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 # R384A100059

Closing Date: NOV 19, 2009

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Application for Federal Assistance SF-424 Version 02

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

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

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

* 3. Date Received:
12/4/2009

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:
n/a

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: New Hampshire Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):
102600618

* c. Organizational DUNS:
808590277

d. Address:

* Street1: 101 Pleasant Street
Street2:
* City: Concord
County:
State: NH
Province:
* Country: USA
* Zip / Postal Code: 03301

e. Organizational Unit:

Department Name:
Department of Education

Division Name:
Program Support

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

Prefix: Ms.
* First Name: Irene
Middle Name:

* Last Name:	Koffink
Suffix:	
Title:	Administrator III
Organizational Affiliation:	
* Telephone Number:	(603)271-3865 Fax Number: (603)271-7530
* Email:	IRENE.KOFFINK@ED.STATE.NH.US

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:**

EDGRANTS-072909-001

Title:

Institute of Education Sciences;(IES) Grant Program for Statewide Longitudinal Data Systems Recovery Act Program (ARRA) CFDA 84.384A

13. Competition Identification Number:

84-384A2009-1

Title:

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

State of New Hampshire

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

New Hampshire's Statewide Longitudinal Data Systems Grant Application

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: 2 * b. Program/Project: 1/2

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

17. Proposed Project:
* a. Start Date: 6/1/2010 * b. End Date: 5/30/2013

18. Estimated Funding ($):

a. Federal	**$ 13671044**
b. Applicant	**$ 0**
c. State	**$ 1408716**
d. Local	**$**
e. Other	**$**
f. Program Income	**$**
g. TOTAL	**$ 15079760**

*** 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:	Irene
Middle Name:			
* Last Name:	Koffink		
Suffix:			

Title:	Administrator III

* Telephone Number:	(603)271-3865	Fax Number:	(603)271-7530

* Email:	IRENE.KOFFINK@ED.STATE.NH.US

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
New Hampshire Department of Educ...

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	$ 924,796	$ 1,010,327	$ 1,043,253	$ 0	$ 0	$ 2,978,376
2. Fringe Benefits	$ 443,902	$ 484,957	$ 500,761	$ 0	$ 0	$ 1,429,620
3. Travel	$ 35,870	$ 26,920	$ 30,880	$ 0	$ 0	$ 93,670
4. Equipment	$ 156,410	$ 463,666	$ 103,400	$ 0	$ 0	$ 723,476
5. Supplies	$ 31,860	$ 28,340	$ 28,340	$ 0	$ 0	$ 88,540
6. Contractual	$ 2,305,550	$ 3,242,800	$ 2,512,800	$ 0	$ 0	$ 8,061,150
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 15,288	$ 15,288	$ 15,288	$ 0	$ 0	$ 45,864
9. Total Direct Costs (lines 1-8)	$ 3,913,676	$ 5,272,298	$ 4,234,722	$ 0	$ 0	$ 13,420,696
10. Indirect Costs*	$ 78,393	$ 84,555	$ 87,400	$ 0	$ 0	$ 250,348
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 3,992,069	$ 5,356,853	$ 4,322,122	$ 0	$ 0	$ 13,671,044

***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 5.4%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
New Hampshire Department of Educ...

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	$ 285,436	$ 296,177	$ 307,385	$ 0	$ 0	$ 888,998
2. Fringe Benefits	$ 137,009	$ 142,165	$ 147,544	$ 0	$ 0	$ 426,718
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	$ 20,000	$ 0	$ 0	$ 0	$ 20,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 23,385	$ 24,321	$ 25,294	$ 0	$ 0	$ 73,000
9. Total Direct Costs (lines 1-8)	$ 445,830	$ 482,663	$ 480,223	$ 0	$ 0	$ 1,408,716
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 445,830	$ 482,663	$ 480,223	$ 0	$ 0	$ 1,408,716

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: Irene Koffink
Title: Administrator III
Date Submitted: 12/03/2009

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: NH Department of Education Address: 101 Pleasant St City: Concord State: NH Zip Code + 4: 03301- **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 f Education	**7. Federal Program Name/Description:** Statewide Data Systems CFDA Number, if applicable: 84.384A	
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): n/a Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): n/a 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: Irene Koffink Title: Administrator Applicant: New Hampshire Department of Education Date: 12/03/2009	
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

New Hampshire Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms First Name: Irene Middle Name:

Last Name: Koffink Suffix:

Title: Administrator III

Signature: _____ Date: 12/03/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Judith	D	Fillion	

Address:

* Street1: 101 Pleasant Street

Street2:

* City: Concord

County:

* State: NH* Zip / Postal Code: 03301 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(603)271-3855	(603)271-8709

Email Address:

JFILLION@ED.STATE.NH.US

2. Applicant Experience

Novice Applicant [ ] Yes [ ] No [X] 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: **F:\DATA\INFOSVCS\CCD Participation and Task Orders\2007 Longitudinal Grant\ARRA\Working Documents\Abstract_final.pdf**

PROJECT ABSTRACT:

NEW HAMPSHIRE'S SLDS: Improving Student Achievement and Student Success

New Hampshire continues to receive national recognition for bringing data driven decision-making to the classroom teacher. Throughout our implementation of the student level data warehouse, NH consistently maintains a collaborative relationship with the districts and other stakeholders to focus not only on collecting data, but also on using the data to inform decisions, particularly at the instructional level. There is significant work to complete in order to reach the vision of the ARRA Assurances, to complete the required seven capabilities and twelve elements and to support the increased reporting requirements of the State Fiscal Stabilization Fund. This round of Statewide Longitudinal Data System funding will enable New Hampshire to address current shortcomings of the data warehouse.

The NH Department of Education (NHDOE) formed several key collaborations to meet the project goals. Through the NH P-16 Working Group there is strong collaboration with the University System of NH, the Community College System of NH, several private Institutes of Higher Education, the Department of Health and Human Services and the Department of Employment Security. The NHDOE has critical multi-state collaborations with Maine, Vermont, Rhode Island and now Connecticut. The multi-state endeavor between NH, RI, ME and VT to create the *New England Common Assessment Program (NECAP)* demonstrates a monumental multi-state achievement.

The project goals and major activities include addressing the required capabilities and elements of the America Competes Act, developing technical solutions and policy to support a PK-20 data system, supporting a research office that will drive data driven decision-making at a policy level, and facilitating data driven decision-making at the classroom level.

The proposed project is organized around six outcomes to achieve the goals and major activities:

1. **Data Availability:** An expanded set of required data to support PK-20 instruction.
2. **Data Sharing:** Expansion of data systems to collect early childhood, higher education, workforce and other state agency data.
3. **Data Sharing K-12:** An expanded, enhanced, and efficient flow of data among the K-12 system to improve accuracy and timeliness.
4. **Data Informed Research:** Establish an office for data-driven P-20 educational research.
5. **Data Use:** Establish an office for implementing education improvements using data.
6. **Governance:** Structures and leadership including data and program governance.

Implementation and ongoing work on the NH SLDS enhances educational decision-making in New Hampshire. More development efforts are necessary to meet all of the required capabilities and key elements and to provide quality improvements to the data systems, policies and processes – and then to promote practices that extend beyond the requirements in order to facilitate improved student achievement.

New Hampshire has a track record of creating capacity within our organization that can sustain the efforts supported by grant funds. In fact, we have assisted several states by sharing our knowledge and tools as they consider leveraging our work in their efforts. We look forward to the opportunity to create significant value both in NH and throughout the country if awarded funds for this grant request.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **NH Project Narrative** Pages: **30** Uploaded File: **F:\DATA\INFOSVCS\CCD Participation and Task Orders\2007 Longitudinal Grant\ARRA\Working Documents\091204_NHSLDS_Narrative_final.pdf**

SECTION 6. PROJECT NARRATIVE
NH Department of Education SLDS: Improving Student Achievement and Success

(a) NEED FOR THE PROJECT

New Hampshire continues to receive national recognition for bringing data driven decision-making to the classroom teacher. Throughout our efforts to implement a student level data warehouse, New Hampshire has consistently built a collaborative relationship with our districts and other stakeholders to focus not only on collecting data, but rather to focus on using the data to inform decisions and particularly to inform instruction in our schools. Although we have made fantastic progress and have begun to build a school culture that embraces data, we still have significant work to complete in order to reach the vision of the Data Quality Campaign and ARRA Assurances. This round of Statewide Longitudinal Data System funding will position New Hampshire to achieve the required capabilities and elements of the data warehouse development project. Expansion of the data warehouse project to include P-20 data along with continued training in the use of data analysis tools will engrain the collaboration across agencies and institutions. This collaboration will support the effective use of data in monitoring progress and in making changes to improve student achievement from early childhood to postsecondary and onto the workforce, throughout NH.

A key to our previous success has been strong collaborations throughout our state. In fact the Department of Education has been a leading player facilitating work of a Governor's P-16 Council (which includes workforce development). The Council is creating a set of targets. Behind each of these targets there also exists a set of objectives that align with the ARRA goals – for example, increasing the percentage of NH HS completers who finish postsecondary includes objectives that address the need to reduce remedial course work that early college students must complete. The collaboration that this council represents, and that exists throughout our education stakeholders, will position NH for success, if these grant funds are received.

NH P-16 Council goals for 2012 include increasing: HS completers; enrollment in post-secondary programs; NH college (2-& 4-yr) graduates; NH college graduates who stay, work, play in NH; and NH High School completers finishing postsecondary CTE training.

Building on the P-16 goals and the ARRA goals, our objective is to develop a system that ties together Early Childhood Programs with Kindergarten through 12th Grade, Institutes of Higher Education and workforce data. By doing so, an expanded longitudinal system will assist us in achieving numerous objectives:

1. Allow districts, schools, and postsecondary institutions to review and evaluate existing programs and initiatives and identify the need for new ones.
2. Fulfill accountability obligations in an accurate and timely manner.
3. Identify key indicators of college readiness.
4. Provide market intelligence for public higher education institutions.
5. Determine what teacher-related factors lead to improved student outcomes.
6. Ease the strain of student mobility by speeding access to student data.
7. Provide relevant and timely student data to help inform programmatic interventions.
8. Determine the root causes underlying performance issues and provide feedback to drive and evaluate reform initiatives.
9. Assess students' "Success in Life" beyond the education system by obtaining feedback from alumni and employers.

10. Inform higher education admissions standards.
11. Facilitate application processes by implementing electronic student record transfer.
12. Acquire data required to develop a teacher and principal evaluation system that will use student performance as a metric for that evaluation system.
13. Provide early learning data to inform and evaluate programming from the pre-K and kindergarten years through the post-secondary and workforce time periods.

Through the outcomes described below, the funds for this grant will address the existing shortcomings that are needed to move forward with the seven required capabilities and twelve elements. The grant funding will also support the increased reporting requirements of the State Fiscal Stabilization Fund. Funds are needed to gather information from the districts and create a public reporting website to provide the transparency required under the new stimulus law (Outcomes 1, 2 and 3 below). NH has made great strides in creating local capacity to use the data system. But the data systems are not currently broad enough to fully encompass all of the requirements. Additionally, continued training and technical assistance will be required to work with stakeholders in collecting, sharing and using the valuable data (Outcomes 4 and 5 below). Finally, expanded data governance will help ensure the overall success of these data efforts (Outcome 6 below). New Hampshire has been recognized for our success to date – for example, through feedback from current SLDS grant management, at SLDS national meetings and even via a report from the Regional Educational Laboratory Northeast and Islands (see Appendix A). However, these accomplishments must be expanded if we want to achieve the goals set forth in the capabilities, requirements and assurances.

Progress to Date

Data Warehouse: The NHDOE selected the Center for Educational Leadership and Technology (CELT) to design, develop, and implement a longitudinal data warehouse and decision support system. NHDOE is developing its SLDS to meet its needs and also to benefit other state education agencies and school districts across the country. The NH SLDS, aligned with NCES and other national standards, is being released into the public domain. The data model uses broadly accepted dimensional modeling techniques. It supports vertical alignment between state and local education agencies. It is structured to capture student learning longitudinally from early childhood through adult to facilitate its use in the public domain. The model was developed with P-20 in mind and will be further developed to support early childhood through workforce.

By the end of our current grant period (July, 2010), the data warehouse will contain student, school, district, program, along with some census, geographic and tax data that strongly support informed decision-making for improvements in student learning, operational effectiveness, and compliance reporting. However, the warehouse will need to be expanded, as part of this grant request, to contain the early childhood, postsecondary, teacher and other data required to meet the needs of the ARRA assurances, required capabilities and elements (C1, C2, C3, C4, C6, C7; E3, E4, E5, E8, E9, E10, E11, E12).

Teacher Access and Usage: NH contracted with Performance Pathways (now part of SunGard Public Sector) to implement an access portal for teachers to use longitudinal data. The software application has been so successful that the NHDOE licensed its use throughout the state. The software provides easy-to-read charts, graphs, and reports to display aggregated, disaggregated, and individual student data. It also allows school administrators and teachers to analyze

classroom, subgroup and student assessment data, set student growth benchmarks and visually display their progress. Analysis is rooted in helping students reach common standards – standards that are common across the New England Common Assessment Program. Schools across the state are now embracing data driven changes to instruction. We are building a culture of data driven decision making in schools and districts. Educators can use multiple assessments to inform instruction across groups of students and differentiate the education for each individual student. Extensive student characteristics are included for analysis – e.g. attendance, college enrollment via National Clearinghouse Data, program involvement such as the 21st century afterschool program or Career and Technical Education programs and many other characteristics.

We have implemented a comprehensive training program for the existing set of data. Success has been outstanding. First-quarter figures for 2009 totaled 20,386 school, district, and state log-ins to Performance Tracker (the access portal to the data warehouse). For March 2009 alone, the total log-ins was the largest of any month, with 8,777. These data are an increase of 128% from the previous year's first quarter. *Teachers and administrators are using the NH SLDS!* But this usage must be expanded to incorporate the full education experience from early childhood to postsecondary. It must allow K-12 educators for example, to understand student success and/or need for remedial work in postsecondary institutions. The system must expand to understand how early childhood programs are impacting to success in elementary school. Again the full set of components for the capabilities and elements must be included (C1, C3, C4, C5, E9, E12).

P-16 Collaboration: In 2008, the Governor of New Hampshire appointed a P-16 Working Group to develop a framework for data sharing. The constitution of this group underscored the importance of the continuum of education as key to the state's economic development and the "cornerstone" of the future. The charge to the group was to communicate and collaborate across the elementary, secondary, and post-secondary educational sectors, with the purpose of improving students' academic performance, raising their aspirations, and increasing educational success through assessment, articulation of standards, and data sharing. Members include the State Commissioner of Education, Chancellors of the University and Community College Systems, representatives of the Governors Office and State Legislature, and representatives of private colleges, business and workforce development. In June 2009, the group published its report, *A White Paper on P-16 (Preschool through College) Data Sharing Systems,* which examined potential benefits, costs, and options for a SLDS that can track individual students from preschool through college. The paper articulated the group's goals related to high-school completion, postsecondary enrollment, postsecondary graduation, and employment of graduates within the State.

NH has also partnered with public and private colleges in NH as well as the Department of Health and Human Services who oversee the early childhood programs. We have created several collaborative efforts to fully maximize the use and potential of the longitudinal data system. Through these efforts we have begun to build the foundation to expand our longitudinal data systems to achieve the goals of the seven capabilities and twelve elements.

With this foundation, we can expand our systems to fully integrate early childhood and postsecondary education (C1, C2, C6, E3, E4, E11, E12).

Multi-State Collaboration: In addition to the longitudinal data system successes accomplished to date, the NH DOE has established critical multi-state collaboratives that will aid in both our own implementation as well as our surrounding states.

1. *New England Common Assessment Program (NECAP)* The Departments of Education in NH, VT, RI and now ME have come together to develop a common set of grade-level expectations and assessments based on federal No Child Left Behind (NCLB) standards. These four states have demonstrated the ability to collaborate on a significant assessment project that has set a standard for interstate cooperation and cost savings. Grant funds will guarantee the support and continuation of the data system initiatives begun with this collaboration.
2. New England Secondary Schools Consortium (NESSC), Four New England states, NH, ME, VT and RI (with CT now joining, meet regularly to discuss high school redesign in an attempt to troubleshoot issues and learn what was working in each individual state. The goal of the NESSC is to ensure that every public high school student graduates prepared for worldwide success in the colleges, careers and communities of the 21st century. The states are working to arrive at mutually agreed-upon standards to track in a uniform way, how we compare across states as well as how well we as a region compare nationally and even internationally.
3. *Multi-State Research Collaboration* Finally, we have been collaborating with CT, VT, RI and ME to collaborate and learn from each other in regards to topics such as eTranscripts, data driven instruction, multi-state research and other collaborative efforts. Pieces of this collaboration appear in our outcome requests below.

Implementation and ongoing work on the NH SLDS has begun to change education decision-making in New Hampshire for the SEA, LEAs, and schools. However, more work is needed to meet all required capabilities and key elements as well as provide quality enhancements to the data system, policies and processes – and then to promote practices beyond what is required. As seen in Appendix C, NH has begun work on most of the seven capabilities and twelve elements. However, substantial work and funds are required to complete or expand these requirements.

(b) Project Outcomes Related to System Requirements and Implementation

Building upon our current successes in an effort to meet the required capabilities and elements, there are six outcomes that address gaps in our system (see appendix C). The proposed project is organized around these six major outcomes:

Outcome	Capability/Element Addressed
1. **Data Availability:** *An expanded set of required data to support and inform PK-20 instruction.*	*C1,C2,C3,C4,C5,C6, C7,E3,E6,E5,E8,E9, E10,E11,E12*
2. **Data Sharing: Early Childhood, Higher Education, Workforce and other State Agency Data:** *Expansion of data systems to collect early childhood and postsecondary data.*	*C1,C2,C5,C6,E1, E2,E3,E4,E9,E10, E11,E12*
3. **Data Sharing K-12:** *An expanded, enhanced, and efficient flow of data among the K-12system*	*C1,C2,C3,C5,C6,E4, E5,E8,E9,E10,E11,E12*
4. **Data Informed Research:** *Establish an office for data-driven P-20 educational research*	*C1,C2,C5,E10,E11, E12*
5. **Data Use:** *Establish an Office for implementing education improvements using data*	*C1,C5,E5,E10, E11, E12*
6. **Governance:** *Structures and leadership including data governance and program governance.*	*C2,C6, C7, E4,E5*

(c) TIMELINE FOR PROJECT OUTCOMES

Within each outcome area, initiatives have been identified with specific deliverables to meet all SLDS grant program requirements. The following tables define each outcome, initiative, rationale, deliverables and which required capabilities and/or elements the initiative addresses. The Project Timeline follows.

Outcome 1:	**DATA AVAILABILITY - An expanded set of USEFUL data is available through the NHLDS data warehouse to support and inform PK-20 instruction.**
Initiative 1.1:	**Enhance Public Domain Data Warehouse Model;** **Collect and Load Additional Data, including:** **(Early Education Data, Post-secondary Data, Workforce Data, College Placement Assessment Data, Teacher qualification data, Financial Data, Competency-based Assessment Data, State Fiscal Stabilization Fund Data, Student performance data in the Arts)**
Description: NH DOE will be well-positioned to meet required capabilities and data elements by enhancing its standards-based education data warehouse model. In addition, NH DOE will develop the additional data collection processes and ETL (extract, transform, and load) software to load the longitudinal education data warehouse with expanded data sets, including early childhood data, post-secondary data, and workforce data.	**Rationale**: The existing data warehouse design includes student, school, district, program, educator, and policy data, along with Census, geographic and tax data. While the model was developed with P-20 in mind, further development will be required to support early childhood through workforce data, meet all reporting requirements, and support proposed initiatives. Additional extract-transform-load packages are needed to fully meet SLDS requirements and support strategic initiatives

Deliverables:

- Expand the data model to support additional facts and dimensions and load additional data sets. Our current data model was designed to support the addition of data sets and also post-secondary and workforce data sharing.
- Load Early Education data from the Department of Health and Human Services (DHHS). DHHS will provide individual early childhood data to be loaded into the data warehouse including program participation, entry, exit and type of program and participant demographics.
- Load post-secondary data from the University System of New Hampshire, the NH Community College System and two private colleges in NH. Post-secondary data will include student level data on remedial education courses taken, entry, withdrawal and transfers, and degrees and certificates granted.
- Load workforce data into the data warehouse. As part of this grant we will engage a three prong approach to gain insight and

data into students' entry into workforce. The NH DOE will work with our postsecondary institutions and collaborate with the NH Department of Employment Security to gain wage information about students after they leave college. We anticipate there will be very limited data, but we will collect what is available. Additionally, we will initiate an effort to gain insights into the *educator* workforce. The NH DOE collects teacher education data including the number of graduates from teacher preparation programs, certification received by students in each program and the number of students employed as a teacher in NH within their first year of graduation. We will work to connect student data for students who pursue teaching positions in NH. For this profession, we will define the process to collect this workforce data. Finally, as part of Outcome 4, we expect to work with our research centers to implement a sampling approach to gain workforce data for high school students who do not go on to post-secondary, as well as, those who go on for postsecondary including students who end up working outside of New Hampshire.

- Expand teacher preparation, certification, and portfolio data that is collected and loaded into the data warehouse. The NH SLDS currently contains a limited set of data related to teacher preparation and certification. The DOE recently implemented phase one of its new Educator Information System. To jumpstart data analysis, the DOE would like to create some one time data collections to fill in missing historical data (e.g. number of years of experience; detailed program preparation information). Also, data from the new system should be integrated into the data warehouse. With the increased federal emphasis on equitable distribution of teachers, we must ensure we have the right metrics to understand the distribution and the effectiveness of educators. Therefore, as part of this effort, we must also ensure we are collecting the right data.
- Expand the data warehouse to include financial data. Financial data will provide the ability to evaluate the linkage between programs and funding. We will also investigate the ability to include financial data in the P+ tool used to inform instruction.
- Complete the requirements for EdFacts/EDEN reporting from the longitudinal data system. The current SLDS data model includes EdFacts/EDEN requirements, however, additional ELT scripting is required to complete the data extract process.
- Include teacher-evaluated academic & non-academic assessment data into the data warehouse. NH has incorporated multiple assessments in the P+ tool to inform instruction. To compliment the student assessments, teacher-evaluated academic & non-academic assessment data (e.g. Perception Data – social, personal and physical skills) should also be available. We will create and include student surveys and/or teacher rubrics that will allow for summary of student success and needs that are identified by the teacher or student without the use of an assessment test. This concept has been rolled out for career and technical education competencies, but we would like to pilot this concept for multiple areas: school climate; high school competency completion; extended learning opportunities. This effort will require the creation of rubrics to measure these student capabilities, the implementation of these rubrics into P+, training of pilot school districts and expansion of P+ to enable teacher friendly on-line grading of these students.
- Collect competency-based assessments and scoring data.
- Expand the data warehouse to include high school assessment data such as SAT, ACT, AP, PSAT assessment scores. NH has implemented a warehouse with multiple assessments in K-8. Although, the ability to analyze multiple assessments has been

beneficial to schools, we need to expand the warehouse to include multiple assessments in 9-12. We will also integrate this data into Performance Plus and work with high schools to inform instruction using this new data.

- Expand the data warehouse to include student performance data in the Arts. In an effort to better evaluate student access to the arts (dance, music, theatre and visual arts) the NHDOE implemented a school-by-school data collection project for the 2008-2009 school year. It is the intent of the NH DOE to build student performance data in the arts, into the Performance Plus system. With this data we will be able to examine student performance in non-tested areas and the contributions of a student's full curriculum in relation to his/her preparedness for college and career. Performance measures will be based on a set of state developed standards-based common performance indicators (competencies) which will be embedded into Performance Plus along with related performance tasks and accompanying anchor works. The model developed will be used for further expansion to include other non-tested subjects and to include elementary and middle school levels.
  - Establish a set of common competencies for specific courses and disciplines (aligned with NCES course descriptions)
  - Create performance tasks related to each competency/course to include in Performance Plus
  - Provide teacher training sessions on competency-based assessment, performance tasks and the Performance Plus system for tracking student achievement

  We will then be able to analyze data:
  - Identify "best practice" models for further research and development
  - Identify areas of need related to student access and achievement (gap analysis)
  - Create a set of recommendations that address areas of need as identified by the data collection and analysis process
  - Create a set of action steps based on recommendations (allocation of resources)
  - Over time, track trends in the delivery of programs, student achievement, and level of response by schools and districts to state developed recommendations
- Develop the additional data collection processes and ETL scripts required for State Fiscal Stabilization Fund data. This data is required under the SFSF guidelines, SLDS grant application Guidelines and RTTT guidelines. As part of this initiative we will perform user requirement review, system design and implementation of the data collection process. The data will be available for transparency reporting.

Capabilities: C1, C2, C3, C4, C5, C7	**Elements:** E3 (for postsecondary entry-exit details), E9 (for additional transcript details, courses completed and grades earned through postsecondary), E6, E8, E10, E11, E12 (for P-12 postsecondary alignment metrics)

Initiative 1.2:	**Enhance Tools That Use Data to Inform Instruction (Performance Plus) and Integration with the State Longitudinal Data System**
Description: NH DOE will work with Performance Plus to customize	**Rationale**: NH has been recognized for its considerable

and license their solution to NH, in order to further enable the use of data to inform instructional practices – expanding the use of data by teachers, administrators and other educators. This outcome will implement vital capabilities, needed to include many of the requirements identified in the seven capabilities and 12 elements. This outcome will enable schools to gain the additional expertise and build data teams to institutionalize the expanded use of data to inform instruction. The system will be expanded to include additional data, additional reports and additional security. This outcome is connected with outcomes two and three to ensure data collected is also data used.	success in developing an analysis tool that teachers, specialists, principals and other educators are using to inform instruction. This initiative will provide decision-makers with a richer set of data and analysis tools to inform decisions that directly impact teaching and learning on a day-to-day basis. This expansion is required to advance the capabilities of the system to meet the goals of the seven capabilities and 12 elements. The current solution and current level of expertise is insufficient to achieve these goals.

Deliverables:

- Expanded security functionality for Performance Plus to support expanded district needs as the scope of data increases.
- NH DOE will work with our other NECAP (state assessment) partners to collaborate on the expansion of Performance Plus to provide a multi-state solution. The partners include NH, ME, VT and RI. Since these states share common standards and common assessments the opportunities exists to gain significant savings by leveraging the work already done to implement Performance Plus in New Hampshire.
- NH DOE will work with Performance Plus to provide quick access to instructional data. The volume of data can be overwhelming. Teachers and educators must have the ability to see pertinent information with little to no user input. For the more sophisticated users, the ability to query data as needed is also important. The tools used by the schools to query data for instructional improvement will be enhanced to include one-step reports to ensure the novice user can quickly feel comfortable using data. For so many teachers, they have very little time to delve into data and are frequently apprehensive and/or lack the know-how. For these educators who are in the majority, easy access is critical.
- To allow for state-wide collection of student assessment information, including the completion of high school competencies and other student information, this outcome will include licensing of the Assessment Builder tool used to capture this assessment information. This is critical to be able to achieve the other initiatives in this outcome.
- Expansion of instructional tools to better connect the cost of programs with the effects of the programs. The current system enables analysis of program success, but it must be expanded to include the costs of those programs. Additionally, the ability to track student interventions must be improved to better enable schools to understand what programs work and what programs are having less success.

Capabilities: C1, C2, C3, C5	**Elements:** E3, E6, E9, E10

Initiative 1.3:	**Policy and process for collection and verification, of student/teacher/course-section links** **Technology development to support teacher-student data links**
Description: NH DOE will develop and document processes to enable accurate and timely linking of student, teacher, and class data within its longitudinal data system. The technology team will develop ETL packages for loading teacher-student-class linkage data from the source systems to the data warehouse.	**Rationale**: The student-teacher link is a required capability. Currently NH DOE has the technological capability to capture this link, but district reporting of the information is optional. This initiative is needed to develop procedures for collection and verification of the data.

Deliverables:

- Document processes and implement training for collection and verification of student, teacher, and class data links over time. NH will look to the Kansas Data Quality Certification program as a model to emulate.
- Develop and implement statewide policies for ongoing collection of student, teacher, and class data links. Legislation has been submitted that will require school districts to submit teacher/class information so that we can link teacher and student data.
- Develop a training manual for the data collection process.
- Develop and implement extract-transform-load (ETL) of teacher-student link data. The SLDS data model includes the design to link teacher, student and class information. We need to create the ETL process to load the data into the warehouse.

Capabilities: C1, C3, C4, C6	**Elements:** E5, E8, E9, E10

Initiative 1.4:	**Data Portal (multi-audience role-based)**
Description: Create a data warehouse portal for NHDOE staff, district staff and eventually the public to access the data warehouse reporting. The NHDOE currently has a single sign-on portal, myNHDOE, which joins system, user and role definitions to provide a flexible and configurable authentication / authorization data store. Create an interface for users to access the data warehouse portal via myNHDOE.	**Rationale**: Users within the department and eventually district staff and the public will have easy access to reports created from the data warehouse.

Deliverables:

- Create a data warehouse portal that will provide a single point of entry to data warehouse reporting based on approved user access. The data portal will provide users with the ability to access current reports and will allow the user to drill down based on filters and parameter choices.

Capabilities: C5	**Elements:**

Outcome 2:	DATA SHARING - Statewide Early Education, Higher Education Data Systems and Workforce Data and other state agency data
Initiative 2.1:	**Data marts created to support the exchange and flow of data across the state, from PK-20. University System of New Hampshire; Community College System of NH & Early Education**

Description: Implementation of longitudinal data system / data marts for the University System of New Hampshire, enhancements to the Community College System of New Hampshire and the DHHS Bridges system to support the exchange and flow of data across the state from PK-20.	**Rationale**: The USNH has four separate data systems and the CCSNH has a single system that will need to be integrated for sharing through a managed staging and load process.

Deliverables:

- Implement a longitudinal data system/data mart for the University System of New Hampshire (USNH). The USNH will create a data warehouse to support student level data uploaded and aggregated from the four institutions in the University of New Hampshire System. This data warehouse will act as the official system of record for USNH students. The data warehouse will hold records for all students and provide educators and policymakers with a resource for data-driven decisions to improve curriculum and instruction. The USNH data warehouse will interface with P-12 data and CCSNH data via this system. By limiting the data exchange to the three data warehouses, rather than to and from each school within the state, we can also meet our goals for an electronic transcript system as described in Initiative 2.4.
- Enhance the Community College System of NH (CCSNH) data warehouse to link data to the NHDOE. The CCSNH has developed a data warehouse that centralizes student level data from the seven community colleges in NH. Enhancements to this system are needed to enable the linking of data with the NHDOE and the USNH. Key deliverables for CCSNH include: Design and develop interoperability with the P-20 statewide data system; Identify and prioritize key data elements to be shared with K-12 and USNH; Identify current data CCSNH capacity issues, barriers and obstacles to link and share data and develop strategies to overcome; Modify data collection, entry, and storage in Banner as needed; Develop policies and procedures to ensure data quality, integrity, and confidentiality; Purchase additional software licenses for Cognos and data integration tools; Provide orientation, training and support for campus coordinators and support for end users across the system; Establish policies and procedures for data sharing; Add capacity to link Cognos and additional data integration tools to other external and internal data sources; Field test research questions related to remediation, retention, transfer and completion within Cognos.
- Enhancements to the Department of Health and Human Services Bridges Data warehouse. DHHS has an established data warehouse that contains individual level data on children in publicly funded early education programs in NH. Data from the Bridges System will be linked to the NHDOE SLDS.
- Coordinate and collaborate with private post-secondary institutions. The NH Post-Secondary Education Commission will spearhead the inclusion of private IHE's data into the data warehouse.

Capabilities: C1, C2, C5, C6	**Elements:** E2, E3, E4, E9, E10, E11, E12

Initiative 2.2: Enhance Unique Student Identifier Process to Support State-Wide, Multi-Agency Use	
Description: NH will expand the use of the state-assigned student ID numbers to the NH Community College System, The University System of NH and publicly funded early education programs.	**Rationale**: The use of a single state-assigned ID number will support student-level progress, recording in a continuous flow, each student's movement along an educational continuum and across other state agencies. This activity assumes strong collaboration among the NHDOE, colleges and universities, and the NH Department of Health and Human Services.

Deliverables:

- Develop policies and procedures for CCSNH, USNH and DHHS for requesting state-assigned student ID number. With the extension of the use of the State Assigned Student ID number we need to develop procedures for each of these institutions to request a SASID for new students being entered into their system. We need to establish procedures to ensure that each student is assigned only one ID throughout the student's public education in NH and that no students are assigned the same SASID (no duplication).
- Provide interface for the NH CC, USNH and DHHS to request state-assigned student ID number. The existing K-12 system to assign student identifiers must be expanded to provide a seamless process for institutes of higher education. Since these institutes have much large number of incoming students each year, the process to resolve 'potential matches' must be integrated into the university systems. Potential matches exist when a new student is similar to one or more existing students. NH DOE has a very success algorithm and process to manage these for K-12, but as said, will need to expand this capability for postsecondary and also, as needed, for early childhood.

Capabilities: C1, C2	**Elements:** E1, E4

Initiative 2.3: Education Data Inventory with other state agencies	
Description: New Hampshire is working toward a web-based system, such as an ePassport, to ensure consistent record keeping for children and youth who are court order placed by the Division for Children Youth and Families (DCYF) or the Division for Juvenile Justice Services (DJJS). Separate child and youth information systems currently exist within NH but are unable to communicate with each other.	**Rationale:** At any given time in NH approximately 1,000 students are living in court ordered residential facilities or foster homes. According to the National Council of Juvenile and Family Court Judges over a third of young adults…who aged out of foster care, reported having had 5 or more school changes; youth in foster care are more than twice as likely to drop out of high school than youth not in foster care and only about 3% of youth obtain a bachelor's degree within a few years of emancipation. We must ensure that all students have equal educational opportunities and full access

	to the NH curriculum requirements.

Deliverables:

- Create a data inventory of education data collected by various state agencies, including the NH Department of Health and Human Services, and the NH Court System. These state agencies are collecting data on children who are court order placed. Many of these students have been in the public school system so they do have a state assigned student ID number (SASID). Once the student leaves the public school system and enters a court ordered facility the continuity of the student data is lost. DCYF and DJJS collect educational data and maintain it in separate systems. They also do not have access to the public school system data. Creating an inventory of data collected will begin the process of identifying data requirements and redundancies.
- Research data sharing opportunities. Once the inventory is completed we can address data that can be shared across agencies to maintain a complete educational record for the student. Policies and procedures for sharing data will need to be evaluated for FERPA and HIPPA compliance.
- Provide access and training to reporting tools and Performance Plus to private education facilities of court order placed students. With access to Performance Plus the private education facilities could then transfer student information between school districts quickly, reliably and confidentially
- Establish procedures so that the student and parent or legal guardian has access to Performance Plus to view the student's school record (a pilot project is currently underway in a NH public school district).
- Create training programs to increase understanding of court placed student rights and state responsibilities for all relevant stakeholders (e.g. educators, DCYF Case Workers, foster parents, students, guardian ad litems, etc.)

Capabilities: C1, C2, C5	**Elements:** E2, E3, E9, E12

Initiative 2.4 : Student Level Transcript Record Exchange
In-State Post-Secondary Institutions
Other New England States (Collaboration - NH, ME, VT, RI, CT)

Description: Student level transcript data is an essential source of records for educational progress and analysis. This project will include creating a common student academic record using SIF and/or PESC standard data elements, testing data transmission across systems, and establishing policy and security procedures.	**Rationale**: By exchanging transcripts electronically, the three NH public education sectors—K-12, Community College, and Universities—can achieve a more unified approach from both student and educator perspectives. Also, States are dealing with a significant volume of data for students who transfer between local and out-of-state school units. Electronic transcripts based on state and national standards will facilitate the movement of student records in and out of state, reduce the data entry burden and eliminate errors from re-keying. Benefits include being able to predict student outcomes, identify trends, and make informed decisions for the future.

Deliverables:

- Create a common specification for the contents and format for student transcripts. Working with the multistate collaborative and the Institutes of Higher Education we will develop XML standards based on the work performed by the Postsecondary Electronic Standards Council (PESC) as well as the SIF eTranscript Task Force. The initial step will be to create a common student academic record using SIF and/or PESC data elements. .
- Test in-state and out-of-state transmission of XML and PDF files between participating high schools and from high schools to participating postsecondary institutions.
- Review issues about the security of exchanging student data electronically and confidentiality policies related to state-to-state student record transfer.
- Documented security and permission policies including FERPA guidelines,
- Develop and implement a training program for schools for creating electronic transcripts, sending and receiving them, and interfacing with their local student information systems, and
- Develop and implement a training program for postsecondary institutions for receiving electronic transcripts and interfacing with their student administration and admissions systems.

Capabilities: C1, C2, C5	**Elements:** E2, E3, E4, E9, E10, E11, E12

Outcome 3:	**K-12 DATA SHARING – An Expanded, Enhanced and Efficient Flow of Data Among K-12**
Initiative 3.1:	**Vertical Integration**
Description: This outcome includes two initiatives that are vital to continue the success achieved to date in collecting student data. As the demand is increasing for more data and more frequent data, it is critical that we provide enhanced mechanisms for schools to transmit the data to the NH DOE. Initiative 3.1 defines a standard method that will allow local district Student Information Systems to automate their data transfer to the NH DOE.	**Rationale**: The NH DOE developed what has been a very successful system to upload student data from schools/districts to the state. In fact other states have approached New Hampshire to consider using our SIS system which New Hampshire has committed to sharing with other states if desired. The NH system has a very strong validation process that ensures every student is accounted for from year to year. A sophisticated set of rules are used to ensure the data is valid and to inform the school/district when data needs to be corrected. The State has created a culture of data integrity across all our schools and each school now owns the responsibility to submit complete and quality data to the NH DOE. This system has been very successful when requesting data on a periodic basis and when the number of requests is limited. However, as the amount of data has grown and the need

Schools/districts currently upload data to the NH DOE periodically. Some data such as course information changes on a very frequent basis, this first initiative will automate this transfer so that a manual upload is not required. This initiative may include the SIF standard or may use another source of automation.	for more frequent (often real-time) data has increased this model needs to be enhanced. The level of effort from school districts is becoming difficult for schools – for example, when they are asked to upload changes every time a student enters or exits a class or when students enter or exit a school. On order to effectively leverage data, this type of real-time data updates are vital. For example, if a teacher wants to view a student's assessments then the teacher needs the ability to ensure his/her class roster is updated immediately. Additionally, to effectively reduce the drop-out rate, then we must be able to inform schools/districts when a student is on the way to their school/district. Schools have begun to request automated links between their SIS solutions and the NH DOE. With the increase in data demands this need will grow significantly. To meet the requirements of the SFSF assurances, it is vital that both initiative 3.1 and 3.2 in this Outcome are completed. Many schools are invested in their specific SIS for reasons that are valid for their school district. However, other school districts struggle with the maintenance, support and costs of these SIS solutions. Therefore it is important to have a solution that meets the needs of all districts. This first initiative will provide the needed support for schools that need to maintain their local SIS solutions. In order to achieve the SFSF assurances, this outcome aligns with our Race to the Top grant request.

Deliverables:

- Implement a pilot with two SIS vendors including multiple school districts, to create a real-time integration between the two local SIS solutions and the NH DOE. Even with a state sponsored SIS, local districts may be committed for meaningful reasons to their local SIS solutions. It is critical to offer local school districts with two integrated solutions. Schools who choose to maintain their own local SIS solutions, should have the ability to integrate with the state data warehouse. This deliverable will provide that solution. New Hampshire has been considering such a solution and collaborated with the SIFA organization, multiple contractors, multiple SIS vendors and most importantly many school districts. It is not yet determined whether SIF should be part off this solution. The NH DOE will continue to work with these stakeholders to create an automated solution and pilot the solution with several districts.
- Develop a state-wide solution that all SIS vendors can embrace to automate the sharing of data between schools and districts. Due to the pilot that will create this solution for at least two SIS vendors, there will be an incentive for other vendors to offer the

similar automated capabilities.

- Provide training and technical assistance to school districts to implement the automated data transfer. In particular these schools will still need to understand how to identify, evaluate and respond to data validation and quality verification checks.

Capabilities: C1, C2, C3, C5, C6	**Elements:** E5, E8, E9, E10

Initiative 3.2: Integrated Student Information System	
Description: The second initiative for this outcome will create a solution to provide a state sponsored Student Information System (SIS). This solution will eliminate the need for a local school/district to submit data to the NH DOE. The state sponsored SIS will create a fully integrated SIS that includes all the validation found in the current state data warehouse and enables a system that connects preschool to postsecondary without the need to integrate an independent SIS with these other systems. This state sponsored SIS may be licensed from an outside vendor or may be a state owned solution. NH DOE has already conducted an analysis to consider multiple options for this state sponsored solution. Funding will enable the NH DOE to pursue the appropriate option and is critical for the state to be able to meet the needs to collect quality data that can answer the questions identified as part of the SFSF assurances.	**Rationale**: As described in initiative 3.1, the demands for more data are outpacing the capacity of the existing collection methods. The NH DOE has been very successful to date with a process that uploads data to the state, but the long-term solution to get more real-time data and more extensive data should create a seamless system from preschool to postsecondary. A state sponsored SIS will allow this to be put in place. Given the number of districts and schools in New Hampshire and the strong relationship between preschool (HHS), K-12 and postsecondary, a state sponsored SIS will be highly effective. This single system will allow us to answer critical questions, to address education needs such as an early warning system for potential drop-out students and to enable districts to rely on quality data to inform instruction on a daily basis. Schools will know that the state sponsored student information system will eliminate independent data uploads or submissions, it will ensure alignment with the state data warehouse and reduce the costs at the local level. In order to achieve the SFSF assurances, this initiative and outcome aligns with our Race to the Top grant request.

Deliverables:

- Perform an analysis of existing student information systems (SIS) and work with New Hampshire school districts to understand the functionality required in the local SIS solutions. Meet with other states to understand requirements of student information

systems. Meet with other states that have considered state-wide SIS solutions and understand lessons learned.

- Create a state-wide management team, including heavy district involvement; to oversee the state sponsored SIS. This management team will also work closely with the data governance committees formed as part of outcome six.
- Design and implement a state sponsored student information system. Ensure this system is integrated with the preschool data warehouse and postsecondary warehouse created as part of outcome two. New Hampshire has several strong options for a state sponsored SIS. The state has had a fantastic track record of developing low-cost custom solutions that have been embraced by our districts and enable low-cost long-term fees. Alternatively, the state could leverage our work with SunGard Systems. The state has implemented Performance Plus a very successful tool that has enabled schools to realize data driven changes to instruction. Performance Plus is owned by SunGard. SunGard has their own SIS and they also own Banner which is used by all but one of our postsecondary institutions. An option for a state-wide SIS could include a fully integrated preK-postsecondary SIS solution managed by SunGard. Additionally, our neighboring state has implemented a state-wide SIS with a vendor currently in some of our NH schools. These are just three varied options for a state-sponsored SIS. This outcome will see one of these or a similar deliverable come to fruition.

Capabilities: C1, C2, C3, C5, C6	**Elements: E4, E5, E8, E9, E10, E11, E12**

Outcome 4:	DATA INFORMED RESEARCH - Establish Office for Data Driven PK-20 Educational Research
Initiative 4.1:	**NH DOE Office for Data Driven PK-20 Educational Research** **NH State-wide Research Group** **Multi-State Collaborative**

Description: This outcome will institutionalize an office within the NH DOE that can effectively champion methodological research using student data collected as part of the state longitudinal data systems as well as data integrated from other agencies and sources. It is expected that rigorous data-based research projects will help inform policy and program changes throughout the state as well as lay the foundation for multi-state educational	**Rationale**: New Hampshire has been recognized for its ability to collect critical assessment, student demographic and program data and to enable educators in schools across the state to leverage this data to improve instruction. This use has helped and will help groups of students and individual students as educators analyze instruction at the macro and individual level. Educators within the schools have been able to embrace data to inform instruction, however additional research using rigorous research methods can complement this use of data to help identify what programs are working, which are not and can help define the creation of new programs. For example, an analysis of drop-out data or the review of remedial course work that would be collected as part of outcome II in this SLDS request will enable researchers to identify earlier warning indicators within NH high schools –

effectiveness.	both to reduce dropouts and improve the readiness for college entry. This outcome aligns with our recent Teacher Quality Grant application and also will be a resource for our Race to the Top efforts if granted

Deliverables:

- Create an office within the NHDOE that will live on beyond this grant. This office will conduct research and coordinate the collaboration across researcher organizations such as the University System of New Hampshire, Community College System of New Hampshire, Private Colleges, policy research groups and other research organizations. Over the course of the past year the NHDOE has begun to organize these groups and they are eager to move forward with this type of research. This grant will jump-start that process. Collectively these groups can have a dramatic impact on education in NH and provide insights that can be leveraged nationally. Being able to conduct research that correlates a multi-state common assessment with local assessments offers a unique opportunity to NH.
- Identify the process required to facilitate and streamline research efforts. The NH DOE will formalize benchmarks and strategies for this statewide research group. The NHDOE will develop a manual that describes the processes to identify the research questions, to embark on the research, to understand how stakeholders should have input into the research questions, to disseminate the research and manage other components of this process.
- Create selection criteria to identify research questions that align with state goals, received grants as well as the ARRA assurances, the seven required capabilities and 12 required elements.
- Launch a series of research efforts to inform state policy and local school operations. If this grant is received we will initiate several research efforts. We will bring together the researchers to identify the top NH priorities for this research. The research will include such areas as: identifying and determining support needs for high school juniors and seniors who have the ability to advance to college but are not moving forward with the application process, or analyzing the connection between teacher preparation programs and assessment results. Another possible research effort will consider the correlation between the state common assessment (NECAP) and a national adaptive assessment (NWEA) that is used by almost 50% of our schools and is aligned to our state assessment. A similar effort can compare the NECAP state assessment with the SAT.
- NHDOE has discussed the concept of using random sampling to conduct research projects when the data can not be collected for all students. For example, using a random sampling methodology to identify workplace results for high school graduates. A sampling method could enable effective research without the need to collect workforce data for all students. If funded, the NHDOE will move forward with a sampling research project to better understand the ability to using sampling for these education research questions. NHDOE would certainly look to present the findings of this methodology at a national conference.

- Create a working group of researchers from a collaboration of states including Vermont, Rhode Island and Maine to consider cross state research opportunities. For example, this research group may analyze the common state assessment results with other indicators such as the SAT or other cross state common demographics and assessments. Through this grant, the states will meet on a periodic basis, at least quarterly and initiate at least one multi-state research endeavor.
- Create memorandums of understanding, policies and processes to enable data exchanges and research across states and research institutes.
- Create an expanded state wide researchers' website to facilitate communication.
- Develop a marketing program to effectively communicate the findings of the research projects. As research is developed the results must be clearly disseminated to the appropriate stakeholders. Through the research efforts as part of this grant, the NH DOE will develop a process and initiate an effective practice to share findings and ensure the findings are appropriately used to change policy and/or instruction. For example, these efforts can include press-releases, policy leader seminars, dissemination via association conferences, or other multi-media campaigns.

Capabilities: C1, C2, C5	**Elements:** E10, E11, E12

Outcome 5:	DATA USE - Office for Implementing Educational Improvements Using Data
Initiatives 5.1:	**Office for Implementing Educational Improvements Using Data** **At-Risk Indicators (e.g. Early Warning System For Dropouts)** **Develop SLDS Reporting Capabilities To Support School Improvement Process And Plan Implementation Monitoring** **Pre-Service Training For Teachers On Data Use** **Modify Post Secondary Practices Based On K-12 Performance Findings**

Description: To help schools use data to inform instruction and educational programs, this outcome will develop a permanent office within the NHDOE. This office will help train teachers to use data to inform instruction. This office will build and communicate best practices to share the great work done at one school with other schools/districts. This office will work with the research group (Outcome 4) to create tools that educators can use to improve	**Rationale**: We have had great success in New Hampshire with many schools as they are now using data to inform instruction. As stated earlier we have been viewed nationally as a leader in the instructional use of data. We must build upon this success to more effectively create the capacity in all schools to make data driven decisions and improve instruction. This center would identify and build best practices, provide professional development opportunities, work at schools to provide assistance and provide other assistance to further instructional change and best practice within schools – both at the program level and to differentiate education for

instruction – for example an early warning system to identify students who are at risk for dropping out of school. This office will also work with educator preparation programs at Institutes of Higher Education to provide pre-service training before educators even get to the classroom. Finally, this office will inform postsecondary schools by using data to inform these preparation programs of the needs and challenges in the field.	each student. Data is of little value if it is not used, data can be detrimental if it is used wrong and so the need for continued skills and support to assist schools in effective and proper use of data is vital to real education reform. This outcome will also align with other grant efforts if received in New Hampshire – such as the Teacher Quality Grant (e.g. modification of postsecondary best practices) and the RTTT grant (e.g. early warning system).

Deliverables:

- Trainers working with schools on effective use of data will develop training materials and share best practices. Case studies will be created to demonstrate how schools are improving student instruction. These case studies will provide concrete examples to give educators insights into actions they can take in their own districts/schools. These materials will build capacity throughout the state and live on beyond this grant.
- Trainers will roll-out new capabilities. As we expand the role of data driven decisions, it is vital that we build the expertise within schools to use this data. This use achieves the primary goal of improving instruction, but it also is critical to gain the support of districts to provide quality data to the NH DOE. As schools and districts see the value in using the data, it in turns builds the commitment to the overall data collections and data use process (Outcome 1). As part of this outcome we will build local experts and state-wide expertise that will live on beyond this grant. Training will create the experts and will also create extensive online tools that will provide ongoing support to district and school users.
- Existing NHDOE web-pages will be expanded to include a thorough on-line repository of training guides, training videos and other training documents. These training materials will allow educators to gain insight into targeted concepts (e.g., using data for special education decisions). These materials will allow educators to access videos and other tools at their convenience – i.e. after the school day, on weekends, etc.
- NHDOE trainers will review state and national research to determine innovative practices to improve instruction. Looking beyond NH's current practices will validate what is being done in NH as well as expand the professional development brought to educators in NH.
- Best practices will be identified to inform instruction for general education students as well as for a variety of alternative programs. For example, practices to provide alternative education paths for students struggling with traditional classroom settings or for students excelling beyond the offerings of the traditional classroom. New Hampshire enables schools to count credit for students who are pursuing Extended Learning Opportunities (opportunities outside the walls of the school). Identifying successful programs will address the needs of students struggling with the grade level curriculum. All of these data

sources will help educators understand how they can improve instruction for all of these groups of students.

- New Hampshire has been a leader in the nation to reduce the drop-out rate for students in high school. Recently the state increased the compulsory attendance to age 18 for a student who would like to drop-out. Additionally, the primary stakeholders (governor, commissioner of education, etc) are committed to reducing the drop-out rate to zero percent. If funded as part of this grant, an early-warning system will be created to identify potential dropouts through the use of data. By identifying key indicators (e.g. attendance, assessment results, etc.), a system will be identified to highlight students who are at risk. Data will be considered starting early in a students education – e.g. elementary school. Additionally, this system will use real-time transfer data to ensure students transferring schools arrive in a timely manner – or if not, notification is made immediately to reach out to the student. This effort will work in conjunction with Outcomes one through three. Additionally, this outcome will contribute to our RTTT requests.
- Schools that are in need of improvement, including struggling schools, can effectively use data to inform their improvement plans. As part of this outcome, specific supports will be created to help these schools/districts learn how to incorporate data into the process that they use to develop their performance plan. Trainers will work with some of these schools/districts and also develop best practices that can be used by other schools.
- The NHDOE has begun to reach out to institutes of higher education (IHE) who offer teaching preparation programs. As part of this grant, we will work with these IHE's to develop a formal training program to educate pre-service teachers on how to use data to inform instruction. The training will include hands on activities with the tools used in NH to inform instruction. Trainers will assist the IHE's to begin implementing this training and build the capacity within the schools for ongoing training.
- A marketing campaign will be created to promote the awareness of using data to inform instruction and also the steps to consider effective use of data.
- Modify post-secondary practices based on K-12 performance findings.
- This outcome will also connect data, student outcomes and LEA practices with Institutes of Higher Education and Educator Preparation programs. By connecting LEA expertise with IHEs, the LEAs will be able to effectively communicate their experiences, findings and priorities to help improve teacher preparation at the IHEs. The IHEs will be able to test out alternative teacher preparation programs and receive feedback from the LEAs to guide the preparation programs.

Capabilities: C1,C5	**Elements:** E5, E10, E11, E12

Outcome 6:	**GOVERNANCE - structures and leadership fully support and help to direct the roll-out of education innovations**
Initiative 6.1:	**Build Upon Existing NH DOE Data Governance Policy**

Establish In-State Multi Agency Data Governance Establish Multi State Data Governance	
Description: The short- and long-term success of a Data Warehouse project demands that a data management and governance process be in place.	**Rationale**: NH has developed a data policy and use guide for our student level data collection. We have also organized a data governance team as part of our current SLDS grant. We must build upon these efforts to improve security and policies. As the extent of data being collected about students continues to grow, the importance of policies and security procedures continues to grow. As we consider adding perception and other sensitive student data this governance is critical. With the addition of early education, postsecondary education and workforce data to our SLDS and collaboration with other New England states we must ensure data consistency and data security though policies and procedures established and maintained by overarching data governance.

Deliverables:

Existing NH DOE Data Governance Policy

- We will build upon existing NH DOE data governance working groups. Our Data Management Committee will continue to examine legal and policy issues concerning privacy and data security. We currently have a data policy and data use guide for our i4see data collection that will need to be expanded to include all NHDOE data collections and privacy and security surrounding the data warehouse.
- The Data Management Committee will develop procedures to streamline data requests and reporting from the NH DOE. A policy and procedure document was created for our initial student level data collection, but must be expanded. Currently, requests for data are filtered throughout the department and created from various source systems. The SLDS will become the primary source for reporting which will provide consistency and accuracy.
- The Data Management Committee will make recommendations for expanding data edits and data quality control. With the centralization of data in the data warehouse, data errors in source systems will be exposed and will need to be corrected at the source. Policies and procedures will be created to ensure that data edits and data corrections are made to the source systems. Standards will be developed for new data collections and /or modifications to current data collections. We will follow NCES, SIF and PESC data element and definition standards whenever possible.
- We will refine policies and procedures to remove roadblocks and obstacles to increased use of data. Developing procedures for RFP's and MOU's for the use of data for research purposes will be reviewed with department staff and our legal support staff.

Establish In-State Multi Agency Data Governance

- Collaboration efforts with other state agencies will require an overarching "Multi Agency Data Governance Policy". The P-16

Working Council will provide the oversight for Multi Agency Data Governance. A P-16 Data Group will be established as the multi agency "Data Management Committee" to define policies, procedures and standards for multi agency collaborations and data use.

- The Data Management Committee will examine legal and policy issues involved in sharing data across various state agencies, concerning privacy and data security.
- We will develop a formal reporting program to ensure transparency that will include developing a Website to share governance policies, findings and activities of the multi-agency collaboration.

Establish Multi State Data Governance

- Our New England states' collaboration efforts will require that we implement policy and procedures concerning privacy and data security. The states will work together to define standards – using NCES, SIF and PESC standards whenever possible.
- The Multi State Data Management Committee will examine legal and policy issues, involved in sharing data across states.
- Create a structured marketing program. We will also work within NH DOE, across NH agencies and across states to build a more methodical approach to marketing the use and results of data, to inform education policy and instruction.

Capabilities: C2, C7	**Elements:** E4

Initiative 6.2 : Data Quality Audit System	
Description: Enhance the NH DOE data audit system assessing data quality, validity, and reliability with respect to preschool through grade 12.	**Rationale**: A data quality audit system is essential to ensuring data quality, validity and reliability. The NHDOE has procedures in place to verify data submitted via our data collections. We provide training sessions to district data coordinators and we have implemented a help desk to assist district and school staff with data submissions. As the quantity and scope of data is greatly expanded, these efforts also need to be expanded to ensure continued improvement in data collection and reporting.

Deliverables:

- We will develop a formal training program for district coordinators to ensure understanding of data collections and the importance of accurate reporting.
- We will perform on-site school and district audits to validate the accuracy of data submissions. We will develop procedures and policies for NHDOE staff to perform the audits. Audits will focus on critical indicators such as suspensions, diplomas, and transfers out of state.

Capabilities: C6	**Elements:** E5

(c) TIMELINE FOR PROJECT OUTCOMES (CONT.)

`			TIMELINE	
Outcome 1: DATA AVAILABILITY - An expanded set of USEFUL data is available through the NHLDS data warehouse to support and inform PK-20 instruction.		**RESPONSIBLE PARTY**	**START DATE**	**END DATE**
1.1	**Enhance Public Domain Data Warehouse Model**	NHDOE SLDS Project Team	6/10	12/11
	Collect and Load Additional Data :	NHDOE BDM/SLDS Project Team/DoIT	6/10	5/13
	Early Education Data		6/10	5/11
	Post-secondary Data		6/11	5/13
	Workforce Data		6/11	5/13
	College Placement Assessment Data		6/10	5/11
	Teacher qualification data		6/10	5/12
	Financial Data		6/12	5/13
	Competency-based Assessment Data		6/11	5/12
	State Fiscal Stabilization Fund Data		6/10	5/13
1.2	**Enhance Tools That Use Data to Inform Instruction (Performance Plus) and Integration with the State Longitudinal Data System**	NHDOE SLDS Project Team	6/10	5/11
	Expand Security Functions	SLDS Project Team	1/11	11/11
	Collaborate with Other States	SLDS Project Team	7/10	5/12
	Access for Teachers to Instructional Data	SLDS Project Team	6/10	5/13
	Collection of Competency Skills	SLDS Project Team	6/11	5/12
	Connection between Program and Costs	SLDS Project Team	1/12	5/13
1.3	**Policy and process for collection and verification, of student/teacher/course-section links; Technology development to support teacher-student data links**	NHDOE BDM	6/10	5/11
	Document processes and implement training for collection and verification	NHDOE BDM	6/10	5/13
	Develop and implement statewide policies	NHDOE BDM	6/10	5/11
	Develop a training manual	NHDOE BDM	6/10	5/11
	Develop and implement extract-transform-load (ETL) of teacher-student link data	NHDOE SLDS Project Team	6/10	5/11
1.4	**Data Portal**	NHDOE SLDS Project Team	6/10	5/13

`Outcome 2: DATA SHARING – Statewide Early Education, Higher Education Data Systems, and Workforce Data and other state agency data		RESPONSIBLE PARTY	START DATE	END DATE
2.1	**Data marts created to support the exchange and flow of data across the state, from PK-20.**		6/10	5/13
	University System of New Hampshire	USNH Data Warehouse Team	6/10	5/13
	Community College System of NH	CCSNH Data Warehouse Team	6/10	5/12
	Early Education	DHHS	6/10	5/11
2.2	**Enhance Unique Student Identifier Process to Support State-Wide, Multi-Agency Use**			
	Develop policies and procedures for CCSNH, USNH and DHHS for requesting state-assigned student ID number.	NHDOE Data Management Committee	6/10	5/12
	Provide interface for the NH CC, USNH and DHHS	DoIT	6/10	5/12
2.3	**Education Data Inventory with other state agencies**			
	Create a data inventory of education data collected by various state agencies	NHDOE	6/10	5/11
	Research data sharing opportunities	DHHS	5/11	12/11
	Provide access and training to Performance Plus reporting tools to private schools for court order placed students	NHDOE BDM/DoIT	6/10	5/11
	Provide parent and student access to educational records via Performance Plus.	NHDOE BDM/DoIT	5/11	12/11
	Create training programs to increase understanding of court placed student rights and state responsibilities.	DHHS	1/11	6/12
2.4	**Student Level Transcript Record Exchange** **In-State Post-Secondary Institutions** **Other New England States (Collaboration - NH, ME, VT, RI, CT)**			
	Create a common specification for the contents and format for student transcripts.	NHDOE SDLS Team/ IHE's/Multi State Collaborative	6/11	5/13
	In-state and out-of-state transmission of XML and PDF files	NHDOE SDLS Team/ IHE's/Multi State Collaborative	6/11	5/13
	Review issues about the security of exchanging student data electronically	NHDOE SDLS Team/ IHE's/Multi	6/11	5/13

		State Collaborative		
	Develop and implement a training program for schools	NHDOE SDLS Team/ IHE's/Multi State Collaborative	6/11	5/13
	Develop and implement a training program for postsecondary institutions	IHE's	6/11	5/13

Outcome 3: K-12 DATA SHARING – An expanded, enhanced, and efficient flow of data among K-12		RESPONSIBLE PARTY	START DATE	END DATE
3.1	**Vertical Integration**			
	Pilot Implementation	NHDOE BDM/DoIT	7/10	12/11
	Statewide Solution	NHDOE BDM/DoIT	12/11	7/13
	Training and Technical Assistance	NHDOE BDM/DoIT	7/11	7/13
3.2	**Integrated Student Information System**			
	User Requirements Gathering	NHDOE BDM/DoIT	1/11	1/12
	Create Statewide Management Team to Oversee Development	NHDOE BDM/DoIT	1/11	1/12
	Design and Implement State sponsored Student Information System	NHDOE BDM/DoIT	1/12	5/13

Outcome 4: DATA INFORMED RESEARCH – Establish Office for Data Driven P-20 Educational Research		RESPONSIBLE PARTY	START DATE	END DATE
4.1	**NH DOE Office for Data Driven PK-20 Educational Research** **NH State-wide Research Group Data Research** **Multi-State Collaborative**			
	Implement a research office within the NHDOE that will live on beyond this grant.	NHDOE Division of Program support	6/10	5/13
	Identify the process required to facilitate and streamline research efforts	NHDOE Division of Program support	10/10	5/11
	Create selection criteria to identify research questions that align with state goals	NHDOE Division of Program support	12/10	6/11
	Launch a series of research efforts to inform state policy and local school operations	NHDOE Division of Program support	12/10	5/13
	Sampling research project to better understand the ability to using sampling for these education research questions	NHDOE Division of Program support	6/11	5/13
	Create a working group of researchers from a collaboration of states including Vermont, Rhode Island and Maine	NHDOE Division of Program support	6/10	5/13
	Create memorandums of understanding, policies and processes	NHDOE Division of Program support	10/10	5/12
	Create an expanded state wide	NHDOE Division of	7/11	5/12

	researchers' website	Program support		
	Develop a marketing program	NHDOE Division of Program support	6/11	5/12

Outcome 5: DATA USE – Office for Implementing Educational Improvements Using Data		RESPONSIBLE PARTY	START DATE	END DATE
5.1	Office for Implementing Educational Improvements Using Data	NHDOE Division of Program support	6/10	5/13
	At-Risk Indicators (Ex Early Warning System For Dropouts)	NHDOE Division of Program support	6/11	5/13
	Develop SLDS Reporting Capabilities To Support School Improvement Process And Plan for Implementation Monitoring	NHDOE SLDS Project Team	1/12	5/13
	Pre-Service Training For Teachers On Data Use	NHDOE Division of Program support	10/10	5/13
	Modify Post Secondary Practices Based On K-12 Performance Findings	NHDOE Division of Program support	6/12	6/13

Outcome 6: GOVERNANCE – structures and leadership fully support and help to direct the roll-out of education innovations		RESPONSIBLE PARTY	START DATE	END DATE
6.1	**Build Upon Existing NH DOE Data Governance Policy and Establish Cross Agency Data Governance**			
	Re-examine policy concerning privacy and data security.	NHDOE BDM	6/10	5/13
	Remove roadblocks and obstacles to increase the use of data at all levels of the P-20 systems	NHDOE BDM	6/10	5/13
	Increase the adoption and use of data standards throughout the NHDOE	NHDOE BDM	6/10	5/13
	Expand data edits and quality control measures within the LEA's and NHDOE	NHDOE BDM	6/10	5/13
	Streamline data requests and reporting requirements	NHDOE BDM	1/11	6/11
	Develop policy concerning privacy and data security for sharing data across various state agencies.	NHDOE SLDS Project Team/NHDOE BDM	6/10	5/11
	Ensure governance efforts are embraced and understood by all applicable stakeholders.	NHDOE SLDS Project Team/NHDOE BDM	6/10	5/13
	Support program transparency by creating a website to share governance policies, research findings and program activities.	NHDOE SLDS Project Team/NHDOE	1/11	12/11

		BDM		
6.2	**Data Quality Audit System**	NHDOE SLDS Project Team	6/10	5/12

(d) PROJECT MANAGEMENT AND GOVERNANCE PLAN

Dr. Virginia Barry, Commissioner of the NH Department of Education, is the SLDS Project Sponsor. This project falls within the organizational structure of the New Hampshire Department of Education (NHDOE), Division of Program Support. Organization structure charts are included in Appendix A.

Dr. Judith Fillion, Director of the Division of Program Support, is the Program Manager and responsible for approval and oversight. The NHDOE SLDS Management Team includes the following representatives, and has executive approval and oversight for the project:

- Judith Fillion — Project Director
- Irene Koffink — SLDS Project Manager
- Chris Hensel — Department of Information Technology Manager
- Virginia Clifford — Education Consultant

The SLDS Oversight Committee will meet weekly to review all project activities and to ensure the project requirements are being met and the project remains on schedule. An agenda and follow-up minutes are created for all meetings. Project plans and timelines are reviewed. In addition to the core committee, project managers from all of our established collaborative agencies will participate as needed, during their periods of implementation (e.g. University System of New Hampshire, the Community College System of NH, DHHS, etc.). Monthly written status reports from all project managers will be required and attendance on conference calls with IES will also be required. Budget expenditures will be reviewed quarterly.

An i4see (Initiative for School Empowerment & Excellence) Advisory Group meets quarterly to discuss ongoing data collection and data use requirements. This Advisory Group is comprised of the NHDOE Commissioner, NHDOE Division Directors, and program managers, who provide direction and set goals for the NHDOE.

The District Advisory team has, and will work as part of this grant, to provide advice and guidance as programs are designed and implemented. This team includes key district personnel – superintendents, curriculum & technology directors, principals, teachers and other educators.

The Governor's P16 Council will provide guidance and assist in pulling in other state resources to ensure the program is successful. As described above, this council has representative from the key stakeholders; the State Commissioner of Education, Chancellors of the University and Community College Systems, and representatives of governor's office, the legislature, private colleges, business and workforce development.

As this project will highly integrate the data collections between the NH DOE and other state agencies the need to collaborate across these groups will be critical. The Governors council mentioned above will provide the authority and central source for this oversight. The P16 Council also has working subcommittees including a Data Subcommittee. This group includes key CIOs as well as P16 Council members. This Group has become an oversight group for

linking data with early education, post-secondary education, and the workforce. The SLDS Director will report interim progress and findings to the Governor's P-16 Council periodically.

A NH DOE Data Governance Policy, already in place, will supplement the above organization structures to oversee and direct data decisions across the department and work with other stakeholders when the issues cross agencies. Ownership of key data elements must be clear. The NHDOE Data Governance Policy is included in Appendix A.

Finally, a New England State Collaborative Committee has already formed and includes key leaders of the individual state SLDS teams and other key data governance members. This group has been working for the past several months to coordinate efforts and will continue to coordinate collaborative efforts funded through the SLDS grants as well as share individual state experiences.

In addition to the above oversight and advisory committees, other key stakeholders will be updated on a periodic basis and leveraged for outreach and buy-in. For example; superintendents association, principals association, teachers unions, legislators, district technology coordinators, district curriculum directors, etc. The support of these stakeholders is the key to our success.

(e) STAFFING

NH DOE's SLDS project team has a wealth of knowledge in education, IT experience and project management that will ensure the continued success of the SLDS project. All key project staff has at least ten years of experience in their respective fields. Key project staff has worked closely with the vendors in phase one of the SLDS project to ensure knowledge transfer and future sustainability of the SLDS. A summary of key staff qualifications is listed below. Resumes are attached in Appendix B.

Dr. Virginia Barry, Project Sponsor and Commissioner, NHDOE. Dr. Barry oversees all operations of the NHDOE and is responsible for K-12 education in New Hampshire. Dr. Barry will be briefed on project issues weekly by the Project Director. Her extensive background in education as a teacher, principal, college professor, and Provost and Vice President for Academic Affairs, and now as Commissioner, coupled with a keen interest in educational research, provides the right balance of practical skills and state level leadership.

Core SLDS Project Team:

Dr. Judith Fillion, Project Director. Dr. Fillion is the Director for Program Support for the NHDOE, overseeing the Bureaus of Data Management, School Approval and Facilities, Credentialing, and Nutrition Programs and Services. Dr. Fillion will ensure the project meets the strategic objectives, will make strategic decisions based on stakeholder input and senior management decisions, and act as liaison with the Commissioner, Directors, and the NH State Board of Education. Time 10% - State Funded.

Irene Koffink, Project Manager, NHDOE. Ms. Koffink has 25 years experience in Information Technology including over 10 years of project management. Ms. Koffink is the project manager for the current SLDS grant awarded in 2007. She will facilitate communication between the Department, other state agencies and stakeholders; evaluate the program operations for effectiveness and proper allocation of agency staff, state and federal funds; manage internal staff working on the SLDS project; engage and manage NHDOE vendors. Ms. Koffink is the NH

DOE Data Governance Director and member of Multi Agency and Multi State Governance. Time 100% - Grant Funded.

Joseph Pipinias, Business Analyst, NHDOE. Mr. Pipinias has worked as the Department's EDEN/EdFacts Coordinator. He has extensive background in design and implementation of systems, project management, structured analysis and design, data modeling, and database design. Mr. Pipinias has worked with internal and external systems developers and technical personnel to design and build the data warehouse and decision support system. He has been involved in all aspects of the project including data model design, data mapping, and ETL development. Time 100% - Grant Funded.

Sudha Sharma, Database Administrator, NH Department of Information Technology (DOIT). Ms. Sharma has worked with internal and external systems developers and technical personnel to design and build the data warehouse and decision support system. She has been involved in all aspects of the project, including data model design, data mapping, and ETL development. Ms. Sharma has over thirteen years experience as an IT professional. Time 100% - Grant Funded.

Virginia Clifford, Education Consultant, NHDOE. Ms. Clifford has over 25 years experience in education. She currently manages and coordinates the PerformancePLUS professional development project (data analysis, curriculum mapping and assessment builder tools), and is a member of the SLDS advisory committee. Ms. Clifford will continue to co-manage and coordinate the Performance PLUS professional development project; supervise the approval of school districts' Professional Development Master Plans. Time 20% - State Funded.

Chris Hensel, IT Manager, DOIT. Mr. Hensel has more than 25 years' experience in Information Technology, with nine years of IT project management experience. Mr. Hensel will coordinate with the NH Department of Information Technology for technical support and will provide technical expertise to the project. Time 10% - State Funded.

Additional Staffing:

Adam Heard, Database Administrator, NH DOIT, will provide ongoing database support and technical assistance for the SLDS. Time 10% - State Funded.

Ryan Stevens, Systems Development Specialist, NH DOIT, will provide programming support throughout the project in particular the interface requirements for student data transfers from LEA to SEA and SEA to Higher Education and other state agencies. Time 10% - State Funded.

Gretchen Tetreault, Program Specialist, NH DOE. Ms. Tetreault has 8 years experience as a business analyst. She is currently responsible for EdFacts reporting. Ms. Tetreault will be responsible for report development and training on the data system analysis and reporting tools. Time Year 2 and 3 – 100% grant funded.

Dr. Mary Ellen Fleeger, Associate Vice Chancellor for Academic and Student Affairs, is the USNH Project Co-Director will ensure project meets the USNH strategic objectives; make strategic decisions based on stakeholder input and senior management decisions; act as liaison with R-PAC; supervise P-16 component; provide project updates to senior management and stakeholders. Time 10% - USNH funded.

Tom Franke, USNH Chief Information Officer, USNH Project Co-Director (IT Manager). Mr Franke will supervise the USNH Data Warehouse Manager; coordinate with USNH Enterprise Computing Group for technical support; assure additional technical expertise to support the project; assure project complies with USNH enterprise IT standards; provide project updates to senior management; assure USNH IT Governance groups are informed and engaged. Time 10% - USNH funded.

Jacquelyn Snow, USNH Sr. Information Technology Manager, USNH Project Manager for this project. Ms. Snow will prepare and manage the USNH project plan, establish and coordinate project teams and communicating steering committees, and management. She will also ensure that service level expectations for functionality, availability, performance, and control are clearly documented and fulfilled. Time 100% - Grant Funded
Dr. Chuck Annal, CCSNH Vice Chancellor and Chief Academic Officer. CCSNH Project Co-Director. Mr. Annal will serve as representative to the SLDS Governance Committee; serve as primary liaison between CCSNH and the NHDOE; co-chair CCSNH-USNH Transfer Group. Time 10% - CCSNH funded.
William Beyer, CCSNH Chief Information Officer, CCSNH Project Co-Director (IT Manager) will serve as CCSNH representative to the SLDS Technical Committee and coordinate SLDS grant-supported activities and staff at the System Office and among the seven community colleges. Time 15% - CCSNH funded.
Susan Brouillet, CCSNH Operating Systems Manager will provide technical assistance and support for the SLDS project. Time 10% - CCSNH funded
Norman Bailey, CCSNH Data Warehouse Systems Analyst, will develop the interface with LDS, and provide technical assistance and support. Time 50% - CCSNH funded.
Ann Toomey, CCSNH Director of System Research and Grants will assist in implementation, monitoring and liaison to CCSNH IR Steering committee. Time 10% - CCSNH funded.
Steven DeGiso, DHHS IT Manager, will coordinate and assist in the sharing of early education data between the NH DOE and the Department of Health and Human Services (DHHS). Time 10% - State funded.

Additional staff will be hired to complete the proposed outcomes. Job descriptions for additional staff are included with Resumes in Appendix B.

Miscellaneous State funded staff:
In addition, approximately 20 existing NHDOE, USNH, CCSNH, and DHHS staff will each provide up to 10% time to the project. Their efforts will include data governance, providing data for the warehouse, assisting in early education efforts, post-secondary and other state agencies.

Contracted Services:
Contracted services will be required to assist in various areas of the project. Specific tasks will include database design, data mapping, data modeling, implementation, testing, and training. Contracted services will be 100% grant funded.

Performance Plus - Configure Assessment Builder and Performance Tracker; provide training to trainers. 100% Grant funded

Trainers – Develop training programs; deliver training at regional centers, districts and conferences. Time 50% Grant funded

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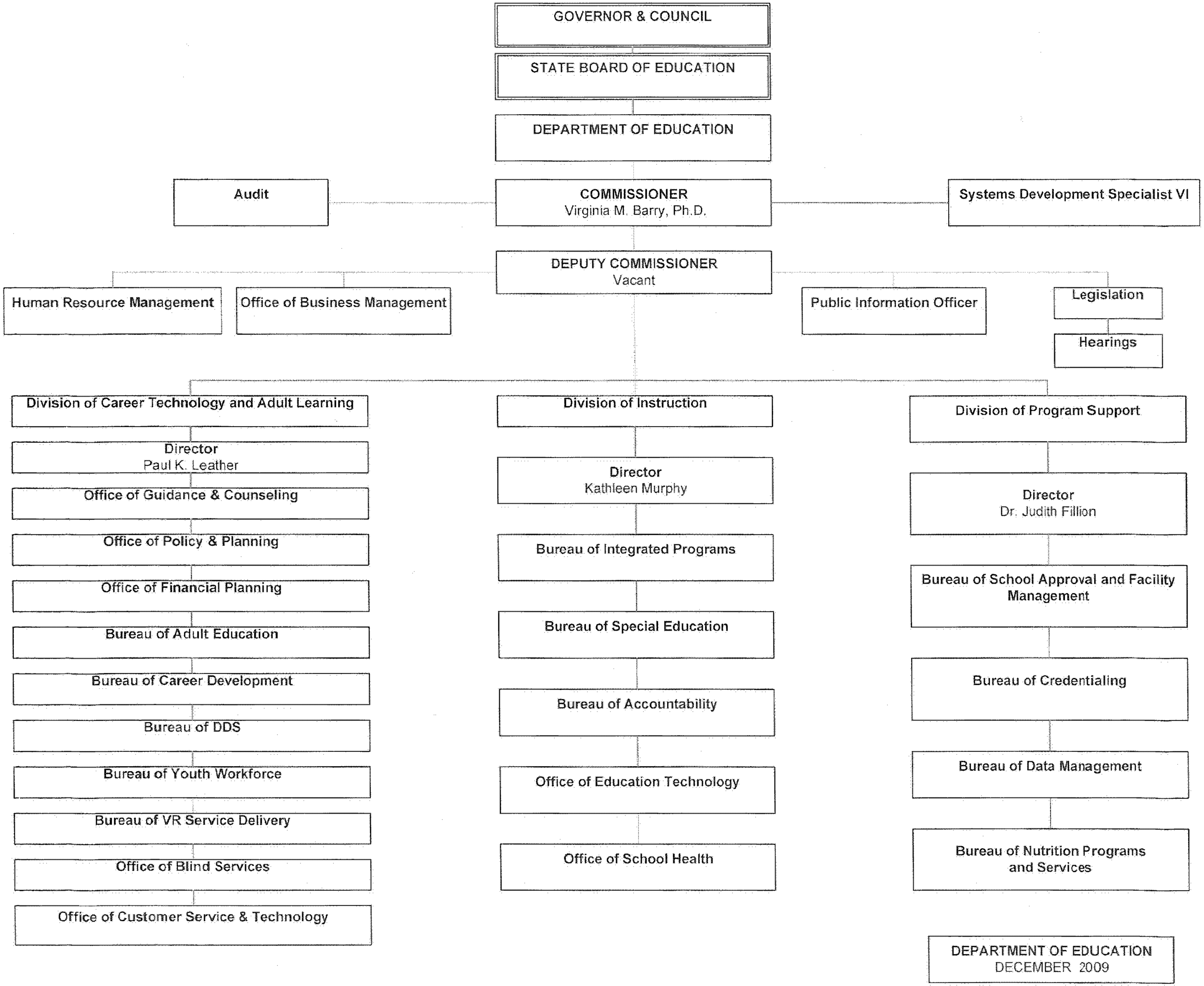
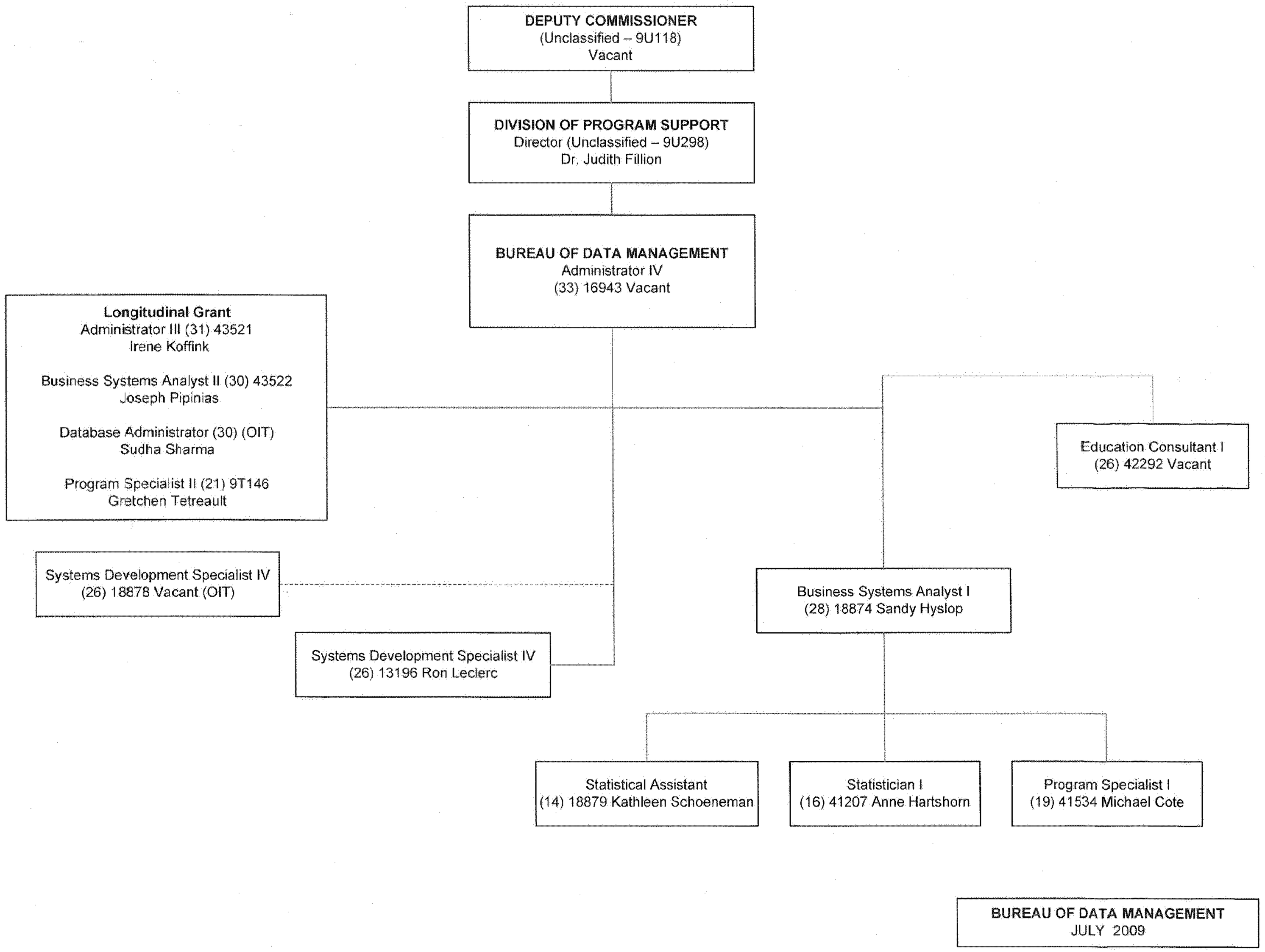
New Hampshire has a track record of creating capacity within our organization that can sustain the efforts supported by grant funds. In fact, we have assisted several states by sharing our knowledge and tools as they consider leveraging our work in their efforts. We look forward to the opportunity to create significant value both in NH and throughout the country if awarded funds for this grant request.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **NH Appendix A** Pages: **13** Uploaded File: **F:\DATA\INFOSVCS\CCD Participation and Task Orders\2007 Longitudinal Grant\ARRA\Working Documents\Attachments\Combined Attachments.pdf**


GOVERNOR & COUNCIL
STATE BOARD OF EDUCATION
DEPARTMENT OF EDUCATION
Audit
COMMISSIONER
Virginia M. Barry, Ph.D.
Systems Development Specialist VI
DEPUTY COMMISSIONER
Vacant
Human Resource Management
Office of Business Management
Public Information Officer
Legislation
Hearings
Division of Career Technology and Adult Learning
Director
Paul K. Leather
Office of Guidance & Counseling
Office of Policy & Planning
Office of Financial Planning
Bureau of Adult Education
Bureau of Career Development
Bureau of DDS
Bureau of Youth Workforce
Bureau of VR Service Delivery
Office of Blind Services
Office of Customer Service & Technology
Division of Instruction
Director
Kathleen Murphy
Bureau of Integrated Programs
Bureau of Special Education
Bureau of Accountability
Office of Education Technology
Office of School Health
Division of Program Support
Director
Dr. Judith Fillion
Bureau of School Approval and Facility Management
Bureau of Credentialing
Bureau of Data Management
Bureau of Nutrition Programs and Services
DEPARTMENT OF EDUCATION
DECEMBER 2009


DEPUTY COMMISSIONER
(Unclassified – 9U118)
Vacant
DIVISION OF PROGRAM SUPPORT
Director (Unclassified – 9U298)
Dr. Judith Fillion
BUREAU OF DATA MANAGEMENT
Administrator IV
(33) 16943 Vacant
Longitudinal Grant
Administrator III (31) 43521
Irene Koffink
Business Systems Analyst II (30) 43522
Joseph Pipinias
Database Administrator (30) (OIT)
Sudha Sharma
Program Specialist II (21) 9T146
Gretchen Tetreault
Systems Development Specialist IV
(26) 18878 Vacant (OIT)
Systems Development Specialist IV
(26) 13196 Ron Leclerc
Education Consultant I
(26) 42292 Vacant
Business Systems Analyst I
(28) 18874 Sandy Hyslop
Statistical Assistant
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Statistician I
(16) 41207 Anne Hartshorn
Program Specialist I
(19) 41534 Michael Cote
BUREAU OF DATA MANAGEMENT
JULY 2009

NH Data Governance Process

It is important to the short and long-term success of a data warehouse project that a data management/governance process be put in place prior to implementation. Ownership of key data elements must be clear, the responsibilities of data owners well understood, and the source systems of record for the "correct data" must be clearly identified to ensure data quality and availability to the right people. The data governance process includes a Data Management committee with data stewards from the program areas. Many of the data stewards on the DMC are responsible for EdFacts reporting so this process will be another component to ensuring data quality of EdFacts reports. We have implemented the data governing process designed by our data warehouse vendor, The Center for Educational Leadership and Technology (CELT). CELT is a recognized thought leader in data governance for educational organizations at LEA, REA, and SEA levels.

Data Governance Process and Organizational Model

The data governance model design addresses the need to provide information consistency by bringing data from disparate sources into a central repository so that similar data (especially inconsistent values from multiple systems) is not stored multiple times. The data warehouse must contain a "single version of the truth.

The data governance process will initiate and maintain changes to the data warehouse, source systems and monitor changes via the data dictionary.

Data Governance establishes the foundation (policies, standards, architecture, decision-making structure, issue-resolution process) for collecting, managing and releasing data for improved quality, accessibility and use.

Organizational Model for Data Governance

The following organizational structure is defined for data governance to support the success of the longitudinal education analysis data system:

Tier 1 – Data Policy Committee (DPC) comprised of appropriate executive management policy makers.

Tier 2 – Data Management Committee (DMC) comprised of Data Stewards, led by a Data Quality Director.

Tier 3 – Temporary work teams assigned to address data issues

Data Policy Committee (DPC)

The Data Policy Committee represents senior executives in the Department. This committee sets the policies with which the Data management Committee will operate and meets less frequently than the DMC.

DPC roles are as follows:

1. Establishes data governance policy.
2. Assigns data stewards and members of the Data Management Committee.
3. Resolves data and process issues referred by the Data Management Committee.

Data Management Committee (DMC)

The data management committee is made up of the data stewards and the data quality manager. The committee has the following roles:

1. Provides support and strategy for data sharing and management.
2. Establishes policies for the proper management and use of data.
3. Is the sponsor organization and user group for the data dictionary?
4. Provides leadership and direction in maintaining a data collection calendar and data inventory in the data dictionary.
5. Works with CIO to establish a data architecture (standards, policies, processes and database structures) for the organization.
6. Reviews all requests for new data structures and application systems and recommends their approval.

Temporary Work Teams

Temporary work teams are established to address data issues as they arise from the work of the data management committee.

Data Governance Model Design Guidelines

The following design guidelines have been established for the data governance process.

- Data Managers/Stewards and Data Quality Director appointed
- One designated Data Steward for each data element
- A calendar of data collection/reporting events
- A goal of collect once, store once and re-use, and share data
- A clearly identified system of record for all data elements
- Proactive data quality trending by Data Stewards
- Data release process
- Data issues log and issue resolution process
- Data dictionary to support the process
- Coordinated database revisions through the Data Management Committee.
- Data is recognized as a Department of Education and State asset – not an IT asset.

Data Steward Role

Each Data Steward takes responsibility for one or more categories of data. A key principle in the design of the data governance model has been to assign data stewards based on domain proficiency rather than technical knowledge of the data systems that may contain the domain-specific data. The data steward takes responsibility for data category and/or elements assigned regardless of where the data exists. In many cases data will be collected and maintained in multiple operational source systems. One role of the data steward is to ensure that the most authoritative source is identified for populating the data warehouse and to validate the quality of the information released in official reports.

1. Determines how data is defined, collected, quality assured and reported.
2. Determines security level policies and access rights for assigned data elements.
3. Reviews and approves data releases.
4. Identifies and recommends solutions for data issues.
5. Verifies that data elements are recorded and kept current in the data dictionary and the data collection and reporting calendar.
6. Establishes procedures to ensure the data is properly collected.
7. Participates on the Data Management Committee.

Data Quality Director Role

The Data Quality Director role is seen as critical to ensure that the data governance process moves forward. The Data Quality Director:

1. Ensure the data stewards are performing their duties.
2. Manage and chair the DMC.
3. Maintain a data collection and reporting calendar.
4. Maintain a critical data issues log.
5. Maintains data steward access rights to the data dictionary.
6. Convene working groups of data stewards to address critical data issues that involve multiple program areas.
7. Facilitate collaboration between program areas.
8. Review database revisions with the DMC.

Tools and Processes

The following tools have been defined for support of the data governance process:

Data Collection Calendar

The data collection calendar is used to inform all stakeholders of each data collection related to the New Hampshire Department of Education. This is expected to be derived from existing calendars related to i4see data collection and formalized to support internal data governance process and improved communication to all stakeholders.

The data collection calendar can be published in a simplified form such as the example. The system of record for the data collection calendar information will be the data dictionary, further defined in this document and other design documents.

Issues Log

The Data Management Committee uses the issues log to track critical data issues. The log tracks the status of **any data issues that creates a burden to the districts, causes errors or delays in state or federal reporting, or prevents the use of the data for its intended purpose**.

New Hampshire Highlights

How state education agencies in the Northeast and Islands Region support data-driven decisionmaking in districts and schools

May 2009

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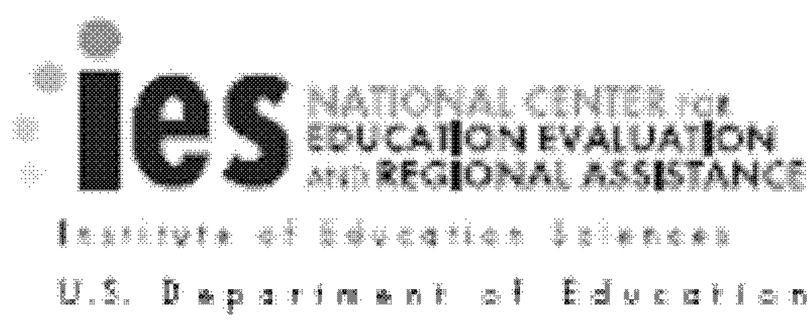

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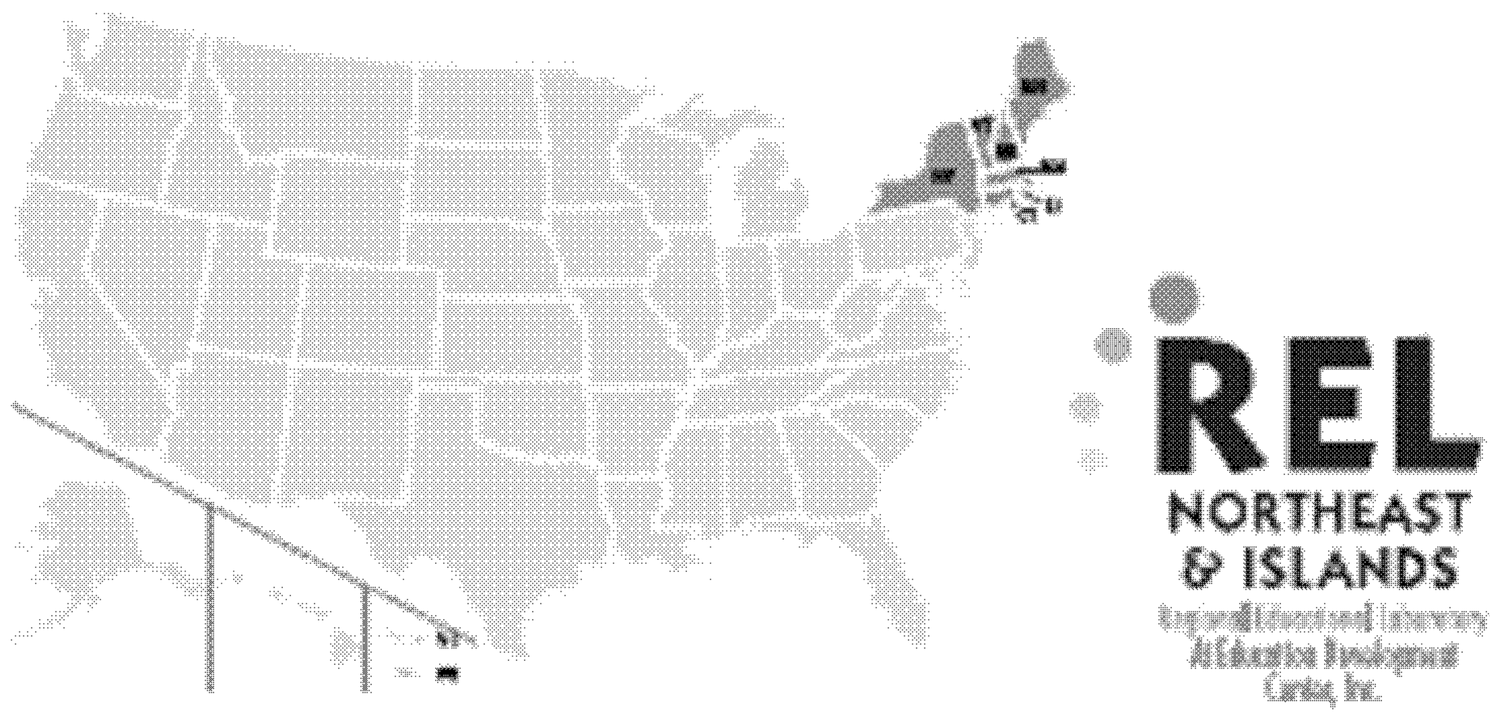

Issues & Answers is an ongoing series of reports from short-term Fast Response Projects conducted by the regional educational laboratories on current education issues of importance at local, state, and regional levels. Fast Response Project topics change to reflect new issues, as identified through lab outreach and requests for assistance from policymakers and educators at state and local levels and from communities, businesses, parents, families, and youth. All Issues & Answers reports meet Institute of Education Sciences standards for scientifically valid research.

May 2009

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LaPointe, M. A., Brett, J., Eagle, M., Midouhas, E., Sanchez, M. T., Oh, Y., and North, C. (2009). *How state education agencies in the Northeast and Islands Region support data-driven decision-making in districts and schools* (Issues & Answers Report, REL 2009–No. 072). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from http://ies.ed.gov/ncee/edlabs.

This report is available on the regional educational laboratory web site at http://ies.ed.gov/ncee/edlabs.

considering one. The regional educational service centers had provided a statewide warehouse to districts through a vendor, Tetra Data, but that relationship ended in June 2008. Connecticut received a longitudinal data system grant from the U.S. Department of Education in 2005. According to the U.S. Department of Education web site, the Connecticut State Department of Education is using the grant to enhance its technology infrastructure to support data collection, but not to support data-driven decisionmaking in districts and schools.

Maine. Although Maine lacks a formal data-driven decisionmaking initiative, state education leaders have long recognized the need to assist local educators in developing a culture of inquiry in schools to support the use of evidence in decisionmaking. Since the early years of the Maine Educational Assessment (first administered in 1984), the Maine Department of Education and Measured Progress, a service provider focusing on assessment development, have provided workshops to district and school administrators to support them in interpreting the state assessment reports. In addition, in the 1990s and the early 2000s the state accountability system included local performance assessments.[1] In recent years the workshops also have trained educators on an online data tool, designed by Measured Progress, that allows users to customize the Maine Educational Assessment reports. Administrators are then expected to share this training with their colleagues.

Maine Department of Education staff provide follow-up support for school teams—to conduct item analysis and to discuss how to identify student needs and strengthen instruction based on state assessment evidence—but very few personnel are available to serve the state, which is as large as the rest of New England combined. Department staff support data-driven decisionmaking within specific programs (such as Title I, Reading First, and special education), but limited state funds mean that these services are available only to a targeted set of schools. Maine is using a federal longitudinal data grant to develop a new data system that will give all schools access to an online longitudinal data system that will integrate state assessment scores with student information and staffing data.

> Although Maine lacks a formal data-driven decisionmaking initiative, state education leaders have long recognized the need to assist local educators in developing a culture of inquiry in schools to support the use of evidence in decisionmaking

Massachusetts. The Massachusetts Department of Elementary and Secondary Education has a data-driven decisionmaking initiative that focuses on creating a virtual data warehouse and sophisticated tools to help educators analyze the data. In 2001 the department created a centralized system to collect student background information and link it to Massachusetts Comprehensive Assessment Systems data. For the past three years the department has been developing and pilot testing its virtual Educational Data Warehouse initiative, which will give people at all levels (state, district, and school) access to a variety of state-maintained data (such as state assessment scores and student and educator information) and data analysis and reporting tools. Districts will have the opportunity to add their own data, including course grades and attendance or discipline data.

The virtual Educational Data Warehouse uses software developed and managed by Cognos Corporation. As of May 2008, 76 districts (of 358) were piloting the data warehouse. The pilot includes training on the data tools and professional development support for implementing a process of data-driven decisionmaking. Once the pilot ends and the initiative is available statewide, districts will need to provide training on the data analysis tools and professional development from their own budget.

New Hampshire. In 2007 New Hampshire unveiled Performance Tracker, a suite of software developed by Performance Pathways to support the state's formal data-driven decision making initiative, Follow the Child. Follow the Child focuses on measuring growth in the personal, social, physical,

and academic facets of each student's life and on defining the support systems students need to succeed. The intention is to ensure that personalized learning and student well-being are at the center of district and school policies.

Along with storing and analyzing student and educator data, Performance Tracker can link curriculum, assessments, and standards and help educators create and store local assessments. New Hampshire, like Connecticut and Maine, is the recipient of a grant from the U.S. Department of Education to improve its longitudinal data system. The federal support has allowed New Hampshire to waive the subscription fee for districts to the state's data warehouse. New Hampshire also is using its federal grant to provide professional development for educators at all levels—from preschool to postsecondary—to make better use of multiple kinds of data to support the learning and development of each child and to foster a climate that supports the use of data and evidence to guide instruction. The New Hampshire Department of Education appears to have the most comprehensive data-driven decisionmaking initiative in the Northeast and Islands Region.

New York. Although the New York State Education Department does not have a formal statewide data-driven decisionmaking policy for districts and schools, its support for low-performing schools encourages data-driven decisionmaking. It also encourages state-sponsored and other agencies to incorporate supports for data-driven decisionmaking into their programs.

> Although the New York State Education Department does not have a formal statewide data-driven decisionmaking policy for districts and schools, its support for low-performing schools encourages data-driven decisionmaking.

New York has a strong history of using data to inform education decisions at all levels of the system. A network of regional school support centers, created in 2008, provides professional development for teachers in low-performing schools in using data to drive instructional decisions. The New York State Testing and Accountability Reporting Tool (nySTART), introduced in 2006, gives school leaders access to a variety of reports on scores on New York's standardized tests. Educators can view and sort data by performance level, content strand or standard, test item, and subgroup. District and school administrators and teachers are expected to use the information to inform education decisions. Furthermore, the regional Boards of Cooperative Educational Services (BOCES), created in 1948 to provide shared education programs and services to New York school districts, offer data-driven decisionmaking services based on the needs of the regions they serve. Many low-performing schools seek BOCES services in using data to improve teaching and learning.

Rhode Island. The Rhode Island Department of Elementary and Secondary Education supports data-driven decisionmaking in the state through major investments in a data warehouse system to support its longitudinal data system and tools to enable districts to use the data to inform instructional decisions. State, district, and school educators and parents will have access to the online consolidated data warehouse, which facilitates data collection and provides data analysis tools. In 2006 the Rhode Island Department of Elementary and Secondary Education contracted with Tetra-Data and ESP Solutions Group to create a central virtual repository to consolidate vast amounts of information and data that had been available in separate locations (such as New England Common Assessment Program data,[3] student and financial information, and teacher certification). The system is being introduced gradually over a two-year period. During the roll-out district staff are being trained in how to use the components of the new data system.

Vermont. Since the mid-1990s the Vermont Department of Education has supported educators' use of data to improve instruction and student outcomes. However, before passage of the NCLB Act, these initiatives were not tied to accountability efforts. Currently, the department has a formal data-driven decisionmaking initiative

Islands Department of Education provides professional development in the use of its data system to access and analyze both student assessment data and student information.

Professional development in using data for decisionmaking. Six jurisdictions (Connecticut, Maine, Massachusetts, New Hampshire, New York, and Vermont) provide professional development in using data for education decisionmaking. Connecticut provides this training through its low-performing districts initiative, Connecticut Accountability for Learning Initiative. Professional development for teachers and school administrators focuses on training data teams to build and sustain a five-step process of embedding data and evidence into decision making processes. The Maine Department of Education has staff available to facilitate item analysis with school teams and to help teams better understand how data can inform classroom practice and improve student achievement. In Massachusetts state funds are available for professional development for pilot districts only. Once the initiative is launched statewide, districts will need to use local funds to implement this component. New Hampshire provides training in implementing a schoolwide culture that maintains a consistent focus on the use of data. New York's regional school support centers provide professional development to teachers and administrators from low-performing schools in data-driven decisionmaking for content areas. In Vermont teachers in schools in need of improvement receive training in developing and maintaining professional learning communities.

State combinations of key components. Among the study jurisdictions only New Hampshire appears able to provide all four components for each state education agency initiative to every school in the state (see table 1). Massachusetts and Rhode Island are creating a longitudinal data system and data tools and preparing training on how to use them. Massachusetts is piloting a data warehouse and providing professional development for data-driven decisionmaking in pilot districts. Once the initiative is implemented statewide, however, each district will have to fund its own training for using data analysis tools and professional development in using data in decision making. New York provides a data system, data tools, and professional development, although these are all part of separate initiatives and have little overlap. Maine is piloting a longitudinal data system and has online tools to access a limited warehouse of state assessment data, provides training in using those tools, and offers some help for schools in using data for decisionmaking. Vermont has a statewide data warehouse available to districts by subscription and also provides professional development to its low-performing schools in using data for decisionmaking. Connecticut is the only state focused solely on the process of data-based decisionmaking. It targets professional development in using data for decision making to low-performing districts, although a centralized data system is planned for the near future.

> **Among the study jurisdictions only New Hampshire appears able to provide all four components for each state education agency initiative to every school in the state**

Although only New Hampshire is currently implementing a comprehensive data-driven decision making system that is available to all schools, state education officials across the region noted the importance of having access to a data warehouse, being proficient in using data analysis tools, and understanding how to use data for decision making. While initiatives in Connecticut, Massachusetts, and Rhode Island focus primarily on one component, state officials are aware of the need for a more balanced approach.

The Massachusetts Department of Elementary and Secondary Education is funding a data warehouse and recognizes the need for professional development on data use; however, districts are expected to invest in supports for teachers and administrators. As one department official explained, "Districts have to come up with the training plan, professional development, and probably some consulting services" (interview, October 23, 2007). The University of Rhode Island has provided assistance to schools in using data for decisionmaking, with

State education agencies rely on the specialized skills of these service providers to implement aspects of their data-driven decisionmaking initiatives at the district and school levels

and New York; and joint assessments (New England Common Assessment Program) for New Hampshire, Rhode Island, and Vermont. It also has contracted with districts in Maine, Massachusetts, New Hampshire, and Vermont to provide professional development on using data and formative assessment to improve classroom practice. State assessment contracts with Measured Progress include some professional development to districts and schools on analysis of assessment data and its use in improving instruction.

Performance Pathways. Performance Pathways, a for-profit technology company, focuses on bringing a data-driven informed culture to educators in schools. The company uses a suite of three products to achieve this goal: Performance Tracker, Assessment Builder, and the TechPaths Curriculum Mapping System. Performance Tracker software allows users to access assessment data and student information in a central location and produce reports and graphs for analysis. Using Assessment Builder, educators can create and score local benchmark assessments based on a library of items aligned to state standards. TechPaths helps educators create, map, and align curriculum and instruction to state standards.

The company has been in existence for three years, the result of a merger between AlterNet Performance and TechPaths Company. The merger allowed the two companies to expand their offerings to include data tools, training on the use of tools, and support for creating a data-informed culture in districts and schools. Professional development provided by Performance Pathways focuses on the use of their data tools to support evidence-based decisionmaking and facilitate the development of curriculum and local assessments aligned with state standards.

In the Northeast and Islands Region Performance Pathways has a state contract with New Hampshire and works with individual districts in Connecticut, Massachusetts, New York, and Rhode Island. Statewide contracts provide districts with software and some professional development. Additional professional development can be purchased from the company. Districts also contract directly with Performance Pathways, using their own funds to pay for those services.

Similarities and differences across the three service providers

The three service providers offer different types of services to support one or more of the four components of a statewide data-driven decisionmaking initiative (table 4). While each of the three service providers has a different focus, state education agencies rely on the specialized skills of these service providers to implement aspects of their data-driven decisionmaking initiatives at the district and school levels. Two of the service providers offer services to support all four components, while one focuses on a single component.

TABLE 4
Service providers' support for the four components of state education agency initiatives, 2007/08

Service provider	Centralized data system/ warehouse	Tools for data analysis and reporting	Training in data systems/warehouses and data tools	Professional development in using data for decisionmaking
Connecticut RESC Alliance				✓
Measured Progress	✓	✓	✓	✓
Performance Pathways	✓	✓	✓	✓

Source: Authors' compilation based on interviews with service provider and state education agency staff and material provided by service providers.

TABLE 5 (CONTINUED)

Snapshot of data-driven decisionmaking initiatives in the Northeast and Islands Region, 2007/08

Jurisdiction	Description of data-driven decisionmaking initiative	Targeted group	Data collected	Technology availability	Service provider*

New Hampshire	• Data-driven decisionmaking initiative supports the Follow the Child policy
	• Data warehouse and analysis software allows educators to track individual student progress on the New England Common Assessment Program and on local assessments and link assessments to curricula, lessons, and postsecondary data
	• New Hampshire Department of Education received a federal grant to improve longitudinal data system
		• All schools and districts	• State data:
			  • State assessment scores
			  • Northwest Evaluation Association results
			  • Dynamic indicators of basic early literacy skills and Development Reading Assessment results
			• Districts can add their own data, including on:
			  • Local assessments
			  • Curricula
			  • Attendance
			  • Sociodemographic characteristics
			  • Physical development
				• Data warehouse and analysis tools (Performance Tracker)	• Performance Pathways

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Resumes and Job Descriptions** Pages: **54** Uploaded File: **F:\DATA\INFOSVCS\CCD Participation and Task Orders\2007 Longitudinal Grant\ARRA\Resumes\Compiled Resumes & Job Descriptions v3.pdf**

Judith D. Fillion

(b)(6)

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e-mail: jfillion@ed.state.nh.us

Education:

Vanderbilt University, EdD	School Administration
University of New Hampshire, CAGS	Educational Administration and Supervision
Keene State College, MEd	Education (Science)
Cornell University/Russell Sage College, BS	Nutrition

Certifications/Licenses:

New Hampshire State Department of Education:
Superintendent, Principal, Biology, General Science
American Dietetic Association:
Registered Dietitian
New Hampshire Board of Licensed Dietitians:
Licensed Dietitian

Experience:

June 2009 – Present — NH Department of Education — Concord, NH
Assigned functions (1/3) of Deputy Commissioner

1986–2009 — NH Department of Education — Concord, NH
Director, Division of Program Support . Supervise a major division including Bureau of Data Management , Bureau of School Approval and Facility Management, Bureau of Credentialing, and Bureau of Nutrition Programs and Services. Responsible for a multi-million dollar budget. Additional assignments include testifying before legislative committees, State Board of Education, and statutory assignment to Professional Standards Board and the Council for Teacher Education. Department representative to the National Forum on Education Statistics.

1984–1986 — NH Department of Education — Concord, NH
Assistant Supervisor, Office of Teacher Education and Professional Standards. Supervised staff involved in the collection, processing and storage of over 60,000 certification documents.

1983–1984 — NH Department of Education — Concord, NH
Team Leader, Vocational Technical on-site reviews for New Hampshire Department of Education. Responsible for coordinating thirteen Vocation Technical on-site evaluations, three of which were part of Department-wide reviews.

1975–1984 — NH Department of Education
Education Consultant. Worked with teachers, school administrators and health professionals in coordinating, implementing and evaluating state-wide Health and Health Occupations programs. Planned programs, developed budgets and hired staff for numerous workshops on a variety of health topics. Responsible for administration, hiring of staff and funding of a vocational youth group.

1971–1975	Con-Val Regional School District - Teacher	Peterborough, NH
1964–1966	State of New Hampshire – Social Worker (Child Welfare)	Keene , NH
1963–1964	Bassick High School - Teacher	Bridgeport, CT

Part-Time Employment:

2008–Present	NH Commission on Prevention of Childhood Obesity
1978–1980	Program Consultant, School of Continuing Studies, University of New Hampshire.
1976–1978	Adjunct Faculty, Keene State College
1974–1976	Therapeutic Dietitian, Cheshire Hospital, Keene, NH
1969–1971	Substitute teacher, all grade levels

Board of Directors and Advisory Committees:

2007-Present Public Health Improvement Services Council

1996–Present	Board of Directors, NH Community Services Council
1986-Present	Professional Standards Board
1986-Present	Council for Teacher Education
1986–Present	Nonpublic School Advisory Council
1986-Present	School Building Authority
1993–1999	Advisory Board, Merrimack County Cooperative Extension
1992–1993	Community Service Advisory Council
1991–1992	Gender Equity Legislative Study Committee
1991	City of Concord Civic Profile
1990–1993	Home Education Advisory Council
1990	Attorney General's Task Force on Child Abuse and Neglect
1988–1997	Board of Examiners, National Council for Accreditation of Teacher Education
1983–1991	Board of Directors, New Hampshire Mental Health Association
1982–1985	Board of Directors, New Hampshire Heart Association
1981–1987	Board of Directors, Child and Family Services
1981–1984	Board of Directors, Merrimack Valley Day Care Center
1981–1983	Board of Directors, United Health Systems Agency
1979–1984	Health Education Curriculum Committee
1978–1990	Nutrition Education and Training Program Committee
1978–1984	Heart Health Education Committee
1978–1981	Professional Advisory Committee (March of Dimes)
1977–1980	Community Advisory Committee, Norris Cotton Cancer Center
1977–1982	Board of Directors, Community Health Care Association
1976–1980	Health Careers Scholarship Committee, March of Dimes
1975–1984	LPN/ADN Advisory Committee, New Hampshire Technical Institute

Memberships:

New Hampshire School Administrators Association
Phi Delta Kappa
Association for Supervision and Curriculum Development
American Dietetic Association
New Hampshire Dietetic Association
New Hampshire Historical Society
Society for the Protection of New Hampshire Forests
New Hampshire Audubon Society

Professional Awards

Distinguished Service Award – New Hampshire School Administrators Association
Distinguished Leader – New Hampshire Women in Education Leadership
Honorary membership – New Hampshire Association of Educational Office Professionals

(b)(6)

EDUCATION

Bachelor of Science, Management Information Systems, 1983
Southern New Hampshire University (New Hampshire College), Manchester, NH.
Additional Courses in C, Assembly language, DBASE III
University of RI and Community College of RI

PROFESSIONAL EXPERIENCE

NH Department of Education, Concord, NH

SLDS Project Manager / Administrator III ***12/07 - present***

- Responsible for the management and implementation of a Statewide Longitudinal Data System. Includes development of RFP's, contracts, facilitating communication between the Department and various stakeholders, evaluation of the program operations for effectiveness and proper allocation of agency staff, state and federal funds.
- Manage internal staff working on the SLDS project and engaging and managing all vendors.

NH Office of Information Technology, Concord, NH

IT Manager IV ***8/03 -12/07***

- Responsible for the research, planning, and implementation of the statewide help desk for all State of NH employees.
- Responsible for the administration and management of the daily operations of Help Desk Services, including but not limited to, hiring and supervising staff, project management, developing RFP's and contracts for IT services, and establishing standards and procedures.
- Responsible for the management of Customer Relationship Management team responsible for training and education of OIT staff and basic IT training and support for state of NH employees.
- Responsible for the evaluation, procurement, installation and support of computer hardware and software solutions to increase the performance and efficiency of HDS.
- Interface with all levels of state agency staff to implement IT solutions.

NH Department of Revenue Administration, Concord, NH

IT Manager IV ***10/99 – 8/03***

- Responsible for the management of the Information Technology Division at the DRA.
- Responsible for developing the agency IT Plan, development and administration of the agency IT Budget, development of all IT related RFP's and Contracts.

Major accomplishments include the following:

- Implemented Microsoft Exchange for agency wide internal and external e-mail
- Implemented 2-D Bar-coding to process tax returns
- Creation and implementation of an IT Security Plan for DRA
- RFP and Contract for Internet Filing of tax returns
- Agency wide migration to Microsoft Suite from Word Perfect and Lotus 1-2-3

- Relocation of 2 DRA Divisions from Chenell Dr. to Regional Dr., Concord.

IT Manager II ***3/98 – 10/99***
Systems Development Specialist V ***4/95 – 3/98***
MIS Analyst/Programmer I ***2/94 – 4/95***

- Responsible for the successful operation of the DRA Tax Information Management System.
- Moderator for the department steering committee to develop recommendations for department IT priorities.
- Lead staff in the development of information systems using Systems Development Methodology.
- Develop and monitor project schedules and assign resources utilizing Microsoft Project.
- Develop short and long range plans with the Director.
- Interact with vendors, various federal and state agency personnel.
- Review RFP's and contracts with the Director.
- Develop and monitor administrative and technical standards with the Director.
- Involved in all aspects of hiring division personnel, training and supervising systems development staff.
- Research training and education opportunities for the IS staff.
- Maintain effective working relationships with division employees and users at DRA.

RI Supreme Court, Providence RI

Programmer /Analyst ***2/86 – 11/93***

- Responsibilities included analysis and programming for the implementation of a new Criminal Information System.
- Analyzed process and data flow, database design, COBOL programming, file conversion and training of both programmers and users.
- Installed and maintained new releases of operations software, communications software, and other vendor-supplied software on a Wang VS system.
- Monitored the efficiency of all programs written or modified.

Technassociates, Inc. Rockville, MD
Programmer ***1984 – 1985***

- Provided COBOL programming support, under government contract, to the Nuclear Regulatory Commission and the National Institute of Health.
- Supervision of data entry and verification.

TECHNICAL EXPERIENCE

Languages and Software:

COBOL, SQL, WANG Procedure Language, Wang Systems Networking, JCL, Microsoft Project, Word Office Suite.

Computer Systems:

IBM AS400, IBM 4341, 370, 3033, Wang VS 8470, 5000, 100, Data General mid-frames.

Ms. Sudha Sharma
(b)(6)
Work (603) 271 5252

Objectives

Seeking a challenging and rewarding career, which will utilize both educational and personal skills.

Education

Bachelor of Commerce (Equivalent of BS in Accounting), University of Bombay, India. April 1986.

Fundamentals of Accounting, New Hampshire Technical Institute, Fall 1993 (refresher).

Income Tax - H & R Block, Fall 1994.

Certificate in Computer Information Systems – New Hampshire Technical Institute, Spring 2000

Courses completed - Database Design and Management I (Spring 1998), Visual Basic 5.0 (Summer 1998), Database Design and Management II (Spring 1999), Computer Programming I (Summer 1999), Computer Programming II (Fall 1999), Computer Information Systems (Spring 2000), Advanced Visual Basic 6.0 (Fall 2000), Structured Query Language (SQL) and Relational Databases (Spring 2002), Active Server Pages (Spring 2002).

Statistical Analysis System - two day on the job training, March 16, 17, 1999.

Crystal Reports 8.0 Level I – two days training at Microsmart Technology Solutions, January 22, and 23, 2001.

Crystal Reports 8.0 Level III– two days training at Microsmart Technology Solutions, March 28, and 29, 2001.

Querying Microsoft SQL Server 2000 with Transact SQL - two day training at Microsmart Technology Solutions, April 3, 4, 2001.

Certified Public Supervisor – One year program offered by the State of New Hampshire, January 2004.

Designing & Implementing OLAP Solutions Using Microsoft SQL Server 2000 – One week training at Boston University, May 2006.

Microsoft SQL server 2005 Integration Services – One week training at New Horizons Computer Learning Center, May 2008.

Experience

Database Administrator
February 2008 to present
State Of NH, Department of Education
101 Pleasant Street, Concord, NH.

Provide technical expertise and work with internal and external systems developers and technical personnel to design and build a data warehouse and decision support system. Define and implement the process of creating, deploying and managing data models and enterprise wide metadata for the warehouse. Implement and maintain a data dictionary. Coordinate with internal systems developers and program specialists to align production application databases and the data warehouse. Manage security within the warehouse ensuring that the users have the proper authorizations to access the tables or views.

Technical lead to extract and analyze data to provide to external customers such as Follow the Child Assistance Center, Measured Progress, legislators and internal customers within the department of education. Construct, Develop and analyze education data when ad hoc reports are requested. For example extracting Graduate and Dropout detailed data for legislative requests.

Assist with training on a yearly basis for all users on the various Data collection forms and systems used by the Bureau. This involves presenting to huge groups of people from SAU's to schools.

Information Services – Systems Development Specialist V
August 2007 to February 2008
State Of NH, Department of Education
101 Pleasant Street, Concord, NH.

Manage various data collections for the Department of Education. This includes design of the form, coding of the web interface using Access, VB, ASP or .Net. Preparing and creating the database in SQL Server. Manage the collection process which includes oversight of administrative personnel and validating and reporting of data. Work as a liaison between the Bureau of Data Management, Contractor and the Programmer and other internal and external personnel to manage, query, extract and analyze education data.

As a backup to the database administrator perform various database administrative duties including database design, creating complex queries, views and stored procedures. Create numerous Extract Transform and Load (ETL) processes. Manage the security for the various databases ensuring that the users have the proper authorizations to access the tables or views. Test and improve

performance of data retrieval when needed. Created a data warehouse that contains data that is normalized and in some cases de normalized for performance and access purposes.

Technical lead to extract and analyze data to provide to external customers such as Follow the Child Assistance Center, Measured Progress, legislators and internal customers within the department of education. Construct, Develop and analyze education data when ad hoc reports are requested. For example extracting Graduate and Dropout detailed data for legislative requests.

Assist with training on a yearly basis for all users on the various Data collection forms and systems used by the Bureau. This involves presenting to huge groups of people from SAU's to schools.

Information Services – Systems Development Specialist IV
November 2000 to August 2007

State Of NH, Department of Education
101 Pleasant Street, Concord, NH.

Manage various data collections for the Department of Education. This includes design of the form, coding of the web interface using Access, VB, ASP or .Net. Preparing and creating the database and the tables in SQL Server. Manage the collection process which includes oversight of administrative personnel and validating and reporting of data.

As a backup to the database administrator perform various database administrative duties including database design, creating complex queries, views and stored procedures. Create numerous Extract Transform and Load (ETL) processes. Manage the security for the various databases ensuring that the users have the proper authorizations to access the tables or views. Test and improve performance of data retrieval when needed. Created a data warehouse that contains data that is normalized and in some cases de normalized for performance and access purposes.

Responsible for administering, implementing, training and testing of the Educational Statistical System (ESS). The ESS system is a web-based system where Schools, Districts or School Administrative Units can enter various statistical data that is collected by the Department of Education. Worked as a liaison between the Bureau of Information Services, Database Administrator/Programmer and Sierra Systems to ensure that the programs met the requirements as per the final contract. Progress was monitored by conducting meetings. Approved and/or rejected their work by analyzing and testing the system.

Construct, Develop and analyze education data when ad hoc reports are requested. For example extracting Graduate and Dropout detailed data for legislative requests. Assist with training on a yearly basis for all users on the various Data collection forms and systems used by the Bureau.

Health Care Informatics – Health Reporting Analyst
August 1999 to October 2000

Anthem Blue Cross Blue Shield
3000, Goffsfalls Road, Manchester, NH.

Responsible for developing, designing, testing and analyzing Health Care data using Oracle, Access, Statistical Analysis System (SAS) and Excel. Network Dashboard is a tool developed to count and rate utilization for various Diagnosis (for example Inpatient Days per thousand, Inpatient Admissions per thousand, and CT Scans per thousand) for the whole network by Lines of Business (HMO, Point of Service) for the last two years. Ensuring that the application meets all the requirements of the user and all items that were under the contract was completed and delivered.

Develop, analyze and test a Network Statistics Application in Access. This application gives a count of providers in the network for each line of business in every state by their specialty. It was built using Parameter Queries, Reports and Macros. It was built as a Point and Click application for a customer who had limited knowledge of Access. Worked with the user through all phases of the project. Scheduled meetings to ensure that project met the user's expectation and would be completed in a timely manner. Created a user document and trained the user before handing over the application.

Provider Reimbursement-Staff Analyst
May 1996 to July 1999

Blue Cross Blue Shield of New Hampshire
3000, Goffsfalls Road, Manchester, NH.

Responsible for analyzing and reconciling all short-term general hospitals at the end of their fiscal year ensuring that the right reimbursement percentage was taken throughout the year to process claims. Responsible for analyzing and reconciling all in-state hospitals with the Finance Section every month taking into account all payments that were made for the month, claims expense for the month, and any cash advances or stop/voids of checks during that month. Responsible for all Manual Ledger Adjustments on OASYS system making sure to take the correct funding money as per the subscribers age, sex, marital status, and group. Responsible for ensuring capitation has successfully run by running balancing reports on the OASYS system. Responsible for auditing and adjusting claims that is paid using DRG or Per-Diem basis. Responsible for running various reports that are used for calculating and issuing checks every month for Special Accounts held with different hospitals and clinics, making sure to follow up with hospitals or Doctors when settlements that are due from them have not been received by the due date. Create reports and charts to analyze claims and capitation data pertaining to Behavioral Health Network (BHN). Calculating and ensuring Delivery Credits are manually entered into the system every month prior to Blue Choice capitation. Calculating mini-settlement for Advantage PHO and NH Oncology. Check audit trail reports for claims that did not get capitated. Research claims that are on the Explanation of Payment report, ensuring that they go to the right counters and fund accounts. Maintain Area code listing for the new Risk Arrangements.

Accounts Payable-Junior Accountant
August 1994 to April 1996
Blue Cross Blue Shield of New Hampshire
3000, Goffs Falls Road, Manchester, NH.

Responsible for testing the newly purchased "Dynamics" accounts payable system using test invoices. Documented the results and made recommendations to management. Responsible for researching and processing all accounts payable invoices, taking all available discounts and paying invoices before due dates through "Dynamics", a windows based software. Responsible for coordinating travel arrangements for all employees going on business trips taking into account shortest routes, best airfares and hotel accommodations. Also responsible for reconciling bank statements twice a month for Accounts Payable taking into account all stop payments, voids, and stale dated checks and closing all Accounts Payable accounts, making sure they feed to General Ledger accurately. Responsible for balancing the accrual account making sure all amounts are accounted for and posting into the right accounts after thorough research. Responsible for logging all purchase orders sent out by purchasing, taking into account all voids, debit memos, credit memos, partial payments, and making sure description and dollar amounts on invoices and purchase orders are accurate.

Accounting Specialist
December 1993 to July 1994.
Blue Cross Blue Shied of New Hampshire
3000, Goffs Falls Road, Manchester, NH.

Responsible for payment release, check signing and validating checks to check register. Maintain accurate logs to ensure the proper use of all checks. Also responsible for all stop payments, voids and stale dated checks. At year-end I also helped in the preparation of several general ledger account reconciliation's, audit schedules and related back up documentation for the annual audit. Assisted in completion of Non-Broker 1099 data. Also process all accounts payable invoices.

Blue Choice Service Referral Representative
February 1993 to November 1993.
Blue Cross Blue Shied of New Hampshire
3000, Goffs Falls Road, Manchester, NH.

Responsible for processing service referrals from In Network and Out of Network providers, loading referrals on Health Network of America (HNA) system, processing In Network and Out of Network hospital and professional claims. Also responsible for implementation of Blue Choice by setting up test claims and processing the claims. I also helped in verifying applications from new subscribers.

Claims Examiner II
September 1991 to January 1993
Blue Cross Blue Shield of New Hampshire
3000, Goffs Falls Road, Manchester, NH.

Responsible for processing all Universal Billing (UB) claims (instate, out of state and foreign), all specialty claims such as Organ Transplant, Mental Health and Substance Abuse, Neuro Developmental, Cardiac Rehabilitation, Hospice and Durable Medical Equipment. Manual Review of suspended claims.

Claims Examiner I
April 1990 to August 1991
Blue Cross Blue Shield of New Hampshire
3000, Goffs Falls Road, Manchester, NH.

Responsible for processing all UB claims, Home Health, Visiting Nurse, Skilled Nursing, Veterans Administration, Carveouts, Coordination of Benefits and Individual Case Management. Responsible for assigning and loading provider numbers.

Other Skills

Proficient in operating OASYS, Word Processing, Spreadsheets, Databases, Windows 98, and DYNACOM.

Joseph Pipinias

(b)(6)

Education

University of Maine, Orono, ME
M.S. Systems Engineering

Colby College,
B.A Physics

Skills

Data Extensive background in the design and implementation of systems. Knowledgeable in a variety of business, technologies and platforms. Training in project management, problem solving and decision making, structured analysis and design, data modeling and data base design.

Software skills include Microsoft Office applications, MS Access, MS Project, Cognos Powerplay and Impromptu, SQL, Crystal Reports, HTML, Macromedia Dreamweaver, Visual Basic.

Professional Experience

2001 - present

Education Consultant
New Hampshire Department of Education, Concord, NH

- Web Reporting
  Assist the Webmaster with the more technical tasks required to maintain the current NH Dept of Education Web site. Also responsible for the publishing of the NH Department of Education statistical reports. Reports consist of enrollment and financial data for schools summarized to school district and state levels.

- EDEN/EdFacts Coordinator
  Responsible for collecting, summarizing, and transmitting data to the U.S. Dept of Education's Education Data Exchange Network.

- NH Bureau of Credentialing
  Responsible for maintenance of existing teacher certification database.

1994 – 2001

Project Manager/Business Analyst
PC Connection, Merrimack, NH

- Web Application Conversions
  Managed concurrent projects to convert existing 2-tier, client-server applications to server-based Web applications

- J.D. Edwards Implementation
  Responsible for overall redesign and implementation of J.D. Edward's World Enterprise Sales Order Entry system

- Product Wizard Implementation
  Project manager of project to replace mainframe product information system for 500+ users with a new client-server application using PowerBuilder and Oracle.

1991 - 1993

Manager, Distribution Applications
Addison-Wesley Publishing Company, Reading, MA

- Implemented an enterprise-wide order processing and distribution software package in an IBM mainframe environment using COBOL, CICS, IMS, VSAM.
- Managed efforts of 3 project teams consisting of analysts, programmers and consultants.

1985 - 1991

Application Development Manager
L.L. Bean, Freeport, ME

- Project team leader/designer for major system implementations:
  - Purchase Order Management
  - Fraud Detection
  - On-Line Order Entry
  - Warehouse Inventory Replenishment
  - Personnel/Payroll

Virginia A. Clifford
(b)(6)
vclifford@ed.state.nh.us

Employment

June 2007-Present
Bureau of Credentialing Program Staff, NH Department of Education, Division of Program Support
Manage and coordinate the PerformancePLUS professional development project (data analysis, curriculum mapping and assessment builder tools), supervise the approval of school districts' Professional Development Master Plans, participate on the SLDS advisory committee.

June 2005-June 2007
Bureau Administrator, New Hampshire Department of Education, Bureau of Integrated Programs
Administer a department consisting of Titles I, II-A, III, IV, V, Even Start, 21st Century Community Learning Centers, Reading First, Service Learning, Migrant, CSR, and Homeless programs.

May 2003-June 2005
Safe and Drug-Free Schools Coordinator, NH Department of Education, Concord, NH 03301
Manage SEA Title IV entitlement grant program to school districts; Represent the NH DOE on a variety of state level initiatives including suicide prevention, inhalant abuse prevention, and drug and alcohol abuse prevention.

June 2001-Present
HIV/Health Education Consultant, NH Department of Education, Bureau of Professional Development
Managed CDC cooperative agreement; provided staff development and technical assistance to Health Educators in NH. **Administered the 2003 Youth Risk Behavior Survey**.

Education:
M.A.T. Secondary Education, 1982
University of New Hampshire, Durham, N.H. 03824
B.S. Foods and Nutrition, 1977
University of New Hampshire, Durham, N.H. 03824

Additional professional development
Obtained graduate credits beyond Master's Degree including **Qualitative Methodology and Applied Research.**

Completed CSAP Northeast CAPT's online courses "**Data Collection Methods: Getting Down to Basics**" and "**Locating, Hiring, and Managing an Evaluator**

Attended SDFS Coordinator's Regional Meeting for **Developing a Model Data Set**
Attended 2009 MIS conference in Seattle

Norman.C.Hensel

(b)(6)
(b)(6)
Email: Chris.Hensel@doit.nh.gov

Education

New Hampshire Certified Public Manager Program, State of NH
Certified Public Supervisor Program (CPSP) Graduate, 2001

Keene State College, Keene, NH
B.S., Computer Science. GPA: 3.78/4.00, 1996

Skills

Over twenty-five years experience in the information systems field in a variety of technical environments, providing operational, programming, analytical and management services to meet business application objectives.

Professional Experience
2000 - Present

Information Technology Manager II/ III/IV
State of NH, Department of Revenue & Office of Information Technology, Concord NH

- Formulates information technology program scope, plan, and objectives; recommends assignments to agency administrators and assigns team member tasks.
- Researches, recommends and implements acquisition of all necessary resources, including hardware, software and systems design and development standards required assuring completion of information technology projects.
- Assigns and schedules operating system software, network communications software and hardware updates on multiple computer platforms.
- Supervises and reviews completion of work products by assigned team members.
- Manages development, testing and implementation efforts for information technology programs.
- Analyzes system performance problems to determine the best solution and takes steps to implement the solution.
- Manages assigned teams to ensure utilization of approved development tools and adherence to design standards.
- Develops monitors and administers agency information technology budget.

1996 - 2000

Systems Development Specialist V

State of NH, Dept of Revenue Administration & Dept of Admin Services, Concord, NH

- Developed and revised work methods and procedures related to the design, development and implementation of computer application systems.
- Scheduled and conducted professional training and managed work of assigned project resources.
- Developed project plans including resource, time and cost estimates.
- Developed and implemented application system test plans.
- Coded, modified, maintained and integrated moderate to complex programs from detailed/general specifications, in order to meet project requirements.
- Reviewed reports and made conclusions concerning programming or analysis standards and procedures.
- Analyzed program and system problems, determined resolutions, and implemented solutions.
- Documented procedures and proposed systems and operating methods.
- Participated in computer feasibility reviews to increase effectiveness.

1994-1996

Programmer Analyst

PVA-EPVA, Wilton, NH

- Supported clients and Fund Raising Management and Development Groups to meet their production schedules.
- Assisted in the marketing analysis of fund raising programs.
- Worked on the design development, implementation and support of systems and applications.
- Updated major processing jobs to eliminate redundancy, reduce errors, ensure accurate use of job options, and streamline procedures and documentation changes.

1988 - 1994

Jr. Programmer/ Programmer/ Programmer Analyst/ Business Systems Analyst

Brookstone Company, Peterborough, NH

- Designed, developed and implemented various computer applications with supporting staff.
- Planned and scheduled the tasks of retail and mail order inventory and sales systems.
- Initiated work procedures and guidelines for supporting staff.
- Analyzed process flow and data flow to design and implement automated information systems.
- Developed and wrote computer programs, job control language, and utilities for the department's application systems.
- Assisted in programming, testing and implementing an on-line daily Executive Retail Flash Sales reporting system for

store/district/regional and corporate levels of business. Performed data conversions.

- Played an integral role in the implementation of a complete business solution software package (AS/400 *Island Pacific*) including conversions of IBM 4381 data and interface from mail order and point-of-service systems.
- Led the selection process team and implemented the nationwide point-of-service PC-based cash register hardware and software replacement; including interface to AS/400 sales and inventory systems.

1981 - 1988

Computer Operator/ Production Control Analyst/ Administrative Coordinator of Production Control
Lazarus Department Stores, Cincinnati, Ohio

- Responsible for NCR, GIC and IBM point-of-sale software, maintenance, operational support, and user documentation.

Responsible for the running, monitoring and problem resolution of all the Departments production batch jobs.

Adam Heard

(b)(6) (b)(6)
Phone: 603.903.5590 Email: aheard@ed.state.nh.us

Education

New Hampshire Technical Institute Concord, NH
Certificate in Computer Information Systems, 2000

Northeastern University, NH
M.B.A., Masters in Business Administration, 1991

Macalester College, St. Paul, MN
BA, Bachelor of Arts, Business and Economics, 1980

Skills

Microsoft SQL Server Administration, SQL Query Language, Visual Basic, ASP, Dot Net, Microsoft Access

Professional Experience

1999 - present

Database Administrator
State of New Hampshire Office of Information Technology, Serving NH Department of Education, Concord, NH

- Administer Department's Databases
- Support Software Development Projects
- Support Existing Software Applications
- Development of Software
- Applications Developed –
    - 2004 – Technical Lead for i4see Student Information System (Web, ASP Dot Net). Involved project management, web development and database design and implementation
    - 1999 – Technical Lead for Educational Statistic System (ESS) (Web, ASP Visual Basic)
    - 2002 Developed School Approval System
    - 2003 Developed ESOL System To enable schools to enter and track students who are English speakers of Other Languages

1991 – 1999

Controller and IS Manager
Bailey Distributing Corp, Manchester, NH

- Supervised Staff of 8
- Responsible for General Ledger, Accounts Payable, Purchasing and Inventory Control, Accounts Receivable, Collections, Payroll, Personnel, Information Services

1986 - 1991

Accounting Manager

	GeneTrak Systems, Framingham, MA
1983 - 1986	**Controller** *MedChem Products, Woburn, MA*
1980 - 1983	**Assistant Controller** *Johnson Brothers Wholesale Liquor Company, St.Paul, MN*

Mary Ellen Fleeger, PhD

(b)(6)

Work: 603.862.0916
E-Mail: me.fleeger@usnh.edu

Education

1988 **PhD**, Higher Education Policy and Management, University of Oregon (UO)
Specializations: Educational Policy and Management, Higher Education; Administration; Organizational Theory and Development; and Research Methodology
Dissertation: Triangulation Methodology to Determine Consonance and Dissonance Between Organizational Cultures and Occupational Cultures in Three Hospitals
Administrative Practicum: Department of Curriculum and Instruction, College of Education, University of Oregon

1978 **Master of Public Health Nursing**
University of Minnesota School of Nursing, Minneapolis
Specializations: Administration, Public Health Nursing, and Maternal-Child Health

1973 **Nurse Practitioner**, Hennepin County Medical Center, Minneapolis, MN

1970 **Public Health Nurse Certificate**, School of Nursing, University of Minnesota, Minneapolis, MN

1968 **Bachelor of Science**, Mankato State College, Mankato, MN
Major in Nursing and Minor in Health Education

Professional Experience

Present ***Associate Vice Chancellor for Academic and Student Affairs, University System of New Hampshire***

Administration:

The associate vice chancellor reports directly to the chancellor of the University System of New Hampshire. The University System of New Hampshire is the largest provider of postsecondary education in the Granite State. The system consists of the University of New Hampshire (UNH), Plymouth State University (PSU), Keene State College (KSC), and Granite State College (GSC), with a combined enrollment of nearly 30,000 students. Responsibilities include coordinating academic and student affairs, institutional research and assessment across the four institutions working with the campus offices. Research includes planning research methodologies, data collection, statistical analysis, and communicating results to constituents. Recent studies include regional assessments of higher education needs and program demand in Coos, Carroll, Cheshire, and Sullivan Counties, the USNH alumni survey, and the USNH statewide economic impact study. Research activities are also performed related to assessment and issue analysis in support of board activities, priorities, and initiatives; collection, analysis, and general

reporting for fact book and other reports; support for the System Academic Policy Council and academic program review; support for the USNH Board of Trustees Programs and Services Committee and Student Affairs Subcommittee; and USNH-CCSNH partnerships, including the joint Transfer and Articulation workgroup. Responsibilities include coordinating statewide USNH initiatives, such as Project Mentor and Latino Outreach; serving on a New England task force to facilitate transition across P-16 as well as the chairing the NH P-16 data working group; exploring options to increase access to higher education for students from underrepresented or low aspiration groups; and serving in a consulting capacity to deliver the educational programming across the state.

Teaching, University of New Hampshire School of Nursing Adjunct Faculty:
Nursing Leadership and Management in Direct Entry Graduate Nursing program, 2005-present.
Maintain current RN licensure in New Hampshire and Oregon.

Research and Publications:
New Hampshire Higher Education Assistance Foundation Indebtedness Survey, 2007
USNH Statewide Economic Impact Study, 2006
Education and Economic Needs in Guanajuato, Mexico, 2006
New Hampshire Higher Education Needs Assessments: City of Nashua, Cheshire County, Coos and Carroll Counties, and Sullivan County, 2006; Androscoggin Valley. 2004; Mt. Washington Valley, 2003
AASCU Graduation Rate Outcomes Project, 2005
USNH Statewide Business Leader Survey, 2005

Examples of Professional Presentations/Speaking Engagements:
Granite State College Administrative Staff Training, *Managing Change*, 2007
NHCUC Executive Assistants Conference, *Communication Styles*, 2007
The College Board Regional Meeting, *NH Efforts to Increase College Access and Success,* 2007
College Ready New England, *Increasing College Aspirations and Access*, 2007
New Hampshire Women in Higher Education Leadership Conference, *The Art and Science of Leadership,* 2007
Broome County Community College, New York, *Conducting Educational Needs Assessments,* 2006
NHHEAF Center for College Planning Staff Training, *Teambuilding and Organizational Change,* 2006
SHEEO National Executive Assistance Conference, *Communication and Change*, 2005
Androscoggin Valley Economic Recovery Association, 2005
Mt. Washington Valley Chamber of Commerce, 2004
Grants and Contracts:
NHTransfrer.org: Funded: $50,000, 2004

North Country Education Collaboration: Funded: $43, 000, 2006
The College Board Greenhouse Program: Funded: $10, 000, 2007
Evaluated grant proposals for private college in Wisconsin, 2005 and 2006
Assisted NHDOE by providing data and technical assistance to support P-16 grant efforts, 2007
Mange two annually recurring grants for USNH: Smyth Family Music Grant and the Squires History Grant

1994-2003 ***Vice President for Research and Communication, Southern Oregon University***
1983-1993 School of Nursing, Southern Oregon University, Ashland, Oregon

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Thomas L. Franke

(b)(6)
Business: (603) 862-0914 (b)(6)
Business e-mail: tom.franke@usnh.edu

Summary

- *Experienced higher ed Chief Information Officer and academic administrator*
- *Extensive experience leading academic, technology, and student services projects*
- *Experienced teacher with excellent presentation skills, both in writing and in-person*
- *Understanding of curricular and instructional issues in higher education*
- *Knowledge of higher education's information needs and the technological and organizational challenges in meeting them*

Education

Ph.D. University of Maryland. Major: English-Education, 1980
Dissertation: "Effects of Transformational Grammar Study and Sentence Combining Practice on the Use of Syntactic Strategies in the Writing and Reading of College Freshmen"

M.Ed. Frostburg State College. Major: Reading, 1975
Thesis: "Reading and Writing Skills for Marginal College Students: An Integrated Approach"

M.A. Wayne State University. Major: English, 1972
Thesis: "Richard Wright: Conflicting Tendencies of Nationalism and Communism"

A.B. Columbia College of Columbia University. Major: English and Comparative Literature, 1970

Information Technology Experience

- **Chief Information Officer, University System of New Hampshire (2008-present)**

Regular responsibilities include developing and administering USNH Long Range Technology Plan, chairing USNH CIO Council and USNH Information Security Committee, developing system-wide consensus for IT initiatives, assuring the effective implementation and strategic development of USNH-wide information systems and network services.

Special projects include leading USNH support for state-wide multi-million dollar proposal for broadband network under the economic stimulus plan; leading USNH collaborations with University of Vermont, Dartmouth, University of Maine System, and the Northeast Education and Research Network to develop high-speed research networking capacity in northern New England; proposing and supporting a project for *Enhancing USNH Courses with Rich Media Resources.*

- **Assistant VP for Information Technology/Chief Information Officer (2005-2009)**
  University of New Hampshire, Durham, New Hampshire

Regular responsibilities include serving on President's Staff, managing university information technology resources, including services provided to the University System of New Hampshire, developing and administering IT policies, leading IT governance system, and developing strategic and operational plans for effective technology systems for both academic and administrative uses.

Special projects include developing the first UNH Technology Master Plan, designing and implementing a newIT governance system, increasing resources for academic computing, initiating sustainability practices in computing.

- **Senior Research Fellow (2005)**
  University of North Carolina, Chapel Hill, North Carolina

Recently named as the first Information Technology Research Fellow with the University of North Carolina Office of the President (April 1-June 30, 2005) to conduct research projects in the areas of digital identity management, shared/hosted IT infrastructures for e-learning programs, and Internet 2 resources for education.

- **Chief Information Officer (2002-2005)**
  Western Carolina University, Cullowhee, North Carolina

Regular responsibilities include serving on Chancellor's Executive Team, managing university information technology (IT) assets (including budget and staffing), developing and administering IT policies, leading IT governance system, representing IT at Board of Trustees meetings, and participating in University of North Carolina System CIO planning activities.

Special projects include developing strategic technology planning process, planning and implementing an IT Division to consolidate and strengthen resources and services, establishing IT governance system, implementing new IT purchasing procedures (over $600,000 savings in two years), implementing help desk system, planning transition from SCT Plus to SCT Banner systems, leading selection of course management system, representing university at Governor's Committee, and designing university IT infrastructure plan.

- **Vice President of Information Technology and Research (1999-2002)**
- **Dean of Information Technology and Planning (1994-1999)**
  (Note: These positions were substantively the same. A reorganization shifted reporting from the Executive VP & Provost to the President, with a corresponding title change.)
  Lansing Community College, Lansing, Michigan

Regular responsibilities included serving on President's Executive Team; preparing reports and recommendations for Board of Trustees; managing $14 million technology migration budget and $4 million operational budget; supervising staff of ten directors (line responsibility for 60 technical staff); ensuring reliability of college-wide voice, video, and data networks; meeting federal and state reporting requirements; providing research and planning support for enrollment management, program review, and outcomes assessment; and representing the College on the Michigan Community College Data and Evaluation Committee.

Special projects included *planning and implementing* all of the following: a technology migration from mainframe to client-server based infrastructure, new enterprise-wide software systems (from legacy mainframe systems to SCT Banner), campus-wide voice/video/data networks, a new technology and learning center, reorganization of IT division, a new strategic technology plan, a project plan for college-

wide restructuring, an enterprise data warehouse, and technology support for Michigan's first virtual associate's degree.

- **Dean of Institutional Research and Planning (1993-94)**
  Lansing Community College, Lansing, Michigan

Regular responsibilities included serving on President's Executive Team; preparing reports and recommendations for Board of Trustees; meeting federal and state reporting requirements; and providing research and planning support for enrollment management, program review, and outcomes assessment.

Special projects included planning a new technology and learning center, providing data requirements for North Central Association accreditation report and on-site visit, managing a project plan for college-wide restructuring, developing an interim data store for strategic reporting, and supporting development and implementation of Title 3 grant project for basic skills assessment.

Gretchen Kary Tetreault

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

PROFESSIONAL SUMMARY

Business Analyst with 7 years of experience in reporting and analysis at a Fortune 500 company. Highly effective at managing a data warehouse. Skilled at data mining through the extensive use of the Microsoft Office suite of products. Proven track record of being exceptionally detail-oriented and well organized.

Areas of expertise:

-Excel	-Creating Efficiencies	-Time Management
-BRIO	-Streamlining Processes	-Managing relationships across businesses

PROFESSIONAL EXPERIENCE

NEW HAMPSHIRE DEPARTMENT OF EDUCATION, Concord, N.H. **2009 – Current**

Program Specialist II – Bureau of Data Management

Research and review data collected by the Department of Education (DOE) to ensure accurate state and federal reporting requirements are met. Identify, create, and manage policies to assist staff in collecting data from school districts, and provide technical support for state or federal programs seeking student data.

- Identify, create, and manage policies and rules, with management oversight to ensure accurate state and federal reporting requirements are met.
- Monitor compliance and work with DOE staff to ensure accurate and complete data is submitted for state and federal reporting.
- Analyze education data and develop reports to ensure compliance with business rules. Facilitate communication with multiple DOE bureaus to resolve data issues and ensure compliance of quality and accurate data submissions.
- Use analytical skills to investigate data issues and determine the source of the issue, any potential conflicts and then to provide and implement a resolution to the issue.
- Responsible for reporting that may be used in equity aid determination, school accountability, and a variety of additional uses critical to improving public education.
- Develop support materials and provide in-house training for a large and diverse number of stakeholders.

FIDELITY INVESTMENTS, Merrimack, N.H. **1998 - 2009**

Business Analyst - Customer Support Services Operations Analysis (2006 – 2009)

Responsibilities included reporting metrics to senior executive management, managing the processes for the call center data warehouse, and resolving data issues.

- Automated key report for senior level management effectively decreasing 4-hour process to 1-hour.
- Created consistent procedures for call routing within Oracle data warehouse, reducing time spent on changes.
- Acted as liaison between Operations, Call Routing, and Schedule Management while actively managing relationships with approximately 70 peers; created smoother transitions with changes to the data warehouse.
- Effectively managed flow of data from multiple sources into key centralized data warehouse with over 100 tables and thousands of fields.
- Developed an in-depth manual for administration of data warehouse allowing team members and peers to perform administration duties during vacation and training.
- Created, updated and distributed key phone center, reserve, and ad hoc reports in a timely and efficient manner using Access, BRIO, and Excel.
- Efficiently multi-tasked between reporting, ticket processing, and managing two integral databases.
- Responsible for daily operations on various levels, including management, administration, and creation of reports resulting in timely decision-making by Senior Executive Management.
- Directed vital processing, resolved critical issues for offshore team resulting in efficient reporting.

Associate Business Analyst - Customer Support Services Corporate Reserves (2002 – 2006)

Created documentation, stream-lined the reserve process, managed relationships with peers from all levels of management within multiple business units.

- Managed entire process from start to finish for over 4000 reservists, 30 project managers, and 25 businesses within 5 departments and across 5 different locations internationally.
- Cut down the delay in start time for reserves from 3 hours with a 40% participation rate to 30 minutes with a 90% activation rate.
- Re-vamped reporting and effectively changed a 6 hour process to a 30 min process.
- Designed dashboard allowing managers and executive management to view real-time reporting.
- Central point of contact to Senior Level Management effectively improving communication between business contacts and call center management.
- Took inefficient reserve process and created streamlined procedures along with documentation.
- Published and edited essential documents on web page allowing consistent communication in a centralized location for business contacts and call center management.
- Developed training and call routing plans for all capacities of the Reserve Program allowing efficient transfer of reserve process to peers.

Team Leader - Defined Contributions (2001 – 2002)
Managed all aspects of a Defined Contributions team of temporary employees.

- Managed over 60 employees while responsible for interviewing, hiring, training, and terminating employees.
- Assisted many employees with new careers within Fidelity in operations, senior representative, client management, and technical support roles.
- Coached, developed, and provided necessary feedback to seasonal employees while evaluating call quality.
- Created and delivered training for managers, senior representatives, and team leaders.
- Project manager for multiple business initiatives including; data statistics, Integrated Outsourcing Solutions Project updates, and job aid creation across the Customer Support Services Center.

Senior Representative – Defined Benefits (1999 – 2002)
Directed multiple initiatives while coaching and developing pension phone representatives.

- Coached and developed phone representatives on numerous call teams improving call handle times and improving customer relations.
- Named trainer and resource contact lead for new hires, tenured representatives, and co-seniors in order to bring them up to speed on pension processes and senior managing skills.
- Collaborated on national panels for projects relating to business initiatives including; The Integrated Operations Solutions Project, Multi-Practice Project, Reverse Reserves, Senior XTRAC Basket, and the development and maintenance of the senior website.

Representative – Defined Benefits (1998 – 1999)
Assisted customers with inquiries concerning pension and 401K benefits.

- Modeled participants' pension benefits while answering questions and resolving issues.
- Responsible for many aspects of defined benefit account management resulting in better customer satisfaction.
- Lead contact between Mead operations and peers improving the experience for Mead customers.
- Worked on various committees including, Representative Development, Social Response, and Y2K Preparations teams.

Representative – Brokerage Services (1998)
Answered customer questions concerning brokerage and mutual fund accounts.

- Responsible for overall client management, including answering questions, administering features on client accounts, and providing quotes, balances and stock information to account holders.
- Engaged in problem resolution while collecting nominations and promoting deputizing of co-workers.

EDUCATION

University of Vermont, Burlington, VT; B.A. Geology, Minor Studio Art: Concentration in Photography
Completed extensive additional coursework in Math, Chemistry, Physics, and Psychology; Honors Student
Bentley University, (formerly Bentley College) Waltham, MA, Continuing Education/CEUs

ACHIEVEMENTS

- Three-Time recipient of Fidelity's most prestigious award, the Outstanding Service Award, for exceptional teamwork, customer focus, and dedication.

- Eight-Time recipient of the SPOT Award in recognition of outstanding service, excellent business partnership, positive attitude, strong communication skills, and superior multi-tasking skills.
- Six Sigma Yellow Belt Certification

COMPUTER SKILLS

-Excel	-Access	-TotalView IEX v3.12
-Word	-Hyperion v. 6.1 and 8.3	-CustomView Director
-PowerPoint	-Aspect	-Crystal 10

PROFESSIONAL DEVELOPMENT

-Excel Level 3	-Six Sigma	-Myers-Briggs Type Indicator
-Time Management	-Facilitative Leadership	-Introduction to Oracle and SQL

CHARLES W. ANNAL

(b)(6)

(603) 271-6743 (W)

QUALIFICATIONS:

Over thirty years experience in the Community Technical College System as teacher, academic counselor, division chair, Vice-President of Academic Affairs, and Deputy Commissioner.

EXPERIENCE:

2004-Present: Vice Chancellor
Community College System of New Hampshire, Concord, NH
Assists in the administration of the System, ensuring that the Community College System achieves its mission. Serves as the System's Chief Academic Officer, overseeing program development, implementation, and review. Supervises the grant development officer. Serves on the Joint Management Team with the University System of NH, leading the effort to improve the transfer opportunities of the Community Technical College students.

1995-2003: Vice-President, Academic Affairs
New Hampshire Technical Institute, Concord, NH
Overall supervision of approximately 100 full-time faculty. Curriculum supervision over 28 degree programs. Supervision of Library, Learning Center and Registrar's Office. Other traditional duties associated with this position.

1978-1995: Division Chair, Arts & Sciences
New Hampshire Technical Institute, Concord, NH
Overall supervision of 40 person faculty/staff in English, Social Sciences, Biology, Chemistry, Math, Criminal Justice, Library, and Learning Assistance Center. Also responsible for creating day schedule of classes.

1970-1995: Professor of English
New Hampshire Technical Institute, Concord, NH
Taught Composition and a variety of literature and communications courses.

1973-1985: Program Coordinator, Division of Community Education
New Hampshire Technical Institute, Concord, NH
Developed and marketed courses for the evening program. Academic counselor for evening students.

EDUCATION:

1968: State University NY, Oswego – BA, English
1969: University of Connecticut – MA, English
1976: University of Connecticut – Ph.D., English

PROFESSIONAL ORGANIZATIONS & AWARDS:

1985-1992: Northeast Regional Representative to National Two-Year College Council

1985: Program Chair, Northeast Regional Conference on English in the Two-Year College, Portland, ME

1988-1992: Chair, National Two-Year College Council

1995: Local Arrangements Chair, Northeast Regional Conference on English in the Two-Year College, Portsmouth, NH

1992-1996: Archivist, Northeast Regional Conference on English in the Two-Year College; Archivist, National Two-Year College Council

1996: Winner of Nell Ann Pickett Award from Two-Year College Association for significant contributions to the English teaching profession

1995-Present: Member, American Association of Community Colleges (AACC); Member, National Council Instructional Administrators (NCIA)

REFERENCES:

Available upon request

William Beyer
(b)(6)

Profile

Many years of experience in higher education with a wide range of hands-on technical skills and management experience. A record of success in planning, creating and maintaining IT infrastructures and support functions. Managed projects to increase productivity, effectiveness and service quality in administrative and instructional technology areas:

- IT staff hiring, management and team building in a 24/7 environment
- IT policies and Budget control
- Planning technology architecture, integration, upgrades and rollouts
- Campus card systems selection installation and services
- Web strategy/presence and web portals

- Administrative, Instructional technology planning and support
- Research current technology trends, develop strategies, manage IT projects
- Selection/installation of voice, data and Internet systems
- Distance learning projects
- Mediated classroom technology and video network

Experience

Community College System of New Hampshire, Concord, N.H.May 2008 – Present
Director of Information Technology/Chief Technology Officer
The Community College System of New Hampshire (CCSNH) administers the state's public two year college system, comprising seven main campuses and four academic centers across the state and a System Office, located in Concord. A high speed administrative and academic network is coordinated, maintained, and supported by technical staff located in the System Office reporting to the Director of Information Technology/CIO. The System Office houses hardware (routers, servers, firewalls, etc.) to manage the centralized network and software (SCT Banner, MS Exchange, Blackboard Learning System, Parature Helpdesk, etc.) which are the centralized applications

Hartwick College, Oneonta, N.Y. 1997 – July 2007
Director of Technology Services and Chief Technology Officer
Provided leadership and management for all areas of Technology Services:

- **Institutional Information Systems Services (Datatel):** Provides planning and ongoing support for our campus administrative relational database system **ERP** (student information system, integrated Web portal, Admissions, Financial Aid, Business Office, Institutional Advancement modules, etc.)
- **Centralized Systems:** Planning and ongoing support for mission critical servers and applications - campus databases, email, webpages, library software, Blackboard course management software and other applications running on central servers. Responsibilities include migrations, capacity planning, disaster avoidance/recovery and all aspects of running IT systems 24/7
- **Technology Initiative:** Provides planning and support for every student who receives a laptop computer package (laptop, printer, software, training and four years of onsite service) included in the student's tuition. Includes planning technology requirements, procurement, training and distribution of 500 + laptops and associated software.
- **Helpdesk:** Planning and ongoing support for all software/hardware used by students, faculty and staff including campus technology store, computer labs, laptop and desktop repairs (warranty/non-warranty), training, Blackboard eLearning software (Oracle DB) and Datatel WebAdvisor (Institutional Information Systems). Develop/disseminate campus technology use policies and procedures

- **Telecommunications/Networking:** Planning and ongoing technical support for campus wide voice and data network, Internet services, teleconferencing, video network, videoconferencing, student resale of long distance and voice mail services
- **Campus Card System:** Planning, requirements, procurement and ongoing technical support of hardware/software for campus card systems - including door access and off campus merchant program
- **Copy and Mail Center:** Planning and ongoing support for all campus copy needs with networked copiers and mailing services

Drew University, Madison, N.J. **1985 – 1997**
Director of Technology Systems
Provided leadership and management for Technology Systems which consisted of laptop and desktop repair, Helpdesk support and training, Telecommunications and Networking and central servers (email, webpages, etc.). Technology Systems provided technology support for all campus administrative and instructional technology needs.

American Totalisator (Division of General Instrument), Clifton, N.J. **1977 – 1984**
Company provided mainframe and remote computer systems which supported the New Jersey Lottery. Progressed though positions that included: electronics technician, mainframe computer technician and supervisor of mainframe operations.

Education

1998 Graduate: New Jersey Institute of Technology, Newark N.J., Bachelors of Science in Engineering Technology. Emphasis on computer programming, software, hardware and networking

1987 Graduate: County College of Morris, Randolph N.J., Associate in Applied Science in Engineering Technology

Additional Education/Training:

- **Frye Leadership Institute** at Emory University (class of 2003). Frye accepts nominated library and technology staff who have excelled on their representative campuses for an intensive two week residential program for the purpose of developing creative leaders
- Microsoft Office, server Systems Management, Advanced System Management, System Performance Management and networking, Capacity Planning
- Successfully competed training sessions for: Time Management, Project Management, Team Building, Supervision/Management, Managing Difficult Employees, Total Quality Management, Public Speaking and Finance and Budgeting
- Remain current with today's technology trends and issues by belonging to several higher education listservs, reading applicable trade magazines, articles, attending seminars/webinars and vendor workshops
- Currently pursuing **CompTIA Projects +** certification to enhance my already extensive on-the-job project management experience and responsibilities

References: Available upon request

Norman W. Bailey

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

Objective

Combine collective work and education experiences, abilities and interests into a challenging Information technology position with particular focus on analysis, design, development and implementation of unique and effective computer technology solutions.

Summary

Twenty three years of Information Systems experience progressing through a wide range of skill development levels including but not limited to: Programmer, Systems Analyst, Sr. Software Engineer, Systems Administrator and Technology Coordinator. With particular technical Progression from IBM mainframe PL1, COBOL; to Unix mid-range Client/Server, OO, C, C++; internet architecture and development using JAVA, JSP, XML, HTML and WSAD; Windows Xp, Windows 2003 Server all in support of I/S infrastructure, systems applications and Data Warehousing.

Project Management:
Acting liaison between Business units and I/S departments; translating functional business requirements into logical IT specifications;clarifying and translating language semantics across business and IT units; developing organizational relationships and effectively clarifying cross unit communications; effectively coordinating cross team and multi unit project development efforts. Displaying strong communications and organizational skills to ensure timely and effective product delivery.

Professional Experience

Oct 2009 – Present - Community College System of NH

Data Warehouse Systems Analyst - Serves as the lead programmer for the CCSNH data Warehouse running a cognos suite of products on MySql database on Windows 2003 server. Responsible for design and creation of various cognos report queries in support of the business users residing in various departments and level throughout the seven community colleges contained with in the community College System of NH including but not limited toExecutive Staff, Admissions and Registration offices, Financial Aid and Accounting as well as Institutional research group. Responsible for nightly extract processes running C++ code against Banner database to extract Banner table data and load into the Cognos Data Warehouse. Software tools and utilities including but not limited to SQLPlus, MySql, PL/SQL, Appworx, SQL*Loader, Unix, Borland Builder, Cognos Suite (Framework Manager, Report Studio, Analysis Studio, Query Studio and Administrator) Windows 2003 server and Active Directory.

Aug 2009 - Oct 2009 - Regional School Unit 21 - Kennebunk High School

Technology Coordinator - Working as a primary contact for all information systems support needs at Kennebunk High School, Kennebunk Me. As Technology Coordinator I was responsible for desktop setup and support for all the schools desktop and Laptop Computers running Window XP and MAC OSX operating systems. Served as MLTI Administrator for the State funded teacher/student Macintosh Laptop program. Performed all levels of hardware and software systems support for 2 computer labs, library and administrative offices including laptops, desktops and printers. Provided support for teacher laptop program and classroom integration using school wide wireless network. Provided implementation, training and support to classroom teachers for Smart Technologies Smart Board and Sentio products technology integration initiative.

July 2007 - Aug 2009 - Malden Catholic High School

Asst. Director of Technology - Working as a primary contact for information systems support for a leading college preparatory high school in Massachusetts.
As Assistant Director of Technology I have been responsible for desktop setup and support of all of the schools desktop and laptop Computers running Window XP operating systems.
Performed all levels of hardware and software systems support for 2 computer labs, library and administrative offices including some 100 desktop computers and 20 printers. Provided support for 50 teacher laptops and class room integration using school wide wireless network. Provided implementation, training and support to classroom teachers for Mimeo Whiteboad Technology integration. Responsible for setup and support for the schools server network, administrative systems support, maintenance of the school website, wireless access an Email systems. Administration of Microsoft Windows 2003 Servers and Active Directory. Windows Exchange Server integration with Blackberry services. Firewall blocking services. Symantec Antivirus implementation and maintenance. Working with external vendors for installation and maintenance of school networks including switches and fiber optic lines. Responsible for CAT5 lines and Wireless networks. Monitoring and trouble-shooting Local Area Network. Position also includes roll as Technical Course Instructor teaching Introduction to Computers course focusing on Microsoft Office 2007 suite of products, Web Design using HTML and Advanced Placement Java programming. Also served as Computer Club Moderator.

January 1987 - June 2007 --- Liberty Mutual Insurance Co., Information Systems, Portsmouth, NH

Sr. Software Engineer/Project Leader - Working as a dual platform developer and project leader creating advanced 3 tier, Client/Server, OO applications using C++, Unix RS6000, Makefile, Db2, SQL, DCE, Encina, and OM using CM Synergy in Windows desktop environment.
Also provided Back end server development, Unix scripting languages; Backend IBM Mainframe development utilizing Mainframe COBOL, SAS C, Db2, SQL, JCL, ISPF, FTP, RIMS and Endevor.
Combined with more recent experience with internet application development using the J2EE framework, HTML, XML, JAVA, WebSphere, WSAD, WAS 5.0, Struts, Servlets and JSP .

Education

University of Arizona, Tucson AZ.
B.S.B.A. Management Information Systems
May, 1986 Graduation.

References

Available upon request.

ANN M. TOOMEY
(b)(6)
(603) 271-6364 (work)
atoomey@ccsnh.edu

EDUCATION

Post Master's Certificate, Institutional Research, Florida State University, Tallahassee

Master of Public Administration, University of New Hampshire

BA cum laude, History, University of Massachusetts
Johns Hopkins Center, Bologna, Italy

EXPERIENCE

1999 - Present
Director of System Research and Grants
Community College System of New Hampshire
26 College Drive
Concord, NH 03301

Responsible for institutional and educational research and planning for the Community College System of New Hampshire and Board of Trustees; monitor economic, education, and workforce development trends and issues; identify external resources; design and develop grant proposals and oversee grant implementation. Provide technical assistance to faculty, staff, and administrators to prepare grant applications and budgets.

1991-1999
Grants Program Coordinator
New Hampshire Community Technical College System
26 College Drive
Concord, NH 03301

Coordinate and support the efforts of seven community technical college campuses and statewide system office to secure external funding from diverse public and private sources. Monitor trends and changes in technical education and workforce development. Responsible for planning, identifying potential state, federal, and private resources, and proposal development. Provide technical assistance to faculty, staff, and administrators to prepare grant applications and budgets.

1980-1991
Grantswriter
NH Technical Institute
11 Institute Drive
Concord, NH 03301

Consultant for general program development and grant writing for New Hampshire Technical Institute, the largest community college in New Hampshire. Responsible for identifying potential funding sources, planning and developing grant applications, budgets, evaluations, and supportive documentation.

PROPOSAL WRITING AND GRANT ACTIVITIES

In the above positions I have developed diverse proposals for the federal, state, and private funding sources that relate to improving secondary and postsecondary articulation, teacher preparation, education reform and improvement, program innovation, student services, financial aid, integrating technology into teaching and learning, distance education, technical education, increasing access, and workforce development.

PROFESSIONAL ACTIVITIES

2007 - present IPEDS Trainer

2007 - 2009 Technical Advisory Panel, Survey of Entering Student Engagement

2005 - present Certified Fund Raising Executive (CFRE)

2005 - present US Census Bureau, Current Population Survey

2004 - present Association for Institutional Research

2003 - present Families in Transition, Concord Committee

2000 – 2009 Commissioner, NH College Savings Plan Advisory Commission

2000 - present NH Partnership for Postsecondary Education Research

1993 - present Federal Funding Task Force, CRD

1991 - present Member numerous federal review panels (Office of Vocational and Adult Education, Office of Higher Education Programs, Office of Educational Research and Improvement, Office of Elementary and Secondary Education, National Science Foundation, Department of Commerce)

1991 - present Council for Resource Development

Suzanne M Brouillet

(b)(6)

~CAREER OBJECTIVE~

To secure a key challenging position which will effectively utilize my experience, abilities and interests.

~PROFESSIONAL EXPERIENCE~

Systems Development Specialist III, IV, VI 4/99 to Present

Community College System of New Hampshire, Concord, NH

- Develop and manage project plans for the Banner Student System.
- Perform needs analysis on programmatic interfaces to the Banner software
- Analyze, design and prepare system change impact documentation.
- Design and Develop programs to meet the needs of various college personnel(Compliance/Audit Dept. VP's, Presidents, admissions directors, registrars, business office staff, marketing staff and institutional research staff) using SQL, PL/SQL, HTML, UNIX and Appworx.
- Interface with software vendors and federal and state agencies to insure compliance with state and federal regulations.
- Prepare test plans, test procedures and test data for upgrades to the Banner System.
- Prepare technical and end user documentation and coordinate the testing and implementation of new software in conjunction with the DBA.
- Conduct problem analysis in various parts of our CCSNH architecture which includes problem resolution, impact assessment and pro-active measures to prevent the problem from occurring in the future.

System Development Specialist III 12/97 to 4/99

State f New Hampshire, Department of Employment Security, Concord NH

- Make changes to monthly job steams for the Computer Room to run – Output to Cost Accounting Personnel.
- Worked with Data Entry Supervisor on DE problems with the monthly jobs as they occurred.
- Modified, Tested and debugged all Cost Accounting programs for year 2000 compliance.
- Enhanced and maintained parts of the Cost Accounting System

Data Collector 9/96 to 12/97

State of New Hampshire, Department of Revenue Administration, Concord NH

- Data enter information required for Real Estate appraisal of Commercial/Industrial and residential properties in the CAMA Computer system.
- Organize workflow to ensure smooth operation in the revaluation office.
- Perform both system and CAMA data backups as necessary in order for easy recovery.
- Berlin Specific – Update all tables needed as a result of the conversion, and pricing tables as needed for the update.
    - Perform mail merges and compile queries/reports to extract data needed to perform the merge
    - Assist Supervisor in formatting a new sales analysis form
    - Review collected data for inconsistencies/errors and report them to the supervisor
- Reconstructed CAMA system User Documentation

Data Control Clerk III Help Desk Administrator 5/91 to 9/96

State of New Hampshire, Department of Revenue Administration, Concord NH

- Perform department Help Desk functions such as directing telephone calls, coordinating the organization and filing of computer usage documentation and signed authorizations.
- Operate computer application and system software such as spreadsheets, word processing, flowchart creators, job queue managers, etc.
- Operate computer equipment including computer terminals, personal computers, printers and tape drives.
- Maintain system usage instruction manuals
- Retrieve, track, research and correct user reported production problems Structured Query Language(SQL)
- Assist Programmer/Analysts in developing input/output screens
- Developed COBOL print programs for various taxpayer correspondence
- Reviewed program specifications and updated COBOL code, as instructed by Lead Analysts
- Delegate excess tasks to backup personnel.
- Administered all incoming taxpayer inquiries

~EDUCATION~

New England College, Henniker, NH — Master of Science: Management

Franklin Pierce College, Concord, NH — Bachelor of Science: Computer Information Systems — Minor: Financial Management

~CERTIFICATES~

Time Management 5/94

NH Public Supervisors Program 1/04

~PROFESSIONAL ACCOMPLISHMENTS~

Developed and implemented a database along with data entry screens for a production problem tracking system. This database is used to store all user reported system production problems, which are submitted via an Action Form from various users. This database was designed primarily so those users would be able to query their Action Forms and follow their progression from the onset. This Action Form system originated through a Total Quality Management group in which I was the leader. This project saves a great deal of time and effort both on the user and Help Desk ends of the spectrum.

~SPECIAL SKILLS~

IBM AS/400 Mainframe and personal computer literate
Query/SQL & SDA (screen design aid) applications
Microsoft Office Products
MS Project
VISIO (flow chart software)
UNIX
Appworx
Banner Student/Financial Aid/Accounts Receivable

Ability to prioritize
Ability to meet deadlines
Effective Communication and listening skills
Outstanding customer service skills
Persistent problem solver
Ability to learn new skills
Self Motivated
Blackboard

STEVE DE GISO

(b)(6)

(b)(6)

Steven.Degiso@sddhs.state.nh.us

TECHINCAL BACKGROUND

Databases		Operating Systems		Languages		
DB2	Oracle	MVS	AS/400	COBOL	SAS	Clist
IMS	Informix	Sun Solaris	OS/2	SQL	VB	Shell
VSAM	SQL Server/2000	IBM AIX	Windows 98	JCL	FOCUS	Script
IDMS	MS-Access	HP-UX	Sybase	REXX	HTML	DL/1
		Windows NT/2000		Familiar with: Java		C/C++
Business Intelligence		**ERP and OLTP**		**Networking**		
SAS	Crystal Reports	PeopleSoft	CICS	TCP/IP	FTP	SNA/SAA
Alterian Developer				VTAM	Telnet	VOIP
				MS-IIS	Netscape	

EXPERIENCE

Child Welfare Application Project Manager **State of New Hampshire (DHHS/DCYF)**	**Jan 2006 – Present** **http://www.dhhs.state.nh.us**

Currently managing the State Automated Child Welfare Information System (SACWIS) for the Division of Children, Youth & Family(DCYF).

- Project manager for one of the largest software application that supports the child welfare needs for the State of New Hampshire to include Adoption, Foster care, Protective and Preventative services, Protective Services and Juvenile Justice.
- Over 11,000 active users throughout the state include child care workers, fiscal specialists, juvenile justice workers and a variety of Providers.
- Manage all of the federal reporting from the State Automated Child Welfare Information System (SACWIS) for the Division of Children, Youth & Family.

MAJOR, US Army, OIF III (Stationed in Iraq and FT Drum)	**Mar 2003 – Nov 2005**

42 Infantry Division Artillery Signal Officer Supporting OIF III (Top Secret Clearance)

- Senior Signal Officer for all communication and automation systems for the 42 Division Artillery units in Iraq and all units on FOB Summerall. These systems include over 200 workstations, 100 phone subscribers, TACSAT, SINCGARS Radios, BFT and 4 networks to include Voice Over IP systems (VOIP).
- Technical manager for all Army Battle Command Systems ABCS workstations to include MCS-L, ASAS and AFATDS.
- Secret Network manager and COMSEC Custodian for the 42nd DivArty and subordinate units.
- Brigade Unit Movement Officer (UMO) – Responsible for overall movement of 42nd DivArty units into Iraq.
- Managed 40+ people to include content for unit Web Site and three remote Signal teams.

Solutions Consultant and Independent **Delos Technology, Inc.**	**Jan 2002 – Feb 2003** www.delostechnology.com

Provider of highly scalable, high-speed analytical database engine and business intelligence development platform (VB applications with RDBMS).

- Opened Boston office with local Account Manager.
- Developed and demonstrated database solution capabilities.
- Coordinate "Proof of Concepts, enabling successful sales efforts including Epsilon and One-to-One marketing.
- Performed data analysis for a migration project for Camp Edwards. Migrated the Facility Management System from FoxPro to Oracle.
- Developed Web Site for DBM sales, largest Engineering rep firm in New England.

Manager, System Engineering and Professional Services **InCert Software, Inc**	**Dec 1999 – Jan 2002** www.incert.com

Leader in real time application availability diagnostic software through embedded agent based technology.
InCert's product line supported applications written in C++, VB, Java and Cobol on Windows, Solaris and MVS.

- Built the field engineering team from 0 staff to a team of 9 strong.
- Jump-started the North Central region as the senior technical support manager.
- My team was responsible for field support, hotline tech support, post sale services, training, QA and short term consulting.
- Implemented repeatable service support model covering positioning, proof of concept, proposal (including ROI) and "quick start" consulting program and tech support.
- Generated over 1 Million in technical services annually as part of the service support team.
- Accounts included major fortune 500 accounts including Charles Schwab, Prudential, AIG, SIAC, ADP, Vanguard, DTCC, Pacific Bell and Fidelity.

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Eastern Region Technical Manager **D2K, Inc.**	**Dec 1997 – Dec 1999** www.d2k.com

Specialists in solving the challenges of managing, moving, transforming and integrating data across dissimilar platforms common to data warehousing initiatives (Windows, Solaris, HP. AIX, MVS, AS400 and VAX)

- Built and managed Eastern Region technical support team.
- Built D2Ks first consulting team, which generated over 1 Million in revenue.
- Developed and delivered SE curriculum.
- Constructed corporate technical support training, focusing on performance.
- Developed and demonstrated the features and business benefits.
- Consulted with customers on system architectural designs.
- Led customer classes on site throughout the country.
- Exceeded the quota of 2 Million as part of the Eastern Regional Team, with companies including Xerox, Corning, Novalis and Brown & Williamson.

Systems Engineer D2K, Inc. **Evolutionary Technologies International, Inc.**	**June 1996 – Dec 1997** www.ETI.com

ETI is a leading provider of data warehousing ETL technology across multi-platform environments through a patented code- generating engine.

- Responsibilities included post sales support for the EXTRACT tool suit in the eastern region, which was the number one region technical support.
- Developed and led a "Proof of Concept" consulting team and methodology for the U.S. team.
- Activities also include presentation and demonstration of the E*E tool suit and working with sales in the deployment of a sales strategy.
- Provided consulting support for the Eastern Region and helped establish the Boston office.
- Also provided training for fellow system engineers.

SAS consultant **SAS Institute**	**Oct 1993 – May 1996** www.SAS.com

SAS is an industry leader in statistical software and data mining technology.

- Established Boston office with the regional manager.
- Responsible for technical support for the Boston Office. Responsibilities included training new account managers and field system engineers.
- Helped grow New England office to over 4 million in annual sales and a staff of 13 as of May 1996.
- Activities also included building prototype applications and running workshops for clients.
- Established SAS Consulting services in the Boston office.

Senior Systems Analyst **Nynex (Now Verizon)**	**Jan 1990 – Sept 1993** www.verizon.com

Nynex was a leader in the multi-media and communication industries.

- Developed and Implemented Nynex' Enterprise Marketing Data Warehouse (MITAS - Marketing Intelligence Tracking System) with the IS development team.
- Supported many of the decision support interface tools/applications for MITAS. The MITAS system was built in DB2 and the Decision Support Systems were built with SAS, FOCUS and COBOL.

- Built an on-line data dictionary for the MITAS Data Warehouse. Independently designed, developed and implemented a demographic address standardization system.
- Developed and implemented a point to point detail tracking system to correlate switch usage.

Programmer Analyst **UNISYS**	**Sept 1986 – Jan 1990** www.unisys.com

Unisys is a provider of hardware and software consulting services.

- Member of the NASS (National Accident Sampling System) development team. NASS was a Client/Server based tracking system designed for Department of Transportation.
- Developed and implemented two quarterly statistical systems.
- Other duties included ad-hoc report writing for and tech support for clients.

EDUCATION

Bachelor of Science, Computer Science
Bridgewater State College
Bridgewater, MA

MILITARY

Major / O-4,
Massachusetts Army National Guard
Brigade Signal Officer
42nd Infantry Division Artillery

22 years in Active US Army and Reserve
Graduate US Army Signal Network School, FT Hood TX.
Graduate US Army Officer Advanced Signal School
Graduate US Army Command and General Staff College

LDS Grant USNH Administrative Assistant II

The primary purpose of the position is to provide support for Project Management in the ongoing activities of the NHDOE grant as it impacts USNH. Under general supervision, independently assist in a variety of administrative matters, including providing office services related to information flow, document preparation, data collection and maintenance, scheduling, and customer service for the USNH Project Manger, the Functional Coordinators, and the information technologists. The assistant handles a variety of situations and problems, according to established guidelines, departmental priorities, policies and program goals. Coordinating meeting logistics as well as taking minutes is expected. Assistance with correspondence and reports related to the grant is an important part of the role.

Major job responsibilities

- Prepare routine to complex correspondence and other documents, such as agendas, meeting minutes, articles, materials for presentations, proposals, manuscripts, and curriculum materials for approval and/or distribution. Utilize computer databases and computer applications, such as word processing, spreadsheets and desktop publishing. Responsible for completeness, accuracy and format of documents.
- Perform a variety of tasks to relieve supervisor of routine operational and administrative details by managing, organizing, completing on behalf of the Project Manager or functional coordinators.
- Maintain appointment schedule, make arrangements for travel, meetings and conferences including mangers expense reports according to USNH policies in compliance with grant policies.
- Provide requested information for special reports and records by researching departmental files and records, retrieving stored data, compiling data and organizing and presenting information in usable format, which may include charts, graphs, and tables.
- Maintain confidentiality in communicating sensitive information and in handling confidential materials.
- Assist with business functions such as making grant purchases, managing budget records and monitoring grant expenses.
- Maintain inventory of supplies and equipment and ensure arrangements are made for maintenance of copier, fax etc. as needed.

Qualifications

Associate Degree required, Bachelors degree preferred with 5 years experience in a higher education setting. Must be able to quickly acquire knowledge of USNH policies and procedures. Must have a minimum of two-three years in office management and excellent computer skills including word processing, spreadsheets and power point presentations. Must have excellent technical writing and editing skills related to routine business proceedings including drafting correspondence with a high degree of accuracy in proofreading for grammar and spelling errors. Excellent oral and written skills are essential as well as the ability to get along with a variety of people. Outstanding organizational skills are a must in order to set priorities, organize workload, handle several projects simultaneously and meet deadlines.

University System of New Hampshire

LDS Grant USNH Functional Coordinator Job Description

The role of the functional coordinator is to oversee the daily operations necessary to successfully complete objectives of the USNH data warehouse and e-transcript project. Three functional coordinators will be necessary: One for UNH and GSC, one for KSC, and one for PSU. The UNH Enterprise Computing Group currently supports the student information systems (SIS) for both UNH and GSC, so one functional coordinator will serve both institutions. One of the other two USNH coordinators will have primary responsibility for KSC, and one will have responsibility for PSU. All USNH functional coordinators will report to the USNH LDS Grant Project Manager.

Major job responsibilities

- Carry out tasks as assigned in the overall project plan
- Provide day to day coordination at the campus level to ensure grant objectives are met in a timely fashion
- Guide business process analysis to ensure effective implementation of the project
- Document processes and obtain agreements between campus constituents
- Ensure all campus policies and procedures are adhered to
- Provide data and reports to USNH Project Manager
- Attend meetings as requested
- Coordinate with campus institutional research officers to ensure data integrity
- Explain campus and project data definitions to information technologists
- Provide accurate and timely information relating to initiatives, problem resolution, and policy impact to functional, user and technical contacts
- Proactively resolve project issues
- Identify and advocate for the project's functional user needs

Qualifications

Masters degree required with 5 years experience at institutional level. Working knowledge of one of the USNH institutions preferred. Must have excellent written and oral communication skills and be able to work with a variety of campus personnel. Prior understanding of data bases, student information systems, and data management a plus.

University System of New Hampshire

LDS Grant USNH Information Technologist III Positions

Three Information Technologist III positions will form the core technical team for development of the USNH student data warehouse. The three positions will be located in Durham, or Lee, New Hampshire, and will report to the project's technical project manager, who will be appointed by the Director of the Enterprise Computing Group (ECG). The IT IIIs will work closely with the ECG Management Reporting Team, which provides technical expertise and support for the University System of New Hampshire's data warehouse and business intelligence initiatives. These positions will be responsible for designing, developing, and implementing the technology for the USNH student data warehouse.

Major Responsibilities

- Provide development expertise and technical support during development of the USNH student data warehouse
- Carry out tasks in the technical project plan as directed by the technical project manager
- Work with analysts, business process owners, and end-users to determine scope and requirements for the data warehouse /business intelligence solutions
- Perform analysis, database and meta-data modeling, and establish logical and physical design for reporting solutions
- Develop technical infrastructure for the data warehouse/business intelligence initiatives
- Provide operational support for data warehouse/business intelligence systems
- Provide project leadership for small to mid-sized technical projects within the overall project

Minimum Qualifications

Bachelor's degree and four years of experience in information technology field; Associate's and six years; or combination of education and experience equal to eight years. Additional desirable qualifications include demonstrated development experience in data warehousing and data warehouse technologies and concepts, Oracle data warehouse development, and PL/SQL. Familiarity with data modeling tools, development experience using client-based reporting tools, experience with BusinessObjects application suite, knowledge of Sungard Banner Administrative Systems, especially Banner Student, and experience with UNH and USNH information technology systems.

LDS Grant USNH Project Manager Job Description

The role of the USNH LDS Grant Project Manager is to manage the overall USNH project for successfully completing the USNH data warehouse and e-transcript project. In addition, the USNH project manager will assure that the USNH project is aligned with the state-wide LDS project. Specifically, the USNH project manager will collaborate throughout the grant to ensure integration of the USNH data ware house with the CCSNH and NHDOE data warehouses and will be accountable to the NHDOE grant coordinator for meeting the project's statewide goals. The USNH project manager will supervise the work of the USNH Functional (campus) coordinators and will work closely with the USNH technical project team.

Major job responsibilities

- Prepare and manage project plans, establishing and coordinating project teams, managing the project planning and implementation process, communicating with project teams, steering committees, and management.
- Estimate resource requirements and schedule resources.
- Ensure that service level expectations for functionality, availability, performance, and control are clearly documented and fulfilled.
- Establish and manage appropriate change control procedures and processes.
- Maintain technical/functional documentation for accuracy and clarity.
- Partner with various internal and external departments to ensure effective teamwork in the planning, development, operation, and support of the project.
- Implement effective communication strategies to meet the needs of project stakeholders.
- Manage vendor relations and assure contractual fulfillment.
- Identify and proactively resolve business process issues that may impede progress.
- Write and present timely, effective progress reports to multiple constituencies.
- Establish and manage an effective project office.
- Provide reports and documentation as required by the funding agency and the NH grant manager.
- Oversee system data metric decisions and definitions in conjunctions with institutional researchers and USNH Office of Academic and Student Affairs
- Coordinate grant activities with USNH Information Technology governance and the USNH CIO Office.

Qualifications

Masters degree required, doctorate preferred with a minimum five years experience in an educational setting. Prior experience in institutional research, data analysis, and project management. PMP preferred. Must be able to work in a collaborative manner with other functional coordinators, information technologists, and institutional research officers. Experience with data bases, statistical programs, student information systems, and data analysis a plus.

STATE OF NEW HAMPSHIRE
HUMAN RESOURCES

CLASSIFICATION: SYSTEMS DEVELOPMENT SPECIALIST IV

Class Code: 8997-26 **Date Established:** 03-21-97

Occupational Code: 9-3-2 **Date of Last Revision:** 12-28-01

BASIC PURPOSE: To perform programming and systems analysis duties for the purpose of achieving agency objectives in the maintenance and development of computer applications.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES:

- Assesses agency needs and makes recommendations concerning the development of computer application systems.

- Codes, modifies, maintains and may integrate moderate to complex computer programs from detailed/general specifications, in order to meet project requirements.

- Conducts review of computer systems test plans and test data; writes and tests computer programs to meet specifications.

- Compiles technical operations run documentation and makes preliminary reports for computer services personnel.

- Analyzes alternate means of deriving input data and selects most feasible and economical method for developing management and system control procedures.

- Prepares end user documentation and training.

- Analyzes results of computer system tests for compliance with specifications.

DISTINGUISHING FACTORS:

Skill: Requires skill in analyzing and interpreting data, policy and procedures OR in using equipment in order to arrive at logical conclusions or recommendations.

Knowledge: Requires logical or scientific understanding to analyze problems of a specialized or professional nature in a particular field.

Impact: Requires responsibility for achieving major aspects of long-range agency objectives by planning short- and long-term organization goals, reviewing recommendations for procedural changes, and developing or revising program policies. Errors at this level result in incorrect decisions at an administrative level, and are detected subsequent to implementation in an overall evaluation process.

Supervision: Requires direct supervision of programs OR other employees doing work which is related or similar to the supervisor, including scheduling work, recommending leave, reviewing work for accuracy, performance appraisal, or interviewing applicants for position vacancies.

Working Conditions: Requires performing regular job functions in a controlled environment with minimal exposure to disagreeable job elements and little risk of hazard to physical or mental health.

Physical Demands: Requires light work, including continuous walking or operating simple equipment for extended periods of time as well as occasional strenuous activities such as reaching or bending.

Communication: Requires reviewing summaries and reports and making decisions to solve problems or to achieve work objectives as well as articulating and expressing those solutions and goals. This level also requires formal presentations of solutions and goals to employees and the general public to increase the responsiveness of the agency toward the demands of its client system.

Complexity: Requires evaluating a combination of wide-ranging job functions to determine work procedures, to solve problems, and to reach conclusions by applying analytical, technical, or scientific thinking. This level also requires planning policies and long-term strategies, drawing conclusions based on available criteria, and evaluating the effectiveness of program objectives.

Independent Action: Requires independent judgment in planning and evaluating work procedures and in supervising the development of professional, technical and managerial standards under administrative direction and according to broad departmental guidelines.

MINIMUM QUALIFICATIONS:

Education: Bachelor's degree from a recognized college or university with at least 15 credit hours in the field of computer science. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Four years' experience as a computer programmer or systems analyst associated with computer systems similar to the recruiting agency. Each additional year of approved work experience may be substituted for one year of required formal education.

License/Certification: None required.

RECOMMENDED WORK TRAITS: Knowledge of the analysis and design of common computer systems. Knowledge of management principles and practices. Knowledge of the methods and procedures used in computer programming and the capabilities and requirements of informations systems processing. Knowledge of the application and use of peripheral computer-related equipment. Ability to explain technical operations in easily understood language for non-technical personnel. Ability to discuss the function problems and impact of the computer as a management tool. Ability to communicate effectively. Ability to analyze operations and organize their components into logical systems. Ability to supervise the conversion of agency programs to informations systems. Ability to establish and maintain effective working relationships with subordinates, associates, agency management personnel, systems representatives, and other professional organizations. Must be willing to maintain appearance appropriate to assigned duties and responsibilities as determined by the agency appointing authority.

DISCLAIMER STATEMENT: This class specification is descriptive of general duties and is not intended to list every specific function of this class title.

STATE OF NEW HAMPSHIRE
HUMAN RESOURCES

CLASSIFICATION: TECHNICAL SUPPORT SPECIALIST III

Class Code: 9317-25 **Date Established:** 04-01-74

Occupational Code: 9-3-4 **Date of Last Revision:** 12-28-01

BASIC PURPOSE: To apply theory and testing procedures in evaluating computer operating, communications, networking, and data base management systems and related hardware, software and technical data.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES:

- Maintains, monitors and evaluates computer systems performance to resolve service interruptions.
- Provides and directs user training in various computer system functions to ensure proper performance.
- Tests and installs computer systems, including upgrading current software and associated utilities.
- Makes recommendations for updating or modifying network communications systems.
- Performs diagnostic troubleshooting of operating systems problems as they relate to user applications.
- Resolves systems problems and issues as they occur.

DISTINGUISHING FACTORS:

Skill: Requires skill in developing formats and procedures for special applications OR in investigating and reviewing the use of equipment and data for a specialized function.

Knowledge: Requires logical or scientific understanding to analyze problems of a specialized or professional nature in a particular field.

Impact: Requires responsibility for achieving major aspects of long-range agency objectives by planning short- and long-term organization goals, reviewing recommendations for procedural changes, and developing or revising program policies. Errors at this level result in incorrect decisions at an administrative level, and are detected subsequent to implementation in an overall evaluation process.

Supervision: Requires partial supervision of programs OR other employees doing work which is related or similar to the supervisor, including assigning job duties, providing training, giving instructions and checking work.

Working Conditions: Requires performing regular job functions in a controlled environment with minimal exposure to disagreeable job elements and little risk of hazard to physical or mental health.

Physical Demands: Requires medium work, including continuous strenuous activities such as frequent reaching, bending, or lifting as well as performing work activities which require fine manual dexterity or coordination in operating machines or equipment.

Communication: Requires reviewing summaries and reports and recommending decisions to solve problems or to achieve work objectives as well as articulating and expressing those solutions and goals. This level also requires formal presentations of solutions and goals to employees and the general public to increase the responsiveness of the agency toward the demands of its client system.

Complexity: Requires evaluating a combination of wide-ranging job functions to determine work procedures, to solve problems, and to reach conclusions by applying analytical, technical, or scientific thinking. This level also requires planning policies and long-term strategies, drawing conclusions based on available criteria, and evaluating the effectiveness of program objectives.

Independent Action: Requires independent judgment in planning and evaluating work procedures and in supervising the development of professional, technical and managerial standards under administrative direction and according to broad departmental guidelines.

MINIMUM QUALIFICATIONS:

Education: Bachelor's degree from a recognized college or university with major study in mathematics, computer science, business administration, or a related degree field with at least fifteen (15) credit hours in the field of computer science. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Three years' experience in computer programming or design, two years of which shall have involved the support and maintenance of a software operating system. Each additional year of approved work experience may be substituted for one year of required formal education.

License/Certification: None required.

RECOMMENDED WORK TRAITS: Knowledge of current computer hardware and software development. Knowledge of current communication hardware and software development. Knowledge of data base management techniques and developments. Ability to make oral and written reports. Ability to establish and maintain effective working relationships with associates and personnel of user agencies. Must be willing to maintain appearance appropriate to assigned duties and responsibilities as determined by the agency appointing authority.

DISCLAIMER STATEMENT: This class specification is descriptive of general duties and is not intended to list every specific function of this class title

SUPPLEMENTAL JOB DESCRIPTION

Classification:	Administrator III	**Function Code:**	0071-056
Position Title	Decision Support System Project Manager	**Date Established:**	
Position Number:	9 Temp	**Date of Last Amendment:**	

SCOPE OF WORK: Team leader within the Bureau of Data Management responsible for administering the implementation and management of a new data warehouse and an On Line Analytical Processing (OLAP) decisions support system.

ACCOUNTABILITIES:

- Assist the Project Co-Directors (Chief Knowledge Officer and Chief Technology Officer) with building the Department's capacity to use information for program management, policy development and research.
- Responsible for meeting deadlines and objectives related to the installation of a data warehouse and decision support system (DSS), one of three components from the Follow The Child: New Hampshire's Decision Support System grant proposal.
- Develop detailed project plans with specific objectives, tasks and timelines; and prepare comprehensive status reports.
- Supervise a team that includes one database administrator and one business systems analyst, providing them with hands-on technical expertise and support; evaluates their performance.
- Oversee the development and maintenance of a data dictionary and data warehouse, including the development of the logical design, physical design and data models.
- Oversees the development of customize user interfaces and complex OLAP build processes for such things as longitudinal analysis of student achievement, composite educational indices, and federal and state reports.
- Coordinate with the Bureau of Data Management staff and other program data managers to develop and maintain extract-transform-load processes for populating the data warehouse.
- Coordinate the development of requests for proposals (RFP) for OLAP software, other software tools and consulting services; and serve as primary contact with consultants and contract vendors.
- Collaborate with data and program managers to identify information and user support needs (appropriate for all levels of expertise) so that the DSS will support the daily operations of the Department.
- Ensure that policies and procedures for privacy protection, backup, documentation, training and user support are documented and are followed.

MINIMUM QUALIFICATIONS:
Education: Master's degree from a recognized college or university with major study in information science, computer science, education, educational administration or related field, with at least fifteen (15) credit hours in the field of information science or computer science.

Experience: Seven years' experience in the field of computer applications development or management of educational data; four years of which must have been in a management level position involving administrative or supervisory duties concerned with program administration, program planning and evaluation or related management experience.

OR

Education: Bachelor's degree from a recognized college or university with major study in information science, computer science, education, educational administration or related field, with at least fifteen (15) credit hours in the field of information science or computer science.

Experience: Eight years' experience in the field of computer applications development or management of educational data; four years of which must have been in a management level position involving administrative or supervisory duties concerned with program administration, program planning and evaluation or related management experience.

License/Certification: None required.

Preferred Qualifications: Experience building similar decision support systems/business intelligence solutions and excellent oral and written communication skills preferred.

SPECIAL REQUIREMENTS: Must have experience with public education data and current database skills.

DISCLAIMER STATEMENT:
The supplemental job description lists typical examples of work and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.

SIGNATURES:

The above is an accurate reflection of the duties of my position.

_____ _____
Employee's Signature Date Reviewed

Division Director Name & Position #: Dr. Judith D. Fillion
#9U298

_____ _____
Director's Signature Date Reviewed

Dept. Approval Name, Title & Position #: Brenda Cochrane
Human Resources Administrator
#18339

Department Approval	Date Approved
Division of Personnel	Date Approved

SUPPLEMENTAL JOB DESCRIPTION

Classification:	Business Systems Analyst II	Function Code:	1269-056
Position Title:		Date Established:	
Position Number:	9 Temp	Date of Last Amendment:	

SCOPE OF WORK Supports the Project Manager by working with consultants and Department of Education staff to implement an educational data warehouse and decision support system (DSS) to support policy and management decisions. Works directly with all levels of users within the Department to determine information needs and system requirements, and create applications that will enhance the Department's ability to effectively utilize educational data.

ACCOUNTABILITIES:

- Implements and maintains complex On Line Analytical Processing (OLAP) build processes for education data such as longitudinal analysis of student achievement, composite index of education indicators and federal and state reporting requirements.
- Creates custom OLAP interfaces and reports that will support education program management, the development of education policies, and research.
- Defines Department business requirements, systems requirements, operational procedures, data models, metadata, extract/transform/load processes and user access requirements for an educational decision support system.
- Supports the database administrator in the development of functional specifications, system specifications and process specifications for the data warehouse.
- Assists with the selection of OLAP software, a data dictionary, reporting and communication tools, and other data management tools.
- Coordinates with internal and external systems developers to align production application databases with the data warehouse and implement a decision support system.
- Coordinates with education program managers to identify their information needs and develop appropriate applications.
- Prepares documentation of logical design, data definitions, data models, analytical processes and reports.
- Coordinates testing and acceptance of consultants' work products.
- Prepares decision support system training materials and provides training and support to users of all skill levels.

MINIMUM QUALIFICATIONS:
Education: Bachelor's degree from a recognized college or university, preferably with a major in management information systems, computer information systems, computer science or education. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Seven years' experience with systems analysis, software support or software maintenance, three years of which shall have included the direct involvement of application and

product lifecycle management. Each additional year of approved work experience may be substituted for one year of required formal education.

Preferred Qualifications: Experience with education statistics, education research and decision support systems.

SPECIAL QUALIFICATIONS: Position requires education data management or research experience, strong technical analytic skills, and experience with database extraction and reporting using complex formulas.

DISCLAIMER STATEMENT: The supplemental job description lists the essential functions of the position and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.

SIGNATURES:

I have reviewed the content of this supplemental job description with my supervisor.

Employee's Signature	Date Reviewed
Supervisor's Name and Title: Project Manager	Irene Koffink Administrator III – Project Manager

I have discussed the work responsibilities outlined by this supplemental job description with the above employee.

Supervisor's Signature	Date Reviewed
Division Director Name and Position #	Dr. Judith D. Fillion #9U298
Director's Signature	Date Approved
Dept. Approval Name, Title & Position #:	Brenda Cochrane Human Resource Administrator #18339
Department Approval	Date Approved
Division of Personnel	Date Approved

SUPPLEMENTAL JOB DESCRIPTION

Classification:	Program Specialist II	Function Code:
Position Title:	Program Specialist II	Date Established:
Position Number:		Date of Last Amendment:

SCOPE OF WORK: To research and review data collected by the DOE to ensure accurate state and federal reporting requirements are met, including report submissions through the US Department of Education Ed*Facts* system. Identifies, creates and manages policies to assist staff in collecting data from school districts. Provide technical support for state or federal programs seeking student data through the Bureau of Data Management.

ACCOUNTABILITIES:

- Identifies, creates and manages policies and rules, with management oversight, to ensure accurate state and federal reporting requirements, including Ed*Facts* submissions, are met.

- Monitors compliance and works with department staff to ensure accurate and complete data is submitted for state and federal reporting.

- Analyzes education data and develops reports to ensure business rules are being complied with. Facilitates communication with multiple DOE bureaus to resolve data issues and ensure compliance of quality and accurate data submissions.

- Uses analytical skills to investigate data issues and determine the source of the issue, any potential conflicts and then to provide and implement a resolution to the issue.

- Responsible for reporting that may be used in equity aid determination, school accountability and a variety of additional uses critical to improving public education.

- Summarizes data, prepares reports and makes recommendations based on findings which contribute to solving problems and achieving work objectives. This level also requires presenting information and training other individuals.

- Build simple computer applications for data extraction and reporting using Microsoft Access.

- Assists with the Longitudinal Data Warehouse system testing, including preparing test data, testing software and reviewing the results for compliance with specifications.

- Develops support materials and provides in-house training for a large and diverse number of stakeholders.

MINIMUM QUALIFICATIONS: Education: Bachelor's degree from a recognized college or university with major study in computer science, math, education, business or related field. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Three years of professional or paraprofessional experience in a data collection and reporting field, with responsibility for planning, monitoring programs, or performing research. Each additional year of approved work experience may be substituted for one year of required formal education.

DESIRED QUALIFICATIONS: Proficiency with Microsoft Access and Excel. Experience with Microsoft SQL preferred.

DESIRABLE WORK TRAITS: Knowledge of current computer techniques and equipment used in the information processing field. Knowledge of the function, problems and impact of the computer as a management tool. Knowledge of the principles of systemic problem solving and the fundamentals of information processing. Knowledge of the theory of data organization and access with the ability to solve problems by utilizing computer programming. Knowledge of mathematics. Ability to reduce problems to basic details. Ability to communicate effectively with various department and division representatives. Ability to establish and maintain effective working relationships with associates and personnel of user agencies. Must be willing to maintain appearance appropriate to assigned duties and responsibilities as determined by the agency appointing authority.

SPECIAL REQUIREMENTS:

For appointment consideration, applicants must successfully participate in a structured interview measuring possession of knowledge, skills and abilities identified as necessary for satisfactory job performance by this supplemental job description. The structured interview is developed and administered by representatives of the Bureau of Data Management at the Department of Education.

SUPPLEMENTAL JOB DESCRIPTION

Classification:	Data Base Administrator	Function Code: 3015-003
Position Title:	Data Base Administrator	Date Established: 10/31/07
Position Number:	9T127	Date of Last Amendment: 10/31/07

SCOPE OF WORK: Supports the Project Manager in development of a decision support system for the Department of Education. Responsible for the implementation and management of a data warehouse. This includes database design, and policies and processes for security, data loading and extraction, and system performance.

ACCOUNTABILITIES:

- Provides technical expertise and works with internal and external systems developers and technical personnel to design and build a data warehouse and decision support system.
- Defines and implements the process of creating, deploying, and managing data models and enterprise-wide metadata for the data warehouse.
- Implements and maintains a data dictionary and warehouse by creating indices, stored procedures, views, etc.
- Implements Extract/Transform/Load (ETL) software and procedures.
- Assists with the selection and implementation of OLAP software, a data dictionary, reporting and communication tools, and other data management tools.
- Coordinates with internal and external systems developers to align production application databases and the data warehouse.
- Ensures adherence to State and Department standards for security.
- Implements backup, archival and storage procedures for the data warehouse.
- Maintains the data warehouse platform by working with other OIT staff to plan and implement upgrades of hardware and software.
- Monitors and optimizes data warehouse performance, foresees problems, and researches solutions.
- Documents data warehouse policies, design, processes and procedures.
- Provides training to Department systems developers relative to use of the data warehouse.

MINIMUM QUALIFICATIONS: See class specification for appropriate minimum qualifications.

License/Certification: Must be eligible to hold a valid New Hampshire driver's license and have access to transportation for use in statewide travel.

SPECIAL QUALIFICATIONS: Position requires knowledge of data warehousing principals. Knowledge of educational data and SIF (School Interoperability Framework) is desirable.

DISCLAIMER STATEMENT: The supplemental job description lists the essential functions of the position and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.

SIGNATURES:

I have reviewed the content of this supplemental job description with my supervisor.

_____ _____
Employee's Signature Date Reviewed

Supervisor's Name and Title: Malcolm Gentley, Technical Support Specialist VI, Pos #19493

I have discussed the work responsibilities outlined by this supplemental job description with the above employee.

_____ _____
Supervisor's Signature Date Reviewed

_____ _____
Division of Personnel Date Approved

Project Narrative

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

Attachment 1:
Title: **NH Appendix C** Pages: **4** Uploaded File: **F:\DATA\INFOSVCS\CCD Participation and Task Orders\2007 Longitudinal Grant\ARRA\Working Documents\NH APPENDIX C_final.pdf**

Capability / Element • Need(s)	Status
C1. 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.	**In Progress:** Developed *White Paper on P-16 Data Sharing Systems,* which examined potential benefits, costs, and options for a LDS that could track individual students from preschool through college (SLDS round 2 funds) Data model supports some preschool and post-secondary data. Currently linking K-12 to higher-ed. via clearinghouse data only.
Need: • presentation of additional assessments • expansion of the state-assigned student ID number to early and postsecondary education • cross-agency data governance • post-secondary education measures • workforce and Armed Forces data • community college/university system longitudinal data system • additional financial data, including average teacher salary, equalized valuation • mapping learning standards and curricular mapping across education levels • expand data warehouse data model	
C2. 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…	**Planned, not begun:** Uses standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.
Need: • multi-agency collaboration around adoption of innovations • student level record exchange policies (vertical and horizontal) • standard LEA student data system • postsecondary, early childhood and workforce integrated systems • data transport for interoperability • detailed and frequent (near real-time) student level data submissions • expanded collaboration with partner states for a cross-state research agenda and comparable cross-state indicators to support P-20 assessment and common transcripts	
C3. The system must link student data with teachers…	**In Progress:** Supports teacher-student course-section data, but reporting is optional.
Need: • policy requiring reporting of teacher-student course-section data • additional educator data • fully implemented teacher-student data collection	
C4. The system must enable the	**In Progress:** Initial indicators exist, but

matching of teachers with information about their certification and preparation programs.	historical data must be cleansed and additional data is required.
Need: • verification and completion of teacher qualification source data sets • multiple measures of teacher qualifications added to fully meet requirements and inform professional development decisions	
C5. The system must enable data to be easily generated for continuous improvement and decision making, including timely reporting to parents, teachers and school leaders.	**In Progress:** Includes a rich set of teacher tools in Performance Plus and a consolidated school/district report card. (SLDS round 2 funds)
Need: • promote awareness and support use of data • provide access to easy to use tools • data visualization and collaboration to help users interpret the data • stakeholder buy-in and awareness for education innovation and data informed decisions • at-risk indicator algorithms and reports • data to determine levels of access and equity with regard to non-tested areas, support for competency-based assessments • additional college/placement assessment data (SAT, ACT, AP, PSAT, Accuplacer) • additional capability to inform continuous improvement process • seamless process to allow for frequent updates to teacher/student data • frequent updates to provide timely information to parents, teachers and school leaders • displaying SFSF assurance indicators and descriptors to provide transparency • frequent assessment "for learning" to inform instructional decisions • pre-service teacher education training to understand data driven decision making • capacity within the NHDOE to manage and conduct research to understand student needs • research based on data in the NHLDS data warehouse	
C6. The system must ensure the quality and integrity of data contained in the system.	**In Progress:** The existing system includes data governance tools and built in data quality assurance capabilities in the ETL. Data governance process not fully established in the Department, other agencies. (Partially funded with SLDS round 2 funds) The DQC has identified NH as completing this, however, as we expand the scope of data collected, additional audits are required.
Need: • formalized data quality audit • on-site data quality audits with schools and districts • enhanced data governance process and policies fully adopted into the NH DOE culture • data governance policies for cross-agency and cross-state data sharing and stewardship	
C7. The system must provide the state	**In Progress:**

with the ability to meet reporting requirements of the Department…	Data and tools for some EDFacts requests are not yet available. (SLDS round 2 funds)
Need: • changes to data model and system development to support full EDEN/EdFacts reporting • changes to data model and system development to support SFSF reporting	
E1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system.	In Progress: Complete for K-12, required for postsecondary and early childhood
Need: • need new policies, technology, and process so that all source systems (including new sources added through SLDS/RTTT initiatives) use/store Unique ID • automated processes to request / transfer identifiers by postsecondary and early childhood	
E2. Student-level enrollment, demographic, and program participation information.	In Progress: (SLDS round 2 funds) Need to expand K-12, required for postsecondary and early childhood
Need: • need increased frequency and scope of collections to support instructional decisions • need postsecondary, early childhood and workforce data	
E3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	In Progress: (SLDS round 2 funds)
Need: • expanded frequency of collection of K-12 data • additional collections to include early education and post-secondary data • new mechanisms to validate at source and tighten the feedback loop	
E4. The capacity to communicate with higher education data systems.	Planned, not begun
Need: • develop policies for use of data collected by other agency or institution • new managed load process for higher-ed data • state-wide Student Information System standards and/or state provided system collection • operational system interoperability • need program to promote effective use of data by post-secondary processes and decision making • creation of a data mart for postsecondary data and for early childhood data	
E5. A State data audit system assessing data quality, validity, and reliability.	In Progress: Complete for existing data, but needed for additional required data not yet collected.
Need: • additional monitoring; implement onsite data quality checks • establishing consequences for inaccurate and late submissions • cross-agency and cross-state data governance • audit processes for postsecondary, early childhood and workforce data	
E6. Yearly test records of individual students	In Progress: (SLDS round 2 funds)

with respect to assessments…	
Need: • expand assessment data collected at high school level • expand assessment data collected for non-core areas (e.g. arts; social studies)	
E7. Information on students not tested, by grade and subject.	Completed: (SLDS round 2 funds)
• None	
E8. A teacher identifier system with the ability to match teachers to students.	In Progress: SLDS supports this but not yet fully implemented with source system, optional reporting.
Need: • develop policy for teacher-student matching • develop policies for appropriate use / privacy, and definitions, e.g. "teacher of record" • implement state-wide, near real-time, collection	
E9. Student-level transcript information, including information on courses completed and grades earned.	In Progress: Information on courses and grades currently collected on an optional basis.
Need: • student-level transcript data policy • student-level transcript system • process for inter-institution sharing and privacy of student transcript data	
E10. Student-level college readiness test scores.	In Progress: (State funded)
Need: • acquire and include PSAT, SAT/ACT and other scores • include college readiness class information	
E11. 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.	Planned
Need: • collaboration with NH Higher Ed institutions • data collection (via operational systems interoperability) of lagging indicators (e.g. remedial coursework, low GPA, and dropout) • inclusion of at-risk leading indicators • system for collection and validation of indicator source data • reporting of indicators	
E12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	In Progress: (clearinghouse data)
Need: • standards alignment between P-12, postsecondary, and workforce development • at-risk/success indicators for post-secondary success	

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **NH Appendix D Letters of Support** Pages: **24** Uploaded File: **F:\DATA\INFOSVCS\CCD Participation and Task Orders\2007 Longitudinal Grant\ARRA\Working Documents\Letters of Support\NH Appendix D Letters of Support Final.pdf**

JOHN H. LYNCH
Governor

State of New Hampshire
OFFICE OF THE GOVERNOR
107 North Main Street, State House - Rm 208
Concord, New Hampshire 03301
Telephone (603) 271-2121
www.nh.gov/governor
governorlynch@nh.gov

December 1, 2009

Dr. Virginia Barry, Commissioner
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Barry:

I am pleased to endorse the grant proposal for the Statewide Longitudinal Database System under the American Recovery and Reinvestment Act of 2009. This will allow us to continue the work begun by the P-16 Council and will enable us to meet New Hampshire's 2012 educational goals.

As governor, I am particularly encouraged to see the collaboration across all education sectors, public, private, from pre-school through postsecondary, the NH Department of Health and Human Services and the NH Department of Employment Security.

This enhanced data warehouse will enable us to utilize accurate data in assessing how well we prepare our students for success in higher education and the workforce. The power of this information will impact how we make decisions about educational reform and determine future priorities.

I look forward to assisting you with this further enhancement of our longitudinal student data warehousing system.

Sincerely,

John H. Lynch
Governor

TDD Access: Relay NH 1-800-735-2964

State of New Hampshire

GENERAL COURT

CONCORD

To the SLDS Review Committee:

During the 2004 Session Year the New Hampshire Legislature passed a bill to create a unique student identifier. This dramatic step changed the way the state collects student data and has had a tremendous impact on New Hampshire's ability to deliver quality education to our students. The student level data collection allows New Hampshire schools to analyze student performance and translate that information into improved instruction. We are able to build an adequacy model that holds schools accountable for the education of our students. Additionally, the quality of the data has greatly improved allowing us to focus on critical policy issues. For example, with reliable drop-out data the state has been able to develop effective policies to help keep children in school.

As the demands for data grow, so do the needs of our schools. The State, the Department of Education and the school districts have done a tremendous job with the resources that are available. To assist the State in moving forward, we convey our support for the Statewide Longitudinal Data Systems grant.
This funding request will enable New Hampshire to meet education data needs to support data-driven decision-making at the state and local levels. From a legislative perspective, we have already moved forward with our support for legislation that will enable New Hampshire to pull together our early childhood, K-12 and postsecondary systems of education.

We are pleased to support the New Hampshire Department of Education's application for a new round of funding for the Statewide Longitudinal Data System. It will enable New Hampshire to build on our track record of success. We have confidence that funds provided to the Department of Education will be well spent.

Sincerely,

Senator Molly Kelly,
Senate Education Committee Chair

Representative Emma Rous,
House Education Committee Chair

TDD Access: Relay NH 1-800-735-2964

State of New Hampshire
DEPARTMENT OF HEALTH AND HUMAN SERVICES
129 PLEASANT STREET, CONCORD, NH 03301-3857
603-271-4688 FAX: 603-271-4912 TDD ACCESS: 1-800-735-2964

NICHOLAS A. TOUMPAS
COMMISSIONER

December 1, 2009

Virginia Barry
Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

The New Hampshire Department of Health and Human Services enthusiastically supports your grant application for an additional phase of the Statewide Longitudinal Data System, which will enable New Hampshire to extend the data elements in the warehouse across agencies from early childhood to post-secondary education and into the workforce. I understand that the long-term goal of the Statewide Longitudinal Data Systems program is to enable all states to create comprehensive grade P-20 systems that permit the generation and use of accurate and timely data, support analysis and informed decision-making at all levels of the education system, increase the efficiency with which data may be analyzed to support the continuous improvement of education services and outcomes, facilitate research to improve student academic achievement and close achievement gaps.

This grant will assist New Hampshire to accelerate the development of our longitudinal data systems and support the inclusion of education data from early childhood through postsecondary and workforce information. Longitudinal data can be used, among other purposes, to identify early childhood programs that are associated with strong school preparedness outcomes for children, assess student progress and learning needs, improve instruction, identify successful instructional programs within New Hampshire and determine priorities for allocating resources.

This grant will also support the Statewide Standardization Project for Court Order-Placed Children and Youth in Out of Home Settings, which is designed to ensure that all students have equal educational opportunities and full access to the NH curriculum requirements. At any given time in NH approximately 1,000 students are living in court-ordered residential facilities or foster homes. According to the National Council of Juvenile and Family Court Judges, over a third of young adult who aged out of foster care reported having had five or more school changes; youth in foster care are more than twice as likely to drop out of high school than youth not in foster care and only about 3% of youth obtain a bachelor's degree within a few years of emancipation.

DHHS will collaborate with the Department of Education (DOE) on this project in the following ways:

- DCYF Child Development Bureau and Head Start State Collaboration Office administrators will assist the DOE to obtain certain data on children receiving child care scholarship assistance and Head Start/Early Head Start services, including enrollment information (entry and exit), hours per week of service and program type.
- The DCYF Bridges system administrator will work with the DOE to ensure that DHHS and the Department of Education are able to share data in a timely, efficient manner.
- DHHS staff will participate with the DOE in creating a data inventory for all state agencies that currently collect educational data, researching data sharing opportunities and reviewing policies and procedures for data sharing.

We are hopeful that the next phase of the Longitudinal Data System will be favorably considered for funding and look forward to collaborating with you on this important project.

Sincerely,

Nicholas A. Toumpas
Commissioner

New Hampshire Employment Security
www.nh.gov/nhes
"We're working to keep New Hampshire working"

TARA G. REARDON COMMISSIONER
DARRELL L. GATES DEPUTY COMMISSIONER

ADMINISTRATIVE OFFICE
32 SOUTH MAIN STREET
CONCORD, NH 03301-4857

December 2, 2009

Dr. Virginia M. Barry
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord NH 03301

Dear Commissioner Barry:

I am writing to express support for the Statewide Longitudinal Data System. A comprehensive P-20 system that also includes workforce information could provide a wealth of valuable information that can have a significant impact on a student's overall education and successful transition into the workforce.

Data can be used to identify programs and pathways that encourage students to stay in school, enter post-secondary education and determine whether the student has the knowledge and skills to enter the workforce. A P-20 data system can also provide information about the career paths students are selecting and identify areas of workforce shortage to help encourage student career choices. This data can also provide information on how to best prepare students for success after high school.

In addition, Governor John Lynch has set a goal to increase the percentage of New Hampshire college graduates who stay to live and work in the state to 55% of all New Hampshire graduates. New Hampshire Employment Security and the New Hampshire Department of Education have met to discuss possible collaborative efforts and will continue to work together to the fullest extent permissible under State law to improve the success of all New Hampshire students.

Sincerely,

Tara Reardon, Commissioner
New Hampshire Employment Security

NHES is a proud member of America's Workforce Network and NH Works. NHES is an Equal Opportunity Employer and complies with the Americans with Disabilities Act. Auxiliary Aids and Services are available on request of individuals with disabilities

Telephone (603) 224-3311 Fax (603) 228-4145 TDD/TTY Access: Relay 1-800-735-2964 Web site: www.nh.gov/nhes

STATE OF NEW HAMPSHIRE POSTSECONDARY EDUCATION COMMISSION

Financial Aid | College & University Approvals | Career School Licensing | Veterans State Approvals | Closed School Transcripts | Research/Studies

November 30, 2009

Virginia M. Barry, Ph.D.
Commissioner
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

I am pleased to write to endorse the grant proposal for the Statewide Longitudinal Data System. This presents a unique opportunity to continue the work establishing a longitudinal student data warehouse at the K-12 level by extending its reach to include the preschool, postsecondary and workforce sectors.

By building on the collaborative data collection effort begun at the Governor's P-16 Working Group, it will enable us to meet our goals of graduating 100% of our high school seniors, enrolling more students directly into postsecondary education, increasing the number of students who complete either career/technical education or a degree program and, finally increase the number of college students who remain in New Hampshire to work after they receive their degree.

At the postsecondary level, this grant works across sectors, public--the University System of New Hampshire and the Community College System of New Hampshire and private--Southern New Hampshire University and the New Hampshire Institute of Art. In addition to your department, the incorporation of the NH Department of Health and Human Services provides a link to the preschool sector.

This enhanced data warehouse will allow us to inform policy with hard student data, conduct research on the preparation of students for education beyond high school and ultimately discern how well we prepare our students for the workforce.

I look forward to working with the NH Department of Education on this initiative.

Sincerely,

Kathryn G. Dodge
Executive Director

3 Barrell Court, Suite 300 | Concord NH 03301-8543 | Tel: 603-271-2555 | Fax: 603-271-2696 | Web: www.nh.gov/postsecondary
TDD Access Relay NH 1-800-735-2964

University System of New Hampshire

CHANCELLOR'S OFFICE

Dunlap Center
25 Concord Road
Durham, NH 03824-3546
Phone: (603) 862-0918
Fax: (603) 862-0908
www.usnh.edu

October 28, 2009

Virginia Barry
Commissioner of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Barry:

It is with great enthusiasm that I endorse the proposal for Statewide Longitudinal Data Systems for New Hampshire prepared by the New Hampshire Department of Education, the Community College System of New Hampshire and the University System of New Hampshire. The goals of the project are not only in perfect alignment with national priorities, that also represent the extension of a natural trajectory of current P-16 efforts across the secondary and postsecondary sectors here in New Hampshire.

With the recent establishment of the P-16 Council by Governor John Lynch, my colleagues and I on that panel have resolved to address just this very issue. The proposed grant represents, in my judgment, an aggressive but realistic plan to use data to improve learning outcomes for students across all levels of education in this state. I have met personally with many of the individuals who will be involved in this initiative and am greatly impressed by the extent of the research and planning they have conducted to date, collaborations are already in place, and they have the firm resolve to take these next steps together.

Specifically for higher education, we hope to examine the effect of earlier preparation on later educational outcomes, better align our admissions expectations with high school outcomes, and determine what our teacher education programs need to do to ensure the best prepared teachers for 21st century learning. Another part of the grant is to implement an electronic transcript component to facilitate application processes and ensure that accurate prior record information goes into the student record on an ongoing basis. This will decrease error and save time and money for both staff and students.

I pledge the full support of the University System to this effort and will be engaged with its development and operation along the way. Linking data systems across educational sectors will answer questions about student preparation and achievement and using this outcome data will allow the University System of New Hampshire to substantially increase degree access and attainment.

Sincerely,

Edward R. MacKay
Chancellor

COMMUNITY COLLEGE
system of New Hampshire

October 29, 2009

Virginia Barry
Commissioner of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Barry:

On behalf of the Community College System of New Hampshire, I applaud the Department of Education for leading the development of a Longitudinal Data System. What not long ago seemed a far away hope is now within reach. I commend you and pledge my complete support.

The implementation of a Longitudinal Data System that spans all sectors of education in New Hampshire is especially timely for the Community College System of New Hampshire. At a critical juncture in the continuum, community colleges are uniquely positioned to receive K-12 students and to provide a stepping stone to further education and the workforce. We are a watershed. With the strong backing of our Board of Trustees, the System has worked vigorously to expand relationships between our colleges and both our K-12 and four year college partners to widen the pipeline of students into and through postsecondary education. Concurrently, the System has invested in state of the art student information systems and developed a data warehouse to integrate eight separate databases to inform decision making and assess institutional effectiveness.

The Governor's P-16 Council has provided a forum for our educational leaders to articulate and advocate a shared vision and common goals for our heretofore separate silos. Without an ability to track students across that span, we are unable to count our successes, nor identify the points in the pipeline where students are most vulnerable to stopping out or dropping out. Although policy leaders are firmly committed, a patchwork quilt of separate data systems thwarts good intentions. Separately and over time, we have individually acquired technology and tools to automate internal student record keeping, comply with reporting requirements, and gauge success. The Longitudinal Data System is the catalyst for convergence. The building blocks and the political will are in place.

The Community College System looks upstream to high schools with aspiring students and downstream to the baccalaureate level and beyond. We are separate entities, but interdependent. New Hampshire's proposal moves us toward an interoperable data system, the scaffolding that will bridge our different cultures and increase student success.

Sincerely,

Dr. Richard A. Gustafson
Chancellor

26 College Drive, Concord, NH 03301-7407
Phone (603) 271-2722 | (800) 247-9420 | TDD Access: relay NH (800) 735-2964 | Fax (603) 271-2725
www.ccsnh.edu

Southern New Hampshire University

November 5, 2009

Irene Koffink
Project Manager
Longitudinal Data Systems
New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire

Dear Irene,

On behalf of Southern New Hampshire University, I am pleased to support New Hampshire's Longitudinal Data Grant proposal. SNHU is actively reviewing its data for the purposes of continuous improvement and welcomes the opportunity to participate in this significant longitudinal data collection. The collaborative process will help to inform program decisions for the university in relation to trends and patterns that impact higher education. Linking PreK-20 data will assist us in thinking about the kinds of programs and initiatives that will build our programs but also relationships with our local community partners.

I understand that electronic transcript transmissions from NH high schools will be part of this initiative which will expedite the overall admissions process and strengthen links with N.H. high schools. We agree to submit data requested related to the number of remedial courses offered; student entry and withdrawal; transfer information; and degrees and/or certificates conferred.

SNHU looks forward to collaborating in design meetings with PreK-20 schools and exploring discussions related to a seamless delivery of instruction that will result in students graduating from high school college ready and therefore reducing the number of remedial courses offered and increasing retention rates and the number of college completers.

Thank you for considering SNHU as a partner in this exciting venture.

Sincerely,

Patricia A. Lynott, Ph.D.
Vice President of Academic Affairs

Office of the Vice President for Academic Affairs
2500 North River Road | Manchester, NH 03106-1045 | 603.645.9695 | fax: 603.645.9610 | snhu.edu

DARTMOUTH COLLEGE • ***Department of Economics***
6106 Rockefeller • Hanover • New Hampshire • 03755

Bruce Sacerdote, ***Richard S. Braddock 1963 Professor***
Telephone (603) 646-2121 Fax (603) 646-2122
Bruce.Sacerdote@Dartmouth.edu

November 24, 2009

Dr. Virginia Barry
Commissioner of Education
New Hampshire Department of Education
101 Pleasant St.
Concord, NH 03301

Dear Dr. Barry:

I am writing to express my strong support for the proposed expansion and improvement of the New Hampshire Data Warehouse. This is a terrific project with a huge payoff. I urge you in the strongest possible terms to pursue this initiative.

The data warehouse will enable numerous top quality research projects and will inform education policy not only in our state but in the rest of the country. To give one concrete example, I will describe my current project which makes use of the data warehouse. I am the principal investigator on a US DOE/IES funded project called "Getting Qualified High School Seniors to Apply to College." This is a randomized control trial being run in high schools throughout the state. We ask guidance departments to identify high school seniors who are on the brink of attending or not attending college. We work with a randomly selected half of the seniors and provide college coaching and financial incentives to complete all the steps needed to apply to college and to apply for financial aid.

The data warehouse is critical to our analysis of whether or not our intervention works. The data warehouse contains test scores, demographics and college going data. The latter data come from the National Student Clearinghouse and enable your department to track students across the country and to know college going, retention and graduation. These three variables are critical outcomes in our study. And all of the demographics, NECAP scores and College Board Scores in the warehouse enable us to refine our analysis and look at effects within different subpopulations.

I have another proposed study which will attempt to raise college going among very recent high school graduates. But my interactions with the warehouse are only a drop in the bucket of the tremendous potential here. As a result of the warehouse, NH will be able to examine the

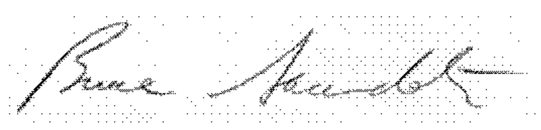
effectiveness of numerous teacher related policies and alternative certification programs. Everything from teacher training programs to the effectiveness of school principals can be studied.

Not only does NH have a cutting edge data source in the making, you are also fortunate to have a very motivated, talented, and entrepreneurial staff building the warehouse. This includes folks at the Bureau of Data Management and elsewhere within the NH DOE. I have worked with 5 or 6 different states on policy and research related projects. NH is by far the most open minded, efficient and innovative state agency with which I have worked. As a result a number of great projects are underway in the State. And I hope that more can be funded in the current budget cycle.

While I can't possibly list here the other dozens of immediate uses for the data warehouse, suffice it to say that this is a slam dunk and it is cutting edge work. The NH DOE has created a research working group which meets monthly to exchange ideas and suggestions as to how to improve the warehouse. Several state officials and researchers in Michigan have asked me to speak to them this month about how NH has accomplished so much in a relative brief amount of time.

Please contact me via email at bruce.sacerdote@dartmouth.edu or phone at 603 646 2121 if I can provide any additional information.

Yours truly,



Bruce Sacerdote
Professor of Economics, Dartmouth College
Faculty Research Fellow, National Bureau of Economic Research

UNIVERSITY of NEW HAMPSHIRE

November 30, 2009

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry;

I am please to submit this letter in support of the State of New Hampshire's application for funding to continue the development of the New Hampshire Statewide Longitudinal Data System. High quality longitudinal data is critical to understanding the growth and development of children with disabilities as they move through the education system and into adulthood. The transition of youth and young adults with disabilities from school-to-work is fast becoming a national priority. And the data you will be collecting are key to understanding the effectiveness of New Hampshire educational practices and policies related to students with disabilities.

In addition, NHDOE is well-positioned to play a role in bringing researchers from around the state to bear on issues related to education and the use of longitudinal data. The New Hampshire Education Research Group, run by NHDOE, has been a great way of getting to know others in the state with similar interests and goals. Bolstering the Research Group with grant funding will further drive collaboration and innovation within the state and foster the effective utilization of longitudinal data.

The UNH Institute on Disability has a long and successful history of collaboration with the NHDOE in the areas of inclusive education and the transition of youth and young adults with disabilities from school-to-work. We look forward to collaboration NHDOE and others in the state to conduct research with these data and help increase the utility of these data to teachers, administrators, and policymakers.

If you require any further information, please feel free to contact me. We look forward to collaborating with you.

Sincerely,

Andrew J. Houtenville, Ph.D.
Associate Professor of Economics and
Research Director of the Institute on Disability

UNH Institute on Disability
10 West Edge Drive, Durham, NH 03824, 603-862-4320, Fax: 603-862-0555

NewHampshireINSTITUTEofArt

Virginia M. Barry, Ph.D.
Commissioner
NH Department of Education
101 Pleasant St.
Concord, NH 03301

November 17, 2009

Dear Virginia,

I am writing today to inform you that The New Hampshire Institute of Art supports the P-20 Statewide Longitudinal Data System. The Institute would like to participate but would need to hire a part time employee who would be able to oversee this project. As a small college having administrative offices with relatively low staffing, the Institute simply cannot absorb the cost of this part-time employee and the workstation needed for them.

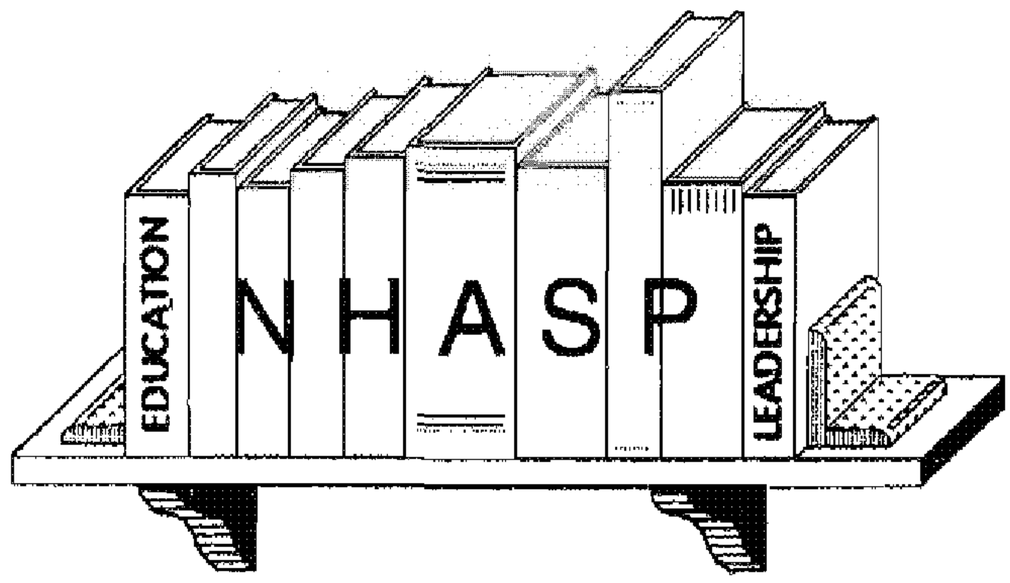
The estimated cost for a part time employee for the academic year is $1,800 and the estimated cost of the workstation for this position is an additional $1,000. This employee would work out of the Office of Registration approximately five hours a week.

If you have any further questions please feel free to contact me.

Sincerely,

Roger Williams, President
New Hampshire Institute of Art
148 Concord Street
Manchester, NH 03104
rwilliams@nhia.edu
1 (603) 836-2542

Peggy McAllister
Executive Director



New Hampshire Association of School Principals

AFFILIATED WITH:
NASSP and NAESP

December 2, 2009

Dr. Virginia M. Barry
Commissioner of Education
NH Department of Education
101 Pleasant St.
Concord, NH 03301

Dear Dr. Barry:

I am writing to express support for the Statewide Longitudinal Data Systems grant proposal which is being submitted to the U.S. Department of Education. We are excited about the continuing activities and resources which this project can provide to schools in New Hampshire. The NH Department of Education has reached out to schools and principals to provide training in tools that support data-driven decision making at the classroom level. Funding to support the development of an Office for Data Use in Education will facilitate the continued transformation of data into usable information for instructional improvement.

Extending the scope of the data warehouse to include both preschool and post-secondary data elements will provide useful information to the K-12 school systems. Preschool information will facilitate collaborative efforts between the early education community and kindergarten to prepare children for school readiness. Post-secondary information will give feedback to the K-12 system to help align student programming with the skills required for college and workforce success.

The New Hampshire Association of School Principals recognizes the importance of timely and accurate information to inform school improvement and support student achievement. We welcome the additional resources to be provided by the expansion of the data warehouse project.

Sincerely,

Peggy McAllister

Peggy McAllister
Executive Director

2 Pillsbury Street • Suite 500A, Concord, New Hampshire 03301
Telephone: 603-225-3431 • 1-800-479-6269
FAX 603-224-3766 • e-mail: nhasp@aol.com

Virginia M. Barry, Ph.D.
Commissioner
Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

The New Hampshire Center for Public Policy Studies (the Center) is in full
New Hampshire Department of Education's application to the Statewide Lo
Data Systems program. A quality education is of utmost importance to the
economic stability and to the health of its citizens. We welcome the contin
the Department to expand their capacity for data collection that will allow o
like ours and other researchers to continue to evaluate the quality of educat
New Hampshire.

The Center has not only a long history of research in the field of education
finance in New Hampshire but also in workforce development, healthcare,
economics of the state. With a data system that allows researchers to tie in
outcomes with the many factors that impact health and economic wellbeing
organizations like the Center will be able to expand their capacity to provid
research and analysis to policymakers to promote informed decision-makin

The Center is happy to be collaborating with the Department to continually
data systems and to assist them in expanding their research and evaluation o
effort to improve the education of New Hampshire's children. And, we loo
working with the Department.

Sincerely,

Stephen A. Norton,
Executive Director

Ryan J. Tappin,
Research Associate

State of New Hampshire
Department of Cultural Resources
Division of the Arts

TEL: 603.271.2789
FAX: 603.271.3584
TDD: 800.735.2964

Commissioner, Van McLeod
Division Director, Rebecca L. Lawrence

December 1, 2009

Dr. Virginia Barry
Commissioner of Education
NH Department of Education
101 Pleasant St.
Concord, NH. 03301

Dear Commissioner Barry:

This letter is to affirm my support for the New Hampshire Department of Education's State Longitudinal Data System application. The NH State Council on the Arts has been working in partnership with the NHDOE on a statewide Arts Education Data Project for the past two years. The goals and outcomes of our joint initiative are outlined below. Our project dovetails and supports the NHDOE's broader data warehouse proposal, and will provide, for the first time, valuable information on the level of access, participation and availability of dance, music, theatre and visual arts to the students in New Hampshire.

The New Hampshire Arts Education Project will: identify outstanding arts programs in our state that can inform state and national practice; identify school-based solutions to challenges in funding, staffing, and scheduling of the arts in the day-to-day curriculum; identify resource allocations for arts education; track statewide trends in arts education; provide data to schools for informed decision making at the local school/district level; and establish a baseline by which subsequent survey results can be measured.

The New Hampshire State Council on the Arts will work in cooperation with the New Hampshire Department of Education to maximize results from the initial Arts Education Data Project, and additional attributes will be designed to measure both inputs (student access to programs) and outcomes (student achievement levels).. The project, which aligns to the goals of the ARRA standards and assessment assurance, will include performance-based measures for the state's accountability system. The project aims to: provide schools and communities with tools and resources to strengthen student learning in the arts; make suggestions regarding proven practices that support arts education; develop statewide initiatives for professional development in the areas of most need, based on data; and establish a culture of support for schools regarding arts education. Arts education can offer expertise in expanding the use of performance-based assessments across the curriculum.

The NH State Council on the Arts is delighted to work with the NHDOE as a resource for struggling schools in NH, serving NH students with innovative, quality arts education programs. We look forward to a continued partnership on improved arts education data collection, analysis and dissemination. We know that a strong partnership focused on improved arts education and other data collection, analysis and dissemination will result in a more enriched educational experience for our students and a stronger community of citizens.

Sincerely,

Lynn Martin Graton, Acting Director
NH State Council on the Arts

New Hampshire
State Council on the
Arts

2 Beacon Street - 2nd Floor
Concord, NH 03301-4974

Enriching New Hampshire's quality of life through the arts since 1965

NASHUA School District
Gateway to the Future

Nashua School District
141 Ledge Street
Nashua, NH 03060-3071
603-966-1000
http://www.nashua.edu

Mark Conrad
Superintendent of Schools

November 25, 2009

Dr. Virginia M. Barry
Commissioner of Education
NH Department of Education
101 Pleasant St.
Concord, NH 03301

Dear Commissioner Barry:

This letter is written in support of the NH Department of Education's application for funds to expand the development of New Hampshire's Statewide Longitudinal Data System.

The Nashua School District is particularly interested in NH's plan to provide a real-time interface to connect our student information system, X2 Development Corporation's *Aspen Student Information System,* with the state's longitudinal data collection system (i4see). As a District in Need of Improvement (DINI), Nashua School District has spent a great deal of time, effort and money trying to improve the accuracy, timeliness and usefulness of educational data. At this point schools regularly access the PerformancePLUS system for student achievement data and district data teams meet regularly to utilize those results to improve student learning. Gaps in student data or delays in accessing information are a constant issue in a community such as ours with a relatively transient student population. Real-time access to information would allow schools and teachers to make better informed decisions about incoming students including: course selections, program placements, diagnosing academic issues and concerns, and putting in place necessary academic supports to ensure a successful academic transition.

We have seen firsthand the benefits of accurate and timely information with respect to dropout prevention. In our case the four-year dropout rate for Nashua school district dropped from 14.0 to 7.0 from the 2005-2006 school year to the 2007-2008 school year, a decrease of 50%. This huge improvement was only possible due to a grant that allowed us to manually track dropouts and potential dropouts and intervene to keep them in school or to get them back in school. Expansion of the New Hampshire's Statewide Longitudinal Data System would allow us to continue our work in identifying and supporting high school students without the burden of relying on grants and labor intensive retrieval and manipulation of data and information. It would also allow other schools and districts to duplicate our success without the same expense and effort.

Nashua School District is a Follow-the-Child school district in the state of New Hampshire. We are in the process of developing a "Kid-Grid"—a student monitoring and early warning system to better track students' academic achievement, attendance, and school engagement. A district committee is currently working on this initiative, based on the assumption that we would have to depend on labor intensive uploads and that these would only be done on a periodic basis. The implementation of "real time" capability would greatly enhance the benefits of the system.

One of the goals of the recently adopted Nashua School District strategic plan is to graduate students who are prepared for success in postsecondary education. Recently Nashua school district has begun revising components of its high school mathematics curriculum based on information provided by the New Hampshire Community College system. That information indicated that a significant number of Nashua High school graduates were not "college ready". Specifically, based on their results in a placement test, 17% of our graduates were required to take non-credit remedial math classes at the community college level. Work has begun on developing and implementing a new applied mathematics course for high school juniors and seniors to address this situation. While feedback from the community-college system and the state university system is helpful, it is seldom received and often anecdotal. Better tracking of students' educational results after they leave our schools can only lead to increased use of achievement data to improve instruction and respond to students' educational needs.

To reiterate, as Superintendent of Nashua School District, I endorse and fully support this initiate and the New Hampshire Department of Education's grant application. In my opinion, this effort can make a significant difference in the efficiency and effectiveness of our schools.

Sincerely,

Mark Conrad
Superintendent of Schools

MC:ktm

Pinkerton Academy

5 Pinkerton Street, Derry, NH 03038
603-437-5200

Mark A. Anderson
Headmaster

November 30, 2009

Dr. Virginia M. Barry
Commissioner of Education
NH Department of Education
101 Pleasant St.
Concord, NH 03301

Dear Commissioner Barry:

Pinkerton Academy supports the NH Department of Education's application for funds to expand the development of New Hampshire's Statewide Longitudinal Data System.

Pinkerton is particularly interested in NH's plan to provide a real-time interface to connect our student information system (Administrators Plus) with the state's longitudinal data collection system (i4see).

Real-time data is especially important in the area of course assignments and transfers for high school students. The system is currently limited to periodic uploads, placing a burden on limited district data entry personnel. Without accurate, up-to-date information ineffective decisions will be made.

This real-time sharing of data will enable teachers to see frequently updated class rosters through PerformancePLUS as students come and go. It will also enable the department to implement an early warning system for dropouts. Reducing the dropout rate across the State is a priority for Governor Lynch as well as for the schools and the districts.

The linkage between high school and higher education/workforce data will give feedback to high schools regarding their graduates' readiness for achievement beyond grade 12. This will assist high schools in tailoring their curriculum to support student success following graduation.

As a school which accepts students from multiple districts there has been difficulty in getting enough information to make pertinent decisions about students. It is important to have data on the students before and during their high school experience so that the school can guide the students based on their individual needs. With real-time updates all appropriate stakeholders (e.g. faculty, counselors, case coordinators, etc.) would be able to view the most up-to-date information allowing them to make the best decisions possible. If all of the data were housed in one location it would make data gathering much more efficient.

Creating a statewide longitudinal data system will mean that schools will be more effective in helping meet the individual needs of students. This will lead to greater success for all learners.

Sincerely,

Dr. Christopher Harper
Dean of Academic Affairs
Pinkerton Academy

GREAT SCHOOLS PARTNERSHIP

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

Dear Dr. Whitehurst:

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

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

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

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

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

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

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

Sincerely,

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

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

MANCHESTER SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT NO. 37
286 Commercial Street, Manchester, NH 03101
Telephone: 603.624.6300 • Fax: 603.624.6337

Karen G. Burkush
Assistant Superintendent

Thomas J. Brennan, Jr., Ed.D.
Superintendent of Schools

Karen DeFrancis
Business Administrator

Dr. Virginia M. Barry
Commissioner of Education
NH Department of Education
101 Pleasant St.
Concord, NH 03301

4 Dec 09

Dear Commissioner Barry:

The Manchester School District supports the NH Department of Education's application for funds to expand the development of New Hampshire's Statewide Longitudinal Data System.

We are particularly interested in the Department's goal to provide real-time interface capacity which will connect with our newly implemented student information system, Aspen X2, and the state's longitudinal data collection system (i4see).

Real-time data is especially important in the area of tracking our high school students. The system is currently limited to periodic uploads, placing a burden on limited district data entry personnel resulting in delays which have a negative impact on our ability to respond to the needs of our students. In Manchester, we experience a large number of students who move from school to school throughout the school year. This real-time sharing of data will enable teachers to have a more accurate and current picture of student performance through PerformancePLUS.

A statewide longitudinal data system will enable the Department to implement an early warning system for dropouts. This capacity will assist our district and others throughout the state to make more rapid and effective decisions relative to the graduation/dropout rate.

A statewide system will create an efficient link between our high schools and higher education/workforce data. This linkage will provide more accurate and consistent feedback to high schools regarding their graduates' readiness for achievement beyond grade 12. This feedback will assist our high schools in making data based decisions in regard to the relevancy of their course offerings which is critical to our mission to ensure student success beyond graduation.

We believe the development of a statewide longitudinal data system is one strategy that will assist our district in making educational decisions based accurate, current, and reliable data.

I appreciate you consideration of this project and look forward to discussing the benefits our district would derive from such a valuable resource. The Manchester School District is prepared participate in any role that the Department deems appropriate in the rollout of the proposed data system.

Respectfully,

Thomas J. Brennan, Jr., EdD
Superintendent of Schools
Manchester School District

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **NH Budget Justification** Pages: **38** Uploaded File: **F:\DATA\INFOSVCS\CCD Participation and Task Orders\2007 Longitudinal Grant\ARRA\Working Documents\Budgets\Budget Justifications\Budget Narratives_ 6 Outcomes.pdf**

NEW HAMPSHIRE BUDGET JUSTIFICATION

CFDA Number 84.384
Statewide Longitudinal Data Systems Under the ARRA of 2009

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NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 1 - Data Availability - An expanded set of USEFUL data is available through the NHLDS data warehouse to support and inform PK-20 instruction.

ED 524 Section A, USDOE Funds

1. Personnel

This project has budgeted for 3 full time NH DOE employees: Project manager/Data Quality Director (labor grade 31), Data Base Administrator (labor grade 30), and Business Analyst II (labor grade 30) for the term of this project. They will stay on after the grant project to sustain the data system and to provide services to users of the data system.

Position	Year 1	Year 2	Year 3	**Total**
Project Manager 1 FTE	$79,775	$83,764	$87,952	**$251,491**
Data Base Administrator	$69,557	$76,495	$79,995	**$226,047**
Business Analyst	$69,557	$76,495	$79,995	**$226,047**
Program Specialist		$48,770	$50,915	**$99,685**
Total	**$218,889**	**$285,524**	**$298,857**	**$803,270**

2. Fringe Benefits:

Fringe benefits for the NHDOE employees is calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement, and health and dental insurance.

Position	Year 1	Year 2	Year 3	**Total**
Project Manager 1 FTE	$38,292	$40,207	$42,217	**$120,716**
Data Base Administrator	$33,387	$36,718	$38,398	**$108,503**
Business Analyst	$33,387	$36,718	$38,398	**$108,503**
Program Specialist		$23,410	$24,439	**$47,849**
Total	**$105,067**	**$137,052**	**$143,451**	**$385,570**

3. Travel:

It has been assumed that the cost of airfare will be $750 roundtrip, per diem cost for the average hotel room $200, and per diem cost for meals $60. The per person cost for a 2 day or 4 day conference or course is as follows:

Trip Costs

Airfare: $750
Hotel: $200/night
Meals: $60/day
2-day trip: $750 + (2 x ($200 + 60)) = $1,270 per person
3-day trip: $750 + (3 x ($200 + 60)) = $1,530 per person
4-day trip: $750 + (4 x ($200 + 60)) = $1,790 per person

Year 1 Travel:

- 4-day data query software training for 5 NH staff members. The extended cost for 5 people is 5 x $1,790/person = $8,950.
- The extended cost for 2 people to attend 2-day national meetings is 2 x $1,270/person = $2,540 per meeting or $5,080 for 2 meetings.
- The extended cost for 2 people to attend 3-day MIS national meetings is 2 x $1,530/person = $3,060
- There will also be in-state travel to visit the school districts. $2,000 has been allotted for this item.

Total Year 1: Training $8,950, Conferences $8,140, Local $2,000 = $19,090

Year 2 Travel:

- The extended cost for 2 people to attend 2-day national meetings is 2 x $1,270/person = $2,540 per meeting or $5,080 for 2 meetings.
- The extended cost for 2 people to attend 3-day MIS national meetings is 2 x $1,530/person = $3,060
- There will also be in-state travel to visit the school districts. $2,000 has been allotted for this item.

Total Year 2: Conferences $8,140, Local $2,000 = $10,140

Year 3 Travel:

- The extended cost for 2 people to attend 2-day national meetings is 2 x $1,270/person = $2,540 per meeting or $5,080 for 2 meetings.

- The extended cost for 2 people to attend 3-day MIS national meetings is 2 x $1,530/person = $3,060
- There will also be in-state travel to visit the school districts. $2,000 has been allotted for this item.

Total Year 3: Conferences $8,140, Local $2,000 = $10,140
Grand Total of Years 1, 2, and 3:

Year 1: $19,090 +
Year 2: $10,140 +
Year 3: $10,140
Total = $39,370

4. Equipment

As expansion and use of the data warehouse continues additional and replacement hardware and additional software for the data warehouse will be required. Replacement laptops will also be required during the grant period. Software licensing for Assessment Builder is needed for each year of the grant. Certify/C4DQ data validation software license is needed for each year of the grant.

Year 1:
2 Laptops including standard software (Microsoft Office Suite, etc.), $2,000*2 = $4,000
Certify/C4DQ $20,000

Total Year 1: $24,000

Year 2:
Reporting Server $10,000
Database Server $10,000
Certify/C4DQ $20,000

Total Year 2: $40,000

Year 3:
Reporting Server $10,000
Certify/C4DQ, $20,000

Total Year 3: $30,000

Grand Total of Years 1, 2, and 3:

Year 1: $24,000 +

Year 2: $40,000 +
Year 3: $30,000
Total = $94,000

5. Supplies
The costs of office supplies for the project team (wipe boards, markers, pens, paper, printer cartridges, etc.) have been budgeted as follows:

Year 1- 3: $1,500.00 per year

Grand Total of Years 1, 2, and 3:

Year 1: $1,500 +
Year 2: $1,500 +
Year 3: $1,500
Total = $4,500

6. Contractual

NHDOE will hire a consulting firm with educational data systems implementation experience. It is expected that the consulting team will consist of 3-4 members who will have expertise in project leadership, data analysis, data modeling, and database programming. Contractors with systems development/programming experience will also be required to enhance current sources to meet the initiatives defined in this outcome, including SFSF requirements. Software licensing for Assessment Builder is needed for each year of the grant. There is software query training for power users of the SLDS. The budget for this contract is calculated as follows:

Year 1:
Project Manager 2000 hrs X $75 per hour = $150,000
Software Consultants (3) 6000 hrs X $75 per hour = $450,000
Assessment Builder Software License $90,000
Competency Development $40,000
EIS Enhancement $50,000
Consultant for Arts $20,000
Meetings & Supplies $500;
4-day data query software training @ $4500 per person for 5 NH staff members each = $22,500.
Total = $823,000

Year 2:
Project Manager 2000 hrs X $75 per hour = $150,000
Software Consultants (3) 6000 hrs X $75 per hour = $450,000
Assessment Builder Software License $120,000

Competency Development $40,000
EIS Enhancement $50,000
Consultant for Arts $15,000
Meetings & Supplies $500;
Total = $825,500

Year 3:
Project Manager 2000 hrs X $75 per hour = $150,000
Software Consultants (3) 6000 hrs X $75 per hour = $450,000
Assessment Builder Software License $120,000
Meetings & Supplies $500;
Total = $720,500

Grand Total of Years 1, 2, and 3:

Year 1: $823,000 +
Year 2: $825,500 +
Year 3: $720,500
Total = $2,369,000

7. Construction

Not applicable

8. Other
Space rental for the 3 NH employees and contractors is estimated to be $2,184 per person for subsequent years.

Year 1: 3 x $2184 = $6552 +
Year 2: 3 x $2184 = $6552 +
Year 3: 3 x $2184 = $6552

Grand Total: $19,656

10. Indirect Costs
The indirect cost rate used for this project is 5.4% per year.

The formula used is (Direct Cost – Contractual – Equipment) X 5.4%

Year 1: ($1,198,098 - $823,000 - $24,000) X 5.4% = $18,959
Year 2: ($1,306,268 - $825,500 - $40,000) X 5.4% = $23,801
Year 3: ($1,211,000 - $720,500 - $30,000) X 5.4% = $24,867

Grand Total: $67,628

11. Training Stipend

Not Applicable

Total USDOE Project Cost

Year 1:	$1,217,057
Year 2:	$1,330,069
Year 3:	$1,235,867
Grand Total	**$3,782,993**

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 1:

ED 524 Section B, Non-Federal Funds

1. Personnel

Key NHDOE staff identified in the Project Narrative section (e) Staffing will be involved throughout the project period. In addition, approximately 10 existing staff members will each provide up to 10% time to the project. Their efforts will include data governance, providing data for the warehouse, providing technical assistance, assisting in the efforts to link to early education, post-secondary and other state agencies. Cost estimates for the state funded key staff are based an average of four salaries at 10% involvement, one salary at 20% involvement, and the additional fifteen staff members at 5% involvement.

The projected cost of their involvement is calculated to be:

Year 1: $ 81,250
Year 2: $ 85,313
Year 3: $ 89,578

2. Fringe Benefits

Fringe benefits for the above NHDOE employees is calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement and health and dental insurance.

The projected cost of fringe benefits is:

Year 1: 0.48 x $ 81,250= $ 39,000
Year 2: 0.48 x $ 85,313= $ 40,950
Year 3: 0.48 x $ 89,578= $ 42,997

Total NHDOE Project Cost

Year 1:	$ 120,250
Year 2:	$ 126,263
Year 3:	$ 132,575

	$ 379,088

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 2: Data Sharing - Statewide Early Education, Higher Education Data Systems, and Workforce Data and other state agency data. The budget for this outcome is organized by the state agency needs to fulfill the requirements of the outcome

ED 524 Section A, USDOE Funds

1. Personnel

NHDOE:
The NH DOE employees identified in Outcome 1 will also work on the initiatives outlined in Outcome 2. Funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. As noted earlier, these employees will participate in Outcomes 1, 2, 3, 5, and 6. If Outcome 1 is not approved/funded then the full time NH DOE employees will need to be funded in Outcome 2, 3, 5 or 6 in order to fulfill the outcome initiatives.

USNH:
This project primarily requires staff to accomplish its goals. The University System of New Hampshire (USNH) has already built a sophisticated data warehouse and reporting system for its USNH-wide Finance and Human Resources systems. It has extended that infrastructure to the Banner Student Information System (SIS) for the University of New Hampshire (one of four USNH institutions), which shares much of the infrastructure (data center, database and systems administration) with the USNH data warehouse. Therefore, the most effective approach to creating a USNH-wide student longitudinal data system is to utilize the same infrastructure as much as possible in the Student Longitudinal Data System. One complicating factor is that the four USNH institutions do not share a single SIS.

Another existing system that will contribute to the development of the project is the ARTSYS information system, implemented as NHTransfer.org through join efforts of USNH and CCSNH, a partner in the current grant proposal. The proposal will expand the usefulness of NHTransfer.org, again requiring personnel to make the necessary enhancements to enable ARTSYS to communicate with the three data warehouses.

The project will require management both within and across the university system and its institutions. An overall program manager (Senior IT Manager, salary grade 29) will be supported by an administrative assistant who will serve the program office (Administrative Assistant II, salary grade 7). 2% annual raises have been calculated for the second and third years of the grant.

Year 1: $94,570 + $35,000 = $129,570
Year 2: $96, 461 + $35,700 = $132,161
Year 3: $98,391 + $36,414 = $134,805

In addition to the program office, technical staff will be required throughout the project. There will be three positions (Information Technologist III, salary grade 22).

Year 1: $67,640 + $67,640 + $67,640 = $202,920
Year 2: $68,993 + $68,993 + $68,993 = $206,978
Year 3: $70,372 + $70,372 + $70,372 = $211,118

Functional staff involvement will be critical at many points of the project, for example from staff in admissions, institutional research, and other areas. Because the role of functional staff will be time limited but require specific expertise and experience, a position for each residential campus will be established to provide assistance as different staff members are rotated in and out of project support activities.

Year 1: $67,640 + $67,640 + $67,640 = $202,920
Year 2: $68,993 + $68,993 + $68,993 = $206,978
Year 3: $70,372 + $70,372 + $70,372 = $211,118

Combining these three categories, the totals for the three years are as follows:

Year 1:	$535,410
Year 2:	$546,118
Year 3:	$557,041
USNH Total	**$1,638,569**

CCSNH

CCSNH will require one Coordinator and one Technical Support Specialist.

Year 1: $65,000 + $50,000 = $115,000
Year 2: $68,250 + $52,500 = $120,750
Year 3: $71,663 + $55,125 = $126,788
CCSNH Total **$362,538**

DHHS:

DHHS will require one Systems Development Specialist to address the early education data requirements as well as the court ordered placed students.

Year 1:	$55,497
Year 2:	$57,935
Year 3:	$60,567
DHHS Total	**$173,999**

Grand Total for all 3 years: $2,175,105

2. Fringe Benefits
Fringe benefits for state employees is calculated at 48%.

NHDOE:
See NHDOE Personnel above.

USNH:

Year 1: 0.48 x $535,410 = $256,997
Year 2: 0.48 x $546,118 = $262,137
Year 3: 0.48 x $557,041 = $267,379
USNH Total **$786,513**

CCSNH:

Year 1: 0.48 x $115,000 = $ 55,200
Year 2: 0.48 x $120,750 = $57,960
Year 3: 0.48 x $126,788 = $60,858
CCSNH Total **$174,018**

DHHS:

Year 1: 0.48 x $55,497 = $ 26,369
Year 2: 0.48 x $57,935 = $27,809
Year 3: 0.48 x $60,567 = $29,072
DHHS Total **$83,519**

Grand Total for all 3 years: $1,044,051

3. Travel

USNH:

All travel for the project is local (in-state) travel among the project participants, for example, travel to one of the USNH campuses or to meetings of the overall project team. Carpooling is assumed. Overnight travel may be required.

Years 1: 20 trips x 4 people x 120 miles @ .55/mile reimbursement = $5,280; Overnight Travel $6000.00
Years 2: 20 trips x 4 people x 120 miles @ .55/mile reimbursement = $5,280; Overnight Travel $6000.00
Years 3: 20 trips x 4 people x 120 miles @ .55/mile reimbursement + 5 trips x 12 people for training sessions x 120 miles @ .55/mile reimbursement for user training = $9,240; Overnight Travel $6000.00

Total USNH: $37,800

CCSNH:
All travel for the project is local (in-state) travel among the project participants.

Year 1:	$2,000
Year 2:	$2,000
Year 3:	$2,000
Total CCSNH:	**$6,000**

Grand Total for all 3 years: $43,800

4. Equipment (including software)

USNH:

Equipment consists of personal productivity equipment and software as follows:

Year 1: office desk and chairs @ $1,000 each x 8 staff + laptop computers, operating system, Microsoft Office (including MS Project) @ $1,800 each x 8 staff = $22,400.

NEW HAMPSHIRE BUDGET JUSTIFICATION

Enterprise hardware includes 10 new production database and application servers ($4,595 each plus equipment support following the first year); 2 load balancers ($17,500 each); 10 Terabytes of storage ($97,000).

Year 1: 3 new servers @ $4,595 = $13,785
Year 2: 4 new servers @ $4,595 + equipment support on the three year 1 servers @ 25% of new cost (.25*$13,785 = $3,446) + 2 load balancers @ $17,500 + 10 T storage @ $97,000 = $153,826
Year 3: 3 new servers @ $4,595 + equipment support on three year 1 and four year 2 servers @ 25% of new cost (.25*($13,785 +$18,380)) = $21,826

Enterprise software consists of 8 Webi server licenses @ 32% of list price ($812,000) plus software maintenance @ 16% of purchase price ($259,840) following the year of purchase.

Year 2: Purchase 8 Webi licenses = $259,840
Year 3: Maintenance on 8 Webi licenses = $41,574

USNH Total: $513,252

CCSNH:

Database server expansion shelf and additional data storage will be required. An additional 35 Cognos software licenses will be required to accolade additional users and 10 additional data integration software licenses will be required.

Year 1:
Database server expansion shelf and data storage = $45,000
35 Cognos software licenses @ $125 = $4,375
10 Data Integration software licenses @ $3,000 = $30,000

CCSNH Total: $79,375

DHHS:
One laptop and standard software is required for the System Development Specialist
Year 1: $2000

DHHS Total: $2,000

NHIA:
One laptop and standard software is required for the part-time staff member
Year 1: $2000

NHIA Total: $2,000

Grand Total for all 3 years: $596,627

5. Supplies

USNH:

Supplies consist of office supplies for the project team (wipe boards, markers, pens, paper, printer cartridges, etc.) and network connectivity, phone services, video-conferencing support.

Year 1: Office supplies $4,000 + network connectivity @ 8 staff x $40 (initial setup) + 8 staff x 12 months x $15/month = $5760
Phone installation $50 x 8 staff + 12 months service @ $50/month x 8 staff = $5,200
Videoconference hosting @ 120/hour x 10 hours x 12 months = $14,400
Year 1 total: $25,360

Year 2: Office supplies $1,200 + network connectivity @ 8 staff x 12 months x $15/month = $2,640
Phone 12 months service @ $50/month x 8 staff = $4,800
Videoconference hosting @ 120/hour x 10 hours x 12 months = $14,400
Year 2 total: $21,840

Year 3: Office supplies $1,200 + network connectivity @ 8 staff x 12 months x $15/month = $2,640
Phone 12 months service @ $50/month x 8 staff = $4,800
Videoconference hosting @ 120/hour x 10 hours x 12 months = $14,400
Year 3 total: $21,840

USNH Total: $69,040

6. Contractual

NHDOE:
NHDOE expects to hire a consultant to assist with the implementation of a K-12 to higher Education transcript process and also K-12 in-state to K-12 out-of-state. The consultant will be expected to have experience in software development and project management. The consultant will also work with the New England states collaboration to pilot the exchange of transcript data from state to state ($15,000 per year is planned for the multi-state transcript collaborative effort). Licensing for e-Transcript solution is also requested. Supplies for in-state and out-of-state meetings with the collaborative team will be needed.

Year 1: Consultant staff 1700 hours @ $75 hr = $127,500
Licensing = $61,800
Transcript Collaborative 200 hours @ $75 hr = $15,000
Meetings & Supplies = $500
Year 2: Consultant staff 1700 hours @ $75 hr = $127,500
Licensing = $61,800
Transcript Collaborative 200 hours @ $75 hr = $15,000
Meetings & Supplies = $500
Year 3: Consultant staff 1700 hours @ $75 hr = $127,500
Licensing = $61,800
Transcript Collaborative 200 hours @ $75 hr = $15,000
Meetings & Supplies = $500

NHDOE Total: $734,400

USNH:
Year 1: Website support 15 hours @ $50 hr = $750
Year 2: Website support 10 hours @ $50 hr = $500
Year 3: Website support 10 hours @ $50 hr = $500

USNH Total: $1,750

CCSNH:
Contracted IT support staff will be required to supplement current CCSNH staff.
Year 1: Technical Support Banner IT staff 240 hours @ $55/hr = $13,200
Year 2: Technical Support Banner IT staff 240 hours @ $55/hr = $13,200
Year 3: Technical Support Banner IT staff 240 hours @ $55/hr = $13,200

CCSNH Total: $39,600

NEW HAMPSHIRE BUDGET JUSTIFICATION

DHHS:

DHHS is expected to hire a consultant to complete the data inventory of education data in the various state agencies and also to research data sharing opportunities.

Year 1: Consultant staff 666 hours @ $75/hr = $50,000
Year 2: Consultant staff 666 hours @ $75/hr = $50,000

DHHS Total: $100,000

NHIA:
NHIA is expected to hire a consultant to prepare data to be submitted to the NHDOE each year.

Year 1: Consultant staff 180 hours @ $10/hr = $1,800
Year 2: Consultant staff 180 hours @ $10/hr = $1,800
Year 3: Consultant staff 180 hours @ $10/hr = $1,800

NHIA Total: $5,400

PEC:
The NH Post Secondary Education Commission will hire a consultant to provide administrative support for coordination/collaboration of private colleges with NHDOE.

Year 1: PEC Consultant 500 hours @ $80 hr = $40,000
Year 2: PEC Consultant 500 hours @ $80 hr = $40,000
Year 3: PEC Consultant 500 hours @ $80 hr = $40,000

PEC Total: $120,000

Contractual Total for all 3 years: $881,150

10. Indirect Costs
The indirect cost rate used for this project is 5.4% per year.

The formula used is (Direct Cost – Contractual – Equipment) X 5.4%

Year 1: ($1,513,492 - $310,550 - $119,560) X 5.4% = $58,503
Year 2: ($1,831,794 - $310,300 - $413,666) X 5.4% = $59,823
Year 3: ($1,464,486 - $260,300 - $63,400) X 5.4% = $61,602

NEW HAMPSHIRE BUDGET JUSTIFICATION

Total: $179,928

Total USDOE Project Cost

Year 1:	$1,571,995
Year 2:	$1,891,617
Year 3:	$1,526,088
Grand Total:	**$4,989,700**

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 2:
ED 524 Section B, Non-Federal Funds

1. Personnel

NHDOE

NH DOE state funded staff identified in Outcome 1 will also work on the initiatives outlined in Outcome 2. State funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. These employees will participate in Outcomes 1, 2, 3, 5, and 6. If Outcome 1 is not approve/funded then the NH DOE state funded time should be attributed to outcome 2, 3, 5 or 6 if approved/funded.

USNH

USNH key staff identified in the Project Narrative section (e) Staffing will be involved in Outcome 2. In addition, approximately 8 existing staff members will each provide up to 10% time to the project. Their efforts will include data governance, providing data for the warehouse, providing technical and software assistance, and general assistance in the efforts to link K-12 with post-secondary. Cost estimates for the state funded key staff are based an average of four salaries at 5% involvement, two salaries at 10% involvement, one salary at 15% and one salary at 50%.

The projected cost of their involvement is calculated to be:
Year 1: $ 117,686
Year 2: $ 120,039
Year 3: $ 122,440

CCSNH
CCSNH key staff identified in the Project Narrative section (e) Staffing will be involved in Outcome 2. Their efforts will include data governance, providing data for the warehouse, providing technical and software assistance, and general assistance in the efforts to link K-12 with post-secondary. Cost estimates for the state funded key staff are based an average of one salary at 5% involvement, two salaries at 10% involvement, one salary at 15% and one salary at 50%.

The projected cost of their involvement is calculated to be:
Year 1: $ 71,000
Year 2: $ 74,550
Year 3: $ 78,278

DHHS

DHHS key staff identified in the Project Narrative section (e) Staffing will be involved in Outcome 2. Additional staff will participate in data governance activities, providing data for the warehouse, providing technical and software assistance, and general assistance in the efforts to link K-12 with early education and to provide support for the court-order placed student initiative. Cost estimates for the state funded staff are based an average of one salary at 10% involvement and two salaries at 5% involvement.

The projected cost of their involvement is calculated to be:
Year 1: $ 15,500
Year 2: $ 16,275
Year 3: $ 17,089

2. Fringe Benefits

NHDOE – See personnel above

USNH
Fringe benefits for the above USNH employees is calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement and health and dental insurance.

The projected cost of fringe benefits is:
Year 1: 0.48 x $ 117,686= $ 56,489
Year 2: 0.48 x $ 120,039= $ 57,619
Year 3: 0.48 x $ 122,440= $ 58,771

CCSNH
Fringe benefits for the above CCSSNH employees is calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement and health and dental insurance.

The projected cost of fringe benefits is:
Year 1: 0.48 x $ 71,000 =$34,080
Year 2: 0.48 x $ 74,550=$35,784
Year 3: 0.48 x $ 78,278=$37,573

DHHS
Fringe benefits for the above DHHS employees is calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement and health and dental insurance.

The projected cost of fringe benefits is:
Year 1: 0.48 x $ 15,500 = $7,440
Year 2: 0.48 x $ 16,275 = $7,812
Year 3: 0.48 x $17,089 = $8,203

6. Contractual

USNH will support enhancements to the ARTSYS transcript/credit transfer system.

Year 2: $20,000

8. Other

USNH
USNH will provide office space for 8 staff new members.

Year 1: $23,385
Year 2: $24,321
Year 3: $25,294

Total NH Project Cost

Year 1: $325,580.28
Year 2: $356,399.72
Year 3: $347,648.36

$1,029,628.36

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 3: K-12 Data Sharing - An expanded, enhanced, and efficient flow of data among K-12

ED 524 Section A, USDOE Funds

1. Personnel

The full time NH DOE employees identified in Outcome 1 will also work on the initiatives outlined in Outcome 3. Funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. As noted earlier, these employees will participate in Outcomes 1, 2, 3, 5, and 6. If Outcome 1 is not approved/funded then the full time NH DOE employees will need to be funded in Outcome 2, 3, 5, or 6 in order to fulfill the outcome initiatives.

2. Fringe Benefits:

See Personnel above.

3. Travel:

In-state travel will be required for all three years of the grant. Travel will include site visits to school districts for information gathering and also for on-site training for DOE trainers who will work with district staff.

Year 1-3 Travel:

In-state travel:

Year 1: $2,000

Year 2: $2,000

Year 3: $2,000

Total: $6,000

4. Equipment

The NHDOE will require new servers, 2 desktops, and software to house a state sponsored Student Information System.

Year 1:
Database Server $10,000
Desktops & Software $3,300

Year 2:
Reporting Server $10,000

Total for both years: $23,300

5. Supplies
The costs of office supplies for the project team (wipe boards, markers, pens, paper, printer cartridges, etc.) have been budgeted as follows:

Year 1: $1,500

Year 2: $1,500

Year 3: $1,500

Total: $4,500

6. Contractual

NHDOE will hire a consulting firm with student information system development experience. It is expected that the consulting team will consist of 3-4 members who will have expertise in project leadership, and the full software development life cycle. A concurrent project to implement a SIF or similar framework will require 2 additional consultants. Training consultants will also be required to provide training and technical assistance to school districts implementing the new software. The budget for this contract is calculated as follows:

Year 1:
Project Manager: 1500 hours @ $100 = $150,000
Software Consultants: 3 consultants for 2000 hours @ $ 75/hr = $450,000

Meetings and Supplies: $500

Total = $600,500

Year 2:
Project Manager: 2 project managers for 2000 hours each @ $110 = $440,000
Software Consultants: 5 consultants for 1900 hours each @ $80/hr = $760,000
Training Consultants: 4 trainers for 800 hours each @ $50/hr = $160,000
Meetings and Supplies: $500
Total = $1,360,500

Year 3:
Project Manager: 1500 hours @ $110 = $165,000
Software Consultants 4 consultants for 1828 hours each @ $80/hr = $585,000
Training Consultants: 4 trainers for 800 hours each @ $50/hr = $160,000
Meetings and Supplies: $500
Total = $910,500

Grand Total for all 3 years: $2,871,500

7. Construction

Not applicable

8. Other

Space rental for contractors is estimated to be $2,184 per person for each year.

Year 1: 4 x $2,184 = $8,736
Year 2: 4 x $2,184 = $8,736
Year 3: 4 x $2,184 = $8,736

Grand Total for all 3 years: $26,208

10. Indirect Costs
The indirect cost rate used for this project is 5.4% per year.

The formula used is (Direct Cost – Contractual – Equipment) X 5.4%

Year 1: ($616,036 – $600,500 – $3,300) X 5.4% = $660.75
Year 2: ($1,382,736 - $1,360,500 - $10,000) X 5.4% = $660.75
Year 3: ($932,736 - $910,500 - $10,000) X 5.4% = $660.75
Grand Total: $1,982

11. Training
It is anticipated that the training consultants will also train in-house NHDOE staff at no additional cost.

Total USDOE Project Cost

Year 1: $ 616,697
Year 2: $1,383,397
Year 3: $ 933,397
Total $2,933,490

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 3:
ED 524 Section B, Non-Federal Funds

1. Personnel

NHDOE

NH DOE state funded staff identified in Outcome 1 will also work on the initiatives outlined in Outcome 3. State funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. These employees will participate in Outcomes 1, 2, 3, 4, 5, and 6. If Outcome 1 is not approve/funded then the NH DOE state funded time should be attributed to outcome 2, 3, 4, 5 or 6 if approved/funded.

2. Fringe Benefits

NHDOE – See personnel above

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 4: Data Informed Research - Establish Office for Data Driven P-20 Educational Research and Supporting Research

ED 524 Section A, USDOE Funds

1. Personnel

This outcome will utilize the project manager identified and funded in Outcome 1 and in-house, state funded staff and to coordinate the initial establishment of this office. These staff members will stay on at the completion of the grant period. Funding for the project manager was included in Outcome 1 therefore funding requirements are not repeated here. As noted earlier, the project manager will participate in Outcomes 1, 2, 3, 5, and 6. If Outcome 1 is not approved/funded then project manager will need to be funded in outcome 2, 3, 5, or 6 in order to fulfill the outcome initiatives.

2. Fringe Benefits:

See Personnel above.

3. Travel:

In-state travel will be required for all three years of the grant for meetings.

Year 1-3 Travel:

In-state travel:

Year 1: $500

Year 2: $500

Year 3: $500

Total: $1,500

4. Equipment

Laptops and standard software will be required during the grant period. A network printer will also be required for this workgroup.

Year 1:
2 Laptops including standard software (Microsoft Office Suite, etc.), $4,000
Network Printer, $800.00

Total: $4,800

5. Supplies
The costs of office supplies for the project team (phones, wipe boards, markers, pens, paper, printer cartridges, etc.) have been budgeted as follows:

Year 1: $1,500

Year 2: $1,500

Year 3: $1,500

Total: $4,500

6. Contractual

Consultants:
NHDOE will hire a consultant statistician to conduct research and coordinate the collaboration across researcher organizations. The statistician will be required to have statistical analysis expertise, preferably with education data. In order to facilitate communication and transparency we will hire web consulting services in year 2 to expand the statewide researchers' website. An additional consultant will be hired for dual coordination responsibilities for the research office described in this Outcome 4 and training coordination in Outcome 5.

The budget for consultants is calculated as follows:

Year 1:
Statistician: 1000 hours X $100/hr = $100,000
Research/Training Coordinator: 2000 hours X $50/hr = $100,000
Meetings and Supplies: $500
Total = $200,500

Year 2:
Statistician: 1000 hours X $100/hr = $100,000
Research/Training Coordinator: 2000 hours X $50/hr = $100,000
Web Developer: 625 hours X $80/hr = $50,000
Meetings and Supplies: $500
Total = $250,500

Year 3:
Statistician: 1000 hours X $100/hr = $100,000
Research/Training Coordinator: 2000 hours X $50/hr = $100,000
Meetings and Supplies: $500
Total = $200,500

Research Grants

We also propose to fund 4 research grants during the grant period; one in years 1 and 3 and two in year 2.

Year 1:
Research Grant: 1@$50,000

Year 2:
Research Grant: 1@$50,000
Research Grant: 1@$75,000

Year 3:
Research Grant: 1@$50,000

Total = $225,000

Collaboration:

We will work with CT, VT, RI and ME in cross-state research opportunities. This group will meet quarterly to define the three year research agenda, develop the data sharing agreements necessary to perform cross-state analyses and research and develop white papers and research briefs as dictated by the research agenda and directed by policy needs. This work will require both in-state and out-of-state travel.

Year 1: $20,000

Year 2: $20,000

Year 3: $20,000

Total: $60,000

Grand Total for all 3 Years: $936,500

7. Construction

Not applicable

8. Other

Not applicable

10. Indirect Costs

The indirect cost rate used for this project is 5.4% per year.

The formula used is (Direct Cost – Contractual – Equipment) X 5.4%

Year 1: ($277,300 – 270,500 - $4,800) X 5.4% = $108
Year 2: ($ 397,500 – 395,500) X 5.4% = $108
Year 3: ($ 272,500 – 270,500) X 5.4% = $108
Grand Total: $324

11. Training

Not applicable

Total USDOE Project Cost

Year 1: $277,408
Year 2: $397,608
Year 3: $272,608
Total $947,624

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 4:

ED 524 Section B, Non-Federal Funds

1. Personnel

NHDOE

NH DOE state funded staff identified in Outcome 1 will also work on the initiatives outlined in Outcome 4. State funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. These employees will participate in Outcomes 1, 2, 3, 4, 5, and 6. If Outcome 1 is not approve/funded then the NH DOE state funded time should be attributed to outcome 2, 3, 4, 5 or 6 if approved/funded.

2. Fringe Benefits

NHDOE – See personnel above

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 5: Data Use - Office for Implementing Educational Improvements Using Data

ED 524 Section A, USDOE Funds

1. Personnel

The full time NH DOE employees identified in Outcome 1 will also work on the initiatives outlined in Outcome 5. Funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. As noted earlier, these employees will participate in Outcomes 1, 2, 3, 5, and 6. If Outcome 1 is not approved/funded then the full time NH DOE employees will need to be funded in outcome 2, 3, 5, or 6 in order to fulfill the outcome initiatives.

2. Fringe Benefits:

See Personnel above.

3. Travel:

Not applicable.

4. Equipment

A projector for training, laptops and standard software will also be required during the grant period.

Year 1:
2 Laptops including standard software (Microsoft Office Suite, etc.): $4,000
Projector: $750
Total: $4750

5. Supplies
The costs of office supplies for the project team (phones, wipe boards, markers, pens, paper, printer cartridges, etc.) have been budgeted as follows:

Year 1: $1,500

Year 2: $1,500

Year 3: $1,500

Total: $4,500

6. Contractual

Consultants:
NHDOE will hire Training Coordinators to work with schools on effective use of data and also to develop training materials and share best practices. Training coordinators will work on-site in schools and districts. Training Coordinators will be required to have prior training experience, preferably with Performance Plus software and student information systems. Web consulting services will be required to create a thorough, on-line repository of training guides, training videos and other training documents on the NHDOE website.

The budget for consultants is calculated as follows:

Year 1:
4 Training Coordinators: 1000 hours each X $75/hr =$300,000
Meetings and Supplies: $500
Total = $300,500

Year 2:
4 Training Coordinators: 1000 hours each X $75/hr =$300,000
Web Developer: 625 hours X $80/hr = $50,000
Meetings and Supplies: $500
Total = $350,500

Year 3:
4 Training Coordinators: 1000 hours each X $75/hr =$300,000
Web Developer: 625 hours X $80/hr = $50,000
Meetings and Supplies: $500
Total = $350,500

Grand Total for all 3 Years: $1,001,500

8. Construction

Not applicable

9. Other
Not Applicable

10. Indirect Costs

The indirect cost rate used for this project is 5.4% per year.

The formula used is (Direct Cost – Contractual – Equipment) X 5.4%

Year 1: ($306,750 - $300,500 – $4,750) X 5.4% = $81
Year 2: ($352,000 -$350,500) X 5.4% = $81
Year 3: ($352,000 - $350,500) X 5.4% = $81
Grand Total: $243

11. Training

Not applicable

Total USDOE Project Cost

Year 1: $306,831
Year 2: $352,081
Year 3: $352,081
Total $1,010,993

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 5:

ED 524 Section B, Non-Federal Funds

1. Personnel

NHDOE

NH DOE state funded staff identified in Outcome 1 will also work on the initiatives outlined in Outcome 5. State funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. These employees will participate in Outcomes 1, 2, 3, 4, 5, and 6. If Outcome 1 is not approve/funded then the NH DOE state funded time should be attributed to outcome 2, 3, 4, 5 or 6 if approved/funded.

2. Fringe Benefits

NHDOE – See personnel above

NEW HAMPSHIRE BUDGET JUSTIFICATION

Outcome 6: Governance - Structures and leadership fully support and help to direct the roll-out of education innovations

ED 524 Section A, USDOE Funds

1. Personnel

The full time NH DOE employees identified in Outcome 1 will also work on the initiatives outlined in Outcome 6. Funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. As noted earlier, these employees will participate in Outcomes 1, 2, 3, 5, and 6. If Outcome 1 is not approved/funded then the full time NH DOE employees will need to be funded in outcome 2, 3, 5, or 6 in order to fulfill the outcome initiatives.

2. Fringe Benefits:

See Personnel above.

3. Travel:

In-state travel to meet with the multi-agency governance teams will be required for all three years of the grant. Out- of-state travel to meet with the NE States Collaborative will also be required all three years of the grant.

Year 1-3 Travel:

Year 1: In-State Travel: $500, Out-of-State Travel $500

Year 2: In-State Travel: $500, Out-of-State Travel $500

Year 3: In-State Travel: $500, Out-of-State Travel $500

Total for all 3 years: $3,000

4. Equipment

Not Applicable

5. Supplies

The costs of office supplies for the project team have been budgeted as follows:

Year 1: $500

Year 2: $500

Year 3: $500

Total for all 3 years: $1,500

6. Contractual

Contractual costs will fund Data Governance collaborative meetings with in-state stakeholders and the New England multi state collaborative.

Year 1: $500

Year 2: $500

Year 3: $500

Total: $1,500

7. Construction

Not applicable

8. Other

Not Applicable.

10. Indirect Costs

The indirect cost rate used for this project is 5.4% per year.

The formula used is (Direct Cost – Contractual – Equipment) X 5.4%

Year 1: ($2,000 - $500) X 5.4% = $81
Year 2: ($2,000 - $500) X 5.4% = $81
Year 3: ($2,000 - $500) X 5.4% = $81
Grand Total: $243

11. Training

Not applicable

Total USDOE Project Cost

Year 1: $2,081
Year 2: $2,081
Year 3: $2,081
Total $6,243

Outcome 6:

ED 524 Section B, Non-Federal Funds

1. Personnel

NHDOE
NH DOE state funded staff identified in Outcome 1 will also work on the initiatives outlined in Outcome 6. State funding for these employees was included in Outcome 1 therefore funding requirements are not repeated here. These employees will participate in Outcomes 1, 2, 3, 4, 5, and 6. If Outcome 1 is not approve/funded then the NH DOE state funded time should be attributed to outcome 2, 3, 4, 5 or 6 if approved/funded.

USNH
USNH state funded staff identified in Outcome 2 will also work on the initiatives outlined in Outcome 6. State funding for these employees was included in Outcome 2 therefore funding requirements are not repeated here. If Outcome 2 is not approve/funded then the USNH state funded time should be attributed to outcome 6 if approved/funded.

CCSNH
CCSNH state funded staff identified in Outcome 2 will also work on the initiatives outlined in Outcome 6. State funding for these employees was included in Outcome 2 therefore funding requirements are not repeated here. If Outcome 2 is not approve/funded then the CCSNH state funded time should be attributed to outcome 6 if approved/funded

DHHS
DHHS state funded staff identified in Outcome 2 will also work on the initiatives outlined in Outcome 6. State funding for these employees was included in Outcome 2 therefore funding requirements are not repeated here. If Outcome 2 is not approve/funded then the DHHS state funded time should be attributed to outcome 6 if approved/funded

2. Fringe Benefits

See personnel above

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **NH Budget Spreadsheet** Pages: **15** Uploaded File: **F:\DATA\INFOSVCS\CCD Participation and Task Orders\2007 Longitudinal Grant\ARRA\Working Documents\Budgets\NH DOE _ED524_Final.pdf**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

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

SECTION A
U.S. DEPARTMENT OF EDUCATION FUNDS

Outcome 1: Data Availability - An expanded set of USEFUL data is available through the NHLDS data warehouse to support and inform PK-20 instruction.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$218,889**	**$285,524**	**$298,857**	**$803,270**
Project Manager	$79,775	$83,764	$87,952	**$251,491**
Data Base Administrator	$69,557	$76,495	$79,995	**$226,047**
Business Analyst	$69,557	$76,495	$79,995	**$226,047**
Program Specialist		$48,770	$50,915	**$99,685**
2. Fringe Benefits (DOE rate 48%)	**$105,067**	**$137,052**	**$143,451**	**$385,570**
Project Manager	$38,292	$40,207	$42,217	**$120,716**
Data Base Administrator	$33,387	$36,718	$38,398	**$108,503**
Business Analyst	$33,387	$36,718	$38,398	**$108,503**
Program Specialist		$23,410	$24,439	**$47,849**
3. Travel	**$19,090**	**$10,140**	**$10,140**	**$39,370**
Grant Travel for two to DC	$5,080	$5,080	$5,080	**$15,240**
OST -4 day Query software training for 5	$8,950			**$8,950**
MIS national meeting for 2	$3,060	$3,060	$3,060	**$9,180**
In state travel	$2,000	$2,000	$2,000	**$6,000**
4. Equipment	**$24,000**	**$40,000**	**$30,000**	**$94,000**
Software C4DQ	$20,000	$20,000	$20,000	**$60,000**
Reporting Server		$10,000	$10,000	**$20,000**
Database servers		$10,000		**$10,000**
Laptop (2) including software	$4,000			**$4,000**
5. Supplies	**$1,500**	**$1,500**	**$1,500**	**$4,500**
Clerical supplies/phone	$1,500	$1,500	$1,500	**$4,500**
6. Contractual	**$823,000**	**$825,500**	**$720,500**	**$2,369,000**
Project Management	$150,000	$150,000	$150,000	**$450,000**
Meetings & Supplies	$500	$500	$500	**$1,500**
Software Consultants	$450,000	$450,000	$450,000	**$1,350,000**
Assessment Builder Software	$90,000	$120,000	$120,000	**$330,000**
Competency Development	$40,000	$40,000		**$80,000**
4 day Query software training for 5 staff	$22,500			**$22,500**
EIS Enhancement	$50,000	$50,000		**$100,000**
Consultant for Arts	$20,000	$15,000		**$35,000**
7. Construction	**$0**	**$0**	**$0**	**$0**
not applicable				**$0**
8. Other	**$6,552**	**$6,552**	**$6,552**	**$19,656**
Space Rental for 3	$6,552	$6,552	$6,552	**$19,656**
9. Total Direct Costs (lines 1-8)	**$1,198,098**	**$1,306,268**	**$1,211,000**	**$3,715,366**
10. Indirect Costs**	**$18,959**	**$23,801**	**$24,867**	**$67,628**
				$0
11. Training Stipends	**$0**	**$0**	**$0**	**$0**
				$0
12. Total Costs (lines 9-11)	**$1,217,057**	**$1,330,069**	**$1,235,867**	**$3,782,993**

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

SECTION B NON-FEDERAL FUNDS				
Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	$81,250	$85,313	$89,578	**$ 256,141.00**
				$ -
2. Fringe Benefits	$39,000	$40,950	$42,997	**$ 122,947.00**
				$ -
3. Travel	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
4. Equipment	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
5. Supplies	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
6. Contractual	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
7. Construction	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
8. Other	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
9. Total Direct Costs (lines 1-8)	**$ 120,250.00**	**$ 126,263.00**	**$ 132,575.00**	**$ 379,088.00**
10. Indirect Costs**	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
11. Training Stipends	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
12. Total Costs (lines 9-11)	**$ 120,250.00**	**$ 126,263.00**	**$ 132,575.00**	**$ 379,088.00**

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011

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

SECTION A
U.S. DEPARTMENT OF EDUCATION FUNDS

Outcome 2: Data Sharing - Statewide Early Education, Higher Education Data Systems, and Workforce Data and other state agency data

Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$705,907**	**$724,803**	**$744,396**	**$2,175,105**
Project Manager *				**$0**
Data Base Administrator *				**$0**
Business Analyst *				**$0**
Program Specialist *				**$0**
USNH Project Manager 1FTE	$94,570	$96,461	$98,391	**$289,422**
USNH Information Technologist III (3	$202,920	$206,978	$211,118	**$621,016**
USNH Functional Staff (3 FTE)	$202,920	$206,978	$211,118	**$621,016**
USNH Administrative Asst II 1 FTE	$35,000	$35,700	$36,414	**$107,114**
CCSNH Coordinator/Admin Asst 1.0 F	$65,000	$68,250	$71,663	**$204,913**
CCSNH Technical Support Specialist 1.	$50,000	$52,500	$55,125	**$157,625**
DHHS System Development Specialist (	$55,497	$57,935	$60,567	**$173,999**
2. Fringe Benefits (DOE rate 48%)	**$338,835**	**$347,905**	**$357,310**	**$1,044,051**
Project Manager *				**$0**
Data Base Administrator *				**$0**
Business Analyst *				**$0**
Program Specialist *				**$0**
USNH Project Manager 1FTE	$45,394	$46,301	$47,228	**$138,923**
USNH Information Technologist III (3	$97,402	$99,350	$101,337	**$298,088**
USNH Functional Staff (3 FTE)	$97,402	$99,350	$101,337	**$298,088**
USNH Administrative Asst II 1 FTE	$16,800	$17,136	$17,479	**$51,415**
CCSNH Coordinator/Admin Asst 1.0 F	$31,200	$32,760	$34,398	**$98,358**
CCSNH Technical Support Specialist 1.	$24,000	$25,200	$26,460	**$75,660**
DHHS System Development Specialist (	$26,639	$27,809	$29,072	**$83,519**
3. Travel	**$13,280**	**$13,280**	**$17,240**	**$43,800**
USNH Travel to/from participating	$5,280	$5,280	$9,240	**$19,800**
USNH Overnight travel to/from participating sites	$6,000	$6,000	$6,000	**$18,000**
CCSNH	$2,000	$2,000	$2,000	**$6,000**
4. Equipment	**$119,560**	**$413,666**	**$63,400**	**$596,627**
USNH Computers for Project Staff	$14,400	$0	$0	**$14,400**
USNH Application & Database servers	$13,785	$21,826	$21,826	**$57,437**
USNH Load Balancers		$35,000		**$35,000**
USNH 10T storage		$97,000		**$97,000**
USNH Webi licenses		$259,840	$41,574	**$301,414**
USNH Office Equipment	$8,000			**$8,000**
CCSNH Database server expansion	$45,000	$0	$0	**$45,000**
CCSNH Cognos licenses	$4,375	$0	$0	**$4,375**
CCSNH Data Integration Licenses	$30,000	$0	$0	**$30,000**
NIA Laptop	$2,000			**$2,000**
DHHS Laptop	$2,000			**$2,000**

5. Supplies	**$25,360**	**$21,840**	**$21,840**	**$69,040**
Office Supplies	$4,000	$1,200	$1,200	**$6,400**
Network connectivity for project staff	$1,760	$1,440	$1,440	**$4,640**
Phones	$5,200	$4,800	$4,800	**$14,800**
Videoconference hosting	$14,400	$14,400	$14,400	**$43,200**
6. Contractual	**$310,550**	**$310,300**	**$260,300**	**$881,150**
USNH website support	$750	$500	$500	**$1,750**
NHDOE Meetings & Supplies	$500	$500	$500	**$1,500**
CCSNH Banner Technical Support	$13,200	$13,200	$13,200	**$39,600**
NHIA Consultant	$1,800	$1,800	$1,800	**$5,400**
DHHS/DCYF/DJJS Consultant	$50,000	$50,000		**$100,000**
Multistate collaborative - Transcripts	$15,000	$15,000	$15,000	**$45,000**
NHDOE Transcript Licensing	$61,800	$61,800	$61,800	**$185,400**
PEC Consultant	$40,000	$40,000	$40,000	**$120,000**
NH DOE Consultant	$127,500	$127,500	$127,500	**$382,500**
7. Construction	**$0**	**$0**	**$0**	**$0**
				$0
8. Other	**$0**	**$0**	**$0**	**$0**
				$0
9. Total Direct Costs (lines 1-8)	**$1,513,492**	**$1,831,794**	**$1,464,486**	**$4,809,772**
10. Indirect Costs**	**$58,503**	**$59,823**	**$61,602**	**$179,928**
				$0
11. Training Stipends	**$0**	**$0**	**$0**	**$0**
				$0
12. Total Costs (lines 9-11)	**$1,571,995**	**$1,891,617**	**$1,526,088**	**$4,989,700**

* Shared with Outcome 1 **Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

SECTION B NON-FEDERAL FUNDS				
Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$ 204,186.00**	**$ 210,864.00**	**$ 217,807.00**	**$ 632,857.00**
NHDOE *				
USNH	117,686	120,039	122,440	**$ 360,165.00**
CCSNH	71,000	74,550	78,278	**$ 223,828.00**
DHHS	$15,500	16,275	17,089	**$ 48,864.00**
2. Fringe Benefits	**$ 98,009.28**	**$ 101,214.72**	**$ 104,547.36**	**$ 303,771.36**
NHDOE *				**$ -**
USNH	$ 56,489.28	$ 57,618.72	$ 58,771.20	**$ 172,879.20**
CCSNH	$ 34,080.00	$ 35,784.00	$ 37,573.44	**$ 107,437.44**
DHHS	$ 7,440.00	$ 7,812.00	$ 8,202.72	**$ 23,454.72**
3. Travel	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
4. Equipment	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
5. Supplies	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
6. Contractual	**$ -**	**$ 20,000.00**	**$ -**	**$ 20,000.00**
USNH - ARTSYS		$ 20,000.00		**$ 20,000.00**
7. Construction	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
8. Other	**$ 23,385.00**	**$ 24,321.00**	**$ 25,294.00**	**$ 73,000.00**
USNH - OFFICE SPACE	23,385	24,321	25,294	**$ 73,000.00**
9. Total Direct Costs (lines 1-8)	**$ 325,580.28**	**$ 356,399.72**	**$ 347,648.36**	**$ 1,029,628.36**
10. Indirect Costs**	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
11. Training Stipends	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
12. Total Costs (lines 9-11)	**$ 325,580.28**	**$ 356,399.72**	**$ 347,648.36**	**$ 1,029,628.36**

* Shared with Outcome 1 **Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011

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

SECTION A
U.S. DEPARTMENT OF EDUCATION FUNDS

Outcome 3: K-12 Data Sharing - An expanded, enhanced, and efficient flow of data among K-12

Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$0**	**$0**	**$0**	**$0**
Project Manager *				**$0**
Data Base Administrator *				**$0**
Business Analyst *				**$0**
Program Specialist *				**$0**
2. Fringe Benefits (DOE rate 48%)	**$0**	**$0**	**$0**	**$0**
Project Manager *				**$0**
Data Base Administrator *				**$0**
Business Analyst *				**$0**
Program Specialist *				**$0**
3. Travel	**$2,000**	**$2,000**	**$2,000**	**$6,000**
In-State	$2,000	$2,000	$2,000	**$6,000**
4. Equipment	**$3,300**	**$10,000**	**$10,000**	**$23,300**
Desktop (2) + Standard Software	$3,300			**$3,300**
Servers		$10,000	$10,000	**$20,000**
5. Supplies	**$1,500**	**$1,500**	**$1,500**	**$4,500**
Clerical supplies/phone	$1,500	$1,500	$1,500	**$4,500**
6. Contractual	**$600,500**	**$1,360,500**	**$910,500**	**$2,871,500**
Consultants	$600,000	$1,200,000	$750,000	**$2,550,000**
Meetings & Supplies	$500	$500	$500	**$1,500**
Training Consultants		$160,000	$160,000	**$320,000**
7. Construction	**$0**	**$0**	**$0**	**$0**
not applicable				**$0**
8. Other	**$8,736**	**$8,736**	**$8,736**	**$26,208**
Space Rental	$8,736	$8,736	$8,736	**$26,208**
9. Total Direct Costs (lines 1-8)	**$616,036**	**$1,382,736**	**$932,736**	**$2,931,508**
10. Indirect Costs**	**$661**	**$661**	**$661**	**$1,982**
				$0
11. Training Stipends	**$0**	**$0**	**$0**	**$0**
				$0
12. Total Costs (lines 9-11)	**$616,697**	**$1,383,397**	**$933,397**	**$2,933,490**

* Shared with Outcome 1 **Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

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

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011

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

SECTION A
U.S. DEPARTMENT OF EDUCATION FUNDS

Outcome 4: Data Informed Research - Establish Office for Data Driven P-20 Educational Research and Supporting Research

Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$0**	**$0**	**$0**	**$0**
Project Manager *				**$0**
Data Base Administrator				**$0**
Business Analyst				**$0**
Program Specialist				**$0**
2. Fringe Benefits (DOE rate 48%)	**$0**	**$0**	**$0**	**$0**
Project Manager *				**$0**
Data Base Administrator				**$0**
Business Analyst				**$0**
Program Specialist				**$0**
3. Travel	**$500**	**$500**	**$500**	**$1,500**
In State	$500	$500	$500	**$1,500**
4. Equipment	**$4,800**	**$0**	**$0**	**$4,800**
Laptop (2) and Standard Software	$4,000			**$4,000**
Network Printer	$800			**$800**
5. Supplies	**$1,500**	**$1,500**	**$1,500**	**$4,500**
Clerical supplies/phone	$1,500	$1,500	$1,500	**$4,500**
6. Contractual	**$270,500**	**$395,500**	**$270,500**	**$936,500**
Consultants	$200,000	$200,000	$200,000	**$600,000**
Meetings & Supplies	$500	$500	$500	**$1,500**
Multi state research collaborative	$20,000	$20,000	$20,000	**$60,000**
Research Grants	$50,000	$125,000	$50,000	**$225,000**
Web Development		$50,000		**$50,000**
7. Construction	**$0**	**$0**	**$0**	**$0**
not applicable				**$0**
8. Other	**$0**	**$0**	**$0**	**$0**
				$0
9. Total Direct Costs (lines 1-8)	**$277,300**	**$397,500**	**$272,500**	**$947,300**
10. Indirect Costs**	**$108**	**$108**	**$108**	**$324**
				$0
11. Training Stipends	**$0**	**$0**	**$0**	**$0**
				$0
12. Total Costs (lines 9-11)	**$277,408**	**$397,608**	**$272,608**	**$947,624**

* Shared with Outcome 1 **Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

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

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

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

SECTION A
U.S. DEPARTMENT OF EDUCATION FUNDS

Outcome 5: Data Use - Office for Implementing Educational Improvements Using Data

Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$0**	**$0**	**$0**	**$0**
Project Manager *				**$0**
Data Base Administrator *				**$0**
Business Analyst *				**$0**
Program Specialist *				**$0**
2. Fringe Benefits (DOE rate 48%)	**$0**	**$0**	**$0**	**$0**
Project Manager *				**$0**
Data Base Administrator *				**$0**
Business Analyst *				**$0**
Program Specialist *				**$0**
3. Travel	**$0**	**$0**	**$0**	**$0**
				$0
4. Equipment	**$4,750**	**$0**	**$0**	**$4,750**
Projector	$750			**$750**
Laptops (2) and standard software	$4,000			**$4,000**
5. Supplies	**$1,500**	**$1,500**	**$1,500**	**$4,500**
Clerical supplies/phone	$1,500	$1,500	$1,500	**$4,500**
6. Contractual	**$300,500**	**$350,500**	**$350,500**	**$1,001,500**
Training Coordinators	$300,000	$300,000	$300,000	**$900,000**
Meetings & Supplies	$500	$500	$500	**$1,500**
Web Development		$50,000	$50,000	**$100,000**
7. Construction	**$0**	**$0**	**$0**	**$0**
not applicable				**$0**
8. Other	**$0**	**$0**	**$0**	**$0**
				$0
9. Total Direct Costs (lines 1-8)	**$306,750**	**$352,000**	**$352,000**	**$1,010,750**
10. Indirect Costs**	**$81**	**$81**	**$81**	**$243**
				$0
11. Training Stipends	**$0**	**$0**	**$0**	**$0**
				$0
12. Total Costs (lines 9-11)	**$306,831**	**$352,081**	**$352,081**	**$1,010,993**

* Shared with Outcome 1 **Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

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

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

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SECTION A
U.S. DEPARTMENT OF EDUCATION FUNDS

Outcome 6: Governance - Structures and leadership fully support and help to direct the roll-out of education innovations

Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$0**	**$0**	**$0**	**$0**
Project Manager *				**$0**
Data Base Administrator *				**$0**
Business Analyst *				**$0**
Program Specialist *				**$0**
2. Fringe Benefits (DOE rate 48%)	**$0**	**$0**	**$0**	**$0**
Project Manager *				**$0**
Data Base Administrator *				**$0**
Business Analyst *				**$0**
Program Specialist *				**$0**
3. Travel	**$1,000**	**$1,000**	**$1,000**	**$3,000**
In-State Travel	$500	$500	$500	**$1,500**
Out-of-State Travel	$500	$500	$500	**$1,500**
4. Equipment	**$0**	**$0**	**$0**	**$0**
				$0
5. Supplies	**$500**	**$500**	**$500**	**$1,500**
Clerical supplies/phone	$500	$500	$500	**$1,500**
6. Contractual	**$500**	**$500**	**$500**	**$1,500**
Meetings and supplies	500	500	500	**$1,500**
7. Construction	**$0**	**$0**	**$0**	**$0**
not applicable				**$0**
8. Other	**$0**	**$0**	**$0**	**$0**
				$0
9. Total Direct Costs (lines 1-8)	**$2,000**	**$2,000**	**$2,000**	**$6,000**
10. Indirect Costs**	**$81**	**$81**	**$81**	**$243**
				$0
11. Training Stipends	**$0**	**$0**	**$0**	**$0**
				$0
12. Total Costs (lines 9-11)	**$2,081**	**$2,081**	**$2,081**	**$6,243**

* Shared with Outcome 1 **Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

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

* Shared with Outcome 1 **Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011

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

Total Outcomes

Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$924,796**	**$1,010,327**	**$1,043,253**	**$2,978,375**
2. Fringe Benefits (DOE rate 48%)	**$443,902**	**$484,957**	**$500,761**	**$1,429,620**
3. Travel	**$35,870**	**$26,920**	**$30,880**	**$93,670**
4. Equipment	**$156,410**	**$463,666**	**$103,400**	**$723,477**
5. Supplies	**$31,860**	**$28,340**	**$28,340**	**$88,540**
6. Contractual	**$2,305,550**	**$3,242,800**	**$2,512,800**	**$8,061,150**
7. Construction	**$0**	**$0**	**$0**	**$0**
8. Other	**$15,288**	**$15,288**	**$15,288**	**$45,864**
9. Total Direct Costs (lines 1-8)	**$3,913,676**	**$5,272,298**	**$4,234,722**	**$13,420,696**
10. Indirect Costs**	**$78,393**	**$84,555**	**$87,400**	**$250,348**
11. Training Stipends	**$0**	**$0**	**$0**	**$0**
12. Total Costs (lines 9-11)	**$3,992,069**	**$5,356,853**	**$4,322,122**	**$13,671,044**

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS				
Budget Categories	Project Year 1	Project Year 2	Project Year 3	**Total**
	(a)	(b)	(c)	**(f)**
1. Personnel	**$ 285,436**	**$ 296,177**	**$ 307,385**	**$ 888,998**
				$ -
2. Fringe Benefits	**$ 137,009**	**$ 142,165**	**$ 147,544**	**$ 426,718**
				$ -
3. Travel	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
4. Equipment	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
5. Supplies	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
6. Contractual	**$ -**	**$ 20,000**	**$ -**	**$ 20,000**
				$ -
7. Construction	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
8. Other	**$ 23,385**	**$ 24,321**	**$ 25,294**	**$ 73,000**
				$ -
9. Total Direct Costs (lines 1-8)	**$ 445,830**	**$ 482,663**	**$ 480,223**	**$ 1,408,716**
10. Indirect Costs**	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
11. Training Stipends	**$ -**	**$ -**	**$ -**	**$ -**
				$ -
12. Total Costs (lines 9-11)	**$ 445,830**	**$ 482,663**	**$ 480,223**	**$ 1,408,716**

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%