferson City, MO
August 2008-January 2009
Children's Division

- Children's Division lead on the screening and assessment project for foster children age zero to three years to help prevent and/or mitigate the effect of

child abuse and neglect on young children's brain development.

- Direct oversight of the Children's Division Residential and Child Placing Licensing Unit.
- Direct oversight of the Children's Division Interstate Compact on the Placement of Children Unit.
- Direct oversight of the Children's Division legislative process and policy development.
- Direct supervision of one Social Services Manager and three Program Development Specialists.

Susan Savage, Acting Deputy Director
Children's Division

Social Services Manager Jefferson City, MO
1998-2008
Early Childhood and Prevention Services

- Direct management of the child care subsidy program administered by the Department of Social Services, serving an average of 40,000 children per month and 6,000 participating child care providers.
- Direct supervision of two Program Development Specialists, one Management Analyst II, one Executive II and management of a staff of seven employees in the Child Care Provider Relations Unit.
- Fiscal oversight: New Decision Item's, budget analyses relative to program capacity, caseload projections, and customer invoicing discrepancies
- Customer Service: Constituent complaint resolution, referral and collaboration with Welfare Investigation Unit in instances where fraud is suspected.
- Collaboration and coordination of stakeholder interests in supporting and ensuring continued care for children when contracts with large-scale facilities are terminated.
- Facilitated the development and continued oversight in the statewide Child Care Online Invoicing System which allows participating child care providers to submit their subsidy attendance via the internet (2004).
- Currently leading the development of a statewide Request For Proposal for an electronic time and attendance process for child care subsidy participants.
- Provide ongoing oversight of the policies and procedures for Missouri's child care eligibility program with the Family Support Division and the Children's Division.

Doris Hallford, Deputy Director, Children's Division
Retired

Education

Bachelor of Social Work, 1979
University of Missouri, Columbia

References

Available upon request.

Diana G James

(b)(6)

PROFESSIONAL EXPERIENCE

Manager **2001 - Present**
Department of Elementary & Secondary Education - Jefferson City, MO

Oversee the Applications Development and Database section for the agency which consists of 19. Provide assistance and support for the agency in the area of technology which consists of web based applications for the collection of data from and dissemination of funding to 523 public school districts and 16 Charter Schools in the state of Missouri. Act in both Program and Project Manager roles.

- Program Management of the Applications Development and Support as well as the Database Administration teams.
- Project Management of small, medium, and large projects.
- Consult with and advise various levels of DESE staff concerning authomation possibilities for the Department.
- Act as Deputy for the IT Director.
- Serve on Statewide committees dealing primarily with Applications and Database.
- Member of Prime Vendor contract committee that is responsible for renegotiating the prime vendor contract for the State.
- Participated, as manager, in the evaluation and purchase of hardware, database and software components for the agency.
- Developed standards committee for the creation of design and development standards to be utilized in the software development area.
-

Computer Technology Consultant **1997-2000**
Rose International - Jefferson City, MO

Worked as a sub-contractor for the State of Missouri, through Anderson Consulting, on a Y2K project. Performed developer and team lead roles. Managed 6 staff as team lead.

Quality Assurance Analyst/Project Manager **1988 - 1997**
Edward Jones – St Louis, MO

Part of a Quality Assurance team ensuring compliance with standards and verification that the system developed met the stated requirements.

QualityAssurance Analyst **1985 - 1988**
Office of Administration, State of Missouri – Jefferson City, MO

Performed quality assurance testing and developed test scripts.

TECHNICAL SUMMARY

Operating Systems:	Windows 3.1x through Windows XP, MS DOS, VM/ESA, MVS
Hardware:	IBM PC, IBM 327x series
Software/Other:	Microsoft Access, HTML, MS .NET Framework (VB .NET) Cobol, JCL, IDMS, DB2, Oracle, MVS/TSO, MS Office Suite, MS Project Enterprise, MS Visio, COOL:Gen, ClearAccess

EDUCATION/CERTIFICATIONS

Project Management Certification – State of Missouri, 2003
Bachelor of Journalism, University of Missouri-Columbia, December 1980
Additional studies in Computer Science at University of Missouri, Rolla; Lincoln University, Jefferson City, Missouri

PROFESSIONAL ORGANIZATIONS

Project Management Institute **2002 - Present**

ADDITIONAL ACTIVITIES

Mentoring Committee **2002**
State of Missouri

Member of a team developing a mentoring program for future IT Directors for the State. Developed criteria for both mentors and mentees with which to do matching and developed feedback forms for the CIO or his designee to review.

Risk Management Committee **2002**
State of Missouri

Member of a team working on a subsection of the Missouri Best Practices for Project Management, dealing with Risk Management. The team created forms, descriptions, and guidelines to be used in the Risk Management controls of Project Management. The committee followed the recommendations of Project Management Institute.

Application Development Methodology Committee **2007 - Present**
State of Missouri

Serving as a member of the Application Development Methodology Committee. The purpose of this committee is to develop a common and consistent methodology of standards and guidelines to be used in the process of Software Development. In addition, templates will be provided.

Architecture Review Committee – Applications Domain **Present**

Serving as a member of the Applications Domain sub-committee of the overall Statewide Architecture Review Committee. The goal of the overall committee is to enhance coordination, simplify integration, build a consistent infrastructure and generally allow greater efficiencies in the development of technology solutions. The purpose of this committee is to establish standards and guidelines for software tools as well as assessing proposed software tools to ensure they comply.

JANE JORDAN

COMPUTER INFORMATION TECHNOLOGY SPECIALISTS II

SUMMARY OF QUALIFICATIONS

- Team building, leadership, and conflict resolution and management skills used to establish and maintain effective working relationship with program groups to determine data needs based on state and federal requirements
- Technical expertise in analysis, design and creation of Oracle database systems and tables, optimize loading data in Oracle tables from mainframe sql tables, VSAM files and tape storage using Oracle sqlldr utility
- Ability to review and analyze processes and calculations in current programs, documentation and reports on multiple platforms to determine adhoc reporting needs
- Unique analytical problem-solving ability used to provide consultative guidance in sql queries to other application developers

EDUCATION

Bachelor of Science University of Missouri, Columbia Missouri, December 1974

Information Technology Equipment and Software operated

- Windows XP , Microsoft Office Outlook, Word, Access and Excel
- TCP/IP Implementation
- TOAD by Quest Software
- Clear Access Manager and Clear Access
- ETL and Copy Manager
- AIX Operating System on RS6000 using VI editor and kornshell
- Oracle database using SQL, SQLPlus, PL/SQL and Enterprice Manager
- Easyflow software for flow chart documentation
- Mainframe DOS/VSE operating system using JCL, COBOL, CSP, Easytrieve on VSAM files, sql tables and tape data storage
- EDEN Education Data Exchange Network Submission system
- Instruction in Microsoft SQL server, Microsoft Project Management, CoolGen, Visual Basic and Crystal Reports

ACHIEVEMENTS

- Work with program areas to analyze information about education programs at state, district and school level and transfer data used to evaluate effectiveness and efficiency of federal education programs to U.S. Department of Education using EDEN (Education Data Exchange Network) online internet tool. Resulting dataset populates annual CSPR federal reporting.
- Create a school improvement system measuring Adequate Yearly Progress (AYP) to comply with No Child Left Behind Act (NCLB) requirement that all schools, districts and states show that students are making adequate yearly progress in communication arts and mathematics
- Reporting system created to measure performance standards including thirteen measures of student performance in five areas of academic achievement, reading achievement, ACT achievement, career preparation and education persistence.

EMPLOYMENT HISTORY Department of Elementary Education State of Missouri

- Computer Information Technology Specialists II 2005 to present
- Comupter Information Technology Specialist I 1998-2005
- Computer Information Specialist III (title change) 1997-1998
- Programmer Analyst II 1992-1997
- Programmer 1991-1992
- Programmer Trainee 1988-1991

STEVEN KING

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Chief Technical Architect (2005 – Present)

Mr. King is ESP's foremost expert on systems architecture and interoperability. His responsibilities include: project design and direction; data system architecture planning; data analysis; and strategy for local, state, and federal education agencies. As a Project Director, he provides leadership and architectural direction for projects that include data warehousing, data inventory, Schools Interoperability Framework (SIF), and data collection and reporting.

Mr. King has deep understanding of education data standards especially in the context of state education agencies. He helped identify the contents of the federal data collection system, ED*Facts*, and designed the XML validation formats and procedures. He has been active in the development of the national Education Data Handbooks from NCES and participated on the development of the National Education Data Model. He assists our clients in the design of the data governance and management procedures and processes. He leads our activities related to data inventory and data collection system design and requirements.

Mr. King has served on the Board of the SIF Association since 2005—advancing technical discussions within SIF to better achieve standards for systems interoperability, as well as working with vendors and education agencies on SIF implementations.

Recent Client Projects

- Project Director, Alaska Dept of Education and Early Development
  - Education Information Reporting Portal
  - Information System Architecture
  - Data Inventory and Analysis
  - Automated Data Collection
  - Schools Interoperability Framework (SIF) Implementation
- Project Director, Idaho State Department of Education
  - Automated Data Collection
  - Consulting on Legacy System Replacement and Redesign
  - Information System Architecture
  - Data Inventory and Analysis
  - Core Data Management System Re-engineering
  - State Longitudinal Data System Grant Application Assistance
- Project Director, Natrona County School District, Casper, Wyoming
  - Information System Architecture
  - Data Warehouse RFP Requirements and Development
- Project Director: California Department of Education
  - CALPADS ED*Facts* Gap Analysis
- Project Director, North Carolina Dept of Public Instruction
  - EDEN/ ED*Facts* Reporting Project
  - State Longitudinal Data System Grant Application Assistance
- Project Director, Maine Dept of Education

    - Data Inventory Project Phase I
- Information Systems Architect, Missouri Dept of Elementary and Secondary Education
    - Longitudinal Data System Requirements
    - MOSIS project
- Consultant, U.S. Department of Education
    - EDEN/ED*Facts* Support

Wyoming Department of Education

Director, Data Management Unit (2003 – 2005)

At the Wyoming Department of Education (WDE), Mr. King managed department data collections and reporting aimed at maximizing the utility of agency information for decision making while minimizing the burden placed on schools and districts. His responsibilities included: coordination of staff activities and priorities; policy development and recommendation; collaboration with schools and districts on data collection design and schedule; and liaison to federal program offices and organizations. He was also responsible for overseeing the internal technology plan and network infrastructure for the WDE.

Information Resources Manager (1989 – 2003)

Mr. King coordinated WDE data collection and reporting activities. His responsibilities included: collection form design and automation; liaison work with schools, districts, and federal program offices; training of WDE and school district staff on data collection, collection design, and data-driven decision making. He designed and built the Department's Oracle data system and warehouse as well as the Department's first website.

Education Technology Consultant (1985 – 1989)

Mr. King consulted with Wyoming schools and districts on how to use technology in classrooms for instruction. His responsibilities included: conducting workshops and trainings, curriculum design and review, and coordinating with state professional organizations. During this time, he implemented and installed the first network for the WDE and the first Email system in state government.

Whisman School District (Mountain View, CA)

Computer Resource Teacher (1981 – 1982)

Mr. King taught computer science and computer literacy to middle school students. He trained district teachers in the use of computers in their classrooms and subject areas.

James Logan High School (Union City, CA)

Mathematics and Computer Science Teacher (1978 – 1981)

TECHNOLOGY PROFICIENCY

Database Management Systems: MS SQL Server; Analysis Services, Oracle, MS Access, Visual FoxPro

eXtensible Markup Language: XML schema development, XML style sheets and transformations (XSLT)

Web development: HTML CSS

Programming Languages: PL/SQL, Java, C, C++, Pascal, Logo, Visual Basic, SVG, SQL

EDUCATION

Teaching Credential in Mathematics, Life Science – San Jose State University (1978)
B.A. in Mathematics – University of California, San Diego (1977)

PROFESSIONAL ORGANIZATIONS

- Schools Interoperability Framework Association (SIF Association)
  - Board of Directors (2005 – Present)
  - SIF Association Treasurer (2008 - present)
- Education Information Management Advisory Consortium (formerly EIAC)
  - EIAC Chair (1999 – 2000), EIAC Vice Chair (1998 – 1999)
  - General Statistics Permanent Standing Task Force
    - Chair (2004 – 2005)
    - Vice Chair (2002-2004)
  - General Statistics Sub-committee
    - Chair (1997– 1998)
    - Vice Chair (1996-1997)
- National Forum on Education Statistics
  - Forum Vice Chair (1994)
  - Technology, Dissemination, and Communication Committee
    - Chair (1993 – 1994)
    - Vice Chair (1992-1993)
  - Education Indicators Task Force Chair (2002-2005)
  - Security Guide Task Force Chair (1996-1998)

Professional Experience

Missouri Dept. of Higher Education (Jefferson City, MO) – Sept. 2005 – present
research associate (Aug. 2006 – present)

- administered collection of student unit-record enrollment, term registration, and completions data from 34 public campuses (230,000 students in fall 2008 enrollment dataset)
- conducted data quality audits and analysis of student-level data using SAS in Windows and UNIX environments
- provided research support associated with department strategic planning
- compiled and coordinated publication of the annual *Statistical Summary of Missouri Higher Education*
- co-authored an extensive grant-funded report on financial aid distribution at selected public four-year institutions
- edited revision of technical documentation for collection of student-level enrollment and completions data collected from public postsecondary institutions
- managed collection and analysis of aggregate surveys from postsecondary institutions on student enrollment, transfer, financial aid distribution, and career / technical education
- served as Missouri coordinator of the U.S.D.E. National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS)
- provided ad-hoc analysis and formal written reporting on data and research issues on behalf of the MDHE to the Missouri General Assembly, the Governor's office, the Coordinating Board for Higher Education, the State Auditor, and national education organizations
- represented the Department on research, data, and policy issues at regional and national conferences and workshops
- negotiated and managed annual memorandum of understanding with the University of Missouri – Columbia Department of Economics which provides additional contract data management and research support

program specialist (Sept. 2005 – Aug. 2006)

- participated in state policy development and/or Department initiatives focusing on science, technology, engineering, and mathematics (STEM), early childhood education and health, developmental / remedial education, transfer / articulation, assessment and accountability, dual / advanced credit, program inventory management, and teacher education
- served as primary or supporting Department liaison to statewide and regional organizations, including ACT, the MOREnet Council, and other state agencies

Kansas City Kansas Community College – Aug. 2000 – Dec. 2005
adjunct instructor (English composition and literature)

Morgan County R-II High School (Versailles, MO) – Aug. 2003 – May 2005
teacher (English / communication arts)

Penn Valley Community College (Kansas City, MO) – Aug. 2000 – July 2003
adjunct instructor (English composition)

Hayden High School (Topeka, KS) – Aug. 1998 – May 2000
teacher (English / communication arts)

DeSoto High School (DeSoto, KS) – Sept. 1997 – May 1998
special needs vocational coach

Pryor Resources (Shawnee, KS), Helzberg Diamond Shops (Kansas City, MO) – Aug. 1996 – Sept. 1997
contract instructional designer

Kansas State University (Manhattan, KS) – Aug. 1994 – May 1996
graduate teaching assistant

Education

Master of Information Systems Management (data administration and management)
Keller Graduate School of Management / DeVry University – June 2008

Certificate (education)
Ottawa University (Ottawa, KS) – May 1998

Master of Arts (English)
Kansas State University (Manhattan, KS) – May 1996

Bachelor of Arts (English)
Pittsburg State University (Pittsburg, KS) – May 1994

References Available Upon Request

Glynn D. Ligon, Ph.D.

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

President and Chief Executive Officer (1993 – Present)

Dr. Ligon is the founder of ESP Solutions Group, Inc., a leading K-12 education data management firm. He is responsible for the overall strategic direction and operational performance of the company. He has a comprehensive view of the current state and future potential of the entire PK-12 data ecosystem. He understands how campus, district, state, and federal education technologies are related.

His client-facing responsibilities include the development and management of strategic information services and technology projects, evaluation of the effectiveness of programs, achieving data standards for better data-driven decision making, and the design and development of large-scale software applications. His clients include the U.S. Department of Education and dozens of state and local education agencies.

The U.S. Department of Education has consulted with Dr. Ligon and ESP on data definitions and reporting requirements for NCLB, the development of a consensus data dictionary for all USED collections, confidentiality and security, data quality, and data standards.

He is considered a national expert in improving data-driven decision making at the local, state, and federal levels. In 2000, Dr. Ligon conducted a series of activities on education decision support systems for the Office of the Chief Information Officer of the U.S. Department of Education. Examples of other recent activities include integration of analyses from large scale databases with graphical web-delivery systems, development of data standards to improve quality within information systems, and consultation with the state education agencies on building longitudinal data systems.

Austin Independent School District

Executive Director, Department of Management Information (1985 – 1993)

Dr. Ligon was responsible for managing the activities of the Department of Management Information. He served on the Superintendent's Cabinet and provided coordination and efficiency among the District's offices, collecting, analyzing, and reporting information. He directed the activities within six major areas: 1) research, evaluation and student testing; 2) student records, eligibility, transfers, and District elections; 3) systems and applications computer programming; 4) computer operations and production; 5) telecommunications for voice, data, and video transmissions; 6) and planning and projections for student enrollment and facility use.

Director, Office of Research and Evaluation (1983 – 1985)
Dr. Ligon was responsible for providing AISD with information for the improvement of instructional programs. He supervised federally and locally funded project evaluations. He prepared, administered, and reviewed various budgets under which the office is funded. He recruited, screened, and hired competent personnel. He supervised all research activities conducted in the District by external agencies. He acted as a general consultant to the AISD staff in all phases of evaluation. He served as official liaison between the public, the media, and the District.

Senior Evaluator (1972 – 1983), Austin I.S.D. and Edgewood I.S.D.
Dr. Ligon evaluated programs such as system-wide testing, compensatory education, the Title VII bilingual program, the ESEA Title VII bilingual project, and the ESEA Title I program

Edgewood I.S.D.
Elementary Remedial Reading Resource Teacher (1969 – 1972)

Mission I.S.D. (Texas)
Grade 4-6 Teacher, Wilson Migrant Elementary School (1969 – 1972)

Adult Basic Education, English for Native Spanish Speakers (1972 – 1972)

Intern, Teacher Corps (1969 – 1971)

EDUCATION
Ph.D. in Educational Psychology – The University of Texas at Austin (1980)
M.A. in Psychology and Education – Texas A & M University (1971)
B.A. in Psychology – Baylor University (1969)

PUBLICATIONS AND PAPERS
Dr. Ligon has written over 30 education technology white papers for ESP Solutions Group, available at www.espsolutionsgroup.com/resources.php. He was also asked to write one of the cornerstone components of the **2005 National Education Technology Plan**, submitted by the U.S. Department of Education, available at
http://www.ed.gov/about/offices/list/os/technology/plan/index.html

An extensive list of evaluation papers, presentations, and other publications are available upon request.

PROFESSIONAL ORGANIZATIONS
- American Educational Research Association
  - Vice President (1991 – 1993)
  - Division H, Pre Post Press Editor (1988 – 1990)
  - Division H, Public School Evaluation, Program Chair (1987)
- Southwest Educational Research Association
  - President (1990 – 1991)
  - President Elect; Program Chair (1989 – 1990)

- Secretary (1987 – 1989)
- Directors of Research and Evaluation of Large City Schools
  - Chair (1989)
- Texas Joint Urban Evaluation Council
  - Chair (1991 – 1993)
  - Chair (1987 – 1989)
- National Association of Test Directors
  - Board Member (1989 – 1993)

PROFESSIONAL APPOINTMENTS

- Evaluation Review Panel, United States Department of Education (1992 – Present)
- Campus Leadership Team, Anderson High School (1994 – 1996)
- National Education Goals Panel, Data Definition Task Force (1993 – 1995)
- National Center for Education Statistics Interstate Student Records Transfer Task Force (1989 – 1993)
- Annual Texas Testing Conference, Planning Committee (1986 – 1988); Steering Committee (1988 – 1993)
- Science Academy of Austin Advisory Board (1988 – 1993)
- Cooperative Education Data Collection and Reporting Standards Task Force (1990)
- Information Systems Advisory Committee, Texas Education Agency (1988 – 1990)
- Commissioner's Advisory Committee for Research & Evaluation (Texas Education Agency), Chair (1988 – 1990)
- Council of Chief State School Officers Steering Committee, National Assessment Planning Project (1988 – 1989)
- Research and Development Center Committee on Collaboration, University of Texas (1989)
- Steering Committee for the Community Needs Assessment for Travis County, City of Austin, and the United Way; Chair of the Technical Advisory Committee (1988)

BARBARA S. CLEMENTS, Ph.D.

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Vice President for Education Services (1997 – Present)

Barbara Clements has been at the forefront of data policy and data standards throughout her career. She is a national expert on the Family Educational Rights and Privacy Act (FERPA) and data standards. She has provided guidance to states and higher education on policies and procedures for maintaining privacy and security of student records for the collection and reporting of education data. As a national expert on education data standards and indicators of education progress, Dr. Clements consults with federal, state, and local education agencies on data quality, reduction of data burden, effective data reporting, security, data confidentiality, and other issues related to efficient and effective education data management. She worked extensively with the U.S. Department of Education on the collection of data for the Education Data Exchange Network (EDEN/ED*Facts*). Her responsibilities also include project design and management, program evaluation, software conceptualization, thought leadership, and consulting on education information management systems and technology utilization.

Recent Client Projects

- Project Director, Data Dictionary Project for the Maine Department of Education
- Project Director, Data Dictionary Project for the Maryland Department of Education
- Project Director, Benedictine School Data Management System Plan
- Project Director, Training System Development for the Missouri Student Information System

National Transcript Center

Chief Standards Officer (2006 – 2009)

Dr. Clements' responsibilities included developing and implementing standards related to the exchange of student academic records. Dr. Clements consulted on the creation of the National Transcript Center product and ensured that the contents and format were developed in coordination with national standards groups. She developed procedures for NTC for maintaining privacy and security of student records in conjunction with FERPA.

Council of Chief State School Officers

Acting Director, State Education Assessment Center (1995 – 1996)

As Acting Director, Dr. Clements managed the overall direction and coordination of a group of projects designed to improve the quality and availability of information on education. These projects focused on helping state education agencies to develop standards-based student and educator assessments, instructional frameworks and activities, staff development, and to implement information systems that provide essential indicators of the status, progress, and success of education systems. She coordinated states' participation in international assessments and indicators activities and she oversaw the National Teacher of the Year program. Other responsibilities included representing the Center and the Council on national committees and task forces; coordinating Center activities and advising project directors; coordinating activities of a task force of Council members; developing funding

proposals and handling contract negotiations; and handling inquiries about Center projects and activities.

Project Director, National Elementary/Secondary Data and Information System Project (1994 –1997)
Dr. Clements directed a project funded by the U.S. Department of Education's National Center for Education Statistics to promote the implementation of a national data and information system on elementary and secondary education by federal, state and local education agencies. Activities included: 1) the development of a list of core data elements that provide essential information about the education system and form the basis for the national information system, 2) identification of additional indicators needed to assess the quality and progress of the education system, 3) development of guidelines to help state and local education agencies ensure the confidentiality and security of student and staff records, 4) technical support for state education agencies as they automate data collection and reporting, and 5) development of training materials on the student and staff handbooks and other facets of the national information system.

Assistant Director, State Education Assessment Center (1991 – 1995)
Dr. Clements provided management assistance to the director; represented the Center and the Council on national committees and task forces; coordinated Center communications and activities, including the development of proposals, contract negotiations, and handling inquiries about Center projects and activities; coordinated internal flow of work and communications, space and equipment requirements; and other activities.

Project Director, Education Data System Implementation Project (1991 – 1995)
Dr. Clements directed a project to help federal, state, and local education agencies move toward the implementation of a national education data system. Activities included the development of student and staff data handbooks in paper and electronic formats, coordination of a system to electronically exchange student transcripts called SPEEDE/ExPRESS, provision of continued assistance to the National Center for Education Statistics on improving data elements on elementary and secondary education, facilitation of the exchange of state education agency expertise, and development of a system for exchanging and using education data.

Project Director, Education Data Improvement Project and New Education Data Improvement Project (1987 – 1991)
Dr. Clements worked with state departments of education, the National Center for Education Statistics, and other offices within the U.S. Department of Education to improve comparability, comprehensiveness and timeliness of data collected on public education. Her responsibilities included analysis of data collection systems, convening of task forces and working groups, development of written recommendations, negotiations with state and federal agencies, provision of technical assistance, and dissemination of information to the public.

Project Co-Director, Limited English Proficient (LEP) Student Data Project (1991)

Dr. Clements directed a project focused on developing recommendations for standardizing the procedures used to identify, monitor the progress of, and maintain records about limited English proficient students. Her responsibilities included analysis of state and local procedures, development of recommendations in the area of assessment and data collection, convening of an advisory group, and planning and directing a working meeting of state education agency staff.

Sub-Contractor, Cooperative Education Data Collection and Reporting Standards (1989 – 1991)
Dr. Clements assisted in the development of standards for education data collection and reporting by helping to write and review draft standards, consulting on the achievement of consensus about the standards, working on the field review plan, helping in the development of and provision of workshops on the standards, and helping achieve cooperation and participation of the state education agencies.

Texas Education Agency

Education Program Director, Division of Teacher Education (1986 – 1987)
Dr. Clements provided oversight and guidance on the development of evaluations for initial and continuing teacher licensure. She directed development and research efforts related to the Texas Teacher Appraisal System.

Education Research Specialist, Division of Teacher Assessment (1984 – 1986)
Dr. Clements worked on the development, validation, and administration of three teacher testing programs: Texas Examination of Current Administrators and Teachers (TECAT), Examination for the Certification of Educators in Texas (ExCET), and Pre-Professional Skills Tests (PPST).

The University of Texas at Austin

Research Associate, R&D Center for Teacher Education (1977 – 1984)
Dr. Clements provided direction on numerous classroom management research projects. Her responsibilities included training and supervision of research personnel, data collection, data interpretation, and dissemination of findings, including the provision of workshops all across the US.

EDUCATION

Ph.D. in Educational Psychology – The University of Texas at Austin (1991)
M.A. in Foreign Language Education – The University of Texas at Austin (1977)
B.S.Ed. in Education – The University of Texas at Austin (1969)

STEVEN KING

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Chief Technical Architect (2005 – Present)

Mr. King is ESP's foremost expert on systems architecture and interoperability. His responsibilities include: project design and direction; data system architecture planning; data analysis; and strategy for local, state, and federal education agencies. As a Project Director, he provides leadership and architectural direction for projects that include data warehousing, data inventory, Schools Interoperability Framework (SIF), and data collection and reporting.

Mr. King has deep understanding of education data standards especially in the context of state education agencies. He helped identify the contents of the federal data collection system, ED*Facts*, and designed the XML validation formats and procedures. He has been active in the development of the national Education Data Handbooks from NCES and participated on the development of the National Education Data Model. He assists our clients in the design of the data governance and management procedures and processes. He leads our activities related to data inventory and data collection system design and requirements.

Mr. King has served on the Board of the SIF Association since 2005—advancing technical discussions within SIF to better achieve standards for systems interoperability, as well as working with vendors and education agencies on SIF implementations.

Recent Client Projects

- Project Director, Alaska Dept of Education and Early Development
  - Education Information Reporting Portal
  - Information System Architecture
  - Data Inventory and Analysis
  - Automated Data Collection
  - Schools Interoperability Framework (SIF) Implementation
- Project Director, Idaho State Department of Education
  - Automated Data Collection
  - Consulting on Legacy System Replacement and Redesign
  - Information System Architecture
  - Data Inventory and Analysis
  - Core Data Management System Re-engineering
  - State Longitudinal Data System Grant Application Assistance
- Project Director, Natrona County School District, Casper, Wyoming
  - Information System Architecture
  - Data Warehouse RFP Requirements and Development
- Project Director: California Department of Education
  - CALPADS ED*Facts* Gap Analysis
- Project Director, North Carolina Dept of Public Instruction
  - EDEN/ ED*Facts* Reporting Project
  - State Longitudinal Data System Grant Application Assistance
- Project Director, Maine Dept of Education

    - Data Inventory Project Phase I
- Information Systems Architect, Missouri Dept of Elementary and Secondary Education
    - Longitudinal Data System Requirements
    - MOSIS project
- Consultant, U.S. Department of Education
    - EDEN/ED*Facts* Support

Wyoming Department of Education

Director, Data Management Unit (2003 – 2005)

At the Wyoming Department of Education (WDE), Mr. King managed department data collections and reporting aimed at maximizing the utility of agency information for decision making while minimizing the burden placed on schools and districts. His responsibilities included: coordination of staff activities and priorities; policy development and recommendation; collaboration with schools and districts on data collection design and schedule; and liaison to federal program offices and organizations. He was also responsible for overseeing the internal technology plan and network infrastructure for the WDE.

Information Resources Manager (1989 – 2003)

Mr. King coordinated WDE data collection and reporting activities. His responsibilities included: collection form design and automation; liaison work with schools, districts, and federal program offices; training of WDE and school district staff on data collection, collection design, and data-driven decision making. He designed and built the Department's Oracle data system and warehouse as well as the Department's first website.

Education Technology Consultant (1985 – 1989)

Mr. King consulted with Wyoming schools and districts on how to use technology in classrooms for instruction. His responsibilities included: conducting workshops and trainings, curriculum design and review, and coordinating with state professional organizations. During this time, he implemented and installed the first network for the WDE and the first Email system in state government.

Whisman School District (Mountain View, CA)

Computer Resource Teacher (1981 – 1982)

Mr. King taught computer science and computer literacy to middle school students. He trained district teachers in the use of computers in their classrooms and subject areas.

James Logan High School (Union City, CA)

Mathematics and Computer Science Teacher (1978 – 1981)

TECHNOLOGY PROFICIENCY

Database Management Systems: MS SQL Server; Analysis Services, Oracle, MS Access, Visual FoxPro

eXtensible Markup Language: XML schema development, XML style sheets and transformations (XSLT)

Web development: HTML CSS

Programming Languages: PL/SQL, Java, C, C++, Pascal, Logo, Visual Basic, SVG, SQL

EDUCATION

Teaching Credential in Mathematics, Life Science – San Jose State University (1978)
B.A. in Mathematics – University of California, San Diego (1977)

PROFESSIONAL ORGANIZATIONS

- Schools Interoperability Framework Association (SIF Association)
  - Board of Directors (2005 – Present)
  - SIF Association Treasurer (2008 - present)
- Education Information Management Advisory Consortium (formerly EIAC)
  - EIAC Chair (1999 – 2000), EIAC Vice Chair (1998 – 1999)
  - General Statistics Permanent Standing Task Force
    - Chair (2004 – 2005)
    - Vice Chair (2002-2004)
  - General Statistics Sub-committee
    - Chair (1997– 1998)
    - Vice Chair (1996-1997)
- National Forum on Education Statistics
  - Forum Vice Chair (1994)
  - Technology, Dissemination, and Communication Committee
    - Chair (1993 – 1994)
    - Vice Chair (1992-1993)
  - Education Indicators Task Force Chair (2002-2005)
  - Security Guide Task Force Chair (1996-1998)

EVANGELINA MANGINO, Ph.D.

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Vice President of Support Services (2001 – 2004 / 2005 – Present)

Dr. Mangino is one of ESP's foremost experts on data standards and systems architecture. She works directly with education agency clients on large scale projects and has developed several tools that help improve data management. She created ESP's IS*Insight*™, an ecosystem visualization template that is used to work with districts and states to conduct in-depth analysis of their data collections, repositories, and reporting tools. She also created ESP's *Disaster Prevention and Recovery (DPR) Planning Toolkit for School System Technology*™, designed specifically for school systems, for developing disaster recovery and business continuation plans.

With funding from the U.S. Department of Education, Dr. Mangino designed and conducted a study for the American Productivity and Quality Center (APQC) on the availability and use of student assessment data from state mandated tests. This study involved the development of survey instruments and interview protocols, and coordinating, scheduling, and conducting teacher and administrator interviews in seven states.

As part of the Education Data Exchange Network (EDEN) program of the U.S. Department of Education, Dr. Mangino designed data collection instruments and visited ten states to inventory and analyze data resources and capabilities to report education data. She also provided technical support to states in the initial year of EDEN/ED*Facts* reporting.

Recent Projects

- Project Manager, JBHM Client Portal – to house district- and school-observation tools (utilizing SharePoint and PDA development technology)
- Project Manager, Houston ISD's Disaster Prevention and Recovery Plan
- Project Manager, Statewide Tools for Teaching Excellence – documented Texas school districts' capacity to collect, clean, and provide data required for measuring leading (and lagging) indicators

Texas Education Agency

Director of Analysis and Reporting for Student Assessment (2004 – 2005)

Dr. Mangino coordinated scoring and reporting of all state-mandated student assessments. This included working with SEA staff and vendors to verify scaling procedures for each assessment and test runs, applying the scales and final scanning, scoring, and reporting to over 1,200 school districts. She coordinated communication to districts and trained on changes in data collection for precoding, correcting answer documents, and changes in assessment reports and interpretation. Dr. Mangino coordinated responses to ad hoc requests for information by SEA staff, districts, and external researchers. She also worked with various SEA departments to determine their information needs for accountability and evaluation purposes.

The Riverside Publishing Company (Houghton Mifflin)

Marketing Manager of Group Software and Information Services (1999 – 2001)
Dr. Mangino designed score reports for the Iowa Tests of Basic Skills (ITBS), the Nelson-Denny Reading Test, and other assessments. She designed and coordinated the development of the revised Student Data Management System (SDMS) used for reporting the results from the ITBS.

Senior National Evaluation and Guidance Consultant (1994 – 1999)
Dr. Mangino planned, conducted, and summarized results of focus groups to determine product and service needs related to student assessments in educational settings. She designed training modules for the Student Data Management System (SDMS) and conducted workshops to train educators for every school system in Georgia and Louisiana. She prepared and presented proposals responding to the assessment needs of large-scale assessment programs at the state and school district level. In addition, Dr. Mangino designed and implemented a systematic method to identify the student assessment needs of a school district.

Austin Independent School District

Assistant Director, Office of Research and Evaluation (ORE) (1992 – 1994)
As part of the Technical Digest Work Group, Dr. Mangino advised the Texas Education Agency on the design of the Texas Student Assessment Program Technical Digest for the Academic Year 1992-1993. She also participated with the Texas School Alliance in the preparation of recommendations to the Commissioner of Education regarding the use of the Academic Excellence Indicator System (AEIS) in the state accountability and accreditation system.

Evaluator, System-wide Testing (1985 – 1992)

Evaluator, State Compensatory Education (SCE) (1982 – 1985)

Region XIII Education Service Center (Austin, Texas)

Assessment Specialist (1976 – 1982)

EDUCATION

Ph.D. in Educational Psychology – The University of Texas at Austin (1987)
M.A. in Educational Psychology – The University of Texas at Austin (1977)
Licenciatura en Psicología – Universidad Nacional Autónoma de México (1973)

SELECTED HONORS AND PROFESSIONAL APPOINTMENTS

Advisory Council to the Division of Student Assessment, Texas Education Agency (1985-1994)

BARBARA H. ANDREPONT

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Senior Data Management Architect (2004 – Present)

Ms. Andrepont provides expert advice on the design and development of large-scale enterprise applications for ESP's clients. She is also a subject matter expert on Schools Interoperability Framework (SIF), data standards, electronic student record exchange systems, data dictionaries, and EDEN/ED*Facts* reporting.

Ms. Andrepont has continually participated in the Schools Interoperability Framework (SIF) education data standards organization from 2000 to present. She currently serves as lead of the Student Record Exchange Task Force, and is a Technical Board member. She is an active participant in several work groups (SIS, Data Model, and Special Programs).

Recent Client Projects

- Project Director for Ohio Department of Education's SIF Gap Analysis project
- Project Director for New Hampshire Department of Education i4see Policy and Procedure Manual project
- Subject Matter Expert for Delaware Department of Education Data Inventory and Data Dictionary project
- Subject Matter Expert on the National Education Data Model project

Council of Chief State School Officers (CCSSO)

Expert Consultant (2004)

Decision Support Architecture Consortium

U.S. Department of Education

Expert Consultant (2003 – 2005)

Ms. Andrepont participated in and led several site visits for the U.S. Department of Education's Education Data Exchange Network (EDEN) project to inventory and analyze states' data resources and capabilities to report education data. She also provided technical support to states in the initial year of EDEN/ED*Facts* reporting.

Louisiana Department of Education

Consultant/Planning Analyst (2000 – 2003)

Ms. Andrepont assisted the Director of Planning, Analysis and Information Resources (PAIR) in information technology, policy, personnel, and budget matters for the unit and the Department of Education. She assisted with strategies for aligning IT efforts with the agency's strategic plan. She represented the unit in national education information technology efforts, including: CCSSO Education Information Advisory Committee (EIAC), and NCES Forum. She participated in EIAC Standing Committee to inform the U.S. Department of Education Chief Information Officer on education data standards initiatives and issues and assisted in resolutions.

Ms. Andrepont represented the National Center for Education Statistics (NCES) in data standards initiatives. She served as the NCES delegate to the ASC X12 EDI standards organization and chaired the Education Administration Human Resources Task Group from 1998-2002. In 2000, Ms. Andrepont joined the Schools Interoperability Framework Association, and served as co-chair of the customer involvement work group (CIRCA) and on the Technical Board from 2000-2003.

Information Technology Director (1990 – 2000)
Ms. Andrepont directed agency operations for 3 units supporting the Louisiana Department of Education. She managed network and data collections for 67 public school districts. She led technology planning efforts of the State Department of Education. Ms. Andrepont also implemented statewide education data collection systems which included individual student records, staff records and district financial data that provided auditable basis for state funding of $3.5 billion to school districts. In addition, she led the transition of statewide K-12 education telecommunications to the Internet. She expanded agency computer and network access and technical support for staff.

Information Systems Assistant Director, Management Consultant Supervisor, Application Project Manager (1979 – 1990)

Application Programmer/Analyst – State Universities (1972 – 1979)

EDUCATION
M.B.A. – University of Southwestern Louisiana (1979)
Certification in Data Processing – Institute for Certification of Computer Professionals (1978)
B.A. in Computer Science – University of Southwestern Louisiana (1972)

SELECTED HONORS AND PROFESSIONAL APPOINTMENTS
- Schools Interoperability Framework Association (SIFA)
  - Technical Board (2001 – Present)
  - Student Record Exchange Task Force Lead (2004 – Present)
  - Board of Directors member (2003 - 2004)
  - Customer Involvement Work Group Co-Lead (2000 – 2003)
- Louisiana Computer Using Educators (LACUE)
  - President and Board Member (2000 – 2003)
- Louisiana Education Technology Advisory Committee Chairperson
- Council of Information Services Directors (CISD)
  - VP and Chairperson of CISD Conference (1999)

LELAND TACK, Ph.D.

EXPERIENCE

ESP Solutions Group, Inc.

Expert Consultant (2006 – Present)

Dr. Tack provides expertise to ESP clients on collecting and reporting financial data; improving the quality, collection, and use of data; and implementing large-scale data management initiatives. He serves as a top-level expert on the implementation of statewide student identifiers and course code classification systems.

He recently completed developing technology specifications for a re-write and expansion of a state education agency data collection system. Working with other members of the ESP team he is designing training materials and a training system for a state education agency's data collection and reporting system.

Recent Client Projects

- Expert Consultant, Missouri Department of Elementary and Secondary Education's A Plus reimbursement and data collection system, documentation and system re-write
- Expert Consultant, Missouri's MOSIS Training System, developing training system requirements and materials
- Expert Consultant, CompuServe's Michigan Department of Education's Data Warehouse business requirements review
- Expert Consultant, Iowa Department of Education Consulting on Education Finance

Iowa Department of Education

***Administrator, Financial and Information Services Division (*1988-2006)**

Dr. Tack played a leadership role in making significant improvements in the Department's use of technology to collect data from schools: he led the implementation of unique statewide student identifiers; he greatly improved and expanded the Department's use of community college management information systems; and he was responsible for initiating Iowa's re-engineering of the collection and reporting of elementary and secondary data through Project EASIER (Electronic Access System for Iowa Education Records).

Dr. Tack provided administrative leadership for the Bureau of Internal Operations. This included activities such as reviewing and signing contracts, approving personnel and financial documents on behalf of the director, reviewing and developing budget and appropriation requests. He also maintained and supported the internal operations of accounting, payroll, purchasing, and personnel.

Dr. Tack provided information technology support to the Bureau of Information Technology Services in the areas of data collection, analysis, and on-line access of data for reporting purposes. He provided training for hardware and software and he supported and managed the Department's local area network system and website.

Dr. Tack directed the overall work of the school finance and school infrastructure teams, statistically modeled the school finance formula, directed and conducted studies and analysis

on school finance, and presented findings to the legislature, school officials, and others on school finance. He also approved various state aid payments such as the school foundation aid program, teacher quality, and educational excellence, and advised the director on School Budget Review Committee decisions, reviewed school audits, and collected fiscal information on school districts. In addition, he supported the work of the school infrastructure team and the Harkin grant process.

For the Bureau of Planning, Research, and Evaluation, Dr. Tack provided administrative leadership. He coordinated the annual data collection activities of the Department as well as managed one of the major databases (Basic Educational Data Survey); conducted research, evaluation, trend, and impact studies; responded to legislative requests, and studied and evaluated educational policies and standards; published an annual report describing the condition of education in the state; prepared annual enrollment projections; completed the Department's reporting obligations to the federal government and national education associations; and provided technical assistance to staff in the design, implementation, and analysis of research/evaluation studies.

Dr. Tack was actively involved with state, federal, and national education data activities including the National Forum on Education Statistics, National Center for Education Statistics, Education Information Council of Chief State School Officers, and other national/regional associations that were designed to improve the collection and use of data about education.

Bureau Chief, Data Analysis and Statistics (1979 – 1988)

Chief, Bureau of Planning, Research and Development (1986 – 1988)

Project Director, State Equalization Plan (1977 – 1979)
Dr. Tack directed a two-year project studying the finance, expenditure, and program equity among school districts in Iowa.

Research Specialist (1971 – 1977)
Dr. Tack was the project director and principal investigator on a four-year research and developmental project. He reviewed research projects with respect to evaluation methodologies and consulted on numerous survey projects.

Iowa State University
Research Fellow (1968 – 1971)

Ames Community High School, Iowa
Teacher (1968 – 1969)

EDUCATION
Ph.D. – Education, Iowa State University (1972)
M.S – Education, Iowa State University (1969)
B.S. – Distributed Studies, Iowa State University (1967)

SELECTED PROFESSIONAL ORGANIZATIONS, HONORS, AND APPOINTMENTS

- US Department of Education: NAEP HS Transcript Study Technical Review Panel (2006 – Present)
- State Liaison to National Cooperative Education Statistics Systems (1988 – 2006)
- American Education Finance Association, Governor's Award for Outstanding Leadership (2002)
- CCSSO's Education Information Advisory Committee Chair (1995 – 1996)
- Iowa Educational Research Association: President (1989 – 1990)
- National Forum on Education Statistics Chair (1989)

JAMES M. RIFE

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Vice President, Product Development (2006 – Present)

Jim Rife has primary responsibility for all product development and service hosting engagements for ESP. Mr. Rife directs the software development team, acts as the senior business analyst for all software projects, and manages the Information Technology resources for the company. Mr. Rife is most directly involved with the oversight of the State Report Manager (SRM), which is currently being implemented in five state contracts. SRM is a web-based solution for states to implement comprehensive business rules for the detailed analysis of SEA and LEA data. In addition to these responsibilities, Mr. Rife has recently been named as the ESP Project Director for the Wyoming Integrated Statewide Education (WISE) project. This project implements SRM and other advanced technologies to provide an integrated data solution for the seamless presentation of educational data to all participants in the Educational process in Wyoming.

Before assuming responsibilities as Vice President, Mr. Rife acted as Implementation Manager for ESP. This experience provides Mr. Rife with a unique understanding of the educational market served by ESP. In addition to daily contact with the ESP end user communities in multiple states, mostly LEA users of SRM, the position required regular and hands-on experience implementing the SIF data standards. Wyoming has implemented SRM collections using SIF as the data collection mechanism for three consecutive years in Wyoming. Most of the district SIF zones were physically configured by Mr. Rife during his tenure as implementation manager.

Uplogix, Inc, Inc.

Quality Assurance Manager (2006)

Mr. Rife directed a 5 person team of engineers in providing field support services and automated and manual testing of the ENVOY network appliance product and a tomcat server-based Envoy Management Server (EMS). ENVOY was a prototype network appliance which provided emergency network access to circumvent network failures.

MessageOne, Inc.

Staff Engineer (2005-2006)

Mr. Rife was the primary test engineer for OneSwitch, a BEA Weblogic based hosted service, which used remote agents to monitor and replicate Exchange Mail servers, and which would automatically detect mail service outages and initiate fail-over to a target backup environment. The positions involved the setup and management of ESX virtual hosted environments with complex DNS and Exchange services components.

Alterpoint, Inc.

Engineering Manager (2002-2005)

Mr. Rife was the primary engineering manager at Alterpoint responsible for the processes used to develop and deploy high quality enterprise software. Mr. Rife directed a team that designed the build, test, and production release processes using exceptionally high levels of test automation and software metric analysis. The focus was on highly automated server-side unit testing and automated test coverage analysis. In the second year, when the product was deployed for the first customer engagement, Mr. Rife composed and directed an integrated, multi-disciplined team of software development and test engineers and network analysts to establish enterprise level performance for the product for a potential critical enterprise sale using software and database profiling utilities.

SNS Technologies, Inc.

Director of Engineering (2001 – 2002)

SNS Technologies Inc. is a subsidiary of SNS Technologies Pvt. Ltd., based in India. Mr. Rife was responsible for directing all U.S. operations in providing quality engineering services, in developing new and improved service offerings, and in marketing these services to companies in the U.S. A major initiative for the U.S. engineering team was to design and lead the development of a Java middleware testing framework.

Mr. Rife was also responsible for directing the engineering efforts of the quality assurance teams in India. A key element in these efforts has been to raise the engineering discipline and improve the processes used in delivery of services.

Agillion, Inc.

Quality Assurance Manager (2000 – 2001)

Agillion was a fast-moving startup which grew from a few dozen to over one hundred employees in the two years Mr. Rife acted as quality assurance manager. There were enormous challenges in growing an integrated testing team, providing a testing infrastructure in both equipment and software framework, and in working with product marketing and development to clarify and disambiguate the product goals.

Tivoli Systems, Inc.

Staff Engineer (1995 – 2000)

Tivoli Systems is perhaps the most famous and successful software startup in Austin history. After it's IPO in 1995, four months before Mr. Rife was hired, it was sold in 1997 to IBM where the Tivoli Management Environment (TME) has become one of the IBM flagship products. Mr. Rife was involved in testing a variety of products at Tivoli and in learning and extending the automated test environment. This framework allowed integrated testing of software components for multiple TME products on platforms covering a broad range of Unix as well as the Windows Server software stacks. It was at Tivoli where Mr. Rife first had exposure to the enterprise software development market, and it was in an environment of uncompromised commitment to getting things right for the customer. The success at Tivoli was not an accident; it resulted from every employee being empowered to perform at their highest potential on behalf of the customers. No excuses or exceptions on product or service quality were tolerated.

Lockheed Corporation (now, Lockheed Martin Corporation)

Various Engineering Roles (1981 – 1995)

In various software engineering positions at Lockheed, Mr. Rife concentrated on areas of research in advanced technologies for electronics intelligence. Over fourteen years, his positions included computer systems administration, software development, OOA/OOD, project management, and business development for DARPA funded contracts related to advanced battlefield applications. During the last 4 years, Mr. Rife worked in business development for classified projects for the DoD which involved the translation and presentation of existing company technical capabilities into detailed solutions for complex problems.

EDUCATION

B.S. in Computer Sciences – Purdue University (1981)

DARRELL M. PRATHER

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

System Engineer/Analyst (1999 – Present)

Mr. Prather leads ESP's EDEN/ED*Facts* initiative. He is in charge of the data mapping, data transformations, and reporting for all of ESP ED*Facts* clients. He conducts in-depth analysis of upcoming EDEN\ED*Facts* system changes and documents the impact to the current data collection requirements. He documents authoritative data sources for all the EDEN/ED*Facts* submissions. He performs extensive analysis of client's raw data for suitability for EDEN\ED*Facts* reporting. He documents the data issues and works with the client to ensure a timely resolution. He coordinates with clients to fulfill additional data requests for the Office of Special Education Programs (OSEP), Consolidated State Performance Report (CSPR), and Common Core of Data (CCD) data collection/edits efforts. He also assists clients with various *ad hoc* data requests such as Standard and Poor's (S&P).

Mr. Prather works with DataSpecs clients to provide information technology support. He specializes in the areas of data standards, collection, analysis, and on-line access of data for reporting purposes.

Mr. Prather also performs routine maintenance and administration for web servers/software (Windows and LINUX); installs, maintains, and configures server software applications and utilities; provides extensive off-site user support and consulting for supported software; and installs, maintains, and configures in-house PC applications and utilities.

Recent Client Projects

- Analyst, North Carolina EDEN/ED*Facts* Reporting
- Analyst, Delaware EDEN/ED*Facts* Reporting
- Analyst, New Hampshire EDEN\ED*Facts* Reporting
- Analyst, Statewide Tools for Teaching Excellence – documenting Texas school districts' capacity to collect, clean, and provide data required for measuring leading (and lagging) indicators

U.S. Department of Agriculture (USDA) / National Agricultural Statistics Service (NASS) / Federal Supply Service (FSS)

Systems Analyst (1997 – 1999)

Mr. Prather designed, developed, and maintained the NASS Intranet for the U.S. Department of Agriculture. Other responsibilities related to the NASS Intranet included: performing routine maintenance and administration on Intranet servers and software; installing, maintaining, and configuring Intranet-based software applications and utilities; designing and enhancing web graphics used on the Intranet; developing and implementing various Intranet applications such as phone directories, feedback surveys, and glossaries; and he provided Intranet technical support to various organizational units and individuals.

Mr. Prather also provided extensive technical consulting for supported software throughout the agency. He installed, maintained, and configured DOS, Windows 3.1, Windows 95,

LINUX, and LAN-based applications and utilities. He designed and maintained databases on Windows (dBASE) and LINUX (MySQL) platforms.

Mr. Prather evaluated and recommended operating systems and software such as; Intranet operating systems (LINUX and AIX); search engines (ht:/Dig); Intranet SQL software (MySQL); and scripting languages (PHP). He coordinated and participated in regional and national training (BLAISE and Dreamweaver).

Systems Support/Junior Network Administrator (1993 – 1997)
Mr. Prather's responsibilities included: providing technical assistance to end-users; installing, configuring, and supporting server and workstation hardware; performing maintenance and administration on a Novell NetWare network; developing and documenting end-user applications and utilities; conducting end user training on NASS software; evaluating and recommending system changes to in-house systems; and developing and implementing computer programs for trade shows using BORLAND DELPHI.

TECHNICAL PROFICIENCY
Database Environments: Microsoft SQL Server and MYSQL
Programming Languages: FoxPro, ASP, and PHP

EDUCATION
M.Ed. in Agriculture – Southwest Texas State University (1989)
B.S. in Agriculture – Southwest Texas State University (1987)

Glynn D. Ligon, Ph.D.

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

President and Chief Executive Officer (1993 – Present)

Dr. Ligon is the founder of ESP Solutions Group, Inc., a leading K-12 education data management firm. He is responsible for the overall strategic direction and operational performance of the company. He has a comprehensive view of the current state and future potential of the entire PK-12 data ecosystem. He understands how campus, district, state, and federal education technologies are related.

His client-facing responsibilities include the development and management of strategic information services and technology projects, evaluation of the effectiveness of programs, achieving data standards for better data-driven decision making, and the design and development of large-scale software applications. His clients include the U.S. Department of Education and dozens of state and local education agencies.

The U.S. Department of Education has consulted with Dr. Ligon and ESP on data definitions and reporting requirements for NCLB, the development of a consensus data dictionary for all USED collections, confidentiality and security, data quality, and data standards.

He is considered a national expert in improving data-driven decision making at the local, state, and federal levels. In 2000, Dr. Ligon conducted a series of activities on education decision support systems for the Office of the Chief Information Officer of the U.S. Department of Education. Examples of other recent activities include integration of analyses from large scale databases with graphical web-delivery systems, development of data standards to improve quality within information systems, and consultation with the state education agencies on building longitudinal data systems.

Austin Independent School District

Executive Director, Department of Management Information (1985 – 1993)

Dr. Ligon was responsible for managing the activities of the Department of Management Information. He served on the Superintendent's Cabinet and provided coordination and efficiency among the District's offices, collecting, analyzing, and reporting information. He directed the activities within six major areas: 1) research, evaluation and student testing; 2) student records, eligibility, transfers, and District elections; 3) systems and applications computer programming; 4) computer operations and production; 5) telecommunications for voice, data, and video transmissions; 6) and planning and projections for student enrollment and facility use.

Director, Office of Research and Evaluation (1983 – 1985)
Dr. Ligon was responsible for providing AISD with information for the improvement of instructional programs. He supervised federally and locally funded project evaluations. He prepared, administered, and reviewed various budgets under which the office is funded. He recruited, screened, and hired competent personnel. He supervised all research activities conducted in the District by external agencies. He acted as a general consultant to the AISD staff in all phases of evaluation. He served as official liaison between the public, the media, and the District.

Senior Evaluator (1972 – 1983), Austin I.S.D. and Edgewood I.S.D.
Dr. Ligon evaluated programs such as system-wide testing, compensatory education, the Title VII bilingual program, the ESEA Title VII bilingual project, and the ESEA Title I program

Edgewood I.S.D.
Elementary Remedial Reading Resource Teacher (1969 – 1972)

Mission I.S.D. (Texas)
Grade 4-6 Teacher, Wilson Migrant Elementary School (1969 – 1972)

Adult Basic Education, English for Native Spanish Speakers (1972 – 1972)

Intern, Teacher Corps (1969 – 1971)

EDUCATION
Ph.D. in Educational Psychology – The University of Texas at Austin (1980)
M.A. in Psychology and Education – Texas A & M University (1971)
B.A. in Psychology – Baylor University (1969)

PUBLICATIONS AND PAPERS
Dr. Ligon has written over 30 education technology white papers for ESP Solutions Group, available at www.espsolutionsgroup.com/resources.php. He was also asked to write one of the cornerstone components of the **2005 National Education Technology Plan**, submitted by the U.S. Department of Education, available at
http://www.ed.gov/about/offices/list/os/technology/plan/index.html

An extensive list of evaluation papers, presentations, and other publications are available upon request.

PROFESSIONAL ORGANIZATIONS
- American Educational Research Association
  - Vice President (1991 – 1993)
  - Division H, Pre Post Press Editor (1988 – 1990)
  - Division H, Public School Evaluation, Program Chair (1987)
- Southwest Educational Research Association
  - President (1990 – 1991)
  - President Elect; Program Chair (1989 – 1990)

- Secretary (1987 – 1989)
- Directors of Research and Evaluation of Large City Schools
  - Chair (1989)
- Texas Joint Urban Evaluation Council
  - Chair (1991 – 1993)
  - Chair (1987 – 1989)
- National Association of Test Directors
  - Board Member (1989 – 1993)

PROFESSIONAL APPOINTMENTS

- Evaluation Review Panel, United States Department of Education (1992 – Present)
- Campus Leadership Team, Anderson High School (1994 – 1996)
- National Education Goals Panel, Data Definition Task Force (1993 – 1995)
- National Center for Education Statistics Interstate Student Records Transfer Task Force (1989 – 1993)
- Annual Texas Testing Conference, Planning Committee (1986 – 1988); Steering Committee (1988 – 1993)
- Science Academy of Austin Advisory Board (1988 – 1993)
- Cooperative Education Data Collection and Reporting Standards Task Force (1990)
- Information Systems Advisory Committee, Texas Education Agency (1988 – 1990)
- Commissioner's Advisory Committee for Research & Evaluation (Texas Education Agency), Chair (1988 – 1990)
- Council of Chief State School Officers Steering Committee, National Assessment Planning Project (1988 – 1989)
- Research and Development Center Committee on Collaboration, University of Texas (1989)
- Steering Committee for the Community Needs Assessment for Travis County, City of Austin, and the United Way; Chair of the Technical Advisory Committee (1988)

EVANGELINA MANGINO, Ph.D.

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Vice President of Support Services (2001 – 2004 / 2005 – Present)

Dr. Mangino is one of ESP's foremost experts on data standards and systems architecture. She works directly with education agency clients on large scale projects and has developed several tools that help improve data management. She created ESP's IS*Insight*™, an ecosystem visualization template that is used to work with districts and states to conduct in-depth analysis of their data collections, repositories, and reporting tools. She also created ESP's *Disaster Prevention and Recovery (DPR) Planning Toolkit for School System Technology*™, designed specifically for school systems, for developing disaster recovery and business continuation plans.

With funding from the U.S. Department of Education, Dr. Mangino designed and conducted a study for the American Productivity and Quality Center (APQC) on the availability and use of student assessment data from state mandated tests. This study involved the development of survey instruments and interview protocols, and coordinating, scheduling, and conducting teacher and administrator interviews in seven states.

As part of the Education Data Exchange Network (EDEN) program of the U.S. Department of Education, Dr. Mangino designed data collection instruments and visited ten states to inventory and analyze data resources and capabilities to report education data. She also provided technical support to states in the initial year of EDEN/ED*Facts* reporting.

Recent Projects

- Project Manager, JBHM Client Portal – to house district- and school-observation tools (utilizing SharePoint and PDA development technology)
- Project Manager, Houston ISD's Disaster Prevention and Recovery Plan
- Project Manager, Statewide Tools for Teaching Excellence – documented Texas school districts' capacity to collect, clean, and provide data required for measuring leading (and lagging) indicators

Texas Education Agency

Director of Analysis and Reporting for Student Assessment (2004 – 2005)

Dr. Mangino coordinated scoring and reporting of all state-mandated student assessments. This included working with SEA staff and vendors to verify scaling procedures for each assessment and test runs, applying the scales and final scanning, scoring, and reporting to over 1,200 school districts. She coordinated communication to districts and trained on changes in data collection for precoding, correcting answer documents, and changes in assessment reports and interpretation. Dr. Mangino coordinated responses to ad hoc requests for information by SEA staff, districts, and external researchers. She also worked with various SEA departments to determine their information needs for accountability and evaluation purposes.

The Riverside Publishing Company (Houghton Mifflin)

Marketing Manager of Group Software and Information Services (1999 – 2001)
Dr. Mangino designed score reports for the Iowa Tests of Basic Skills (ITBS), the Nelson-Denny Reading Test, and other assessments. She designed and coordinated the development of the revised Student Data Management System (SDMS) used for reporting the results from the ITBS.

Senior National Evaluation and Guidance Consultant (1994 – 1999)
Dr. Mangino planned, conducted, and summarized results of focus groups to determine product and service needs related to student assessments in educational settings. She designed training modules for the Student Data Management System (SDMS) and conducted workshops to train educators for every school system in Georgia and Louisiana. She prepared and presented proposals responding to the assessment needs of large-scale assessment programs at the state and school district level. In addition, Dr. Mangino designed and implemented a systematic method to identify the student assessment needs of a school district.

Austin Independent School District

Assistant Director, Office of Research and Evaluation (ORE) (1992 – 1994)
As part of the Technical Digest Work Group, Dr. Mangino advised the Texas Education Agency on the design of the Texas Student Assessment Program Technical Digest for the Academic Year 1992-1993. She also participated with the Texas School Alliance in the preparation of recommendations to the Commissioner of Education regarding the use of the Academic Excellence Indicator System (AEIS) in the state accountability and accreditation system.

Evaluator, System-wide Testing (1985 – 1992)

Evaluator, State Compensatory Education (SCE) (1982 – 1985)

Region XIII Education Service Center (Austin, Texas)

Assessment Specialist (1976 – 1982)

EDUCATION

Ph.D. in Educational Psychology – The University of Texas at Austin (1987)
M.A. in Educational Psychology – The University of Texas at Austin (1977)
Licenciatura en Psicología – Universidad Nacional Autónoma de México (1973)

SELECTED HONORS AND PROFESSIONAL APPOINTMENTS

Advisory Council to the Division of Student Assessment, Texas Education Agency (1985-1994)

L. Carol Scott, PhD

(b)(6)

(b)(6)

CAREER EXPERIENCE

January 2008 - present	Executive Director, Missouri Child Care Resource and Referral Network, Jefferson City and Saint Louis, Missouri. Chief executive officer of statewide intermediary nonprofit, with heavy emphasis on data-driven advocacy and program development.
December 1995 - June 1999	Director of Metropolitan Council on Child Care, Mid-America Regional Council, Kansas City, Missouri. Management of a system-development, system-change catalyst organization, using data to engage stakeholders and measure progress toward outcomes.
December 1991 - November 1995	Project Director, School District of Independence, Missouri. Management of a school-reform initiative, under a Head Start/Public School Early Childhood Transition Demonstration grant from U.S. Department of Health and Human Services.
August 1989 - November 1991	Executive Director, Child Care Association of Johnson County, Overland Park, Kansas. Administration of non-profit child care resource and referral agency.
June 1985 - present	Founder and owner, LC Associates, Saint Louis, Missouri. Private consultation in early care and education, with particular emphasis on systems development, including research, data and policy analysis.
August 1982 - July 1989	Laboratory Supervisor, Department of Human Development and Family Life, University of Kansas and KU Regents Center, Lawrence and Overland Park. Administration of part-day preschool, overseeing graduate and undergraduate student research and teacher education programs.
August 1979 - July 1982	Supervisor and part-time Instructor, Department of Psychology, University of Maine, Orono. Administration of part-day preschool, coordinating with graduate and undergraduate student research.
August 1977 - July 1979	Graduate Student Assistant, Department of Human Development and Family Life, University of Kansas, Lawrence. Administration of part-day preschool, overseeing undergraduate student research and teacher practicum experiences.

EDUCATION

Ph.D.	Developmental and Child Psychology. University of Kansas, 1994.
M.A.	Early Childhood Education and Behavior Analysis. University of Kansas, 1979.
B.A.	Anthropology/Human Development and Family Life (double major). University of Kansas, 1975.

SIGNIFICANT PROFESSIONAL DEVELOPMENT

June, 1996, 1999 - 2001	National Institute for Early Childhood Professional Development (NAEYC), Minneapolis, MN, Cincinnati, OH, San Francisco, CA, and Washington, DC.
1996 - 2008 (and 1991)	National Association of Child Care Resource and Referral Agencies Policy Symposium, Washington, DC (and San Diego, CA).
1991 - 1998	National Association for the Education of Young Children Annual Conference. Washington, DC, New Orleans, LA, Anaheim, CA, Atlanta, GA, Washington, DC, Dallas, TX, Anaheim, CA, and Toronto, Ontario.

RESEARCH, PUBLICATIONS, AND PROFESSIONAL SERVICE

- Experimental Doctoral dissertation, Masters thesis, and auxiliary research study (the latter co-authored for publication).
- Supervision of experimental research for 27 undergraduate practica, five Masters theses, and one Doctoral dissertation (four of above co-authored for publication).
- More than sixty-five publications and presentations at local, state, regional and national professional conferences, the latter including National Association for the Education of Young Children, National Association of Child Care Resource and Referral Agencies, National Association of Early Childhood Teacher Educators, and Society for Research in Child Development.
- Thirty volunteer positions as: committee or advisory group member, facilitator or chair; professional organization officer; site visit team member; community service organizer; or public testimony team member. Includes service as conference chair, Month of the Young Child chair, treasurer, second vice president, and first vice president on local AEYC affiliate boards; secretary, conference chair, and president on state AEYC affiliate boards; and regional AEYC affiliate delegate (New England).

SELECTED PUBLICATIONS AND PRESENTATIONS

Brain development and system change. United Way of America Technical Assistance Conference for Success By 6© implementing grantees. May 2000 and 2001.

"Community Resource Guide," *Developing Your Family Child Care Business* curriculum, an entrepreneurship curriculum for family child care published in December 2000 as a Beta-test version by the Ewing Marion Kauffman Foundation in Kansas City, MO.

Everything's up-to-date in Kansas City R&R. National Association of Child Care Resource and Referral Agencies 11th Annual Policy Symposium. Washington, DC. February 6, 1999.

Generating parent support for developmentally appropriate practice and authentic assessment. Missouri's 22nd Annual Conference on the Young Years, Osage Beach, Missouri. March 10, 1995.

Parents, our classroom partners. With Betty Fink and Miriam Spencer. Missouri Association for the Education of Young Children Conference, Kansas City, Missouri. October 22, 1994.

Invited panelist for GOALS 2000: Educate America Satellite Town Meeting. With Secretary of Education Richard W. Riley and others. Washington, DC. June 14, 1993.

Scott, L. C., Goetz, E. M., & Dixon, D. A. (1991). Preschoolers' recall of object labels in the classroom: A comparison of three label introduction styles. *Education and Treatment of Children, 14,* 209-226.

Scott, L. C. (1990). What children need. *Kansas City Parent Magazine*. February.

Summers, M. E., Scott, L. C., & Goetz, E. M. (1989). Generating, evaluating, and selecting solutions to problems: Individual vs. group teaching for preschoolers. Presented at the Society for Research in Child Development Biennial Meeting, Kansas City, Missouri.

Hays, D. S., Scott, L. C., Chemelski, B. E., & Johnson, J. (1987). Physical and emotional states as memory-relevant factors: Cognitive monitoring by young children. *Merrill-Palmer Quarterly, 33,* 473-487.

Goetz, E. M., & Scott, L. C. (1984). Early childhood teacher training in an outreach setting. Presented at the National Association of Early Childhood Teacher Educators Conference, Anaheim, California.

Scott, L. C. (1983). Injury in the classroom: An examination of teacher liability. *Young Children, 38,* 10-18.

REPRINTED IN:

Brown, J. F. (1984). *Administering programs for young children.* Washington, DC: NAEYC.

Scott, L. C., & Goetz, E. M. (1980). Issues in the collection of classroom data by teachers. *Education and Treatment of Children, 3,* 65-71.

Invited panel member: The effects of changing roles of men and women on the family. Blaine House Conference on Families, Augusta, Maine. May 29, 1980.

Christy L. McCord

(b)(6)

Professional Experience

University of Missouri-OPEN Initiative, Columbia, MO 12/01-Present
Project Coordinator-Data (Database Administrator)
Develop and maintain Microsoft Access/SQL Server databases; ensure quality of data with detailed quality control and data entry procedures; write complex Crystal reports; maintain website data; supervision of web programming staff.

Education

University of MO-Columbia, Columbia, MO 1999-2001
B.A., Psychology; graduated *magna cum laude*

MO State University, Springfield, MO 1987-1989
Majored in Computer Information Systems and Psychology

Technical Proficiencies

Microsoft Office Suite [Word, Excel, PowerPoint, Access, Outlook]; Microsoft SQL Server (40 classroom hours of training); Crystal Reports [Versions 9, 10, and 11]; C# training (40 classroom hours of training); Xhtml (20 classroom hours of training), Macromedia Suite [Dreamweaver, Flash] (20 classroom hours of training).

Other Skills

Type 90 wpm; ability to quickly learn various programming languages, operating systems, text editors and report generators.

William L. Moore

(b)(6)
moorewl@missouri.edu
(b)(6)

Summary

Over five years experience programming, working with applications and websites throughout their entire life cycle. Accustomed to working with other people in the software development pipeline, eliciting requirements from clients, and training users. Committed to producing quality software within time constraints that is easy to use and exceeds user expectations. Capable of designing and managing well-structured databases which meet performance requirements.

Qualifications

Experience with C/C++, Java, PHP, Perl, Python, XHTML, CSS, JavaScript, and SQL (MySQL, MSSQL, PostgreSQL, Oracle). Good communication and flexible when confronting the unknown.

Experience

Database Administrator. Office of Social and Economic Data Analysis. Columbia, MO. 573-884-9137. Supervised by Diana Hammond.

Maintains, designs, and populates databases containing both public and sensitive data. Installs, upgrades, and manages database server hardware as necessary. Provides detailed reports for data analysis according to user needs. Securely receive, manage, and store various individual-level educational and economic data.
March 2008 to present.

Programmer and Webmaster. Tranquility Internet Services, Inc. Columbia, MO. 573-443-3983. Supervised by Travis Schumacher.

Rapidly designed, implemented, tested, and maintained dynamic data-driven websites for customers in a competitive environment. Wrote cross-browser standards-compliant HTML, CSS, and Javascript using PHP. Designed and maintained SQL databases. Configured services such as named (DNS), Apache (HTTP), and Tomcat (JSP). Automated common office tasks and business processes. Maintained company-wide intranet billing and customer relations application.
August 2001 to March 2008.

Education

B.S. in Computer Science, *cum laude*
University of Missouri – Columbia. Columbia, MO. Graduated May 2005.

Lorentz A. Morrow

(b)(6)

Professional Experience

Fusion Technology Solutions — **Chesterfield, Missouri**
Senior C# Developer / Consultant — 2009-Current

- Designed and implemented web applications to support the client's needs
- Designed SQL Server tables, indexes and stored procedures
- Coordinated testing of software changes prior to production release
- Setup a multiple stage development environment and concurrent version control to allow more effective testing prior to production release
- Worked with the client's staff to help them to understand the technologies and solutions put in place
- Technologies used: C#, ASP.NET, ADO.NET, AJAX.NET, SQL Server, Transact SQL, Entity Framework, LINQ, Subversion

Triple-I Corporation — **Overland Park, Kansas**
Senior C# Developer / Consultant — 2007-2008

- Designed and implemented multi-tier smart client applications
- Designed and implemented a .NET Oracle to Db4o replication system which supports complex business objects
- Taught classes to developers on object-oriented design, design patterns, enterprise application patterns and best practices
- Assisted internal developers to adopt and learn modern object-oriented concepts and tools in order to improve the client's productivity
- Worked closely with internal QA to ensure effective testing across multiple environments
- Technologies used: C#, ASP.NET, CAB, SCSF, CSLA, ADO.NET, IIS, Oracle, PL/SQL, DB4O, NHibernate, NVelocity, Subversion

CARFAX — **Columbia, Missouri**
Systems Developer — 2006-2007

- Developed and maintained several enterprise Java applications on top of Oracle and VMS data warehouses on a team of over 30 other developers
- Planned and implemented a successful migration of all of CARFAX's web-applications from the Coldfusion/JRun platform to the BEA Weblogic platform.
- Redesigned and implemented the purchase path for carfax.com to allow marketing the ability to test multiple changes simultaneously while collecting information to determine the success of changes
- Developed and executed test plans combining unit tests, regression tests, and user acceptance tests across multiple environments prior to production deployment of projects worked on
- Maintained existing and implemented new business rules to act on over 5 billion records while being mindful of performance to ensure CARFAX reports are generated in under a second
- Performed analysis jobs to extract useful information on vehicle history for customers in the automotive industry
- Provided design pattern and architecture expertise to other team members
- Technologies used: Java 5, Struts, JSF, Tiles, JUnit, Fitnesse, CVS, Hibernate, Enterprise Java, Coldfusion, Blue Dragon, XML, XSL, PL/SQL, SQL, PL/I, C/C++, PERL, Eclipse, Weblogic Workshop, Weblogic Application Server, Apache Tomcat, Apache HTTP Server, IIS, VMS, Oracle

University of Missouri – Columbia **Columbia, Missouri**
Research Assistant and Programmer in Bio-Informatics 2005-2006

- Developed applications using Java, SWT, JFace, PERL, regular expressions, relational and declarative databases, and complex data structures and algorithms
- Systems administration of Solaris and Gentoo Linux server

Canterbury and Tiger Travel **Columbia, Missouri**
Director of Information Technology 2001-2006

- Developed applications using C#, Visual Basic and Python to interact with and automate the Amadeus APS and Trams accounting systems
- Developed a content management system which was used as the company website using PHP, MySQL and Apache
- Planned and executed testing for all software prior to production deployment
- Administered the office network and systems including 15 workstations, 5 servers, and an InterTel phone system
- Made and advised technology purchasing decisions
- Designed the company website, newsletters, brochures, and advertisements

Education

Bachelor of Science in Mathematics
Summa Cum Laude
University of Missouri – Columbia
Minor: Computer Science

General Certificates of Secondary Education
Merchiston Castle School – Edinburgh, Scotland

Honors and Activities

- Awarded one-thousand dollars funding twice for honors computer science research Winter semester 2006 and Fall semester 2006
- Appointed to committee for Computer Science seminar series at University of Missouri – Columbia
- Selected to represent the University of Missouri – Columbia for the 2005 and 2006 William Lowell Putnam Mathematics Competition

Professional Memberships

- University of Missouri Association for Computing Machinery – President 2005-2006
- The American Mathematical Society – Member

Dr. Tom Ogle: Project Co-Director
Department of Elementary and Secondary Education
Jefferson City, MO

Qualifications:

Project Management Skills: Managed projects at section, business unit and agency levels with members from multiple organizations, information technology units and varied functional areas. Worked with team members to develop and implement innovative solutions and to identify and resolve problems.

Data Analysis Skills: Provided assistance daily to various members of the Missouri education community in locating and explaining summary education statistics and in performing ad hoc queries of longitudinal aggregate data in our data repository at state, district, school, teacher and class levels.

Data Collection Experience: Managed agency's primary data collection system for past 17 years and served as agency designated reviewer for all data collection form changes and new data collection form development.

Professional Experience:

Director of School Core Data Section, 1995 to Present
Department of Elementary and Secondary Education
Directed combined sections responsible for aggregate data collections used for state accountability system and entitlement payments as well as production of state agency summary reports. Managed transition from PC diskette collection system to Web based system including oversight of the development of web pages for use by both school district and state agency staff. Also provided oversight for development of process for transfer of data to legacy mainframe computer system and to data repository for ad hoc reporting. Since 1995 served as team leader for the agency-wide Core Data Team comprised of data stewards from various business units responsible for maintenance and enhancement of primary data collection systems within our agency.

Director of Classification Data, 1988 to 1995
Department of Elementary and Secondary Education
Directed section responsible for aggregate data collections used for state accountability system. Managed transition from paper collection system to PC diskette collection system including oversight of the development of microcomputer program modules for use by school district staff and process for diskette data file upload to state mainframe computer. Provided technical support for school district staff.

Microcomputer Consultant, 1985 to 1988
Department of Elementary and Secondary Education
Provided consultation to staff in over 500 Missouri public school districts related to implementation of microcomputer technology for instruction. Reviewed and negotiated microcomputer equipment grant applications from school districts.

Co-Founder, 1980 to 1985
Century Next Computers
Started and directed operations of two retail microcomputer stores. Developed and implemented business plan including direct management of one location and associated outside sales staff.

High School Teacher, 1976 to 1983
Boone County R-VI School District
Taught Vocational Agriculture students and served as building and program administrator.

Other Experience:

Chair of the Metadata Task Force National Forum on Education Statistics 2008

Chair of the Decision Support Literacy Task Force of the National Forum on Education Statistics, 2004 to 2005.

Member of General Statistics Permanent Standing Task Force of the Council of Chief State School Officers, an advisory group related to EDEN, sponsored by USDOE, 2001 to present.

Chair of the Technology in Schools Task Force of the National Forum on Education Statistics, 1998 to 2002.

Chair of the Education Information Advisory Committee of the Council of Chief State School Officers, 1998 to 1999.

Chair of the Technology, Dissemination and Communication Committee of the National Forum on Education Statistics, 1997 to 1998.

Education:

Ph.D., University of Missouri-Columbia, 1987

M.Ag.Stu., University of Queensland-Brisbane, 1976

M.Ed., University of Missouri-Columbia, 1974

B.S., University of Missouri-Columbia, 1973

Publications:

U.S. Department of Education, National Center for Education Statistics. *Technology in Schools: Suggestions, Tools, and Guidelines For Assessing Technology in Elementary and Secondary Education,* NCES 2003-313, prepared by Tom Ogle (chair), Morgan Branch, Bethann Canada, Oren Christmas, John Clement, Judith Fillion, Ed Goddard, N. Blair Loudat, Tom Purwin, Andy Rogers, Carl Schmitt, and Mike Vinson of the Technology in Schools Task Force, National Forum on Education Statistics. Washington DC: 2002

Recent Presentations:

"Metadata System Guidance for State and Local Education Agencies" NCES Summer Forum And Data Conference 2008 Washington DC, July 2008

"Show Me the Data: Growing Quality Data in Missouri" NCES Summer Forum And Data Conference 2007 Washington DC, July 2007

"Metadata System Guidance for State and Local Education Agencies" NCES Summer Forum And Data Conference 2007 Washington DC, July 2007

"Best Practices: Submitting Data to EDEN" NCES Summer Forum And Data Conference 2006 Washington DC, July 2006

"Successful Implementation from Kick-Off to Sign-Off" 19th Annual MIS Conference Orlando, FL February 2006

"EDEN as Viewed from the State Perspective," 18th Annual MIS Conference, New Orleans, Louisiana, February 24, 2005.

"Improving the Quality of District-Level Education Data: Technical Strategies and Policy Considerations," 18th Annual MIS Conference, New Orleans, Louisiana, February 24, 2005.

"Highly Qualified Teacher Identification," 18th Annual MIS Conference, New Orleans, Louisiana, February 24, 2005.

Stacey D. Owsley

(b)(6) > (b)(6)

Missouri Head Start-State Collaboration Office
***Director**, November 2005-Present*

- Build early childhood systems and access to comprehensive services and support for all children from low income families.
- Represent Head Start philosophy in state level initiatives that affect early care and education throughout Missouri: priorities include child and family health, literacy, education, services for homeless children, services for children with disabilities, community service activities, welfare and child care
- Work closely with local, state and federal staff to collaborate on projects that improve the quality and quantity of comprehensive services to low-income families

***Assistant Director**, November 2003-October 2005*

State of Missouri-Department of Health and Senior Services
***Child Care Orientation Trainer/Contractor**, November 2002- November 2005*

- Training Representative for the state of Missouri Child Care Orientation Program: Developmentally Appropriate Practice, Child Abuse and Neglect, Health, Environmental Safety and Sanitation.

Moberly Area Community College
***Adjunct Faculty Member**, August 2003*

- Instructor for Early Childhood Development courses

Central Missouri Counties' Human Development Corporation
***District Manager-Head Start**, November 2000-October 2003*

- Supervised 10 Head Start Sites across an eight county area
- Held accountable for hiring, terminating, assessing and providing technical assistance to program staff and partners
- Assessed community to develop, implement and maintain Head Start program options that met local community needs
- Collaborated with coordinating staff to ensure compliance of federal Head Start Performance Standards
- Completed monitoring visits and checked human resource data, administrative, program and financial records
- Assisted in marketing the CMCHDC-Head Start program in the eight county area

Central Missouri Counties' Human Development Corporation
***Center Coordinator-Head Start**, June 1999-November 2000*
Supervised Head Start center comprised of 60 children, 14 staff and program volunteers

- Served as the center's liaison and collaborated with local agencies to best serve the needs of children and families
- Made personal contacts with children and families thru home visits, conferences, meetings and phone calls
- Conducted staff meetings, orientation for new staff and volunteers and provided on the job training for all staff
- Planned and implemented parent training programs
- Participated in agency trainings and advisory committees

Central Missouri Counties' Human Development Corporation
***Family Development Advisor-Head Start**, February 1997-May 1999*

- Recruited and enrolled families for home base program
- Responsible for addressing social service, education, nutrition and health needs of families through assessment, referral and follow up.
- Participated in collaborative partnership building with families and completed weekly home visits and monthly group socializations

Professional Organizations, Affiliations and Experience

Missouri Coordinating Board for Early Childhood
State Interagency Coordinating Council
National Association for the Education of Young Children/MO-Association for the Education of Young Children
Federal Review Team Member Training: Early Childhood Development
Academy for Leadership Excellence: Leadership Laboratory, July 2004
Missouri Leadership Institute, December 2004-August 2005
Children's Defense Fund Emerging Leader, Class of 2006

EDUCATION

Bachelor of Science
Human Development and Family Studies, University of Missouri-Columbia, 1995
Emphasis: Children In Group Settings

(b)(6)
(b)(6) E-MAIL SHELLY.PAREY@OA.MO.GOV

SHELLY A. PAREY

OBJECTIVE

To further my knowledge in the Information Technology field and to be a benefit to the company that I work for. I would like the opportunity to utilize my skills as a project manager and to continue learning.

EMPLOYMENT

October 2000-Present State of Missouri (OA Information Tech. Services Division) Jefferson City, Missouri

Current Position: Computer Information Technology Supervisor

- State Certified Project Manager; one of three project managers in the applications development group that supports the Department of Elementary and Secondary Education (DESE).
- Assigns tasks to the project team members, develops and maintains project plans, creates all project management related documents per the State Project Management standards, and ensures that all DESE standards are being followed.
- Assists manager in evaluation of project team members.
- Supervisor for a team of 6 developers, coordinating vacation times, assignments, and reviews.
- Management of the IT priority system; which includes enhancements, production issues, and new projects for multiple systems at DESE.
- Member of the Development and Design Standards team.
- Develops and maintains Advantage:Gen, VB.NET, and Crystal applications.
- Develops header graphics and layouts for system web pages as needed.
- Provides customer support and assistance.

1995-2000 Speedline Electrovert Camdenton, Missouri

Final Position: Purchasing Agent

- Responsible for the forecasting, purchasing, and inventory control for a variety of electrical and mechanical parts.
- Worked with engineers and suppliers in product development for better quality and cost control.
- Participated in the implementation of a new software system.
- Established departmental problem-resolution procedures.

EDUCATION/CERTIFICATION

1996-2000 Columbia College Lake Ozark, Missouri

- Bachelor of Science, Computer Information Systems (2000)
- Associate in Arts (1998)

1993-1995 Missouri State University Springfield, Missouri

2004-2007 IT Advisory Board Jefferson City, Missouri

- Project Management certification for the State of Missouri

SKILLS

- Microsoft Project 2007
- Microsoft Project Server 2007
- Advantage:Gen 6.0
- VB.NET
- Visual C++
- HTML
- ASP
- JavaScript
- Crystal Reports
- Toad (Oracle query and maintenance)
- AQT (SQL Server query and maintenance)
- Microsoft Office
- Adobe Photoshop 7.0
- Adobe Imageready 7.0
- Microsoft Image Composer

(b)(6)

(b)(6)
Work: 573-751-6859
micah.porter@oa.mo.gov

Micah Porter

Experience

2000–Present State of Missouri – OA-ITSD Jefferson City, MO
Computer Information Technologist
- Develop and Maintain Department Web & GUI Applications
- Responsible for critical state applications such as:
  - Educator Certification System
  - School Funding Formula
- System Analysis and Design
- Mentor to New Developers

2000–2000 State of Missouri - DESE Jefferson City, MO
Software Developer – Internship
- Development and Maintenance of Department Applications
- Application Security Administration
- Project Specification Development

1997–2000 Columbia College - Lake Campus Columbia, MO
Computer Lab Technician / Assistant
- Assisted Students With Computer Related Assignments
- Managed Campus LAN
- Responsible for 26 Computer Systems

Education

2002–2004 William Woods University Fulton, MO
- **Masters in Business Administration**

1996–2001 Columbia College Columbia, MO
- **B.S., Computer Information Systems**
- Minors in Both Management and History.
- Graduated with Honors.

Teaching

2002– Present State Fair Community College Sedalia, MO
- **Teach online courses in "Intro to CIS", "XML", and "Java"**

Technology

Microsoft operating system; MS Office Suite, MS Visual Basic .NET, HTML, ASP, XML, Java, and Cool:Gen.

References

Available Upon Request

DARRELL M. PRATHER

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

System Engineer/Analyst (1999 – Present)

Mr. Prather leads ESP's EDEN/ED*Facts* initiative. He is in charge of the data mapping, data transformations, and reporting for all of ESP ED*Facts* clients. He conducts in-depth analysis of upcoming EDEN\ED*Facts* system changes and documents the impact to the current data collection requirements. He documents authoritative data sources for all the EDEN/ED*Facts* submissions. He performs extensive analysis of client's raw data for suitability for EDEN\ED*Facts* reporting. He documents the data issues and works with the client to ensure a timely resolution. He coordinates with clients to fulfill additional data requests for the Office of Special Education Programs (OSEP), Consolidated State Performance Report (CSPR), and Common Core of Data (CCD) data collection/edits efforts. He also assists clients with various *ad hoc* data requests such as Standard and Poor's (S&P).

Mr. Prather works with DataSpecs clients to provide information technology support. He specializes in the areas of data standards, collection, analysis, and on-line access of data for reporting purposes.

Mr. Prather also performs routine maintenance and administration for web servers/software (Windows and LINUX); installs, maintains, and configures server software applications and utilities; provides extensive off-site user support and consulting for supported software; and installs, maintains, and configures in-house PC applications and utilities.

Recent Client Projects

- Analyst, North Carolina EDEN/ED*Facts* Reporting
- Analyst, Delaware EDEN/ED*Facts* Reporting
- Analyst, New Hampshire EDEN\ED*Facts* Reporting
- Analyst, Statewide Tools for Teaching Excellence – documenting Texas school districts' capacity to collect, clean, and provide data required for measuring leading (and lagging) indicators

U.S. Department of Agriculture (USDA) / National Agricultural Statistics Service (NASS) / Federal Supply Service (FSS)

Systems Analyst (1997 – 1999)

Mr. Prather designed, developed, and maintained the NASS Intranet for the U.S. Department of Agriculture. Other responsibilities related to the NASS Intranet included: performing routine maintenance and administration on Intranet servers and software; installing, maintaining, and configuring Intranet-based software applications and utilities; designing and enhancing web graphics used on the Intranet; developing and implementing various Intranet applications such as phone directories, feedback surveys, and glossaries; and he provided Intranet technical support to various organizational units and individuals.

Mr. Prather also provided extensive technical consulting for supported software throughout the agency. He installed, maintained, and configured DOS, Windows 3.1, Windows 95,

LINUX, and LAN-based applications and utilities. He designed and maintained databases on Windows (dBASE) and LINUX (MySQL) platforms.

Mr. Prather evaluated and recommended operating systems and software such as; Intranet operating systems (LINUX and AIX); search engines (ht:/Dig); Intranet SQL software (MySQL); and scripting languages (PHP). He coordinated and participated in regional and national training (BLAISE and Dreamweaver).

Systems Support/Junior Network Administrator (1993 – 1997)
Mr. Prather's responsibilities included: providing technical assistance to end-users; installing, configuring, and supporting server and workstation hardware; performing maintenance and administration on a Novell NetWare network; developing and documenting end-user applications and utilities; conducting end user training on NASS software; evaluating and recommending system changes to in-house systems; and developing and implementing computer programs for trade shows using BORLAND DELPHI.

TECHNICAL PROFICIENCY
Database Environments: Microsoft SQL Server and MYSQL
Programming Languages: FoxPro, ASP, and PHP

EDUCATION
M.Ed. in Agriculture – Southwest Texas State University (1989)
B.S. in Agriculture – Southwest Texas State University (1987)

JAMES M. RIFE

PROFESSIONAL EXPERIENCE

ESP Solutions Group, Inc.

Vice President, Product Development (2006 – Present)

Jim Rife has primary responsibility for all product development and service hosting engagements for ESP. Mr. Rife directs the software development team, acts as the senior business analyst for all software projects, and manages the Information Technology resources for the company. Mr. Rife is most directly involved with the oversight of the State Report Manager (SRM), which is currently being implemented in five state contracts. SRM is a web-based solution for states to implement comprehensive business rules for the detailed analysis of SEA and LEA data. In addition to these responsibilities, Mr. Rife has recently been named as the ESP Project Director for the Wyoming Integrated Statewide Education (WISE) project. This project implements SRM and other advanced technologies to provide an integrated data solution for the seamless presentation of educational data to all participants in the Educational process in Wyoming.

Before assuming responsibilities as Vice President, Mr. Rife acted as Implementation Manager for ESP. This experience provides Mr. Rife with a unique understanding of the educational market served by ESP. In addition to daily contact with the ESP end user communities in multiple states, mostly LEA users of SRM, the position required regular and hands-on experience implementing the SIF data standards. Wyoming has implemented SRM collections using SIF as the data collection mechanism for three consecutive years in Wyoming. Most of the district SIF zones were physically configured by Mr. Rife during his tenure as implementation manager.

Uplogix, Inc, Inc.

Quality Assurance Manager (2006)

Mr. Rife directed a 5 person team of engineers in providing field support services and automated and manual testing of the ENVOY network appliance product and a tomcat server-based Envoy Management Server (EMS). ENVOY was a prototype network appliance which provided emergency network access to circumvent network failures.

MessageOne, Inc.

Staff Engineer (2005-2006)

Mr. Rife was the primary test engineer for OneSwitch, a BEA Weblogic based hosted service, which used remote agents to monitor and replicate Exchange Mail servers, and which would automatically detect mail service outages and initiate fail-over to a target backup environment. The positions involved the setup and management of ESX virtual hosted environments with complex DNS and Exchange services components.

Alterpoint, Inc.

Engineering Manager (2002-2005)

Mr. Rife was the primary engineering manager at Alterpoint responsible for the processes used to develop and deploy high quality enterprise software. Mr. Rife directed a team that designed the build, test, and production release processes using exceptionally high levels of test automation and software metric analysis. The focus was on highly automated server-side unit testing and automated test coverage analysis. In the second year, when the product was deployed for the first customer engagement, Mr. Rife composed and directed an integrated, multi-disciplined team of software development and test engineers and network analysts to establish enterprise level performance for the product for a potential critical enterprise sale using software and database profiling utilities.

SNS Technologies, Inc.

Director of Engineering (2001 – 2002)

SNS Technologies Inc. is a subsidiary of SNS Technologies Pvt. Ltd., based in India. Mr. Rife was responsible for directing all U.S. operations in providing quality engineering services, in developing new and improved service offerings, and in marketing these services to companies in the U.S. A major initiative for the U.S. engineering team was to design and lead the development of a Java middleware testing framework.

Mr. Rife was also responsible for directing the engineering efforts of the quality assurance teams in India. A key element in these efforts has been to raise the engineering discipline and improve the processes used in delivery of services.

Agillion, Inc.

Quality Assurance Manager (2000 – 2001)

Agillion was a fast-moving startup which grew from a few dozen to over one hundred employees in the two years Mr. Rife acted as quality assurance manager. There were enormous challenges in growing an integrated testing team, providing a testing infrastructure in both equipment and software framework, and in working with product marketing and development to clarify and disambiguate the product goals.

Tivoli Systems, Inc.

Staff Engineer (1995 – 2000)

Tivoli Systems is perhaps the most famous and successful software startup in Austin history. After it's IPO in 1995, four months before Mr. Rife was hired, it was sold in 1997 to IBM where the Tivoli Management Environment (TME) has become one of the IBM flagship products. Mr. Rife was involved in testing a variety of products at Tivoli and in learning and extending the automated test environment. This framework allowed integrated testing of software components for multiple TME products on platforms covering a broad range of Unix as well as the Windows Server software stacks. It was at Tivoli where Mr. Rife first had exposure to the enterprise software development market, and it was in an environment of uncompromised commitment to getting things right for the customer. The success at Tivoli was not an accident; it resulted from every employee being empowered to perform at their highest potential on behalf of the customers. No excuses or exceptions on product or service quality were tolerated.

Lockheed Corporation (now, Lockheed Martin Corporation)

Various Engineering Roles (1981 – 1995)

In various software engineering positions at Lockheed, Mr. Rife concentrated on areas of research in advanced technologies for electronics intelligence. Over fourteen years, his positions included computer systems administration, software development, OOA/OOD, project management, and business development for DARPA funded contracts related to advanced battlefield applications. During the last 4 years, Mr. Rife worked in business development for classified projects for the DoD which involved the translation and presentation of existing company technical capabilities into detailed solutions for complex problems.

EDUCATION

B.S. in Computer Sciences – Purdue University (1981)

LELAND TACK, Ph.D.

EXPERIENCE

ESP Solutions Group, Inc.

Expert Consultant (2006 – Present)

Dr. Tack provides expertise to ESP clients on collecting and reporting financial data; improving the quality, collection, and use of data; and implementing large-scale data management initiatives. He serves as a top-level expert on the implementation of statewide student identifiers and course code classification systems.

He recently completed developing technology specifications for a re-write and expansion of a state education agency data collection system. Working with other members of the ESP team he is designing training materials and a training system for a state education agency's data collection and reporting system.

Recent Client Projects

- Expert Consultant, Missouri Department of Elementary and Secondary Education's A Plus reimbursement and data collection system, documentation and system re-write
- Expert Consultant, Missouri's MOSIS Training System, developing training system requirements and materials
- Expert Consultant, CompuServe's Michigan Department of Education's Data Warehouse business requirements review
- Expert Consultant, Iowa Department of Education Consulting on Education Finance

Iowa Department of Education

***Administrator, Financial and Information Services Division (*1988-2006)**

Dr. Tack played a leadership role in making significant improvements in the Department's use of technology to collect data from schools: he led the implementation of unique statewide student identifiers; he greatly improved and expanded the Department's use of community college management information systems; and he was responsible for initiating Iowa's re-engineering of the collection and reporting of elementary and secondary data through Project EASIER (Electronic Access System for Iowa Education Records).

Dr. Tack provided administrative leadership for the Bureau of Internal Operations. This included activities such as reviewing and signing contracts, approving personnel and financial documents on behalf of the director, reviewing and developing budget and appropriation requests. He also maintained and supported the internal operations of accounting, payroll, purchasing, and personnel.

Dr. Tack provided information technology support to the Bureau of Information Technology Services in the areas of data collection, analysis, and on-line access of data for reporting purposes. He provided training for hardware and software and he supported and managed the Department's local area network system and website.

Dr. Tack directed the overall work of the school finance and school infrastructure teams, statistically modeled the school finance formula, directed and conducted studies and analysis

on school finance, and presented findings to the legislature, school officials, and others on school finance. He also approved various state aid payments such as the school foundation aid program, teacher quality, and educational excellence, and advised the director on School Budget Review Committee decisions, reviewed school audits, and collected fiscal information on school districts. In addition, he supported the work of the school infrastructure team and the Harkin grant process.

For the Bureau of Planning, Research, and Evaluation, Dr. Tack provided administrative leadership. He coordinated the annual data collection activities of the Department as well as managed one of the major databases (Basic Educational Data Survey); conducted research, evaluation, trend, and impact studies; responded to legislative requests, and studied and evaluated educational policies and standards; published an annual report describing the condition of education in the state; prepared annual enrollment projections; completed the Department's reporting obligations to the federal government and national education associations; and provided technical assistance to staff in the design, implementation, and analysis of research/evaluation studies.

Dr. Tack was actively involved with state, federal, and national education data activities including the National Forum on Education Statistics, National Center for Education Statistics, Education Information Council of Chief State School Officers, and other national/regional associations that were designed to improve the collection and use of data about education.

Bureau Chief, Data Analysis and Statistics (1979 – 1988)

Chief, Bureau of Planning, Research and Development (1986 – 1988)

Project Director, State Equalization Plan (1977 – 1979)
Dr. Tack directed a two-year project studying the finance, expenditure, and program equity among school districts in Iowa.

Research Specialist (1971 – 1977)
Dr. Tack was the project director and principal investigator on a four-year research and developmental project. He reviewed research projects with respect to evaluation methodologies and consulted on numerous survey projects.

Iowa State University
Research Fellow (1968 – 1971)

Ames Community High School, Iowa
Teacher (1968 – 1969)

EDUCATION
Ph.D. – Education, Iowa State University (1972)
M.S – Education, Iowa State University (1969)
B.S. – Distributed Studies, Iowa State University (1967)

SELECTED PROFESSIONAL ORGANIZATIONS, HONORS, AND APPOINTMENTS

- US Department of Education: NAEP HS Transcript Study Technical Review Panel (2006 – Present)
- State Liaison to National Cooperative Education Statistics Systems (1988 – 2006)
- American Education Finance Association, Governor's Award for Outstanding Leadership (2002)
- CCSSO's Education Information Advisory Committee Chair (1995 – 1996)
- Iowa Educational Research Association: President (1989 – 1990)
- National Forum on Education Statistics Chair (1989)

KATHY R. THORNBURG

Name: Kathy R. Thornburg, Professor
Director of Center for Family Policy and Research

Office Address: 1400 Rock Quarry Rd.
University of Missouri-Columbia
Columbia, Missouri 65211
Phone: (573) 882-9998
Fax: (573) 884-0598

EDUCATIONAL

Institution	Degree	Date
University of Missouri	Ph.D. - Child and Family Development	1973
University of Missouri	M.S. - Child and Family Development	1968
Pittsburg State University	B.S. - Elementary Education	1966

ACADEMIC APPOINTMENTS

University of Missouri-Columbia — 1981 - present
Professor, Human Development and Family Studies;
Director, Center for Family Policy and Research
(Child Development Lab Director, 1981-2002)

University of Kentucky — 1976 - 1980
Associate Professor, Joint appointment with
Departments of Family Studies and Curriculum and
Instruction (Director of Early Childhood Programs)

University of Kentucky — 1973 - 1976
Assistant Professor, Department of Family Studies
(Director of Early Childhood Programs)

SELECTED PUBLICATIONS (from over 100 publications)

Agnew-Tally, J., Mott, D., Brookes, S., & Thornburg, K. R. (2009). Teacher as a family resource and advocate. In K. B. Grant & J. A. Ray (Eds.), Home, school, and community collaboration (pp. 292-314). Los Angeles, CA: Sage.

Ispa, J., Thornburg, K., & Fine, M. (2006). *Keepin' On: The Everyday Struggles of Young Families in Poverty.* Baltimore, MD: Brookes Publishing Co.

Gable, S., Rothrauff, T. C., Thornburg, K. R., & Mauzy, D. (2007). Cash incentives and turnover in center-based child care staff. *Early Childhood Research Quarterly, 22(2007),* 363-378.

Korfmacher, J., Green, B., Spellmann, M., & Thornburg, K. R. (2007). The helping relationship and program participation in early childhood home visiting intervention. *Infant Mental Health Journal, 28,* 459-480.

Henk, J., Morrison, J., Thornburg, K. R., & Raya-Carlton, P. (2007). The efficacy of HeadsUp! Reading in Missouri on teachers' knowledge of emergent literacy: A satellite-based literacy development training course. *NHSA Dialog, 10(1),* 1-16.

Thornburg, K. R. & Scott, J. (2006). Three approaches to rural professional development. *Zero to Three,* 26, (4), 14-21.

Brookes, S., Summers, J. A., Thornburg, K. R., Ispa, J. M., & Lane V. (2006). Building successful home visitor-mother relationships and reaching program goals: A qualitative look at contributing factors. *Early Childhood Research Quarterly,* 21, (1), 25-45.

Thornburg, K.R., & Pearl, P. (2005). Quality and teacher turnover related to a child care workforce development initiative. In H. Schonfeld, S. O'Brien & T. Walsh (Eds.), Center for Early Childhood Development & Education. Dublin: St. Patrick's College.

Halgunseth, L. C., Ispa, J. M., Csizmadia, A., & Thornburg, K. R. (2005). Relations among maternal racial identity, maternal parenting behavior, and child outcomes in low-income urban Black families. *Journal of Black Psychology*, 31, (4), 418-440.

Sharp, E, Ispa, J. M., Thornburg, K. R., & Lane, V. (2003). Relations among mother and home visitor personality traits, relationship quality, and time spent in home visits. *Journal of Community Psychology*, *31*, 591-606.

Thornburg, K. R. (2002). Perspectives on school readiness: The roles of families, programs, professionals, and communities. *International Journal of Early Childhood*, 8 (2), 7-36.

Ispa, J. M., Fine, M. A., & Thornburg, K. R. (2002). Maternal personality as a moderator of relations between difficult infant temperament and attachment security in low-income families. *Infant Mental Health Journal, 23*, 130-144.

Espinosa, L.M., Mathews, M.C., Thornburg, K.R., & Ispa, J. (1999). Training and rural child care providers: Results of Project REACH. *NHSA Dialog: A Research to Practice Journal for the Early Intervention Field, 2,* (3), 361-388.

Ispa, J. M., Thornburg, K. R., & Venter-Barkley, J. (1998). Parental child care selection criteria and program quality in metropolitan and non-metropolitan communities. *Journal of Research in Rural Education*, *14* (1), 3-14.

Thornburg, K.R., Mathews, M.C., Espinosa, L., & Ispa, J. (1997). Perceptions of child care in rural America. *Journal of Research in Rural Education, 13*(2), 117-130.

Morrison, J., Ispa, J., & Thornburg, K.R. (1994). African-American college students' psychosocial development as related to care arrangements during infancy. *Journal of Black Psychology, 20*(4), 418-429.

Thornburg, K.R. (1993). Youth-At-Risk: Making a difference at the local level. In E.T. Jennings & N.S. Zank (Eds.), *Welfare System Reform* (pp. 199-209). Westport, CT: Greenwood Press.

Thornburg, K.R. (1992). Child care policies: Changing to meet the needs. In A. Booth (Ed.), *Child care in the 1990s trends and consequences* (pp. 223-234). Hillsdale, New Jersey: Erlbaum Publishers.

Thornburg, K.R., Ispa, J.M., Adams, N.A., & Lee, B.S. (1992). Testing the simplex assumption underlying the Erikson Psychosocial Stage Inventory. *Educational and Psychological Measurement, 52*, 431-436.

Thornburg, K.R., Hoffman, S., & Remeika, C. (l99l). Youth at risk: Society at risk. *The Elementary School Journal, 9l*(3), l99-208.

SELECTED PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

Missouri Coordinating Board for Early Childhood (2006-2009)
President, National Association for the Education of Young Children (2000-02)
Affiliated Faculty, Graduate School of Public Affairs (1999-05)
Department of Social Services HB 1519 Implementation Cabinet (1998-99)
National Advisory Committee, National Institute on Children, Youth & Families, Inc. (1997-05)

SELECTED COURSES TAUGHT

Administration of Programs for Children and Families
Child Abuse and Neglect
Child Development
Children, Families, and Public Policy
Curriculum Development in Early Childhood Programs

RECENT GRANTS AND CONTRACTS

I have been PI on research grants from the federal government, state government, and foundations. In addition, I have been involved in national Research Consortia (Preschool Curriculum Evaluation Research and Early Head Start) for the past 12 years.

University of Mississippi Barksdale Reading Institute ($570,606.), 2009-12.
Missouri Department of Social Services ($882,410.), 2009-10.
Missouri Department of Health and Senior Services ($40,000.), 2009-10.
Missouri Department of Elementary & Secondary Education ($1,125,000.), 2006-10.
United Way of Greater St. Joseph ($22,771.), 2008-09.
Missouri Department of Health and Senior Services ($40,000.), 2008-09.
Mid-America Regional Council ($395,497.), 2006-09.
Missouri Department of Health and Senior Services ($115,000.), 2006-09.
Missouri Department of Social Services ($1,800,921.), 2006-09.
First Chance for Children ($865,854.), 2006-09.
United Way of Greater St. Joseph ($45,551.), 2005-08.
Ewing Marion Kauffman Foundation ($7,240.), 2006-07.
Missouri Department of Social Services ($1,074,410.), 2006-07
University of Nebraska-Lincoln ($282,454.), 2004-07.
U.S. Department of Health and Human Services ($198,945.), 2004-05.
U.S. Department of Education ($1,161,335.), 2003-2007.

To view complete vita: http://hdfs.missouri.edu/Faculty/faculty.html

MICHELLE LYNN WAGNER

(b)(6)

OBJECTIVE

Seeking a position where I can fully utilize my varied background, skills, and education.

EDUCATION

May 2004 Lincoln University, Jefferson City, MO 65101
Bachelor of Science Degree with a major in Computer Information Systems

GPA 3.814 Magna Cum Laude

Courses: Data Files and Databases, System Development and Methodology, Perl, Ruby, Visual Basic, Beginning and Intermediate COBOL, Computer Graphics, Internet Programming HTML and Java, Networking, Microsoft Office.

WORK HISTORY

9/04 to Present **Office of Administration**
Information Technology Services Division – DESE
Computer Information Technologist I

Create and maintain Oracle PL/SQL and SQL Server T-SQL scripts. Convert existing Oracle PL/SQL scripts to SQL Server T-SQL. Set up data transformation packages in SQL Server to ftp data to the mainframe and run T-SQL scripts. Set up jobs using SQL Server Enterprise Manager to run T-SQL scripts. Analyze, modify, test, implement code and verify data accuracy. Create and modify tables. Make data corrections and move code, data and tables from one environment to another. Load data using Oracle SQLLOADER utility. Implement applications on AIX. Install and test new software such as Advanced Query Tool and iWay DataMigrator.

- Visual Basic .NET training through MOTEC
- SQL Server training through MOTEC
- Crystal Reports XI through MOTEC

12/00 to 9/04

Department of Economic Development
Management Information Systems
Clerk IV

Routinely worked with Microsoft Access, Word, Excel and Outlook, generated queries and reports from Microsoft Access and Excel, processed and tracked hardware and software maintenance renewals, maintained software licensing information, data entry, prepared purchase requisitions, assisted staff with miscellaneous IT projects.

- Perl training through MOTEC

4/97 to 12/00

Department of Economic Development
Neighborhood Assistance Program
Clerk Typist II

Created and maintained Microsoft Access databases, routinely worked with Microsoft Outlook, Word, Excel and Access, assisted with the creation and maintenance of the NAP website, assisted with the development of the NAP FAS database, generated queries and reports from Microsoft Access databases, data entry, training in Microsoft Office, training in customer service, assisted with the preparation and development of contracts, directed incoming telephone calls, assisted the general public, created and maintained files, arranged travel and accommodations, prepared purchase supply requisitions, processed expense accounts, sorted and distributed mail, prepared internal and inter-departmental documents.

10/95 to 4/97

Department of Economic Development
Community and Economic Development
Receptionist (Clerk Typist II)

Directed incoming telephone calls, assisted the general public, logged State cars in and out, filed car packets and mileage forms, sorted and distributed mail, prepared purchase and supply requisitions, maintained supply inventory.

12/93 to 6/95

Missouri Senate
Senator John D. Schneider
Secretary

Receptionist, worked with the Senate Calendar, scheduled group tours for schools and other organizations, typed correspondence to constituents

and other agencies, received incoming telephone calls, created filing system, maintained all files, worked with Community Service Directory for the Senator's district, handled all incoming and outgoing mail, transcribed letters, data entry, received and sent faxes, ran errands within the Senate and House, communicated with various State and Federal agencies and out-of-state departments, and implemented ideas for the workflow.

RELATED SKILLS

- Dependable, enthusiastic and quick to learn.
- Independent works with minimal supervision and contributes to a team.
- Ability to communicate and maintain effective working relationships with others.
- Effectively handles multiple tasks.

Paul Gerard Wright

(b)(6)

PROFESSIONAL EXPERIENCE

Chief Information Officer **2001-Present**
Interim Chief Information Officer **2000-2001**
Department of Elementary & Secondary Education - Jefferson City, MO
Oversee Information Technology section for the agency which consists of 40 employees and an annual budget of $3 million. Provide direction for the agency in the area of technology which consists of web based applications for the collection of data from and dissemination of funding to 524 public school districts in the state of Missouri. The Information Technology section consists of networking, database administration, and software development groups.
Primary duties include:

- Implementing Missouri Project Management Best Practices in the Department.
- Continuing to develop Project Management databases to be used as part of the Best Practices implementation.
- Developing and implementing disaster recovery procedures for the Department.
- Re-vamping the Information Technology (IT) section and creating a functional organization chart of the new organiztion.
- Working with business divisions to institute a Project Management Office and distributed software development as part of the IT restructuring.
- Establishing IT Liaison positions within the divisions. These Liaisons will be a main link between the divisions and the IT section.
- Providing Liaison training.
- Establishing a communications plan between IT and various areas and levels of the Department.
- Participating in the Information Technology Advisory Board (ITAB) meetings, which consists of the IT Directors from each State agency. Also, participating in various ITAB sub-committees, such as IT Consulting Review Committee, Performance Measures Committee, and Total Cost of Ownership/Return on Investment (TCO/ROI) Committee.

Manager - Information Technology **1996-2001**
Department of Elementary & Secondary Education - Jefferson City, MO
As project manager for Information Systems Information Strategy Plan (ISP), researched toolsets for integration into the Department's new client/server environment, recruit college full-time and interns, work with agencies for contract personnel, responsible for new development activities. Provide supervisory activity (performance management, training, etc.) for internal staff (manage 7 staff) and manage all development contract staff (15 from three contract agencies).

- Interim-CIO from September 2000 to present.
- Managed a team and participated in the development of an Information Strategy Plan (ISP) for the agency.
- Participated, as manager, in the evaluation and purchase of hardware, database and software components for the agency's transition from mainframe to client/server. This included Computer Assisted Software Engineering (CASE) toolset and hardware operating environment (NT and AIX).
- Developed standards committee for the creation of over 40 standards to be utilized in the software development area.
- Developing a web-based transactional application in order to better understand and manage the development tools installed.
- Teamed with the Assistant CIO to develop a brochure for use in college campus recruiting and job fairs.
- Designed and developed a database to track campus recruiting candidates via laptop. This data is then transferred to a web server for viewing by all State agencies.
- Designed and developed databases for tracking user work requests, change control management and a knowledge database for technical problem/resolution. This is part of an overall Project Management system that I am developing for the Department.

- o Member of Prime Vendor contract committee that is responsible for renegotiating the prime vendor contract for the State.

Analyst **1996-1996**
University Extension-OSEDA - Columbia, MO
Provided Visual Basic and Access development and support to the Missouri Department of Elementary & Secondary Education.

Computer Technology Consultant **1993-1996**
Columbia, Missouri
Consult in areas such as, interactive multimedia authoring, CBT development, HTML, long-term technology planning for businesses, and training; software design and development in Visual Basic; design and installation of BBS and Internet servers.

Supervising Systems Analyst **1988-1993**
Chevron Petroleum Technology Company - San Ramon, California
Responsible for providing work direction to a team of 9 Programmers and Systems Analysts in support of Chevron exploration and production departments for overseas operations. Perform work reviews, administer salary, develop budget (of $1million yearly) and strengthen client relations.

- o Strengthened client relationship through periodic 'face-to-face' meetings to discuss current projects' status and other general concerns.
- o Designed and co-developed an on-line order entry system used by Computer Operations at 3 company sites.
- o Designed a manpower billing reporting system utilizing MVS/SAS and REXX for the San Ramon site. System was used by client organization as well as internally.

Supervising Systems Analyst **1984-1988**
Chevron Information Technology Company - San Ramon, California
Responsible for providing work direction to a team of 8 Programmers and Systems Analysts in support of Chevron Chemical Company operations. Tasks included performance review, salary administration, budgeting, and client liaison.

- o Developed and implemented methods for 24 hour support of all Chevron Chemical systems, including on-line and batch IMS, Nomad and RAMIS.
- o Formulated standards and wrote programmers guide that itemizes these standards, including programming style, documentation and many other support functions.

Data Communications Analyst **1983-1984**
Chevron Information Technology Company - San Francisco, California
Participated in a 1 year rotational assignment program learning aspects of general data communications. Assignment was made available to only 7 employees.

- o As a project analyst, installed and re-configured remote controllers at 3 Chevron sites during a restructuring of the Chevron telecommunications network. Worked alone and on a tight deadline installing at Midwest sites.
- o As a network analyst, designed new telecommunications hubs for the Chevron network in Atlanta, Richmond and San Francisco. A multi-million dollar project tying all sites in the East to the San Francisco-based mainframe.

Programmer/Analyst **1979-Current**
Chevron Information Technology Company - San Francisco, California
Developed procedures in support of Chevron Chemical's multi-million dollar order entry system, which consisted of on-line and batch IMS, Nomad, RAMIS and MARK IV applications.

- o As project lead, designed and installed an on-line perpetual inventory system, for all Chevron Chemical warehouses, using IMS and PL/1.

Professional Recruiter **1982-Current**
Chevron Corporation
State of Missouri - Jefferson City, MO
As team lead, made all preparations for recruiting activities at 5 universities for the recruitment of computer science, MIS and EE graduates. Conducted on-campus interviews at these schools. Recruited technical professionals via job fairs. Contacted, interviewed and recommended technical contractors.

- o Recommended and administered scholarship and departmental cash gift budgets for 5 major universities.
- o Evaluated criteria and recommended schools for recruiting activities.
- o Chevron Recruiting Team Leader for 4 campuses (University of Missouri-Columbia, University of California-Santa Barbara, California State University-Chico). Duties included making all arrangements for interviewing, arranging for participation in career fairs, making recruiting team assignments, travel arrangements and remaining in contact throughout the year with campus contacts.
- o State of Missouri recruiter at the University of Missouri-Columbia, Central Missouri State University, State Fair Community College, Columbia College, and Westminster College. Duties included making all arrangements for interviewing, arranging for participation in career fairs, making recruiting team assignments, travel arrangements and remaining in contact throughout the year with campus contacts.

TECHNICAL SUMMARY

Operating Systems:	Windows 3.1x through Windows XP, MS DOS, VM/XA, VM/ESA, MVS, Macintosh, DEC UNIX (ULTRIX), IBM AIX
Hardware:	IBM PC, Macintosh, IBM 327x series SNA terminals, DEC 5000/200
Software/Other:	Microsoft Access, Visual Basic 6.0, HTML, MS .NET Framework (VB .NET) Nomad2, SAS, MARK IV, FORTRAN, PL/1, JCL, IMS, MVS/TSO, MS Office Suite, MS Project, MS Visio, Qbasic, COOL:Gen, Clearaccess, FoxPro
Project Management:	Yankovich & Yourdon - SDM/70; Project Management seminar conducted by MTW Consulting – 1997; Project Assessment Quotation session held by the State of Missouri's Office of Administration; Business Scorecard Development workshop conducted by the Missouri Excellence organization.

EDUCATION/CERTIFICATIONS/AWARDS

IT Director of the Year – State of Missouri, June 2008
Partnership Appreciation Award (Support of the Cisco Academy Program) - 2008
Project Management Certification – State of Missouri, March 2001
Master of Science, Management of Information Systems, ISIM University, January 2001
Bachelor of Arts, Computer Science, University of Missouri-Columbia, December 1978

PROFESSIONAL ORGANIZATIONS

Project Management Institute **2002 - Present**

ADDITIONAL ACTIVITIES

IT Recruiting Committee **2006 - Present**
State of Missouri

Central Missouri State University (CMSU) – School of Business **2005**
Warrensburg, MO

Information Technology Advisory Board (ITAB) **2005 - Present**
State of Missouri

Project Management Standing Committee (PMSC) **2003 - Present**
State of Missouri

Missouri Value Assessment Program Committee (MOVAP) **2003 - Present**
State of Missouri

Performance Management Committee **2003 - Present**
State of Missouri

Missouri Technical Training & Education Center (MOTEC) **2002 - 2004**
Jefferson City, MO

Regional Technical Education Council (RTEC) - Jefferson City **2002 - Present**
Jefferson City, MO

University of Missouri – College of Business, Marketing Advisory Board **2001 - Present**
Columbia, MO

State Fair Community College (SFCC) **2000 - Present**
Sedalia, MO

Central Missouri State University (CMSU) – School of Business **1998 - Present**
Warrensburg, MO

Business Information Technology (BIT) Career Institute **1998 - Present**
Central Missouri State University - Warrensburg, MO

Jefferson City Information Technology Coalition (JCITC) **1997-Present**
Jefferson City, MO

JASON YOUNG

PROFESSIONAL EXPERIENCE

ESP Solutions Group

Project Manager (2006 – Present)

Mr. Young manages one of ESP's largest clients, the Missouri Department of Elementary and Secondary Education. His responsibilities include project requirements gathering and project documentation; identifying and scheduling project deliverables, milestones, and required tasks; maintaining project communication with project team; managing subcontractors; identifying risks and providing contingency plans; and updating the project website and content. Other relevant duties include oversight of Microsoft data loading and transformation technologies, data collection data items and data quality rules, and educational data systems analysis.

Recent Client Projects

- Project Manager for Missouri Department of Elementary and Secondary Education's Longitudinal Data Collection System
- Project Manager for Missouri Department of Elementary and Secondary Education's State Identification System

State of Missouri

***Information Technology Specialist* (1999 – 2006)**

Mr. Young was the team lead responsible for the maintenance of the Missouri Department of Elementary and Secondary Education Information Technology infrastructure. He is an expert in Microsoft server technology, Cisco network systems, Microsoft .Net application programming, and Microsoft Database technologies.

Specific duties and technologies:

- Designed and supported Microsoft Active Directory system.
- Designed and supported Microsoft Exchange Server system.
- Administration of Cisco router, switch, content switch, intrusion prevention, and firewall.
- Designed and supported state-wide area network connecting state operated schools.
- Designed and supported Business Objects Enterprise Server providing web and desktop reporting.
- Designed and supported public and secured .Net based web applications.
- Designed and supported Microsoft SQL Server databases.

TECHNICAL PROFICIENCY

Database Environments: Microsoft SQL Server, Microsoft SQL Server Integrated Services Cisco network systems, Microsoft .Net Framework

Programming Languages: Visual Basic .Net, SQL

EDUCATION

1999 B.S. – Columbia College of Missouri

Project Narrative

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

Attachment 1:
Title: **Appendix C** Pages: **4** Uploaded File: **Appendix C.pdf**

Appendix C – Current Status of State's Longitudinal Data System

Required Capabilities	Current Status	Relevant Outcomes
1) The system must enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).	Missouri currently data on individuals for those within the PK-12 public education sector, and the public 2yr and 4yr institutions as well as wage data.	Component 3 Component 5 Component 6
2) The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.	Missouri Department of Education currently exchanges data between state agencies using universal formats (comma separated values). The newest of these exchanges does include data at the student grain. These data are linked via a state identifier when possible and through probabilistic matching when required.	Component 2 Component 9
3) The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.	Missouri over the past 3 years has developed data collection systems which facilitate collecting student and educator data which may be linked. Two years of data currently exist.	Component 2 Component 6

Required Capabilities	Current Status	Relevant Outcomes
4) The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.	Missouri has captured this information for 20 years. Current IES grant award is helping to improve the collection and management of certificates via a web-based system	Component 6
5) The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	Missouri most prominent decision making data is based on aggregate data which by in large are based on State and Federal reporting needs. Missouri has active projects in place working to expanding these data to include actionable data from more atomic data streams. This includes data from the entire P-20 data spectrum not just K-12.	Component 5 Component 9
6) The system must ensure the quality and integrity of data contained in the system.	For the past 2 years Missouri has taken the first few steps in ensuring data quality and integrity of the new student level data collected from school districts. State wide trials with business rules geared towards helping state and district users verify K-12 data submitted to the Department of Education have been put in place. The past few years have been successful in building the framework and communication avenues in regards to these activities.	Component 2 Component 4 Component 8
7) The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the *EDFacts* data collection and reporting system.	Missouri will be using existing IES/LDS grant funds to enhance current data collection systems to capture course completion and grades earned as well as the educator/principal evaluations.	Outcome 6

Required Elements	Current Status	Relevant Outcomes
1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)	Completed Improved upon pursuant this grant	Component 2
2) Student-level enrollment, demographic, and program participation information	Completed Improved upon pursuant this grant	Component 2 Component 5 Component 6 Component 8 Component 9
3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Completed	Component 8 – improving quality of DHE data to include exiting types
4) The capacity to communicate with higher education data systems	Completed Improved upon pursuant this grant	Component 8 Component 9
5) A State data audit system assessing data quality, validity, and reliability	Completed Improved upon pursuant this grant	Component 2 Component 3 Component 4 Component 8 Component 9
6) Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	Completed Reporting improved upon pursuant this grant	Component 5 Component 6 Component 9
7) Information on students not tested, by grade and subject	Completed Reporting improved upon pursuant grant	Component 5 Component 6 Component 9
8) A teacher identifier system with the ability to match teachers to students	Completed Improvement with an existing IES grant	Component 9

Required Elements	Current Status	Relevant Outcomes
9) Student-level transcript information, including information on courses completed and grades earned	Not Completed Developed pursuant this grant competition	Component 7
10) Student-level college readiness test scores	Completed Reporting improved upon pursuant this grant.	Component 8 – DHE storage of ACT/SAT data at the student level Component 9 – providing the ACT/SAT data element to the P-20 LDS
11) Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Completed Reporting Improved upon pursuant this grant. Current IES/LDS grant work is setting the foundation for the linkage at a student level instead of reporting based on the high school the student reported attending	Component 7 Component 8 Component 9 – National Student Clearing House, Mid-State Education Information Consortium
12) Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Completed Indicators based on Advanced Placement, College Prep, End-of Course assessments	Component 6 – Component 8 – improve Higher Education data quality Component 9 – continued work on the linkage of the key data systems and analysis of those systems

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **Appendix D** Pages: **7** Uploaded File: **LOS_Binder.pdf**

MISSOURI P-20 COUNCIL

Always Learning • Always Prospering • Always [illegible] • Always Prosperous • [illegible] • Always Pro[illegible]

Missouri P-20 Council

Robert Stein
Commissioner,
Dept. of Higher Education

Chris Nicastro
Commissioner,
Dept. of Elementary and Secondary Education

David Kerr
Director,
Dept. of Economic Development

Lowell Kruse
Chair,
Coordinating Board for Higher Education

David Liechti
President,
State Board of Education

Valeri Lane
Chair,
Coordinating Board for Early Childhood

December 2, 2009

Dr. John Q. Easton
Director of the Institute of Education Sciences
United States Department of Education
555 New Jersey Ave, Northwest
Washington, D.C. 20208

Dear Dr. Easton:

We enthusiastically support Missouri's application for funding under the Statewide Longitudinal Data Systems program of the Institute of Education Sciences (IES). The Missouri P-20 Council promotes the state's education and economic development agendas to ensure the success of all Missouri citizens as they transition from early childhood into the workforce. Several state agencies are collaborating to achieve this success by establishing a comprehensive longitudinal data system for the state.

The Council has agreed to provide general oversight, policy advice, and a governance structure for the longitudinal data system. We have an established protocol and an advisory panel of experts to review requests for access to data and to protect individual privacy and confidentiality where appropriate.

The P-20 Council, its member agencies and organizations are committed to supporting the statewide data system by sharing data and providing staff for the implementation and analysis of fully linked longitudinal data in Missouri. The development of this resource, facilitated by funds from IES, will prove invaluable for decision-making by students, families, educators, and policymakers, in shaping and executing a coordinated agenda for student success and economic growth in Missouri.

The enclosed proposal is the result of close coordination among a diverse group of partner agencies, organizations, and stakeholders. The proposed deliverables will move us closer to a unified agenda for high-quality education, career readiness, and economic development planning.

Funding from the IES will allow us to perform critical value-added analysis about Missouri students from birth to the workplace. We are pleased to lend our support and resources to the successful completion of these important projects, and ask for your favorable consideration of Missouri's proposal.

Sincerely,

Robert Stein	Chris Nicastro	David Kerr
Lowell Kruse	David Liechti	Valeri Lane

STATE OF MISSOURI
JOINT COMMITTEE ON EDUCATION
STACEY PREIS, EXECUTIVE DIRECTOR
201 W. Capitol Ave., Room 501
Jefferson City, MO 65101
Phone (573) 751-0205
stacey.preis@senate.mo.gov

November 23, 2009

Dr. Chris Nicastro
205 Jefferson Street
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

I am pleased to write this letter of support for the Missouri Department of Elementary and Secondary Education's application for a grant for a statewide, longitudinal data system under the American Recovery and Reinvestment Act of 2009.

Missouri has taken the initiative to be a leader in the development of comprehensive longitudinal data systems. The Joint Committee on Education has followed with interest the progress on the longitudinal system that has been a collaborative effort between the Department of Elementary and Secondary Education, the Department of Higher Education and the Department of Economic Development, and in conjunction with the Missouri P-20 council. A pilot of this data system has already benefitted the Committee in our work on two studies: one on characteristics of high poverty, high performing Missouri schools and another on charter school student achievement.

This data system holds the potential to be a valuable resource for informing policy decisions across the spectrum from early childhood programs to workforce development. I support the efforts of our colleagues in moving Missouri education policy forward.

Sincerely,

Maynard Wallace

Representative Maynard Wallace
Chair, Joint Committee on Education
Chair, Elementary and Secondary Education, Missouri House of Representatives

November 23, 2009

Dr. Chris Nicastro
Missouri Commissioner of Education
205 Jefferson Street
Jefferson City, Missouri 65102

Dear Dr. Nicastro:

We are so excited to write this letter of support for the Missouri Department of Elementary and Secondary Education's application for a grant for a statewide, longitudinal data system under the American Recovery and Reinvestment Act of 2009.

As you know, the "P" part of the data system is not well defined and requires data from many agencies in addition to the data administered by the State and therefore is responsible for the largest gaps in the data system. Our "P" Team has been working together for several months to develop a plan that would address many of these gaps. In working with the K-20 partners, our contribution would allow for additional data systems to be linked and to identify strategies to strengthen the data collection within these systems to strengthen policy decision-making.

The organizations and agencies that have collaborated on the P data plan include public and private entities—three state departments, Head Start, private organizations (Parents as Teachers National Center and MO Child Care Resource and Referral Network) and multiple University departments. Without the support of this grant, we would not be able to develop a viable data system to support sound education policy and practice. The Directors of the Center for Family Policy & Research and the OPEN Initiative (career development system for the state) will provide leadership for the "P" Data Council and the work of this grant. Working with all of the partners signing this letter, we will use the investment of this grant to accomplish the goals outlined in the proposal.

Thank you so much for realizing and supporting the importance of the "P" part of the P-20 data effort. Together we can make a difference for our children and those who teach them.

Sincerely,

Kathy Thornburg, Ph.D
Director, Center for Family Policy & Research

Denise Mauzy
Director, OPEN Initiative

Sue Stepleton, Ph.D.
CEO, Parents as Teachers National Center

Jason Grissom, Ph.D.
Truman School of Public Affairs

Kathy Quick
MO Dept. of Health

Stacey Owsley
Director, Head Start-State Collaboration Office

Jo Anne Ralston
MO Dept. of Elem. & Second. Ed

Becky Houf
MO Dept. of Social Services

L. Carol Scott, Ph.D.
Director, MO Child Care Resource & Referral Network

Bill Elder, Ph.D.
Director, Office of Social & Economic Data Analysis

1400 Rock Quarry Rd • University of Missouri • Columbia, MO 65211-3280
phone: (573) 882-9998 • fax: (573) 884-0598 • website: http://CFPR.missouri.edu

Fields of Opportunities

STATE OF IOWA

CHESTER J. CULVER, GOVERNOR
PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY, DIRECTOR

December 2, 2009

Institute of Education Sciences
National Center for Education Statistics
1990 K. Street, NW, Room 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee:

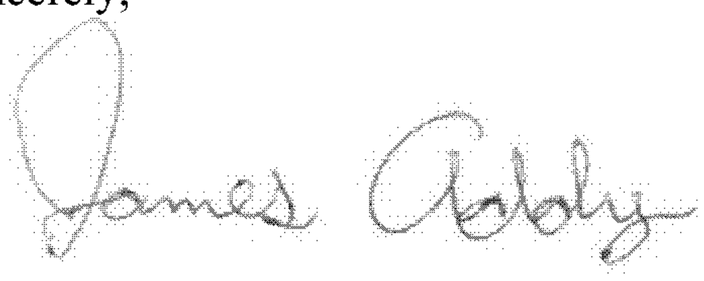
As the Iowa representative of the Midwestern Education Information Consortium (MEIC), I am pleased to write this letter of support for Missouri's application for an Institute of Education Sciences (IES) grant for a P-20 Statewide Longitudinal Data System (SLDS) under the American Recovery and Reinvestment Act of 2009.

MEIC, which includes the states of Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota, has a long history of collaboration and recently began consideration of a student locator project that will facilitate the tracking of students who move among our member states. Out-of-state student mobility results in the loss of numerous students in each of our state databases and affects our graduation and dropout rates. This greatly impacts our compliance with the National Governor's Association (NGA) and the National Graduation Cohort Analysis graduation rate calculations as well as our local student-level analysis activities.

Currently, Iowa, Nebraska, Missouri, and Kansas use the same product, eScholar UniqID, to generate student IDs and are interested in being able to search each others' student identifier databases for missing students. We will need to create a multi-state student locator framework, which would involve working with each other and with eScholar to define the procedures and develop the format. Once this has occurred, we would conduct a pilot test among the four of us to ascertain the feasibility of moving forward with this concept. We would also share our development strategies and pilot results with the other MEIC partners.

IES funding for this pilot and future development and implementation activities among all seven member states would allow us to comfortably move forward with this collaborative effort.

Sincerely,



Jim Administrator, Administrator
Division of School Support and Information

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www.iowa.gov/educate
Helping Communities Meet the Learning Needs of All Their Children and Adults

Kansas state department of Education

Information Technology

785-296-7931
785-296-1413 (fax)

120 SE 10th Avenue • Topeka, KS 66612-1182 • 785-296-6338 (TTY) • www.ksde.org

December 1, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006

Ladies and Gentlemen:

The Midwestern Education Information Consortium (MEIC)-Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota-has a long history of working collaboratively to extend and enhance member states' longitudinal data systems. At the July 2009 meeting, the MEIC states held a discussion that became the genesis for the student locator project proposed in this grant. The problem that each state had was complying with the National Governors Association (NGA) and the National Graduation Cohort Analysis graduation rate submissions. The solution, which became clear during the meeting, was to create a simple mechanism for searching the student identifier databases in partner states to locate students who have been lost and reported as dropouts. In other words, create a multi-state student locator framework.

Missouri, Iowa, Nebraska, and Kansas each use the eScholar UniqID product, which positions the group well for piloting the multi-state student locator framework for MEIC. We will work with each other and with eScholar to define the procedures and develop the format for accessing partner states' student identifier databases to locate our lost students. The long term goal of this project is to track all students who move between states to provide a longitudinal inter-state education record. We will share what we learn, as we develop and implement the framework, with other MEIC states as well as with states outside of the Midwest that are interested in the project.

Sincerely,

Kathy Gosa, Director
Information Technology

KANSAS BOARD OF REGENTS

1000 SW JACKSON • SUITE 520 • TOPEKA, KS 66612-1368

TELEPHONE – 785-296-3421
FAX – 785-296-0983
www.kansasregents.org

December 1, 2009

Dr. John Q. Easton
Director of the Institute of Education Sciences
United States Department of Education
555 New Jersey Ave, Northwest
Washington, D.C. 20208

Dear Dr. Easton:

On behalf of the Kansas Board of Regents, I am pleased to provide this letter of support for the State of Missouri application to the National Center for Education Statistics: "Statewide Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009".

We look forward to collaboration and enhanced partnerships with Missouri for cross-state cooperation regarding the P-20 longitudinal data system for education. Colleagues in Missouri have been in contact with our office during proposal development and regarding broader planning for the future. We are committed to expanded collaboration as the longitudinal data systems become more comprehensive in Kansas and Missouri. And we expect collaboration regarding data collection and research into critical student success factors, student migration, and participation and movement within the bi-state workforce to be particular points of focus.

Partnerships between neighboring states are central to capturing a real picture of student progress and outcomes. Many students move between neighboring states during their educational history, and it is essential to produce data that can capture and describe this important information. For example, our largest metropolitan area, Kansas City, is cut by the Kansas/Missouri state line. We are committed to working with Missouri to improve the data available to policy makers in each state, and we strongly support both the Missouri application and their efforts to advance the P-20 longitudinal data system.

We look forward to continued collaboration and enhanced partnerships with the Missouri Department of Higher Education and the Missouri Department of Elementary and Secondary Education to accomplish this important mission to better serve the citizens of Kansas and Missouri.

Sincerely,

Reginald L. Robinson
President and CEO

NEBRASKA DEPARTMENT OF EDUCATION

Roger D. Breed, Ed.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

301 Centennial Mall South ▪ P.O. Box 94987 ▪ Lincoln, Nebraska 68509-4987
Telephone: 402-471-2295 (Voice/TDD) ▪ Fax: 402-471-0117
http://www.nde.state.ne.us/

November 30, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, NW. Rm. 9023
Washington, DC 20006

Ladies and Gentlemen:

The Midwestern Education Information Consortium (MEIC) – Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota - has a long history of working collaboratively to extend and enhance member states' longitudinal data systems. At its July 2009 meeting, the MEIC states held a discussion that became the genesis for the student locator project proposed in this grant. The problem that each state had was complying with the National Governors Association (NGA) and the National Graduation Cohort Analysis graduation rate submissions. The solution, which became clear during the meeting, was to create a simple mechanism for searching the student identifier databases in partner states to locate students states have "lost" and reported as dropouts. In other words, create a multi-state Student Locator framework.

Missouri, Iowa, Nebraska and Kansas each use the eScholar UniqID product, which positions us well for piloting the multi-state Student Locator framework for MEIC. We will work with each other and with eScholar to define the procedures and develop the format for accessing partner states' student identifier databases to locate our "lost" students. The long term goal of this project is to track all students who move between states to provide a longitudinal inter-state education record. We will share what we learn, as we develop and implement the framework, with other MEIC states as well as with states outside of the Midwest who are interested in the project.

Sincerely,

Robert M. Beecham

Robert M. Beecham
Senior Administrator, Nebraska Department of Education

State Board of Education

Kandy Imes President District 7 1850 20th Street Gering, NE 69341	Jim Scheer Vice President District 3 P.O. Box 16 Norfolk, NE 68702	Robert Evaen District 1 301 South 13th Street Suite 500 Lincoln, NE 68508	Kerry T. Winterer District 2 12388 Rose Lane Omaha, NE 68154	Rebecca Valdez District 4 3922 South 23rd Street Omaha, NE 68107	Patricia H. Timm District 5 1020 North 21st Street Beatrice, NE 68310	Fred Meyer District 6 1580 Highway 281 St. Paul, NE 68873	Joe Higgins District 8 5067 South 107th Street Omaha, NE 68127

ESP Solutions Group

December 3, 2009

Chris L. Nicastro
Commissioner of Education
Missouri Department of Elementary and Secondary Education
205 Jefferson Street
Jefferson City, MO 65102

Dear Commissioner Nicastro:

I am pleased to commit ESP Solutions Group's support to the success of the Missouri Comprehensive Data System and the activities included in your application for a state longitudinal data systems grant. Missouri has demonstrated an outstanding capacity to manage quality data efforts with the State resources available to you. Our expert data architects and project managers have reviewed your proposed SLDS plans and believe that with funding from IES, DESE will deliver a successful implementation of the components described. Overall, what is being requested supplements and enhances your on-going efforts with significant resources that are not currently available in the MOSIS project or to your partners in the pre-K, higher education, and workforce communities.

ESP Solutions Group has worked with DESE for several years now, and we are enthusiastic about the gains that can be made for Missouri's students and schools with support from this grant. Please be assured that we are committed to provide whatever support DESE needs for this project.

Sincerely,

Glynn D. Ligon
CEO

8627 N. Mopac, Suite 400, Austin, TX 78759 • Phone: (512) 879-5300 • Fax: (512) 879-5399

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Budget Justification** Pages: **57** Uploaded File: **Budget Narrative.pdf**

Budget Narrative

Contractual

Funding Source	Amount	Justification
Component 1: Project Management and Systems Integration		
Year 1–Grant	$287,500	**Obtain Project Management & Systems Integration Expertise:** DESE will contract for an on-site PMI certified project manager provided by a contractor who will oversee the P20 LDS Project. A detailed project management plan will be developed and approved by the participating agencies and the governing groups. Full PMI project management methodology will be followed to ensure the deliverables and objectives described in this application are fully delivered. (Project Manager: 1,250 Hours X $150 = $187,500; Content Experts & Architects: 500 Hours X $200 = $100,000)
Year 2–Grant	$301,875	**Obtain Project Management & Systems Integration Expertise:** The project management team will recommend adjustments and changes based upon year 1 assessments from the risk management plan and the results of the evaluation component. (Project Manager: 1,250 Hours X $150 = $187,500; Content Experts & Architects: 500 Hours X $200 = $100,000) 5% COL adjustment
Year 3–Grant	$316,969	**Obtain Project Management & Systems Integration Expertise:** The project management team will recommend adjustments and changes based upon year 2 assessments from the risk management plan and the results of the evaluation component. (Project Manager: 1,250 Hours X $150 = $187,500; Content Experts & Architects: 500 Hours X $200 = $100,000) 5% COL adjustment

Funding Source	Amount	Justification
Component 2: Early Childhood 'P' Data		
Year 1–Grant	$890,885	**The Missouri P-Data Council—Development and Oversight of the P Dataset:** The P Data Council will increase data contributions from the key early childhood data partners via the development of the P dataset. The targeted datasets include but are not limited to early childhood program data, child enrollment and attendance data, child assessment data, child health data, early childhood workforce data, parent support/education data, and social service support data. This module includes a focus on a review of current data systems, technology improvements, systems feedback, analysis, resource development, and oversight and planning for extended data collection in key data areas. In year one, the P longitudinal data system and data warehouse will be expanded to import 3-4 selected datasets from early childhood initiatives and organizations. Analysis will determine which data will be consolidated, common definitions, and processes. Representatives from each agency will contribute in-kind time through service on the P Data Council. The P Data Council will be the policy governing group that will make the determinations that will guide DESE and the partners in the development of the formats and structures of the data model and table structures for the PLDS. OSEDA will house the PLDS physical components for the system until such time as the P20 LDS is prepared to receive the P data. DESE will maintain responsibility for the overall accountability of this component. OSEDA will manage the P Dataset. The Center for Family Policy and Research will manage the grant operations and functions, including data partnership negotiations in seven key areas and data projects in five key areas to bolster current datasets and inform future data collection.

Funding Source	Amount	Justification
		$506,854 **Salary, Wages, Benefits for Overall Grant Management and Planning:** Given the scope of the needs of the P Dataset from planning, acquisition of data, and ultimately inclusion in the dataset, dedicated staff members to manage the grant are necessary. The management team will include a principal investigator, director, data coordinator, pilot project coordinator, office and administrative support and fiscal and operational support. The management team will be responsible for the full scope of P Dataset activities including, but not limited to, communications and memorandums of understanding for key data partners, overseeing the P Data Council and recording decisions, policies and procedures, managing sub-contracts for technology and resource development, recruiting and supporting pilot sites to ensure the success of the data pilots in selected communities, and ensuring successful completion of activities within the specified timeframe ensure the success of the project. The Director of the P Data System will oversee the P Data System staff including the Database Administrator, Systems Programmer, Data Analyst, and Application Programmer. This oversight will include monitoring the acquisition, storage, security and maintenance of the P Data System and ensuring that data use is within the parameters of the data sharing agreements signed by the data contributing agencies. The Database Administrator will be responsible for ensuring that the design, implementation and support of the P data systems meet all the functional requirements of the project. The DBA will ensure the integrity of the databases and ensure adequate capacity and performance of the system. Additionally the DBA will implement security measures to safeguard the database and access to it. The Systems programmer will support the network and physical support of the servers and data arrays, including the virtual private network through which the system will be accessed. The Data analyst will work with project staff to design research including statistical and data mining efforts that will generate and sustain critical reporting from the database. The Application programmer will work with project staff to design and implement programs that will produce Web-enabled reports and other database applications such as table queries, reports, mapping and charting capacities. These applications will return key information in secure ways to users of the data system demonstrating the information and policy value of the project.

Funding Source	Amount	Justification
		Director of the P Data system – 416 hours @ $62.34/hour = **$25,933** Principal Investigator – 1040 hours @ $53.82/hour = **$55,973** Project Director – 1872 hours @ $35.38/hour = **$66,231** Data Coordinator – 416 hours @ $33.87/hour = **$14,090** Pilot Project Coordinator – 2080 hours @ $22.34/hour = **$46,467** IT Support – 676 hours @ $16.15/hour = **$10,917** Office Support - 2080 hours @ $15.49/hour = **$32,219** Operations Support – 3120 hours @ $23.23/hour = **$72,477** Admin Assistant – 2080 hours @ $18.61/hour= **$38,709** Database Administrator – 1560 hours @ $36.26/hour = **$50,326** Systems Programmer – 520 hours @ $37.23/hour = **$19,360** Data Analyst – 1040 hours @ $40.33/hour = **$41,943** Application Programmer – 1040 hours @ $30.97/hour = **$32,209**
		$19,781 **Contracted Management of Stipends for the P Data Pilot:** The contracted agency will be responsible for devising a plan to pay stipends to participating programs and teachers for their data contributions including but not limited to the 65 early childhood pilot programs, ~700 early childhood teachers in the pilot sites, 200-400 teachers in non-pilot sites within the pilot service delivery area, and 28 Head Start programs and/or delegates. The contractor will be paid at a rate of $31.25/hour for 633 hours in year one to devise the plan and to pay any stipends due.
		$250,000 **Technology Grants:** Grants will be made available to key data partners providing early childhood program, child assessment, child health, workforce, child enrollment, parent education/support, and social service data. These grants will be awarded to support the data transfer and/or address issues identified to increase the amount or quality of data. The grants will limited to enhancements and/or upgrades and cannot support core operation costs. The P Data Council will make funding determinations for the technology grants and report decisions to DESE.

Funding Source	Amount	Justification
		$100,000 **Systems Feedback, Analysis, and Resource Development:** The Research Committee of the P Data Council will be responsible for the review of the datasets and data transfer process and will develop recommendations to data partners about data elements or structure that could enhance the dataset. Grants will be made available to organizations for data analysis. Additionally grants will be made available for resource development that will inform teacher and program practice and support parents' knowledge about how their child(ren) is performing in relation to school readiness expectations. The Research Subcommittee will make funding recommendations to the P Data Council. The P Data Council will make the funding determinations and report decisions to DESE.
		$9,090 **Operating Expenses:** Monthly phone charge ($12/line, $12/equipment) – $1,440 Long Distance/Teleconferencing - $740 Network Charge - $1,260 Copying - $750 Basic Office Supplies - $2,500 Postage – $1,800 Supplies -$600 **$5,160** **Other Misc Expenses** Server Support Services - $3,000 Networking Support - $2,160

Funding Source	Amount	Justification
Year 1–Grant	$92,422	**The Missouri P-Data Council—Enhance Technology and Extend Data Collection of P Dataset:** Of the nine identified datasets that include program quality data, the P Data Council has identified three for technology enhancements and extended data collection to support a more robust P Dataset. Specifically, the grant will implement full data collection protocols in 65 early childhood programs including assessment of programs using the MO Quality Rating System, provision and tracking of technical assistance services, implementation of data collection about program cost, and preferred capacity of children (as opposed to licensed capacity) to provide a more accurate representation of availability of early learning programs in communities.
		$36,400 **QRS On-Line Account and Process Management Technology Development:** A contract will be executed with a technology firm to create an on-line account and process management interface for directors pursuing a QRS rating for their program. This development will increase directors' ownership of the rating process and allow him/her to manage the rate at which the program progresses through the process, and provide real time access to potential component scores based on the data available in the system. These efficiencies will decrease the staff management costs for the QRS, thus increasing the feasibility of statewide implementation.

Funding Source	Amount	Justification
		$44,998 **Acquisition of Program Cost and Preferred Capacity Data Collection:** A contract will be executed with the Missouri Child Care Resource and Referral Network to secure the program cost and preferred capacity data for programs throughout the state of MO with specific emphasis given to the 65 early childhood programs participating in the pilot and other non-pilot programs located in the pilot service delivery area. This contract will support 1040 hours of a Data Coordinator at $38.46/hour for a total of **$39,998** to establish the system and connections to query the data from each of the network agencies, and consultation services between the developer(s) of the data warehouse and designer(s)/developer(s) of data source systems (e.g., WLS, T.E.A.C.H. National's database) for a total of **$5,000** with OSEDA to support transfer data to the P Dataset.
		Operating Expenses - $11,024 Monthly phone charge ($12/line, $12/equipment) - $864 Long Distance/Teleconferencing - $1,440 Network Charge - $720 Copying - $1,500 Basic Office Supplies - $2,000 Postage - $1,000 Software Upgrades, Security Licenses, Sever Fees - $3,500

Funding Source	Amount	Justification
Year 1–Grant	$436,443	**The Missouri P-Data Council—Develop P Dataset Child Enrollment and Participation Data Collection (Child Time and Attendance):** The P Data Council recognizes that the child enrollment data are the linchpin for the P Dataset. Child enrollment data are also among the hardest data to collect as programs are resistant to the amount of paperwork traditionally associated with reporting child enrollment. Although MO has access to enrollment records in state-funded programs such as the First Steps program, Title One, Early Childhood Special Education, these programs serve a very small portion of the population. MO also has access to enrollment records for children who are eligible and receive child care subsidies; however, this dataset only provides data about low-income children. This grant focuses on the development of and access to two key datasets: general child enrollment and time and attendance, and Head Start data. It should be noted that the majority of early childhood programs are independent business operations and there is no authority in the state that can require enrollment and daily attendance data collection on all children in the program. This grant will establish a streamlined child enrollment and time and attendance data collection mechanism that programs may participate in voluntarily that provides data on all children regardless of socioeconomic status, with the option of reporting time and attendance of subsidy receiving children to the Department of Social Services to facilitate the subsidy payment process. This data collection mechanism and reporting connection to the child care assistance program will be tested and refined with 65 early childhood programs participating in the P Data Pilot. The P Data Council will prepare a report about child time and attendance data collection efforts, implications for the future, and how policy recommendations on how to support a larger scale implementation in the future.. Additionally, the grant will support the identification and acquisition of a child enrollment and attendance data from the 28 Head Start grantees and/or delegates.

Funding Source	Amount	Justification
		$8,858 **Child Enrollment and Time and Attendance Coordinator:** A Child Enrollment and Time and Attendance Coordinator will manage the day-to-day planning and operations for the Child Enrollment and Time and Attendance portion of the P Data Pilot including facilitating committee meetings, and working with the vendor creating and customizing the software. The Coordinator will be paid $28.12 for 315 hours for a total of $8,858.
		$46,467 **Head Start Data Coordinator:** A Head Start Data Coordinator will be hired for a two-year period to recruit the 28 Head Start grantees and delegates to participate in the P Dataset and to meet with participating grantees and delegates to identify a core set of data elements, facilitate the memorandums of understanding and prepare for the data transfer. The Head Start Coordinator will be housed at the Head Start State Collaboration Office to build connections within the Head Start community. The Head Start Coordinator will be contracted for 2080 hours at $22.34/hour for a total of $46,467.
		$350,000 **Child Enrollment/Time and Attendance Software:** A contract will be executed with a consulting firm that has a history in time and attendance in the child care arena for a Missouri Child Enrollment, Time and Attendance Software. The firm will receive a development fee of $350,000 for software customization and development.
		$28,000 **Each Head Start Grantee/Delegate** (n=28) will receive a $1,000 Data Transfer Planning Stipend to secure their involvement in the planning process for the Head Start Core Data elements and to support their preparation for the data transfers.

Funding Source	Amount	Justification
		Operating Expenses - $3,118 Monthly phone charge ($12/line, $12/equipment) - $288 Long Distance/Teleconferencing - $700 Network Charge - $180 Copying - $750 Basic Office Supplies - $1,000 Postage - $200
Year 1–Grant	$409,649	**The Missouri P-Data Council—Develop P Dataset Workforce Data Collection (PARS, Training Calendar, TEACH, Specialized Training):** The P Data Council's Workforce recognizes that the early childhood workforce has a significant impact on the quality of the early learning experiences provided to Missouri's youngest children. However, there are no standard requirements related to education, pre-service training, credentials, and experience. Therefore, it is necessary to ensure that detailed records are available on the early childhood workforce for inclusion in the P Dataset. Missouri practitioner registry, trainer registry, training calendar, and T.E.A.C.H. Missouri Early Childhood are all established projects with state funding support. However, additional technology development is necessary to fully realize the potential of the datasets.

Funding Source	Amount	Justification
		$107,245 **Staff to Support Acquisition of The Professional Achievement & Recognition System (PARS) Data and Systems Enhancements:** PARS is MO's voluntary registry system for the early childhood workforce. Extensive PARS recruitment will occur with ~700 professionals employed at the 65 early childhood programs participating in the P Data Pilot and professionals working in early childhood programs located in the pilot service delivery area. These data, along with current PARS data, will be transferred into the P Dataset. Although PARS meets The National Registry Alliances best practice standards for workforce data collection, there are four key technology advancements necessary to improve the PARS operation. First, PARS data entry needs to be expanded to include early childhood course level data entry as opposed to sum totals for analysis and current participant files need to be updated accordingly. Second, to increase the efficiency of program operations and reduce processing costs, PARS workflow processes need to utilize available technologies and PARS needs to go paperless. Third, potential participants need to be able to create enrollment on-line and current participants need to be able to update information on-line and manage permissions related to their data. Finally, a live connection needs to be established between the practitioner registry and the state training calendar.

Funding Source	Amount	Justification
		To achieve these goals, funds are necessary to support a Workforce Project Coordinator at $28.12/hour for 1040 hours for a total of **$29,245** to coordinate planning and to manage the day-to-day operations of these transitions. Also, a Database Administrator is necessary to update the data structure to incorporate the course-level data and to create the data entry interfaces. Additionally, the Database Administrator will create the linkages between the database and the Image Now software that will enable PARS to go paperless. Funds for the Database Administrator are requested at $24.90/hour for 832 hours for a total of **$20,717**. Office support is necessary to facilitate the data entry of coursework for existing files and to scan and link current files (~10,000 enrollment forms and supporting documentation) in the Image Now system. Thus, part-time student works will be hired at $8.61/hour for 1040 hours for a total of **$8,954** to scan existing enrollment forms and link files to the database. Temporary Office Support workers will be hired at $15.49/hour for 3120 hours for a total of **$48,329** to data enter course level information for existing participants and to help process the influx of enrollment forms from the P Data Pilot.
		$25,000 **Image Now Software Development and Customization:** To facilitate the transition of PARS to a paperless system, Image Now Software will be purchased and a one-time fee of $25,000 will be paid to the University of Missouri for work flow process development and customization. This software is currently supported by the University and implementation can be achieved in a 6-month period.
		$109,200 **PARS On-Line Enrollment/Update/Permissions Features:** A contract will be executed with a technology firm to support the development of on-line enrollment, update features, and permissions managements. Additionally, the developer will support transfer of data to the P Dataset. The firm rate is $70/hour for 1,560 hours for a total of $109,200.

Funding Source	Amount	Justification
		$25,000 **MO PD Portal:** A contract will be executed with a technology firm to support the development and implementation of the Missouri Early Childhood Professional Development Portal (MOPD Portal). This portal will virtually link PARS, the Training Calendar and the Trainer Registry and provide a seamless user interface capitalizing on the shared identifier.
		$5,000 **Professional Development Tracking Stipends:** Stipends will be paid for enrollment in PARS and the Training Calendar for professionals who work in the pilot service delivery area.

Funding Source	Amount	Justification
		$124,180 **Staff to Support Acquisition of The Training Calendar Data and Systems Enhancements:** A contract will be executed with the Missouri Child Care Resource and Referral Network to secure training data (training sessions completed by PARS participants, training sessions offered, technical assistance offerings and completion, etc.) with specific emphasis given to the 65 early childhood programs participating in the pilot and other non-pilot programs located in the pilot service delivery area. This contract will support 1040 hours of a Data Coordinator at $38.46/hour for a total of **$39,998** to establish the system and connections to query the data from each of the network agencies, and consultation services between the developer(s) of the data warehouse and designer(s)/developer(s) of data source systems (e.g., WLS, T.E.A.C.H. National's database) for a total of **$5,000** with OSEDA to support transfer data to the P Dataset. Additionally, **$25,000** will be provided to MOCCRRN for training calendar technology enhancements to include an interface for coaches/TA providers to enter mentoring, coaching, and coaching opportunities that are provided but clock hours are not awarded. A Calendar Manager at the MOCCRRN office is necessary to support the planning and day-to-day operations for the training calendar. This contract will support a Calendar Manager at $38.50 for 1,040 hours for a total of **$40,040**. This component will also provide hardware/software upgrades to the system at **$10,000**, a workstation at **$3,500**, and travel at **$642**.
		Operating Expenses - $14,024 Monthly phone charge ($12/line, $12/equipment) - $864 Long Distance/Teleconferencing - $1440 Network Charge - $720 Copying - $1,500 Basic Office Supplies - $4,000 Postage - $2,000 Software Upgrades, Security Licenses, Sever Fees - $3,500

Funding Source	Amount	Justification
Year 1–Grant	$203,316	**The Missouri P-Data Council—Develop P Dataset Child Assessment Data Collection (School Entry Assessment Profile)** The P Data Council's Child Assessment data collection process will modify the MO School Entry Profile to be a multi-point child assessment and analyze its predictive ability to inform educational interventions. To achieve this goal, the Pre-School Assessment Committee and School-Entry Profile Sub-Committee will be established to oversee and inform the grant activities related to child assessment. The School Entry Profile will be updated to include assessment of children ages 3-6 and will be web enabled to support data collection activities. The teacher training and approval for the School Entry Profile will also be web enabled. A Teacher and Parent Guide for the School Entry Profile will be developed and web enabled to inform teachers and parents about individual student's assessment scores. Once these changes and preparations are complete in year 1, the School Entry Assessment will be conducted on 3,650 children in 65 programs in year 2.

Funding Source	Amount	Justification
		$201,348 **School Entry Assessment Staff:** A School Entry Assessment Project Coordinator will manage the day-to-day planning and operations for the School Entry Assessment portion of the P Data Pilot including facilitating committee meetings, and working with the web and video development teams. The Coordinator will be paid $33.88 for 416 hours for a total of **$14,094**. A temporary office support worker will be hired to support on the School Entry Assessment Data Collection including scheduling of meetings, tracking of teacher certification on the assessment, and tracking assessment completion on children in the 65 pilot programs. The office support worker will be paid $15.49/hour for 416 hours for a total of **$6,444**. A web developer will be hired to web enable the school entry assessment profile results and build the individual reporting mechanism, the Teacher and Parent Guide for the School Entry Profile. The developer will be paid $70/hour for 1,477 hours for a total of **$103,390**. A videographer will be hired to develop the web based training module for the assessment certification process. The videographer will be paid $70/hour for 1,106 hours for a total of **$77,420**.
		Operating Expenses - $1,968 Monthly phone charge ($12/line, $12/equipment) - $288 Long Distance/Teleconferencing - $200 Network Charge - $180 Copying - $500 Basic Office Supplies - $500 Postage - $300
Year 2–Grant	$1,427,425	**The Missouri P-Data Council— P Dataset Expansion (importing additional datasets into the P Dataset):** Building on the work in the prior year, the P longitudinal data system and data warehouse will be expanded to import 8-10 selected datasets from early childhood initiatives and organizations, including the Head Start data. Also, the data transferred in year one will be updated.

Funding Source	Amount	Justification
		$577,417 **Salary, Wages, Benefits for Overall Grant Management and Planning:** Director of the P Data System – 416 hours @ $66.98/hour = **$27,864** Principal Investigator – 1248 hours @ $56.52/hour = **$70,537** Project Director – 1872 hours @ $38.02/hour = **$71,173** Data Coordinator – 1040 hours @ $36.40/hour = **$37,856** Pilot Project Coordinator – 2080 hours @ $24.00/hour = **$49,920** IT Support – 676 hours @ $16.95/hour = **$11,458** Office Support - 2080 hours @ $16.64/hour = **$34,611** Operations Support – 3120 hours @ $24.96/hour = **$77,875** Admin Assistant – 2080 hours @ $19.99/hour= **$41,579** Database Administrator – 1560 hours @ $34.66/hour = **$54,070** Systems Programmer – 520 hours @ $40/hour = **$20,800** Data Analyst – 1040 hours @ $43.33/hour = **$45,063** Application Programmer – 1040 hours @ $33.28/hour = **$34,611**
		$286,500 **Contracted Management of Stipends for the P Data Pilot:** The contracted agency will be responsible for devising a plan to pay stipends to participating programs and teachers for their data contributions including but not limited to the 65 early childhood pilot programs, ~700 early childhood teachers in the pilot sites, 200-400 teachers in non-pilot sites within the pilot service delivery area, and 28 Head Start programs and/or delegates. The contractor will be paid at a rate of $31.25/hour for 2,080 hours for a total of **$65,000** in year two to pay stipends due for the P Dataset. Sixty-five (65) early childhood programs will receive pilot project sign-ons ranging from $2,000-$5,000 depending on the size of the program for a total of **$215,000** to support technology costs at the program. Additionally, directors of the 65 programs will receive two stipends of $50 for the P Data Project orientation meetings for a total of **$6,500**.

Funding Source	Amount	Justification
		$275,000 **Technology Grants:** Grants will be made available to key data partners providing early childhood program, child assessment, child health, workforce, child enrollment, parent education/support, and social service data. These grants will be awarded to support the data transfer and/or address issues identified to increase the amount or quality of data. The grants will limited to enhancements and/or upgrades and cannot support core operation costs. The P Data Council will make funding determinations for the technology grants and report decisions to DESE.
		$275,000 **Systems Feedback, Analysis, and Resource Development:** The Research Committee of the P Data Council will be responsible for the review of the datasets and data transfer process and will develop recommendations to data partners about data elements or structure that could enhance the dataset. Grants will be made available to organizations for data analysis. Additionally grants will be made available for resource development that will inform teacher and program practice and support parents' knowledge about how their child(ren) is performing in relation to school readiness expectations. The Research Subcommittee will make funding recommendations to the P Data Council. The P Data Council will make the funding determinations and report decisions to DESE.
		Operating Expenses (continued as per needs detailed in Year 1) **$8,090** **Other Misc Expenses (continued as per needs detailed in Year 1)** **$5,418**
Year 2–Grant	$525,376	**The Missouri P-Data Council—Pilot P Data Collections and Implement Quality Ratings:** Building on the activities completed in year one, the P Data Council will continue systems development efforts and focus on the P Data Pilot efforts, including QRS ratings for the 65 programs.

Funding Source	Amount	Justification
		$23,774 **Quality Rating System Coordinator:** A QRS Coordinator will be hired to manage the day-to-day activities of the QRS process and ensure that the 65 early childhood pilot programs are progressing through the rating process at the expected rate. The Coordinator will also provide orientation trainings for directors and staff about the process and the assessment tools. The QRS Coordinator will be paid $22.86/hour for 1040 hours for a total of $23,774.
		$253,750 **Technical Assistance Contracted Support:** Technical assistance agencies will be contracted to provide support for the 65 programs (~$3,903.85 per program) participating in the P Data Pilot to ensure their success in the data collection process including but not limited to PARS, QRS, training calendar, child assessments, and child enrollment time and attendance. Additionally, the technical assistance providers will support quality improvements in program and classrooms. The amount of TA provided will be determined by the size of the program.
		$36,400 **QRS On-Line Account and Process Management Technology Development:** The technology firm will continue development and testing of the on-line account and process management interface for directors pursuing a QRS rating for their program. The firm rate is $70/hour for 520 hours for a total of $36,400.

Funding Source	Amount	Justification
		$69,820 **Acquisition of Program Cost and Preferred Capacity Data Collection:** A contract will be executed with the Missouri Child Care Resource and Referral Network (MOCCRRN) to secure the program cost and preferred capacity data for programs throughout the state of MO with specific emphasis given to the 65 early childhood programs participating in the pilot and other non-pilot programs located in the pilot service delivery area. This contract will support 1040 hours of a Data Coordinator at $40.38/hour for a total of **$41,995** to establish the system and connections to query the data from each of the network agencies, consultation services between the developer(s) of the data warehouse and designer(s)/developer(s) of data source systems (e.g., WLS, T.E.A.C.H. National's database) for a total of **$5,000** with OSEDA to support transfer data to the P Dataset. Additionally, MOCCRRN will process $25 stipends for teachers whose classrooms (n=205) are assessed for a total of **$5,125**, $65 stipends for 200 teachers who attend the QRS Quality Training for a total of **$13,000** and QRS verification stipends ($60-150 depending on the size of the program) for directors of the 65 programs for a total of **$4,700**.
		Operating Expenses (continued as per needs detailed in Year 1) **$8,024**
		Other Project Costs **$133,608** **QRS Rating Costs:** The grant will support rating costs for the 65 programs using the Missouri Quality Rating System. The QRS rating costs range from $598-$4,280 depending on the size of the program.

Funding Source	Amount	Justification
Year 2–Grant	$392,783	**The Missouri P-Data Council—Pilot P Dataset Child Enrollment and Participation Data Collection (Child Time and Attendance):** Building on the activities completed in year one, the P Data Council will continue systems development efforts and focus on the P Data Pilot efforts, including receipt of child enrollment and time attendance data for the ~3,650 children at the 65 pilot programs and facilitation of a focus group to report on the perceptions about the use of these machines in programs.
		$9,516 **Child Enrollment and Time and Attendance Coordinator:** A Child Enrollment and Time and Attendance Coordinator will manage the day-to-day planning and operations for the Child Enrollment and Time and Attendance portion of the P Data Pilot including facilitating committee meetings, and working with the vendor creating and customizing the software, and monitoring data uploads from programs monthly to ensure that all child enrollment and attendance data are captured. The Coordinator will be paid $30.21 for 315 hours for a total of $9,516.
		$1,854 **Qualitative Researcher:** A Qualitative Researcher will be secured to facilitate one round of focus groups with parents, providers, and administrators about the child time and attendance software and report findings to the Early Childhood Coordinating Board. The Researcher will be paid $34.33.hour for 54 hours for a total of $1,854.

Funding Source	Amount	Justification
		$49,920 **Head Start Data Coordinator:** The Head Start Data Coordinator will continue to work with the 28 Head Start grantees and delegates to ensure the provision of the core data elements identified in Year 1 by each grantee or delegate within the identified timeframe in Year 2. The Coordinator will work with the P Dataset grant staff to review the datasets and identify areas that need corrected and resent. This process will support clean data transfers when there is no longer dedicated staff to support the transfer of data from each grantee/delegate. The Head Start Coordinator will be contracted for 2080 hours at $24/hour for a total of $49,920. Note: The Head Start Coordinator position will be terminated at the end of Year 2.
		$260,600 **Child Enrollment/Time and Attendance Software:** The grant will provide the Child Enrollment/Time and Attendance consulting firm $100,000 to launch a connection with the Department of Social Services (pending final approval from DSS) to link child time and attendance reporting to the child care subsidy system to for payment purposes as a benefit to programs for participating in this data collection effort. The grant will also pay a monthly maintenance fee to the firm at $14,600/month ($4/child x 3,650 children) for 11 months for a total of $160,000.
		$11,400 **Quarterly Payments to Pilot Programs for Child Enrollment Data:** Per the contractual arrangement with the MO Child Care Resource and Referral Network for the provision of pilot stipends, quarterly payments will be made to programs for the provision of their child enrollment, time and attendance data monthly. These payments will range from $10-$80 per quarter depending on the size of the program for a total of $11,400.
		$375 Focus Group Incentives: Per the contractual arrangement with the MO Child Care Resource and Referral Network for the provision stipends, focus group stipends will be paid to 15 people at $25/person for a total of $375.

Funding Source	Amount	Justification
		$56,000 Each Head Start Grantee/Delegate (n=28) will receive a $2,000 Data Transfer Stipend for the transfer of their data per the guidelines identified for the Head Start Core Data. This stipend is to support establishing the transfer and resolving any issues identified and resending the data. Additionally, it is intended that the processes established during this process will support future transfers of data once this grant ends.
		Operating Expenses (continued as per needs detailed in Year 1) **$3,118**
Year 2–Grant	$673,068	**The Missouri P-Data Council—Pilot the P Dataset Workforce Data Collection (PARS, Training Calendar, TEACH, Specialized Training)** Building on the activities completed in year one, the P Data Council will continue systems development efforts and focus on the P Data Pilot efforts to bolster workforce data collection efforts, provide technical assistance and training and education supports.

Funding Source	Amount	Justification
		$123,508 **Staff to Support Acquisition of The Professional Achievement & Recognition System (PARS) Data and Systems Enhancements:** To achieve the PARS development goals and to support the workforce data collection for the P Data Pilot, funds are necessary to support a Workforce Project Coordinator at $30.21/hour for 1040 hours for a total of **$31,418** to coordinate planning and to manage the day-to-day operations of the workforce portion of the pilot. The Database Administrator will continue to update the data structure to incorporate the course-level data entry, create the data entry interfaces, create/update the linkages between the database and the Image Now software that will enable PARS to go paperless. Funds for the Database Administrator are requested at $26.76/hour for 832 hours for a total of **$22,264**. Part-time student works will continue to scan existing forms into Image Now and link them to the database at $8.61/hour for 2080 hours for a total of **$17,909**. Note: The Image Now scanning is scheduled to be complete in year two and the student positions will be terminated. Temporary Office Support workers will be hired at $16.64/hour for 3120 hours for a total of **$51,917** to data enter course level information for existing participants and to help process the influx of enrollment forms from the P Data Pilot.
		$109,200 **PARS On-Line Enrollment/Update/Permissions Features:** The technology firm will continue to support the development of on-line enrollment, update features, and permissions managements. Additionally, the developer will support transfer of data to the P Dataset. The firm rate is $70/hour for 1,560 hours for a total of $109,200.
		$25,000 **MO PD Portal:** The technology contractor will continue to develop/update the Missouri Early Childhood Professional Development Portal (MOPD Portal). This portal will virtually link PARS, the Training Calendar and the Trainer Registry and provide a seamless user interface capitalizing on the shared identifier.

Funding Source	Amount	Justification
		$19,000 **Professional Development Tracking Stipends:** Stipends ($5,000) will be paid for enrollment in PARS and the Training Calendar for professionals who DO NOT work in pilot programs but DO work in the pilot service delivery area. Additional stipends will be available to support recruitment of professionals who work in P Data Pilot programs at $10/professional two times per year for 700 professionals for a total of $14,000.
		$384,836 **Staff to Support Acquisition of The Training Calendar Data, Systems Enhancements, and Professional Development: Detailed as follows**

Funding Source	Amount	Justification
		The Missouri Child Care Resource and Referral Network will continue their efforts to provide training data (training sessions completed by PARS participants, training sessions offered, technical assistance offerings and completion, etc.) with specific emphasis given to the 65 early childhood programs participating in the pilot and other non-pilot programs located in the pilot service delivery area. This contract will support a Data Coordinator (1040 hours x $40.38 = **$41,995)** to establish the system and connections to query the data from each of the network agencies, and consultation services of a data system designer (**$5,000)** with OSEDA to support transfer data to the P Dataset. Additionally, **$25,000** will be provided to MOCCRRN for training calendar technology enhancements to include an interface for coaches/TA providers to enter mentoring, coaching, and coaching opportunities that are provided but clock hours are not awarded. A Calendar Manager at the MOCCRRN office is necessary to support the planning and day-to-day operations for the training calendar. This contract will support a Calendar Manager (1,040 hours x $40.43 = **$42,047)**. This grant will provide hardware/software upgrades to the system at **$10,000**. During year 2, two calendar managers will be added in each of the P Data Pilot service delivery areas to support full community recruitment for PARS and the Training Calendar and to support usage of the MOPD Portal. The grant will support **two** local Calendar Managers (2,080 hours x $33.12/hour = **$137,779)**, and will also provide travel support (**$4,815)**. The grant will support specialized training programs for professionals who work in pilot programs to support the provision of quality learning environments and based on the PARS and the needs identified in the QRS rating. The grant will provide **$34,200** in specialized training funds. The grant will support 25 professionals participation in the T.E.A.C.H. Early Childhood Missouri Project to earn credit-based coursework that will result in an eligible application for a Child Development Associate Credential. The grant will also support the advisor and assessment fees. Each participant scholarship is $3,360/recipient x 25 professionals for a total of **$84,000**.

Funding Source	Amount	Justification
		Operating Expenses (continued as per needs detailed in Year 1) **$11,524**
Year 2–Grant	$57,795	**The Missouri P-Data Council—Pilot the P Dataset Child Assessment Data Collection (School Entry Assessment Profile)** Building on the activities completed in year one, the P Data Council will continue systems development efforts and focus on the P Data Pilot efforts to certify teachers as assessors and to collect child assessment data on 1,405 children in 65 pilot programs.
		$40,992 **School Entry Assessment Staff:** A School Entry Assessment Project Coordinator will manage the day-to-day planning and operations for the School Entry Assessment portion of the P Data Pilot including recruiting teachers to complete the assessments in the 65 programs and overseeing their training protocol, establishing the assessment calendar, and monitoring the assessment data as it is entered on the web to ensure quality data collection. The Coordinator will be paid $36.40 for 936 hours for a total of **$34,070**. A temporary office support worker will be hired to support on the School Entry Assessment Data Collection including scheduling of meetings, tracking of teacher certification on the assessment, and tracking assessment completion on children in the 65 pilot programs. The office support worker will be paid $16.64/hour for 416 hours for a total of **$6,922**.
		$14,835 **Teacher Assessment Certification Stipends and Payment for Completion of Assessments:** Through a contractual arrangement with the MO Child Care Resource and Referral Network, 125 teachers who complete the assessment certification process will receive $40 stipends for a total of **$5,000**. Additionally, teachers will receive $7 stipends for each of the 1,405 stipends completed for a total of **$9,835**.

Funding Source	Amount	Justification
		Operating Expenses (continued as per needs detailed in Year 1) **$1,968**
Year 3–Grant	$1,253,387	**The Missouri P-Data Council—P Dataset Expansion (importing additional datasets into the P Dataset):** Building on the work in the prior years, the P longitudinal data system and data warehouse will be expanded to import 8-10 selected datasets from early childhood initiatives and organizations. Also, the data transferred in years one and two will be updated.
		$618,082 **Salary, Wages, Benefits for Overall Grant Management and Planning:** Director of the P Data system – 416 hours @ $71.92/hour = **$29,919** Principal Investigator – 1248 hours @ $59.34/hour = **$74,056** Project Director – 1872 hours @ $40.83/hour = **$76,434** Data Coordinator – 1040 hours @ $39.08/hour = **$40,643** Pilot Project Coordinator – 2080 hours @ $25.77/hour = **$53,601** IT Support – 676 hours @ $17.80/hour = **$12,033** Office Support - 2080 hours @ $17.87/hour = **$37,170** Operations Support – 3120 hours @ $26.80/hour = **$83,616** Admin Assistant – 2080 hours @ $21.47/hour= **$44,658** Database Administrator – 1560 hours @ $37.22/hour = **$58,063** Systems Programmer – 520 hours @ $42.96/hour = **$22,339** Data Analyst – 1040 hours @ $46.53/hour = **$48,391** Application Programmer – 1040 hours @ $35.73/hour = **$37,159**

Funding Source	Amount	Justification
		$71,494 **Contracted Management of Stipends for the P Data Pilot:** The contracted agency will be responsible for devising a plan to pay stipends to participating programs and teachers for their data contributions including but not limited to the 65 early childhood pilot programs, ~700 early childhood teachers in the pilot sites, 200-400 teachers in non-pilot sites within the pilot service delivery area, and 28 Head Start programs and/or delegates. The contractor will be paid at a rate of $32.81/hour for 2,080 hours for a total of **$68,244** in year three to pay stipends due for the P Dataset. Additionally, directors of the 65 programs will receive one stipend of $50 for the P Data Project orientation meetings for a total of **$3,250**.
		$200,000 **Technology Grants:** Grants will be made available to key data partners providing early childhood program, child assessment, child health, workforce, child enrollment, parent education/support, and social service data. These grants will be awarded to support the data transfer and/or address issues identified to increase the amount or quality of data. The grants will limited to enhancements and/or upgrades and cannot support core operation costs. The P Data Council will make funding determinations for the technology grants and report decisions to DESE.
		$350,000 **Systems Feedback, Analysis, and Resource Development:** The Research Committee of the P Data Council will be responsible for the review of the datasets and data transfer process and will develop recommendations to data partners about data elements or structure that could enhance the dataset. Grants will be made available to organizations for data analysis. Additionally grants will be made available for resource development that will inform teacher and program practice and support parents' knowledge about how their child(ren) is performing in relation to school readiness expectations. The Research Subcommittee will make funding recommendations to the P Data Council. The P Data Council will make the funding determinations and report decisions to DESE.

Funding Source	Amount	Justification
		Operating Expenses (continued as per needs detailed in Year 2) **$8,122** **Other Misc Expenses (continued as per needs detailed in Year 2)** **$5,689**
Year 3–Grant	$359,536	**The Missouri P-Data Council—Continued Development of P Dataset Collection System:** Building on the activities completed in year two, the P Data Council will continue systems development efforts and focus on the P Data Pilot efforts, including program support tracking data.
		$12,766 **Quality Rating System Coordinator:** A QRS Coordinator will finalize ratings for the 65 early childhood pilot programs, report findings to the P Data Council and process any appeals. The QRS Coordinator will be paid $24.55/hour for 520 hours for a total of **$12,766**.
		$253,750 **Technical Assistance Contracted Support:** Technical assistance agencies will be contracted to provide support for the 65 (~$3,903.85 per program) programs participating in the P Data Pilot to ensure their success in the data collection process including but not limited to PARS, QRS, training calendar, child assessments, and child enrollment time and attendance. Additionally, the technical assistance providers will support quality improvements in program and classrooms. The amount of TA provided will be determined by the size of the program.
		$36,400 **QRS On-Line Account and Process Management Technology Development:** The technology firm will finalize all development related to an on-line account and process management interface for directors pursuing a QRS rating for their program. The firm rate is $70/hour for 520 hours for a total of **$36,400**.

Funding Source	Amount	Justification
		$46,596 **Acquisition of Program Cost and Preferred Capacity Data Collection:** A contract will be executed with the Missouri Child Care Resource and Referral Network to secure the program cost and preferred capacity data for programs throughout the state of MO with specific emphasis given to the 65 early childhood programs participating in the pilot and other non-pilot programs located in the pilot service delivery area. This contract will support 1040 hours of a Data Coordinator at $42.40/hour for a total of **$44,096** to establish the system and connections to query the data from each of the network agencies and consultation services of the data system designer at for a total of **$2,500** with OSEDA to support transfer data to the P Dataset.
		Operating Expenses (continued as per needs detailed in Year 2) **$10,024**
Year 3–Grant	$257,550	**The Missouri P-Data Council—Enhancement/Continued Development of P Dataset Child Enrollment and Participation Data Collection (Child Time and Attendance):** Building on the activities completed in year two, the P Data Council will continue systems development efforts and focus on the P Data Pilot efforts, including receipt of child enrollment and time attendance data for the ~3,650 children at the 65 pilot programs and facilitation of focus groups to report on the perceptions about the use of these machines in programs.
		$10,219 **Child Enrollment and Time and Attendance Coordinator:** A Child Enrollment and Time and Attendance Coordinator will manage the day-to-day planning and operations for the Child Enrollment and Time and Attendance portion of the P Data Pilot including facilitating committee meetings, and working with the vendor creating and customizing the software, and monitoring data uploads from programs monthly to ensure that all child enrollment and attendance data are captured. The Coordinator will be paid $32.44 for 315 hours for a total of **$10,219**.

Funding Source	Amount	Justification
		$3,981 **Qualitative Researcher:** A Qualitative Researcher will be secured to facilitate two rounds of focus groups with parents, providers, and administrators about the child time and attendance software and report findings to the Early Childhood Coordinating Board. The Researcher will be paid $36.86.hour for 108 hours for a total of **$3,981**.
		$175,200 **Child Enrollment/Time and Attendance Software:** The grant will provide the Child Enrollment/Time and Attendance consulting firm a monthly maintenance fee to the firm at $14,600/month ($4/child x 3,650 children) for 12 months for a total of **$175,200**.
		$11,400 **Quarterly Payments to Pilot Programs for Child Enrollment Data:** Per the contractual arrangement with the MO Child Care Resource and Referral Network for the provision of pilot stipends, quarterly payments will be made to programs for the provision of their child enrollment, time and attendance data monthly. These payments will range from $10-$80 per quarter depending on the size of the program for a total of **$11,400**.
		$750 **Focus Group Incentives:** Per the contractual arrangement with the MO Child Care Resource and Referral Network for the provision stipends, focus group stipends will be paid to 30 people at $25/person for a total of **$750**.
		$56,000 Each Head Start Grantee/Delegate (n=28) will receive a $2,000 Data Transfer Stipend for the transfer of their data per the guidelines identified for the Head Start Core Data. This stipend is to support establishing the transfer and resolving any issues identified and resending the data. Additionally, it is intended that the processes established during this process will support future transfers of data once this grant ends.

Funding Source	Amount	Justification
Year 3–Grant	$615,072	**The Missouri P-Data Council—Enhancement/Continued Development of the P Dataset Workforce Data Collection (PARS, Training Calendar, TEACH, Specialized Training):** Building on the activities completed in year two, the P Data Council will continue systems development efforts and focus on the P Data Pilot efforts to bolster workforce data collection efforts, provide technical assistance and training and education supports.
		$113,404 **Staff to Support Acquisition of The Professional Achievement & Recognition System (PARS) Data and Systems Enhancements:** To achieve the PARS development goals and to support the workforce data collection for the P Data Pilot, funds are necessary to support a Workforce Project Coordinator at $32.44/hour for 1040 hours for a total of **$33,738** to coordinate planning and to manage the day-to-day operations of the workforce portion of the pilot. The Database Administrator will finalize the data structure to incorporate the course-level data entry, create the data entry interfaces, and create/update the linkages between the database and the Image Now software that will enable PARS to go paperless. Funds for the Database Administrator are requested at $28.74/hour for 832 hours for a total of **$23,912**. Temporary Office Support workers will be hired at $17.87/hour for 3120 hours for a total of **$55,754** to data enter course level information for existing participants and to help process the influx of enrollment forms from the P Data Pilot.
		$109,200 **PARS On-Line Enrollment/Update/Permissions Features:** The technology firm will finalize the development of on-line enrollment, update features, and permissions managements. Additionally, the developer will support transfer of data to the P Dataset. The firm rate is $70/hour for 1,560 hours for a total of **$109,200**.

Funding Source	Amount	Justification
		$5,000 **MO PD Portal:** The technology firm will finalize development on the Missouri Early Childhood Professional Development Portal (MOPD Portal). This portal will virtually link PARS, the Training Calendar and the Trainer Registry and provide a seamless user interface capitalizing on the shared identifier.
		$19,000 **Professional Development Tracking Stipends:** Stipends **($5,000)** will be paid for enrollment in PARS and the Training Calendar for professionals who DO NOT work in pilot programs but DO work in the pilot service delivery area. Additional stipends will be available to support recruitment of professionals who work in P Data Pilot programs at $10/professional two times per year for 700 professionals for a total of **$14,000**.

Funding Source	Amount	Justification
		$358,444 **Staff to Support Acquisition of The Training Calendar Data, Systems Enhancements and Professional Development:** The Missouri Child Care Resource and Referral Network will continue their efforts to provide training data (training sessions completed by PARS participants, training sessions offered, technical assistance offerings and completion, etc.) with specific emphasis given to the 65 early childhood programs participating in the pilot and other non-pilot programs located in the pilot service delivery area. This contract will support 1040 hours of a Data Coordinator at $42.40/hour for a total of **$44,096** to establish the system and connections to query the data from each of the network agencies, and consultation services of the data system designer at for a total of **$2,500** with OSEDA to support transfer data to the P Dataset. A Calendar Manager at the MOCCRRN office is necessary to support the planning and day-to-day operations for the training calendar. This contract will support a Calendar Manager at $42.45 for 1,040 hours for a total of **$44,148**. During year 3, two calendar managers will support full community recruitment for PARS and the Training Calendar and to support usage of the MOPD Portal. The grant will support two local Calendar Managers at $34.78/hour at 2080 hours each for a total of **$144,685** and will provide travel support in a total of **$4,815**. The grant will support specialized training programs for professionals who work in pilot programs to support the provision of quality learning environments and based on the PARS and the needs identified in the QRS rating. The grant will provide **$34,200** in specialized training funds. The grant will support 25 professionals participation in the T.E.A.C.H. Early Childhood Missouri Project to earn credit-based coursework that will result in an eligible application for a Child Development Associate Credential. The grant will also support the advisor and assessment fees. Each participant scholarship is $3,360/recipient x 25 professionals for a total of **$84,000**.
		Operating Expenses (continued as per needs detailed in Year 2) **$10,024**

Funding Source	Amount	Justification
Year 3–Grant	$58,660	**The Missouri P-Data Council—Enhancement/Continued Development of the P Dataset Child Assessment Data Collection (School Entry Assessment Profile):** Building on the activities completed in year two, the P Data Council will continue systems development efforts and focus on the P Data Pilot efforts to certify teachers as assessors and to collect child assessment data on 1,300 children in 65 pilot programs.
		$35,892 **School Entry Assessment Staff:** A School Entry Assessment Project Coordinator will manage the day-to-day planning and operations for the School Entry Assessment portion of the P Data Pilot including recruiting teachers to complete the assessments in the 65 programs and overseeing their training protocol, establishing the assessment calendar, and monitoring the assessment data as it is entered on the web to ensure quality data collection. The Coordinator will be paid $39.09 for 728 hours for a total of **$28,458**. A temporary office support worker will be hired to support on the School Entry Assessment Data Collection including scheduling of meetings, tracking of teacher certification on the assessment, and tracking assessment completion on children in the 65 pilot programs. The office support worker will be paid $17.87/hour for 416 hours for a total of **$7,434**.
		$20,800 **Teacher Assessment Certification Stipends and Payment for Completion of Assessments:** Through a contractual arrangement with the MO Child Care Resource and Referral Network, 65 teachers who complete the assessment certification process will receive $40 stipends for a total of **$2,600**. Additionally, teachers will receive $7 stipends for each of the 1,300 stipends completed at two time points for a total of **$18,200**.
		Operating Expenses (continued as per needs detailed in Year 2) **$1,968**

Funding Source	Amount	Justification
Component 3: State Agency and Workforce Data Quality		
Year 1–Grant	$125,000	**Develop Workforce Data Standards, Processes, and Training to Standardize the Data Across Agencies:** 1. Conduct a comprehensive study of the data standards used by each program and agency to establish the current definitions, requirements, and usages. 2. Develop cross-agency data standards to support comparability for data sharing. 3. Establish a cross-agency agreement on the data elements to be shared in the P-20 LDS; those that will be accessible by the public, by other agencies, and by restricted individual only. 4. Design the data model for the P-20 LDS. 5. Design the policies and procedures for data management of the consolidated longitudinal data system. 6. Design the automation of the data movement into the P-20 LDS (e.g., requirements specifications, procurement, and implementation). 625 hours X $200
Year 2–Grant	$125,000	**Meet Established Data Quality Standards for the P-20 LDS:** The participating state agencies and workforce organizations will need guidance and consulting to upgrade their processes and systems to meet data quality standards as established for the P-20 LDS. The Missouri Comprehensive Data System/Show-Me Project will provide professional technical consulting for each agency for an in-house review and recommendations report. 625 hours X $200
Year 3–Grant	$80,000	**Meet Established Data Quality Standards for the P-20 LDS:** The participating state agencies and workforce organizations will need follow-up guidance, consulting and, feedback to solidify their processes and systems to meet data quality standards as established for the P-20 LDS. The Missouri Comprehensive Data System/Show-Me Project will provide professional technical consulting for each agency for an in-house review and recommendations report. 400 hours X $200

Funding Source	Amount	Justification
Component 4: State-Level Trials and Diagnostic Metric Reports		
Year 1–Grant	$250,000	**State-Level Trials—Analysis and Design:** Identify and write the business rules across collections, years, and districts to be applied to data in the MOSIS SRM staging database for DESE to enhance data quality. Build state-level trials that supplement the 20 active MOSIS SRM collections providing DESE with data for EDFacts, AYP, other federal reporting, and the capacity to fulfill the assurances, components, and elements of this grant. SRM License fee and services to be contracted as an extension to existing contract.
Year 1–Grant	$50,000	**State-Level Trials—Audit Reports:** The benefits from state-level trials come when the districts use reports generated to clean their data of errors they could not have known about from their own efforts. To do this, they need timely reports generated by MOSIS SRM. These on-line reports will provide error messages across districts, across years, and across submissions. SRM License fee and services to be contracted as an extension to existing contract.
Year 2–Grant	$300,000	**State-Level Trials—Development and Implementation:** Develop and implement the state-level trials that supplement the 20 active MOSIS SRM collections providing DESE with data for EDFacts, AYP, other federal reporting, and the capacity to fulfill the assurances, components, and elements of this grant.
Year 3–Grant	$300,000	**State-Level Trials—Development and Implementation:** Develop and implement the state-level trials that supplement the 20 active MOSIS SRM collections providing DESE with data for EDFacts, AYP, other federal reporting, and the capacity to fulfill the assurances, components, and elements of this grant.

Funding Source	Amount	Justification
Year 1–Grant	$250,000	**Diagnostic Metric Reports—Analysis and Design:** Unlike state-level trials that provide audit data that highlight errors and lead districts and schools to ways to correct their data, the diagnostic metric reports function at a higher level to provide the administrators and managers a preview of their official statistics that will follow when their data are turned into reports by the State. A school or district at the time of reporting needs to have help seeing the big picture—e.g., are there about the same number of graduates this year? The diagnostic metrics will provide, at the time of reporting, year-to-year comparison statistics that give the schools and districts a heads up that their data are adding up right. This phase will analyze AYP, accreditation, annual report cards, and other key reports to identify statistics that schools and districts value. These will be designed into reports that can be generated at specific times data are being submitted and will be summarized for official statistics. Early statistical reports for districts for comparisons across years, benchmarks to be provided at time SRM submissions are being certified; Core Reports, AYP, accreditation, and other official statistics from the same points in time will be calculated and presented for comparisons to current statistics calculated using SRM trials being considered for certification. 1. Analyze and identify key performance indicators from AYP, accreditation, annual report cards, EDFacts, and other reports that can be calculated from each MOSIS SRM collection. 2. Create Diagnostic Metric reports for these KPIs to be produced at the time districts are running trials. Calculate historical statistics at the same points in time for comparisons in the Diagnostic Metric reports. Begin maintaining trial statistics for future comparison statistics in reports. SRM License fee and services to be contracted as an extension to existing contract.

Funding Source	Amount	Justification
Year 2–Grant	$350,000	**Metric Reports—Development and Production:** The reports will be developed and placed into production. SRM License fee and services to be contracted as an extension to existing contract.
Year 3–Grant	$250,000	**Metric Reports—Development and Production:** The reports will be developed and placed into production. SRM License fee and services to be contracted as an extension to existing contract.
Component 5: The Show-Me Portal		
Year 1–Grant	$125,000	**Portal Analysis and Design:** Build communities of interest, single-sign on capability, shared resources, directory services and security management; requirements specifications, procurement, implementation. 1. Leverage analysis conducted analyzing the security needs for Missouri Comprehensive Data System, authentication, authorization, and roles. 2. Design integration with State IT infrastructure, State network architecture, LEA integration, DESE systems, etc. 3. Design requirements for functionality, applications to integrate. Procure necessary components and configure.
Year 2–Grant	$125,000	**Portal Development and Implementation:** Develop and implement the portal based on the analysis and design phase.
Year 2–Grant	$200,000	**Integrate Online Assessments:** Work with the assessment staff to determine how on-line assessments will be made available to students for administration, scoring, and reporting through the portal. Availability of reports to students, teachers, administrators, and parents will be provided.
Year 3–Grant	$150,000	**Expansion of Portal Functions:** Expanded functions will be implemented based upon analyses of user needs in years 1 and 2.

Funding Source	Amount	Justification
Component 6: Enhanced Reporting		
Year 1–Grant	$200,000	**Design and Build Replacement Reports for Legacy Mainframe and Current DESE Web-Delivered Reports**: The reports must be converted to user-managed, drill-down, queries with FERPA-policy enforcement business rules applied at the field level. Includes: EDFacts, other Federal reports (MSIX, ARRA), CSPR, etc. 1,000 hours X $200 1. Address mainframe report data gaps – Replicate mainframe reports, address method of delivery a. DESE will conduct an audit/review of the legacy mainframe reports as documented in the publication (cite printed book) to update the requirements. b. The data elements within the reports will be represented in the enterprise metadata dictionary and aligned with DESE's standard definitions and codes. c. An output definition will be designed to define the official statistics to be produced in the enhanced reporting process. 2. Identify, procure, and implement a query tool to replace Clear Access a. Develop requirements for a query tool for DES administrative users and district users accessing data through the portal. b. Procure the query tool and plan the integration into the data warehouse and portal. c. Implement the query tool, test the integration, and document the processes for maintenance. d. Develop user guides, train users, provide support. 3. Build out the ASBR process. a. Document the requirements and map the processes. b. Build the redesigned processes and integrate into the data warehouse and portal.

Funding Source	Amount	Justification
		4. Redesign and build Core Data/MOSIS screens with drill-down to student level capability. a. Develop requirements for Core Data/MOSIS screens with drill-down to student level capability for DES administrative users and district users accessing data through the portal. b. Develop the screens and plan the integration into the data warehouse and portal. c. Implement the screens, test the integration, and document the processes for maintenance. 5. Develop user guides, train users, and provide support.
Year 2–Grant	$200,000	**Expansion of Reporting through DESE Portal:** users to be expanded, report formats and contents to be expanded. 1,000 hours X $200
Year 3–Grant	$200,000	**Expansion of Reporting through DESE Portal:** users to be expanded, report formats and contents to be expanded. 1,000 hours X $200
Year 1–Grant	$200,000	**Analyze and Design the Incorporation of Teacher and Principal Evaluation Data** into the Missouri Comprehensive Data/Show-Me system, the DESE Data Warehouse, and the enhanced reporting system. Work with districts to ensure they have teacher and principal evaluation processes that link student assessment and performance data to evaluations for reporting through the Missouri Comprehensive Data System. 1,000 hours X $200
Year 2–Grant	$300,000	**Pilot Data Collected and Link Student, Teacher, and Principal Data:** Write the business rules for the MOSIS SRM collection to ensure quality data and the integrity of the linkages among students, teachers, and principals: Initiate the collection process. Align this component with the state-level trials and the diagnostic metric reports to ensure the districts can certify their data with an understanding of the meaning of what they are submitting. Integrate these data with the enhanced reporting. 1,500 hours X $200

Funding Source	Amount	Justification
Year 3–Grant	$200,000	**Complete the full implementation of the Teacher and Principal evaluation data collection, analysis, and reporting process.** 1,000 hours X $200
Year 1–Grant	$187,500	**Analyze and Design Parents as Teachers (PAT) Data Collection:** Inventory the Parents as Teachers (PAT) projects statewide to determine the capacity of each to assign MOSIS identifiers and collect accurate family demographic data. Districts with a high capacity for early success will be identified for partnership. Provide technical assistance to each participating district to establish processes for assigning identifiers and collecting quality data for submitting to the P-20 LDS. Coordinate with the P Data Council on the identification of core data standards for collection and submission to the P-20 LDS. 1,250 hours X $150
Year 2–Grant	$120,000	**Pilot PAT Data Collection:** Continue identifying capable PAT partners and providing technical assistance to bring them into the process and integrate their data into the P-20 LDS. 800 hours X $150
Year 3–Grant	$120,000	**Launch PAT Data Collection:** Continue identifying capable PAT partners and providing technical assistance to bring them into the process and integrate their data into the P-20 LDS. 800 hours X $150
Year 1–Grant	$42,000	**Analyze and Design the Requirements for the Web-Based System for GED Processing:** will include test authorization, authorization, application processing, score report production, test tracking, test scheduling, and other key tasks. Design the underlying datamart to store support users managing the GED system, historical data, and providing data to the P-20 LDS. 280 hours X $150
Year 2–Grant	$102,000	**Develop and Pilot the GED System**. 680 hours X $150
Year 3–Grant	$18,000	**Maintain and Support the GED System**: Continue maintenance and support with enhancements as identified during the first full year of implementation and integration of the GED system with the P-20 LDS. 120 hours X $150

Funding Source	Amount	Justification
Year 1–Grant	$42,000	**Analyze and Design the Requirements for the Web-Based System for Teacher Preparation Data Management and Decision Support:** Design the underlying datamart to store support users managing the teacher preparation system, historical data, and providing data to the DESE Data Warehouse and the P-20 LDS. 280 hours X $150
Year 2–Grant	$102,000	**Develop and Pilot the Teacher Preparation System:** 680 hours X $150
Year 3–Grant	$18,000	**Maintain and Support the Teacher Preparation System:** Continue maintenance and support with enhancements as identified during the first full year of implementation and integration of the teacher preparation system with the P-20 LDS. 120 hours X $150
Component 7: Electronic Records and Transcripts Exchange		
Year 1–Grant	$350,000	**Electronic Records and Transcript Exchange—Analysis and Development:** Analyze and design the K-12 to K-12, the high school to postsecondary, and the postsecondary to postsecondary exchange process and system requirements. Procure the system components as needed.
Year 2–Grant	$700,000	**Electronic Records and Transcript Exchange--Implementation:** Full implementation to include exchange of electronic records for all mobile students pre-K to pre-K in Missouri; exchange of electronic records from high school to postsecondary within Missouri; exchange of electronic records among all higher education institutions within Missouri.
Year 3–Grant	$700,000	**Electronic Records and Transcript Exchange--Implementation:** Full implementation to include exchange of electronic records for all mobile students pre-K to pre-K in Missouri; exchange of electronic records from high school to postsecondary within Missouri; exchange of electronic records among all higher education institutions within Missouri.

Funding Source	Amount	Justification
Component 8: Higher Education Data Quality Improvement		
Year 1–Grant	$300,000	**Develop a Staging Data Store to sit between Postsecondary Institutions and the DHE Data Warehouse:** Data cannot be taken directly from postsecondary institutions' systems into the P20 LDS longitudinal database without perpetuating errors and delaying the process of cleaning the data. The Missouri Department of Higher Education with a memorandum of understanding with DESE will contract with ESP Solutions Group to provide State Report Manager (SRM) for this function. SRM is in production in six states including Missouri performing this process for K-12. This component inserts a staging data store between the postsecondary institutions and the DHE data warehouse to help the postsecondary institutions see their data errors, analyze how to fix them, and submit a certified file without errors. This provides the DHE with the opportunity to work with clean data and the time to conduct higher level analyses rather than expend time correcting errors. In addition, the staging database ensures that the data files passed along to the data warehouse and then to the P20 LDS are in perfect form. The contractor will provide an SRM statewide use license for the creation and management of a staging data store to collect data from postsecondary institutions (using a state proprietary format); test business rules for data quality; provide diagnostic reports to postsecondary institutions; certify data submissions when all rules are passed; and provide clean and verified data to the staging data store. The license includes services to support the installation of the SRM software in the Regents offices, configure SRM for the DHE, and train local managers/administrators.

Funding Source	Amount	Justification
Year 1–Grant	$50,000	**Develop and Launch Data Collection #1:** An individual data collection or submission contains a logical grouping of data elements from the postsecondary institutions for a periodicity that meets a specific reporting requirement for the DHE. The contractor will prepare SRM Data Collection #1 (Previous year higher education completions). This includes the determination of requirements, business rules, data definitions, formats, periodicities, integration requirements, schedules; configuration of business rules and formats; and pilot testing and full launch. (400 hours @ $125/Hr)
Year 1–Grant	$50,000	**Develop and Launch Data Collection #2:** An individual data collection or submission contains a logical grouping of data elements from the postsecondary institutions for a periodicity that meets a specific reporting requirement for the DHE. The contractor will prepare SRM Data Collection #2 (Previous year term registration). This includes the determination of requirements, business rules, data definitions, formats, periodicities, integration requirements, schedules; configuration of business rules and formats; and pilot testing and full launch. (400 hours @ $125/Hr)
Year 1–Grant	$65,000	**Develop and Launch Data Collection #3:** An individual data collection or submission contains a logical grouping of data elements from the postsecondary institutions for a periodicity that meets a specific reporting requirement for the DHE. The contractor will prepare SRM Data Collection #3 (Current year fall enrollment). This includes the determination of requirements, business rules, data definitions, formats, periodicities, integration requirements, schedules; configuration of business rules and formats; and pilot testing and full launch. (520 hours @ $125/Hr)
Year 2–Grant	$60,000	State Report Manager™ maintenance and support license fee.

Funding Source	Amount	Justification
Year 2–Grant	$10,000	SRM Data Collection #1 maintenance and support fee.
Year 2–Grant	$10,000	SRM Data Collection #2 maintenance and support fee.
Year 2–Grant	$13,000	SRM Data Collection #3 maintenance and support fee.
Year 3–Grant	$63,000	State Report Manager™ maintenance and support license fee.
Year 3–Grant	$10,500	SRM Data Collection #1 maintenance and support fee.
Year 3–Grant	$10,500	SRM Data Collection #2 maintenance and support fee.
Year 3–Grant	$13,650	SRM Data Collection #3 maintenance and support fee.
Component 9: The Missouri Comprehensive Data System		
Year 1–Grant	$200,000	**The Missouri P-20 Longitudinal Data System—Analysis and Design:** This longitudinal data warehouse will import selected data from P systems, DESE PK-12, higher education, and workforce sources. Analysis will determine which data will be consolidated, common definitions, and processes. Representatives from each agency will contribute in-kind time and resources to this effort. A standards review will provide the process and tools for documenting the decisions made in this component. The P-20 Council will be the policy governing group that will make the determinations that will guide DESE and the partners in the development of the formats and structures of the data model and table structures for the P-20 LDS. The State has existing infrastructure to connect all participating agencies to this facility when the P-20 LDS is operational. The Project Management Component of the Missouri Comprehensive Data System Project will maintain responsibility for the overall accountability of this component. DESE will manage the operations. Each of the participating levels, P, workforce, PK-12, and higher education will have managers and support to handle their responsibilities for providing data and supporting their users. 1,000 hours X $200

Funding Source	Amount	Justification
Year 1–Grant	$820,000	**The Missouri P-20 Longitudinal Data System—Development:** Building and implementing the Missouri Comprehensive Data System as designed in the prior phase. This may be a development activity or this may be a bid for a COTS solution depending upon the outcome of the analysis process. The DESE Data Warehouse is currently being built internal to DESE and will be the model for design and development.
Year 1–Grant	$75,000	**The National Student Clearinghouse (NSC):** Identify and submit to NSC student records of high school graduates and postsecondary "stop-outs" not found in public postsecondary datasets. Our estimate is based on 63,000 Missouri public high school graduates and 12,000 post-secondary stop-outs, as well as the tracking of an additional 75,000 student cohorts.
Year 1–Grant	$5,000	**The National Student Clearinghouse:** Contact and facilitate gathering of postsecondary representatives to form NSC data and research consortium.
Year 2–Grant	$75,000	**The National Student Clearinghouse:** Identify and submit to NSC student records of high school graduates and postsecondary "stop-outs" not found in public postsecondary datasets. Our estimate is based on 63,000 Missouri public high school graduates and 12,000 post-secondary stop-outs, as well as the tracking of an additional 75,000 student cohorts.
Year 2–Grant	$10,000	**The National Student Clearinghouse:** Facilitate bi-annual consortium meeting related to continued needs and research. Additional funds to facilitate adoption of NSC by institutions with no current membership.
Year 3–Grant	$75,000	**The National Student Clearinghouse:** Identify and submit to NSC student records of high school graduates and postsecondary "stop-outs" not found in public postsecondary datasets. Our estimate is based on 63,000 Missouri public high school graduates and 12,000 post-secondary stop-outs, as well as the tracking of an additional 75,000 student cohorts.

Funding Source	Amount	Justification
Year 3–Grant	$10,000	**The National Student Clearinghouse:** Facilitate bi-annual consortium meeting related to continued needs and research. Additional funds to facilitate adoption of NSC by institutions with no current membership.
Year 1–Grant	$75,000	**Midwest Education Information Consortium (MEIC):** In collaboration with MEIC and the Kansas Board of Regents, the consortium will design, develop, and implement the MEIC system to exchange data on suspected dropouts to document those that have transferred among participating states. $50,000 to support the design, development, and implementation the MEIC system. $25,000 to support analysis and dissemination of findings. (500 hours X $50/hour)
Year 2–Grant	$75,000	**Midwest Education Information Consortium:** In collaboration with MEIC and the Kansas Board of Regents, the consortium will support and maintain the system for locating students who have moved to a neighboring state and have been reported as dropouts through interacting with the acquiring state's data system. $25,000 to support and maintain the implementation of the MEIC system. $50,000 to support the collaboration across states, and additional analysis and dissemination of findings. (1,000 hours X $50/hour)
Year 3–Grant	$75,000	**Midwest Education Information Consortium:** Support and maintain the system for locating students who have moved to a neighboring state and have been reported as dropouts through interacting with the acquiring state's data system. $25,000 to support and maintain the implementation of the MEIC system. $50,000 to support the collaboration across states, and additional analysis and dissemination of findings. (1,000 hours X $50/hour)

Funding Source	Amount	Justification
Component 10: Project Evaluation		
Year 1–Grant	$24,000	**Obtain External Evaluation Reports:** DESE needs an external perspective on the plan for implementation of the grant activities. Specifically a practical view from experts with experience in other states that have implemented similar projects is needed. DESE will contract to procure these services. The contractor will provide DESE with an external evaluation consultant review of LDS project plan, objectives, timeline, and deliverables; develop a risk assessment analysis; provide preliminary report and recommendations for project management, governance, and oversight. (120 hours @ $200/Hr)
Year 1–Grant	$28,000	**Obtain Monthly External Evaluation Reports:** Contractor will provide assistance with the preparation of monthly reports that will allow DESE staff to focus on delivery of the project outcomes. The contractor will conduct monthly external LDS status reviews and provide reports to the management team, executive team, and IES as required. (7 months X 20 hours @ $200/Hr)
Year 1–Grant	$14,400	**Obtain Quarterly External Evaluation Reports:** Contractor will provide assistance with the preparation of quarterly reports will allow DESE staff to focus on delivery of the project outcomes. The contractor will conduct quarterly external LDS reviews and provide reports to the management team, executive team, and IES as required. (3 months X 24 hours @ $200/Hr)

Funding Source	Amount	Justification
Year 1–Grant	$7,200	**Obtain an Annual External Evaluation Report:** Contractor will provide assistance with the preparation of annual reports that will allow DESE staff to focus on delivery of the project outcomes. An independent perspective will add credibility to the report and will add insights that may not come from an internal view. The contractor will conduct an annual external LDS review and provide an evaluation report to the management team, executive team, and IES as required. (1 X 36 hours @ $200/Hr)
Year 2–Grant	$33,600	**Obtain Monthly External Evaluation Reports:** Contractor will provide monthly external LDS status reviews and reports to management team, executive team, and IES as required. (8 months X 20 hours @ $210/Hr)
Year 2–Grant	$15,120	**Obtain Quarterly External Evaluation Reports:** Contractor will provide quarterly external LDS reviews to the management team, executive team, and IES as required. (3 months X 24 hours @ $210/Hr)
Year 2–Grant	$7,560	**Obtain an Annual External Evaluation Report:** Contractor will provide an annual external LDS review and an evaluation report to the management team, executive team, and IES as required. (1 X 36 hours @ $210/Hr)
Year 3–Grant	$35,280	**Obtain Monthly External Evaluation Reports:** Contractor will provide monthly external LDS status reviews and reports to the management team, executive team, and IES as required. (8 months X 20 hours @ $220.50/Hr)
Year 3–Grant	$15,876	**Obtain Quarterly External Evaluation Reports:** Contractor will provide quarterly external LDS reviews to the management team, executive team, and IES as required. (3 months X 24 hours @ $220.50/Hr)
Year 3–Grant	$7,938	**Obtain an Annual External Evaluation Report:** Contractor will provide an annual external LDS review and an evaluation report to the management team, executive team, and IES as required. (1 X 36 hours @ $220.50/Hr)

Equipment

Funding Source	Amount	Justification
Component 2: Early Childhood 'P' Data		
Year 1–Grant	$36,500	**P Dataset Development and Oversight** Computers: $12,500 Workstations: $2,000 Servers: $22,000 - In 2010, OSEDA will be relocating its "secure data enclave" server capacities to a new University of Missouri facility. As part of this move equipment is being upgraded. $22,000, is 20% of the cost of a new set of storage arrays and servers that OSEDA is acquiring ($110,000). The "P" data is estimated to be one-fifth of the new configuration which also includes other individual level data records from DESE, Higher Education, The Department of Economic Development (wage and income data), and MoHealthNet (Medicaid services and charges).
Year 1–Grant	$5,000	**P Dataset Program Data Collection and Data Quality** Computers: $5,000
Year 1–Grant	$3,500	**P Dataset Child enrollment and participation data collection (Child Time and Attendance)** Computers: $2,500 Workstations: $1,000
Year 1–Grant	$14,960	**P Dataset Workforce Data (PARS, Training Calendar, TEACH, Specialized Training)** Computers - $7,500 Image Now Equipment – $7,460 Purchase of 2 dedicated scanning machines and software ($6,800) and two data entry monitors ($660) are necessary to implement the Image Now Software to take PARS paperless.
Year 1–Grant	$2,500	**P Dataset Child Assessment Data (School Entry Assessment Profile)** Computers: $2,500
Year 2–Grant	$5,000	**P Dataset Program Data Collection and Data Quality** Computers: $5,000

Funding Source	Amount	Justification
Year 2–Grant	$112,500	**P Dataset Child enrollment and participation data collection (Child Time and Attendance)** Time and Attendance Machines: The grant will support the purchase of 150 time and attendance machines at $750/machine for a total of $112,500. These machines will be placed at the 65 pilot programs for data collection purposes.
Year 2–Grant	$2,500	**P Dataset Workforce Data (PARS, Training Calendar, TEACH, Specialized Training)** Computers - $2,500
Component 4: State-Level Trials and Diagnostic Metric Reports		
Year 2-Grant	$28,000	**State-Level Trials—Development and Implementation:** Test and Production database servers(2): $12,000 per server Database software: $4,000
Component 5: The Show-Me Portal		
Year 2-Grant	$28,000	Application and database servers to support the integration of online assessments. ($12,000 per server). Database software: $4,000.
Component 6: Enhanced Reporting		
Year 1–Grant	$48,000	4 Business intelligence reporting servers ($12,000 per server)
Year 1-Grant	$95,000	Additional database storage capacity to support the Teacher and Principal Evaluation, Teacher Prep, PAT, and GED data. ($15,000) Expand disk sub-system to support the additional database storage capacity required. ($80,000)
Year 2-Grant	$12,000	Sharepoint server hardware to support the delivery of reports.

Funding Source	Amount	Justification
Component 8: Higher Education Data Quality Improvement		
Year 1–Grant	$61,000	4 servers to support SRM Higher Education data collections @ $12,000 per server (Application and database servers for both production and staging) $8,000 for database software to support SRM Higher Education data collections. $5,000 for additional storage capacity to support SRM Higher Education data collections.
Component 9: The Missouri Comprehensive Data System		
Year 1-Grant	$15,000	Additonal storage capacity to support the P-20 Longitudinal Data System.

Travel

Funding Source	Amount	Justification
Component 1: Project Management and Systems Integration		
Year 1–Grant	$6,000	Travel (by consultants) to DESE for project management and expert advisory services. (1 person X $1500 travel and expenses X 4 trips)
Year 2–Grant	$6,000	Travel (by consultants) to DESE for project management and expert advisory services. (1 person X $1500 travel and expenses X 4 trips)
Year 3–Grant	$6,000	Travel (by consultants) to DESE for project management and expert advisory services. (1 person X $1500 travel and expenses X 4 trips)
Year 1–Grant	$7,450	DESE will select two participants to attend the annual two-day grantee meetings in Washington DC.
Year 2–Grant	$7,450	DESE will select two participants to attend the annual two-day grantee meetings in Washington DC.
Year 3–Grant	$7,450	DESE will select two participants to attend the annual two-day grantee meetings in Washington DC.
Component 2: Early Childhood 'P' Data		
Year 1–Grant	$10,300	**P Dataset Development and Oversight: $10,300** Conference Registration - $600 Out of State Travel – $3,000 Personnel Travel (In-state) - $1,200 Personnel Travel and P Data and Research Sub-Committee Member Travel (In-state) - $4,000 Meeting Expenses P Data Council and Research Sub-Committee – $1,500
Year 1–Grant	$4,142	**P Dataset Program Data Collection and Data Quality: $4,142** Personnel Travel (In-state) – $2,642 Meeting Expenses – $1,500

Year 1–Grant	$6,100	**P Dataset Child enrollment and participation data collection (Child Time and Attendance): $6,100** Personnel Travel and Committee Travel (In-state) – $4,500 Meeting Expenses – $1,600
Year 1–Grant	$3,500	**P Dataset Workforce data collection (PARS, Training Calendar, TEACH, Specialized Training): $3,500** Personnel Travel (In-state) – $2,000 Meeting Expenses – $1,500
Year 1–Grant	$5,000	**P Dataset Child Assessment data collection (School Entry Assessment Profile): $5,000** Personnel Travel (In-state) – $3,500 Meeting Expenses – $1,500
Year 2–Grant	$10,300	**P Dataset Development and Oversight**
Year 2–Grant	$11,815	**P Dataset Program Data Collection and Data Quality**
Year 2–Grant	$5,330	**P Dataset Child enrollment and participation data collection (Child Time and Attendance)**
Year 2–Grant	$4,000	**P Dataset Workforce Data (PARS, Training Calendar, TEACH, Specialized Training)**
Year 2–Grant	$5,600	**P Dataset Child Assessment Data (School Entry Assessment Profile)**
Year 3–Grant	$9,800	**P Dataset Development and Oversight**
Year 3–Grant	$8,815	**P Dataset Program Data Collection and Data Quality**
Year 3–Grant	$3,360	**P Dataset Child enrollment and participation data collection (Child Time and Attendance)**
Year 3–Grant	$4,000	**P Dataset Workforce Data (PARS, Training Calendar, TEACH, Specialized Training)**
Year 3–Grant	$4,900	**P Dataset Child Assessment Data (School Entry Assessment Profile)**
Component 10: Project Evaluation		
Year 1–Grant	$6,000	Travel (by consultants) to DESE for external LDS review and quarterly status meetings. (1 person X $1500 travel and expenses X 4 trips)

Year 2–Grant	$6,000	Travel (by consultants) to DESE for external LDS review and quarterly status meetings. (1 person X $1500 travel and expenses X 4 trips)
Year 3–Grant	$6,000	Travel (by consultants) to DESE for external LDS review and quarterly status meetings. (1 person X $1500 travel and expenses X 4 trips)

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **Section C Spreadsheet** Pages: **4** Uploaded File: **SectionC_524Spreadsheet.pdf**

Section C Spreadsheet Missouri SLDS Budget Summary

	Y1	Y2	Y3
	[redacted]		
Contractual Total	$5,980,315	$6,186,602	$5,213,918
Equipment Total	$281,460	$188,000	$0
Travel Total	$48,492	$56,495	$50,325
Total	$6,310,267	$6,431,097	$5,264,243
Indirect Cost (6.6%)	$397,901	$412,044	$347,440
3 year total			$19,162,993

Section C Spreadsheet Missouri SLDS Budget Summary

	Y1	Y2	Y3
Contractual			
COMPONENT 1			
Project Management & Systems Integration	$287,500	$301,875	$316,969
COMPONENT 2			
P Dataset Development and Oversight	$890,885	$1,427,425	$1,253,387
P Dataset Program Data Collection and Data Quality	$92,422	$525,376	$359,536
Child Time and Attendance	$436,443	$392,783	$257,550
P Dataset Workforce data collection	$409,649	$673,068	$615,072
P Dataset Child Assessment data	$203,316	$57,795	$58,660
COMPONENT 3			
State Agency and Workforce Data Quality			
Standardize the Data Across Agencies	$125,000		
Quality Data for the P-20 LDS		$125,000	$80,000
COMPONENT 4			
State-Level Trials—Analysis and Development	$250,000		
State-Level Trials—Audit Reports	$50,000		
State-Level Trials—Development and Implementation		$300,000	$300,000
Diagnostic Metric Reports—Analysis and Design	$250,000		
Metric Reports—Development and Production		$350,000	$250,000
COMPONENT 5			
The Show-Me Portal	$250,000	$200,000	$150,000
COMPONENT 6			
Enhanced Reporting	$200,000	$200,000	$200,000
Teacher and Principal evaluation data	$200,000	$300,000	$200,000
Parents as Teachers data	$187,500	$120,000	$120,000
GED system	$42,000	$102,000	$18,000
Teacher preparation data	$42,000	$102,000	$18,000
COMPONENT 7			
Electronic Records and Transcript Exchange--Analysis	$350,000		
Electronic Records and Transcript Exchange--Implementation		$700,000	$700,000
COMPONENT 8			
Higher Education Data Quality Improvement SRM License	$300,000		
Higher Education Data Quality Collection 1	$50,000	$10,000	$10,500
Higher Education Data Quality Collection 2	$50,000	$10,000	$10,500
Higher Education Data Quality Collection 3	$65,000	$13,000	$13,650
State Report Manager maintenance and support		$60,000	$63,000
COMPONENT 9			
P-20 Longitudinal Data System Central Data Store	$1,020,000		
National Student Clearinghouse	$80,000	$85,000	$85,000
Midwest Education Information Consortium	$75,000	$75,000	$75,000
COMPONENT 10			
Evaluation	$24,000		
Preparation of monthly reports	$28,000	$33,600	$35,280
Preparation of quarterly reports	$14,400	$15,120	$15,876
Preparation of annual reports	$7,200	$7,560	$7,938
Totals	$5,980,315	$6,186,602	$5,213,918
3 year total for Contractual			**$17,380,835**

Section C Spreadsheet Missouri SLDS Budget Summary

	Y1	Y2	Y3
Equipment			
COMPONENT 1			
Project Management & Systems Integration			
COMPONENT 2			
P Dataset Development and Oversight	$36,500		
P Dataset Program Data Collection and Data Quality	$5,000	$5,000	
Child Time and Attendance	$3,500	$112,500	
P Dataset Workforce data collection	$14,960	$2,500	
P Dataset Child Assessment data	$2,500		
COMPONENT 3			
State Agency and Workforce Data Quality			
Standardize the Data Across Agencies			
Quality Data for the P-20 LDS			
COMPONENT 4			
State-Level Trials—Analysis and Development			
State-Level Trials—Audit Reports			
State-Level Trials—Development and Implementation		$28,000	
Diagnostic Metric Reports—Analysis and Design			
Metric Reports—Development and Production			
COMPONENT 5			
The Show-Me Portal		$28,000	
COMPONENT 6			
Enhanced Reporting	$143,000	$12,000	
COMPONENT 7			
Electronic Records and Transcript Exchange--Analysis			
Electronic Records and Transcript Exchange--Implementation			
COMPONENT 8			
Higher Education Data Quality Improvement	$61,000		
Higher Education Data Quality Collection 1			
Higher Education Data Quality Collection 2			
State Report Manager maintenance and support			
COMPONENT 9			
P-20 Longitudinal Data System Central Data Store	$15,000		
COMPONENT 10			
Evaluation			
Preparation of monthly reports			
Preparation of quarterly reports			
Preparation of annual reports			
Totals	$281,460	$188,000	$0
3 year total for Contractual			**$469,460**

Section C Spreadsheet Missouri SLDS Budget Summary

	Y1	Y2	Y3
Travel			
COMPONENT 1			
Project Management & Systems Integration - Consultant	$6,000	$6,000	$6,000
Project Management & Systems Integration - DESE	$7,450	$7,450	$7,450
COMPONENT 2			
P Dataset Development and Oversight	$10,300	$10,300	$9,800
P Dataset Program Data Collection and Data Quality	$4,142	$11,815	$8,815
Child Time and Attendance	$6,100	$5,330	$3,360
P Dataset Workforce data collection	$3,500	$4,000	$4,000
P Dataset Child Assessment data	$5,000	$5,600	$4,900
COMPONENT 3			
State Agency and Workforce Data Quality			
Standardize the Data Across Agencies			
Quality Data for the P-20 LDS			
COMPONENT 4			
State-Level Trials—Analysis and Development			
State-Level Trials—Audit Reports			
State-Level Trials—Development and Implementation			
Diagnostic Metric Reports—Analysis and Design			
Metric Reports—Development and Production			
COMPONENT 5			
The Show-Me Portal			
COMPONENT 6			
Enhanced Reporting			
COMPONENT 7			
Electronic Records and Transcript Exchange--Analysis			
Electronic Records and Transcript Exchange--Implementation			
COMPONENT 8			
Higher Education Data Quality Improvement			
Higher Education Data Quality Collection 1			
Higher Education Data Quality Collection 2			
State Report Manager maintenance and support			
COMPONENT 9			
P-20 Longitudinal Data System Central Data Store			
COMPONENT 10			
Evaluation	$6,000	$6,000	$6,000
Preparation of monthly reports			
Preparation of quarterly reports			
Preparation of annual reports			
Totals	$48,492	$56,495	$50,325
3 year total for Contractual			**$155,312**