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 # R384A100053

Closing Date: NOV 19, 2009

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

Application for Federal Assistance SF-424 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:
NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Oregon Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):
936001954

* c. Organizational DUNS:
809790264

d. Address:

* Street1: 255 Capitol Street NE
Street2:
* City: Salem
County:
State: OR
Province:
* Country: USA
* Zip / Postal Code: 97310

e. Organizational Unit:

Department Name:
Office of Assessment and Information Services

Division Name:

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

Prefix: Mr.
* First Name: Doug
Middle Name:

* Last Name:	Kosty
Suffix:	
Title:	Assistant Superintendent
Organizational Affiliation:	
Oregon Department of Education	
* Telephone Number:	(503)947-5825
Fax Number:	(503)378-5156
* Email:	DOUG.KOSTY@STATE.OR.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:**

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data Systems Grants under the American Recovery and Reinvestment Act of 2009

13. Competition Identification Number:

Title:

N/A

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

N/A

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

Project ALDER: Advancing Longitudinal Data for Educational Reform

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: OR-0003 * b. Program/Project: all

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

17. Proposed Project:
* a. Start Date: 9/1/2010 * b. End Date: 8/31/2013

18. Estimated Funding ($):

a. Federal	**$ 10489113**
b. Applicant	**$ 0**
c. State	**$ 0**
d. Local	**$ 0**
e. Other	**$ 0**
f. Program Income	**$ 0**
g. TOTAL	**$ 10489113**

*** 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:	Mr.	* First Name:	Doug
Middle Name:			
* Last Name:	Kosty		
Suffix:			

Title:	Assistant Superintendent

* Telephone Number:	(503)947-5825	Fax Number:	(503)378-5156

* Email:	DOUG.KOSTY@STATE.OR.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:
Oregon Department of Education

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 1,147,591	$ 907,895	$ 877,347	$ 0	$ 0	$ 2,932,833
2. Fringe Benefits	$ 493,464	$ 390,395	$ 377,259	$ 0	$ 0	$ 1,261,118
3. Travel	$ 15,385	$ 15,385	$ 15,385	$ 0	$ 0	$ 46,155
4. Equipment	$ 750,108	$ 0	$ 0	$ 0	$ 0	$ 750,108
5. Supplies	$ 82,480	$ 42,480	$ 42,480	$ 0	$ 0	$ 167,440
6. Contractual	$ 2,438,616	$ 1,095,755	$ 784,327	$ 0	$ 0	$ 4,318,698
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 4,927,644	$ 2,451,910	$ 2,096,798	$ 0	$ 0	$ 9,476,352
10. Indirect Costs*	$ 482,892	$ 273,065	$ 256,804	$ 0	$ 0	$ 1,012,761
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 5,410,536	$ 2,724,975	$ 2,353,602	$ 0	$ 0	$ 10,489,113

***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 17.3%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011
Name of Institution/Organization: Oregon Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Will assist the awarding agency in assuring compliance

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Doug Kosty
Title: Assistant Superintendent
Date Submitted: 11/30/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract [ ] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [ ] Prime [ ] Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **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: U.S. Department of Education	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Doug Kosty Title: Assistant Superintendent Applicant: Oregon Department of Education Date: 11/30/2009	
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

Oregon Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Doug Middle Name:

Last Name: Kosty Suffix:

Title: Assistant Superintendent

Signature: _____ Date: 11/30/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Doug		Kosty	

Address:

* Street1: 255 Capitol Street NE

Street2:

* City: Salem

County:

* State: OR* Zip / Postal Code: 97310 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(503)947-5825	(503)378-5156

Email Address:

DOUG.KOSTY@STATE.OR.US

2. Applicant Experience

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

3. Human Subjects Research

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

[X] Yes [ ] No

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

[ ] Yes Provide Exemption(s) #:

[X] No Provide Assurance #, if available: NONE

Please attach an explanation Narrative:

Attachment:
Title : Nonexempt
File : C:\fakepath\Nonexempt.doc

Nonexempt Research Narrative

Project ALDER

Statewide Longitudinal Data Systems: Round 4

CFDA No. 84.384

There are no research activities in Project ALDER *per se*, rather a build out of extant databases and analysis of data therein. All activities involving *students* will be conducted in commonly accepted educational settings. All activities will be either instructional activities or assessment activities. All instructional activities will include methods and procedures commonly used in regular and special education. All information will be collected in such a way that subjects will not be identifiable by name or other identifiers, and no known risks are associated with any of the instructional or assessment procedures that will be used in the project. Possible activities involving *teachers and other stakeholders* might be considered nonexempt. The following narrative addresses the proposed teacher and other stakeholder subjects. Prior to start of the project, our institutional review board will review the proposal.

1) **Human Subjects Involvement and Characteristics**
The subjects will be comprised of K-12 teachers in Oregon and wage earners in Oregon, Washington, Hawaii, and Idaho. Subjects will not be selected with regard to their disability status. We expect the teachers to range in age from 21 to 70. No selection criteria will be specified on other irrelevant demographic variables (e.g., health status, ethnic origin).

(2) **Sources of Materials**
Teachers might be surveyed during the project, although stakeholder groups have not yet met to decide. All data are for school improvement evaluation and research purposes. There is no experimental or quasi-experimental design; there are no treatment groups for this project. All data will be descriptive statistics commonly calculated for understanding school performance.

(3) **Recruitment and Informed Consent**
Teacher subjects will not be recruited. As is true of past practice, data will be collected about all teachers employed in Oregon public schools.

(4) **Potential Risks**
No physical, social, legal or other risk is foreseeable for teacher subjects. No psychological risk is likely to occur. Neither teachers nor teacher performance will be evaluated on data collected.

(5) **Protection Against Risk**
All data will be stored in a locked file cabinets or on secure computers on secure networks controlled by project staff.

(6) **Importance of the Knowledge to be Gained**
We expect to develop the capacity to track schools systems, especially students, longitudinally at a finer granularity. Minimal potential risk is likely to be offset by the potential benefit to many students who suffer lifelong consequences from underachievement.

(7) **Collaborating Site(s)**
Data will be collected from all public P-12 institutions in Oregon. Workforce data will collected in Oregon, Washington, Idaho and Hawaii. We have secured letters of commitment from partners. All partners use secure computer systems and adhere to federal regulation, such as FERPA.

Project Narrative

Project Narrative - Project Abstract

Attachment 1:
Title: **Project ALDER: Advancing Longitudinal Data For Educational Reform** Pages: **1** Uploaded File: **Abstract-FINAL-2009-1204.pdf**

Project ALDER: Advancing Longitudinal Data for Educational Reform

Collaborating states: Oregon, Washington, Idaho, Hawaii

The Oregon Department of Education proposes the implementation of *Project ALDER: Advancing Longitudinal Data for Educational Reform.* This initiative is designed to provide Oregon with a single-source education and workforce longitudinal data system while also building partnerships necessary to support and sustain the data exchange.

Project ALDER will expand the *breadth* of Oregon's current system by incorporating early childhood, post-secondary and workforce data that are not currently part of its existing longitudinal data systems. The project will expand the *depth* of the current system by including teacher training and licensure data with a robust link from teachers to students, and the use of data standards to allow inter-state data exchanges.

Specific goals of Project ALDER include:

- The design and implementation of K-12 teacher-student linkage components that allow subsequent reporting to support instructional decision making and potential analysis of teacher-level variables that may impact student achievement at the elementary and secondary levels.
- Development of the policies, procedures and partnerships needed to expand collection and integration of early childhood, post-secondary success and workforce data.
- Design and implementation of an active multi-state and multi-sector data exchange with the states of Washington, Hawaii and Idaho through the Western Interstate Commission for Higher Education (WICHE).
- Creation of a P-20 Operational Data Store (ODS), which consolidates data instead of splitting data between current transactional systems and an initial data store. The P-20 ODS will be designed to decrease the time between data collection and reporting, and to support the multi-state and multi-sector data exchanges.
- The development of a comprehensive statewide data quality plan, including a policy manual with associated governance, which builds on Oregon's strong efforts to date.

Outcomes from the project will enable Oregon to complete work on three data system capabilities: P-20 links, teacher-student data links and quality and integrity of data, while offering substantial enhancements to several other capabilities and elements. Project ALDER will provide efficient data access to educational stakeholders and researchers, support empirically driven reform and help Oregon meet the ambitious education goals it has set for its students. It will support more agile reporting, a graphical and interactive user-friendly interface, and a more complete longitudinal data source for the analysis of preschool through workforce outcomes.

Oregon has made great strides toward building an effective statewide longitudinal data system, thanks to local, regional, state and federal support and to a highly collaborative community of educational stakeholders. Project ALDER seeks to build on this work.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **Project ALDER Narrative** Pages: **30** Uploaded File: **FINAL-SLDS4_2009-1204_3.pdf**

(a) NEED FOR PROJECT

Despite limited resources, Oregon's governor has made education and the alignment of the educational sectors his highest priority. Actions resulting from this effort include:

- legislation mandating efforts that lead to student-centered, seamless education from pre-kindergarten through college graduation;
- support for alternative pathways for students to achieve their post-high school career and educational goals;
- an expectation of increased college-level courses taught in Oregon's high schools;
- credit for proficiency, alignment and transparency of curricula among high schools, public two-year and public four-year offerings; and
- an endorsement of the reevaluation of what it means to be college-ready in today's global world.

To drive this commitment, the governor has established an educational goal for Oregon: that 40% of the adult population will have a bachelor's degree or better; 40% will have an associate's degree, postsecondary certificate or vocational license; and that the remaining 20% will have at least a high school diploma. To implement this commitment, the governor created the Postsecondary Quality Education Commission and to monitor progress towards these goals, he established key performance indicators for each state agency.

There is one common thread that must be woven through the fabric of Oregon's educational and career-development communities—we must all work together so our citizens can be prepared to contribute and be successful in the 21st century global economy. The foundation of this collaboration requires timely, accurate and comprehensive information about our students, teachers, programs, educational, vocational and employment opportunities throughout the state. In this way, all Oregonians can readily see a clear path to their educational goals and their most rewarding future.

Oregon has strong building blocks in place for the integration of education and workforce data. Three separate longitudinal data systems have already been built. The Pre-Kindergarten through Grade 12 Integrated Data System (KIDS), the Oregon Community College Unified Record System (OCCURS), and the Student Centralized Administrative Reporting File (SCARF) hold comprehensive unit record data on P-12, public two-year and public four-year education systems, respectively. The systems are operated by different agencies and data are shared only through *ad hoc* manual manipulation.

Significant federal support through the Statewide Longitudinal Data Systems Grant Program has added to the strength of those building blocks. The *Oregon DATA Project: Direct Access to Achievement*, funded in 2007, provides a sustainable program of professional development for accessing, collecting and effectively using data to drive classroom instruction and improve student achievement. The *Integration of Longitudinal*

Data Systems for Research and Practice (ILDS-RP) project, funded in 2009, integrates existing Oregon Department of Education (ODE) infrastructure for statewide assessment data with the University of Oregon's formative evaluation system. It features the use of EasyCBM, a standardized curriculum-based measurement system for monitoring progress in reading and mathematics in kindergarten through grade eight. The project also includes a web-based curriculum for the professional development of teachers-in-training.

In Oregon, inter-system matches have produced inter-sector longitudinal reports to inform research questions, but to date the work has been completed manually and on an ad-hoc basis. Further, these matched data have been released only through reports and have not been systematically available in a format that can be incorporated into a variety of enterprise systems.

Integrating the components into a cohesive singular Operational Data Store—one capable of meeting the needs of researchers, policymakers, parents, students, teachers, principals, local education agency (LEA) leaders, community members, and other stakeholders—remains a vision. The Oregon Department of Education (ODE) proposes to make that vision a reality with *Project ALDER: Advancing Longitudinal Data for Educational Reform.* Project ALDER creates P-12 teacher-student linkage for education data; integrates early childhood data, student career/workforce data, and measurement of post-secondary education success; and develops a comprehensive statewide data quality plan.

The following paragraphs summarize the current status of Oregon's system as it relates to the seven required capabilities and 12 essential elements, and describes how Project ALDER develops or improves them.

Capability 1: P-20 linkages
Oregon has been developing and refining processes for standardizing the collection and storage of K-12 school-based data since 1997. Currently, the state is implementing *KIDS*, a system for centralizing and standardizing student records and transcripts. This, in turn, has resulted in a *Consolidated Collections database*, which stores student-level data on test activities, demographic information, and school attendance details. The outcome is for all 198 school districts to be integrated into a statewide Operational Data Store (ODS). The current ODS stores minimal preschool data and significant amounts of K-12 data.

OCCURS comprises a longitudinal data system for all 17 community colleges. The student-level record data from each college, along with course, program, financial, student success and other supporting data, are compiled into aggregate and summary reports and processed for exchange with other statewide data systems. *OCCURS* provides the community colleges with comparable data for effective and timely state and federal reporting and to inform educational planning and improvement, research on program effectiveness and to provide support services.

SCARF is a bulk data Extract-Transform-Load (ETL) system for Oregon University System (OUS) Institutional Research. OUS collects common student, course, faculty, and degree information for all the students attending the state's seven four-year public universities, excluding the Oregon Health and Sciences University. These data are collected each term, validated both technically and logically, and integrated into a single warehouse. Reports and trends are produced, and the data are used for distributing state funds, evaluation of programs, populating predictive models, reporting performance, auditing academic programs and developing Board policy.

Project ALDER will significantly increase the amount and types of data in the operational data store. New additions will include attendance data (which will differentiate between full- and half-day programs for preschool and kindergarten), and formative, summative and diagnostic test data. The ODS will incorporate Child Find data elements as required by the Individuals with Disabilities Education Act, and will significantly expand the number of new workforce data elements.

Capability 2: Interoperability
Through KIDS, ODE uses standardized file formats for data exchanges with six regional warehouses operated by Education Service Districts (ESDs) and local school districts within the state. Each regional warehouse sets its own schedule for receiving automated data extracts. ODE provides support to regional partners as well as direct support to LEAs to facilitate automated data exchange. In addition, ODE has automated processes to provide data extracts to vendors who provide test administration services. Oregon's statewide achievement test, the Oregon Assessment of Knowledge and Skills (OAKS), is a web-based assessment administered by servers provided by American Institutes for Research (AIR). ODE provides a list of secure student identifiers, enrolled grade, and institution information to enable reporting of student academic performance.

The current system does not provide a comprehensive mechanism for exchanging pre-kindergarten or workforce data, and Project ALDER will meet that need. Major deliverables include: a comprehensive P-20 data store containing enrollment, attendance, and formative and summative assessment data. Oregon will enhance its electronic student record exchange (OSTX) to include these additional data, and this record can be used as a basis for more comprehensive electronic transcript transfers as well. The project includes inter-state collaborations and supports development of standardized file formats for data exchange.

Project ALDER will also introduce the Identity Resolution process, allowing for matching using unique identifiers from any source, an important component of interoperability. Integration into a single data warehouse requires this systematic process to resolve whether a person in one sector is the same as a person in another sector.

Capability 3: Teacher-student link
Although ODE has established unique secure identifiers for both teachers and students, current systems do not link student data with teachers. The development of a robust and systemic approach to support links between teacher and student information is the

major emphasis of Project ALDER. Major deliverables include the development of an Instructional Unit Identifier (IUID) to link teachers to course content and students (including the processes and procedures necessary to maintain the link with a high degree of fidelity), a significantly expanded inter-agency collaboration with the Teacher Standards and Practices Commission (TSPC), a new relationship with the Oregon Independent Colleges Association (OICA) and a comprehensive program of technical assistance and professional development offerings for school and district personnel.

Capability 4: Teacher licensure, preparation data
ODE currently tracks some information on teacher training in staff-level collections: demographics, staff courses instructed and highly qualified status, FTE, salary, and experience. ODE currently partners with the six public institutions of higher education that train teachers through a data exchange with Oregon University System and Teacher Standards and Practices Commission.

Project ALDER would expand staff collections to include additional pre-service and in-service training elements. ODE will work with Oregon Association of Colleges of Teacher Education (OACTE), which serves both public and private institutions, to develop data sharing agreements and protocols. As a further enhancement to the teacher licensure linkage, the Oregon Independent Colleges Association will contribute unit record data. As a significant preparer of Oregon teachers, OICA would both enrich and benefit from inclusion in a system designed to further understand, and improve, the effectiveness of Oregon's teacher education programs.

Capability 5: Continuous improvement, timely reporting
Through the Oregon DATA Project, Oregon has developed a comprehensive professional development series available for teachers, school and district administrators on the proper use of data to inform instructional decisions and improve educational programs. The project's strong sustainability element ensures the work will continue beyond the term of the original supporting federal grant, which expires in 2010. ODE is working with its test vendor to provide access to Oregon statewide assessment test scores with a one-day lag, and is in the process of adding formative assessment data to the operational data store.

During Project ALDER, stakeholder teams will design and implement reports that link formative and summative data with functionality that allows users the capability to view both types of data at the same time, such as a simultaneous plot of data from EasyCBM and OAKS. Access to this information would support a multi-trait/multi-measure approach to instructional decisions that would help to ensure data-driven decision making is based on measures that have depth and breadth. This also allows for an analysis of the relationship between formative assessments, state assessments and other measures, which can help schools develop a systematic approach to using low-cost, easily accessible data to identifying whether or not students are on track to mastering the state content standards.

Capability 6: Data quality
Oregon has mature systems and procedures for maintaining data integrity. Data are validated in the transactional system through a comprehensive suite of validation tools that incorporates a hierarchical approach to error analysis, so end users receive as few error messages as possible. In addition, policies and procedures govern when, how and by whom data may be submitted or edited. A Data Governance Committee meets bi-weekly to discuss and apply existing policy and address evolving needs. ODE has automated processes for data backup and standardized procedures for data restoration when needed. Business continuity and enterprise-level security systems are in place.

However, a comprehensive systematic data quality plan does not exist. During Project ALDER, ODE will work with all stakeholders to identify improvements in comprehensive systematic data quality throughout all phases of the data lifecycle, from collection to reporting to auditing and archiving. The will be a published plan implemented by the end of the project.

Capability 7: Reporting requirements
ODE has mature processes in place to support required reporting in all required areas, including the EDFacts and Adequate Yearly Progress reports. The department has just rolled out a new web application designed to support State Fiscal Stabilization Fund (SFSF) reporting. Oregon is one of five states currently engaged in Complete School Year EDFacts data submission and has received two EDFacts Awards for Excellence.

Project ALDER calls for ODE to change the data source for required reports from snapshot tables from the old transactional system to the KIDS Operational Data Store. By using a single higher-quality data source for these reports, ODE will improve efficiency (e.g., data quality plans can be based on a single data architecture).

Element 1: A unique statewide student identifier
In the 2001-02 school year, Oregon became one of the first states in the nation to introduce the use of a unique secure student identifier (SSID). Since then, ODE has expanded the use of SSID to cover all students served. In order to ensure uniqueness, ODE has implemented weekly procedures to merge student records whenever a student is issued a second SSID in a school transfer process. In addition, ODE updates testing records to reflect the merged parent SSID, so that assessment data are associated with the proper SSID. ODE also stores district-issued student ID numbers in order to link to localized data sources.

Element 2: Student-level enrollment data
ODE has a mature implementation of student-level collections to track enrollment, demographic, and program participation information. This year, ODE is implementing a Cumulative Average Daily Membership (CumADM) collection, which will use SSID for tracking, an advance over the quarterly membership, enrollment, and high school completers/leavers collections used in the past. ODE is investigating the inclusion of other data elements, such as a calculated full academic year field, and special

education program type codes to more tightly integrate collections and improve data quality.

Element 3: Student-level graduation, dropout information
Oregon currently tracks student-level information in six separate collections about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. These data are being consolidated into the new Cumulative Average Daily Membership (CumADM) collection (see above). This redesign will result in higher quality data on student outcomes and provide a more coherent view of these related outcomes to all stakeholders. In addition, the CumADM implementation will better support analyses needed by Oregon's impending move to a four-year cohort graduation rate. CCWD and OUS also have student level graduation and dropout data which will be more tightly integrated during Project ALDER.

During Project ALDER, ODE will request an extended cohort graduation rate in its Accountability Workbook for 2010-2011. With these revisions, Oregon will have better information to understand levels and trends related to cohort graduation and the percentage of students who continue in school beyond four and five years. Project ALDER also improves the state's ability to track GED recipients, and enhances preschool data in order to track factors that affect successful transition to kindergarten. Transfer and graduation from non-Oregon institutions will also be added through participation in the National Student Clearinghouse (NSC).

Element 4: Capacity to communicate with higher education
A collaboration between ODE, the Oregon University System (OUS) and the department of Community Colleges and Workforce Development (CCWD) has resulted in a transcript exchange system, the Integrated Data Transfer System (IDTS). IDTS enables three institutional levels to integrate their data systems: K-12, community colleges, and state universities. IDTS specifies a standardized, common file format (a universal transcript) to electronically transfer high school transcripts, state and national assessment data, and evidence of student proficiency from Oregon high schools to the Oregon University System and community colleges. The Secure Student Identifier is included as part of this record.

This provides a foundation for the system's longitudinal data sharing of a body of data about a student, including education and career goals, for research and planning. ODE will be co-locating servers in the Oregon State University Data Center in June 2010. At that time, ODE will switch to using the same network service provider, Network for Education and Research in Oregon (NERO), which is used by colleges and university partners with excellent connectivity to Oregon K-12 schools. The project also develops the capacity to share student information with Washington state K-12 schools.

Element 5: State data audit system
ODE possesses established components of a state data audit system, including a well-defined data architecture, data validation rule sets, mature business rules, code review processes, standards development processes, and cross-domain validation procedures.

ODE publishes a calendar of data collection cycles, specifying data submission and validation windows. Districts and schools are provided with a list of data errors, warnings, and possible errors for correction or confirmation. In addition, all software involved in the data lifecycle are developed using a disciplined process in which application progress through *development*, *test*, and *production* environments, then undergo formal acceptance testing before use. A Data Governance Committee and Change Review Board safeguard data quality by overseeing requests to alter how data are collected and reported.

During Project ALDER, ODE will develop policies and procedures that govern acceptable use of data by research stakeholders; further develop the state data audit system, including producing policy documents and technical manuals; and build out the Error Correction Reporting (ECR) system to automate error identification and tracking.

Element 6: Student-level test data

OAKS is Oregon's only statewide assessment system that uses a standards-based computer adaptive assessment, and more than 99% of eligible students take the assessment online. Results from OAKS Online are available to students immediately upon completing the test, available to teachers within the online reporting system within 15 minutes of student's completing tests, and stored within ODE's operational data store within 48 hours after the completion of tests. To date, Oregon provides a individual student report that includes an analysis of student learning over time and has incorporated a growth model into its state accountability system. Oregon plans to expand the use of growth models to further inform instruction and to provide additional information about the success of instructional programs.

OAKS is administered in the content areas of reading and mathematics in grades 3-8 and 10, and grades 5, 8, and 10 for science and social science. In addition, ODE administers an-on demand writing assessment in grades 4, 7, and 10. This year, Oregon will begin collecting formative assessment data in kindergarten through eighth grade for reading and mathematics using EasyCBM.

Project ALDER will add integration with EasyCBM through the new District EasyCBM, released in August of 2009, a tool to aggregate CBM data that provides a more robust teacher-students linkage (e.g., it allows for multiple teachers in reading and math).

During Project ALDER, ODE will add student-level test data in preschool for academic, cognitive, fine and gross motor, social and other domains as deemed appropriate in collaboration with our preschool partners. ODE will develop the capability for districts to store information on two user-selected formative assessment measures (e.g., DIBELS, AIMSweb – two widely adopted CBM systems).

In addition, ODE has been developing a standardized criterion-referenced kindergarten readiness survey measure. The measure is ready for validation trials and will undergo a formal content validity review. ODE will develop and publish intra- and inter-rater

reliability estimates, criterion-concurrent validity estimates, and provide some evidence of construct validity.

Element 7: Information on untested students
Oregon currently reports testing participation rates in the Adequate Yearly Progress and Oregon Report Card reports. Results are reported by grade level and subject area and are disaggregated by gender, ethnicity, disability status and other demographic variables. Starting in 2009-10, districts submit documentation regarding the students who are eligible to test as part of the same method the districts use to document enrollment for state school fund purposes. This integration helps to ensure that participation rates accurately include all students.

Project ALDER will expand ODE's approach to analyzing and reporting on students not tested. As part of our comprehensive and systematic data quality plan, ODE will develop (a) disaggregated reports on untested students, and (b) missing data techniques to estimate outcomes as if all students were tested. ODE will also design and conduct analyses to better understand the impact of test windows (i.e., dates on which a student may test) and attendance patterns on untested students.

Element 8: Teacher identifier system
Oregon issues a Unique Staff Identifier (USID) to each licensed (including emergency and provisionally certified) teacher and other school personnel, including instructional assistants, school administrators, counselors, school psychologists, and instructional coaches. ODE currently track subjects and areas of licensure as well as school of employment, and has a well-developed method for dynamically calculating highly qualified teacher status for a give subject area.

Project ALDER will develop an inter-agency collaboration between ODE and the Teacher Standards and Practices Commission, another Oregon state agency, to develop mechanisms to increase the frequency and richness of data sharing in both directions. Besides improving teacher education programs, a key goal is to reduce the latency between data collection and the availability of reports to all stakeholders.

Element 9: Student-level transcript information
KIDS is an ODE statewide system that is integrating data from different student information systems from across the state into a common data warehouse. KIDS will provide the Oregon Department of Education and districts with a single, accurate, and authoritative student data system for the entire state, allowing seamless storage, access, and data transfer between districts and the state. In January 2010, KIDS will debut the Oregon Student Transcript Exchange (OSTX) application, which makes it possible to quickly exchange student records and transcripts between K-12 schools, and between K-12 schools and higher education institutions. Oregon does not currently have the ability to share student information with Washington state schools. Project ALDER develops that interstate relationship and adds functionality for K-16 transfers.

Element 10: Student level college readiness scores
Oregon currently provides PSAT assessments for all students enrolled in grade 10, but these data are not included in the state reporting system. ODE stores SAT data in its systems, but currently they are only available at the institution level (that is, they are not tied to Oregon's SSID). ODE does not currently store ACT data. Data on how many students are in Advanced Placement and International Baccalaureate courses is not currently collected, although data on how many teachers are assigned those courses are.

During Project ALDER, ODE will request and store SAT, PSAT, and, where available, ACT data at the student level linked by SSID. When not available from a vendor, ODE will develop a repeatable systemic approach to attaching an SSID to these data using established matching criteria. These data can then be used as part of the operational data store for additional information regarding student progress toward college readiness and as part of program evaluations. ODE will expand data elements related to AP courses and tests.

Element 11: Information on student transition to postsecondary education
ODE currently partners with the Oregon University System to provide K-12 transcript data for Oregon students who attend Oregon universities. Currently, OUS provides reports aggregated at the university level on factors affecting student transition, including participation in remedial courses by subject area. An OUS report called *The First Year* report also includes predictive validity analyses linking student performance on Grade 10 OAKS measures, high school GPA, SAT I scores and first-year college performance.

ODE will work with OUS, CCWD, OICA and partners in Washington, Idaho and Hawaii to develop a FERPA-compliant approach to systemic and repeatable student-level record sharing on successful student transition to postsecondary education. As these data become available, ODE will be able to analyze the efficacy of programs at the high school level.

Transitions to non-Oregon postsecondary institutions will be tracked through participation in the National Student Clearinghouse. The National Student Clearinghouse is a non-profit organization founded by the higher education community to provide enrollment and degree verification services, based on data from 3,300 institutions of higher education covering 92% of college students.

Element 12: Other information for student success in postsecondary education
ODE collects information on student grade retention, mobility, and discipline data that have an empirical impact on secondary and, therefore, indirect impact on postsecondary educational success. ODE will work with OUS and CCWD to identify other empirically validated factors that impact postsecondary educational success. As factors are identified, ODE will develop the data elements necessary to collect and report on these factors.

(b) PROJECT OUTCOMES RELATED TO SYSTEM REQUIREMENTS AND IMPLEMENTATION

A general description of the work to be accomplished by Project ALDER is below, followed by a detailed discussion of specific project outcomes and their relation to system requirements and implementation.

Teacher-Student Linkage

Oregon currently collects some data on teacher education and licensure, but does not match teachers to students by classroom and subject. We believe that this capability is critical to understanding the connection between teacher training and qualifications and student academic growth.

The development of a robust teacher-student linkage is the major emphasis of Project ALDER. To bridge the gap between our current teacher (USID) and student (SSID) unique secure identifiers, ODE will develop and implement an Instructional Unit Identifier (IUID). Data elements will include an NCES course code, term identifier, class period code, classroom ID, and school code.

Collaboration with the Teacher Standards and Practices Commission, an external Oregon agency that issues teacher licenses and tracks teacher pre-service and in-service activities, will be significantly expanded. The data exchange between ODE and TSPC is not currently automated and is limited to federal reporting requirements data. Additional expansions to the teacher-student linkage will be developed with input from all partners.

ODE will support the implementation of IUID with technical assistance and professional development provided through a new partnership with Oregon Virtual School District (ORVSD), an ODE-supported initiative housed at Oregon State University. School, district, and regional warehouse partners will need significant training in the selection of NCES course codes to best reflect what is being taught. Under Project ALDER, all stakeholders will be engaged in developing policy to map the approximately 1,500 NCES course codes to the approximately 600 licensure codes used by TSPC.

Recognizing the political challenges of overcoming pervasive assumptions that the linkage is always tied to teacher evaluation and sanctions, Project ALDER contains a significant educational factor and relies heavily on building trust and creating a shared vision for the use of the linked data. The teacher-student linkage components will be designed so that teachers' data is kept confidential and strict security policies are in place to protect them.

Early Childhood Data

In Oregon, the Pre-K database consists of a single web-based application for the collection of child-level data across OHS PreK (Oregon Head Start Prekindergarten) and EI/ECSE (Early Intervention/Early Childhood Special Education) programs. The database includes demographic variables (e.g., age, ethnicity, language of origin). It

also captures types of services/settings for children in EI/ECSE and program model and attendance for children receiving OHS PreK services. In order to submit Pre-K data, all children must have an SSID number and are issued one upon enrollment..

The original intent of the Pre-K database was to link child demographic and service information with assessment data. However, the plan to implement a statewide early childhood assessment was changed to separate EI/ECSE and OHS PreK assessments. Due to this change and limited resources, the assessment link to the Pre-K database was put on hold. In order to further demonstrate the extent and impact of state funded early childhood services and obtain meaningful longitudinal data, this linkage is essential.

Project ALDER proposes to migrate existing Pre-K data from current transactional and other systems to the ODE Operational Data Store. Significant new data sources will be incorporated, including attendance and formative assessment data from published standardized measures. Data will also be added from ecWeb applications, used by Oregon EI/ECSE programs for case management and for assessment analysis and tracking. These applications are developed and managed by Early Childhood CARES, a program of the University of Oregon.

In addition, the existing transcript system (grades 1-12) will be enhanced to incorporate early childhood data, which will be used to automate record transfer for the transition to kindergarten.

Postsecondary Education Success
Community College and Workforce Development, an external agency, and the 17 community colleges will complete the development of the Student Success Indicators (SSI) to measure student retention, progress, completion and placement in jobs or further education. SSI provide information about how certain groups of community college students (non-English-speaking students, for example) progress through programs. Skill gain measures based on instructional standards or performance criteria enhance the high level outcomes from standardized tests or institutional effectiveness measures.

The Oregon University System has for more than 10 years reported back to high schools on the performance of their graduates during their critical first year of college. These reports have been limited in scope, and though recently improved through IDTS, the electronic transcript exchange system, still lack the completeness that can be attained through a P-20 data system. Identification of student attributes such as special education, disabilities, and eligibility for free and reduced lunch, plus additional test scores and attendance patterns, will all add depth and meaning to the reports currently returned to high schools and school districts.

By combining three sectors' data we can examine student progress and outcomes, and understand what it means to be prepared for college level work. Detailed studies of the curricula of successful students will lead to improvements in the requirements for high

school completion, as well as better advising for students earlier in their education. Oregon currently suffers from an inability to identify students continuing on to postsecondary education. A key to this is the open enrollment policy of the community colleges and, consequently, their lack of precision in identifying students' high school graduation year. By tying records directly with the K-12 source, community colleges will be able to identify the high school graduation year of its students and can then produce a meaningful in-state participation rate.

As a further enhancement of the state longitudinal data system, preliminary discussions with National Student Clearinghouse (NSC) have taken place. It is anticipated that a single contract for participation by the three sectors will allow Oregon to submit all the students represented in a single P-20 data system for matching against the NSC Enrollment and Degrees database. This will allow Oregon to follow students, coupled with their demographics and educational performance, into college and to determine complete college participation and graduation rates. By understanding which students choose to go elsewhere, we can institute changes that might allow our students to pursue their postsecondary goals in Oregon. By following ninth graders through postsecondary, we can accurately report on Oregon's educational pipeline in its entirety.

Workforce Data

ODE will partner with two external agencies, Community College and Workforce Development and the Oregon Employment Department (OED), to expand data sharing efforts. ODE currently exchanges unemployment insurance wage records with Oregon Employment Department via spreadsheets, for federal reporting purposes. Project ALDER will develop an automated exchange with the Employment Department's wage record database. In addition, OED is planning to participate in a pilot program with the Wage Record Information System (WRIS), a data exchange system in which all 50 states participate. The goal of the collaboration between ODE and OED is to develop a mechanism by which ODE would gain access to this significantly richer data source.

CCWD will continue to expand its systems to systematically track student education progress and workforce outcomes (including employment, wages and earnings) over time. The Integrated Management of Information System (IMIS) is a comprehensive base of education and skill development data from a robust body of measures. IMIS will integrate data from three existing data systems: OCCURS, WIA-MIS and TOPSPro and the GED Testing Service database. These systems contain data from education and workforce initiatives and programs designed for secondary and community college students, dislocated or unemployed workers, and working learner.

Specifics of Project Outcomes

The following section provides detail on project outcomes and their relation to system requirements and implementation.

FIGURE 1: Outcome 1

Outcome 1: Teacher-student linkage **This outcome represents completion of Data System Capability 3: teacher-student linkage. Enhancements of other requirements are also noted in the chart below.**	
Product/features/benchmark	**Capabilities/elements addressed**
1. Develop and implement an Instructional Unit Identifier (IUID)	Capability 3
2. Expand data sharing with Teacher Standards and Practices Commission	Capability 3, 4; Element 8
3. Create comprehensive program of professional development and technical assistance	Capability 2, 3, 5
4. Implement systematic process to validate the teacher-student linkage	Capability 3

Outcome 1: The development of a robust teacher-student linkage

Product 1: Development, implementation of an Instructional Unit Identifier (IUID)

Oregon does not currently have a mechanism for establishing teacher-student linkage. Project ALDER proposes to establish a robust linkage via a unique Instructional Unit Identifier that links teachers to courses to students. The specifics of IUID implementation will be designed by the stakeholders, but it is likely that each instructional unit will specify the year and term, school building and room, and subject (mapped via the five-digit NCES course code). Additional data elements may include the number of instructional minutes and information about course format or structure.

By the end of 2010, all districts in Oregon will have mapped their district course codes to NCES codes, so that with the help of IUID, ODE will have the capability to analyze results by content area. Because courses can be mapped in different ways, ODE will develop professional development materials to help districts apply course code mappings consistently.

In order to complete the mapping of teachers to content to students, we must develop the capability to track which subjects teachers are licensed in. During Project ALDER, ODE will work with the Teacher Standards and Practices Commission (an organization independent of ODE) and other stakeholders to develop policy to map the approximately 1,500 NCES course codes to the approximately 600 licensure codes used by TSPC.

In addition, as part of a systematic comprehensive data quality plan, ODE will work with stakeholders to develop data quality metrics to evaluate these efforts. For example, it is anticipated that "percentage of generic subject area codes" will be a useful metric, and acceptable value ranges and thresholds should be established.

Product 2: Expand collaboration with Teacher Standards and Practices Commission

In Oregon, the Teacher Standards and Practices Commission is an agency separate from ODE. Currently, ODE and TSPC exchange data via secure file transfers (Secure FTP) as need arises, essentially passing spreadsheets of staff data. ODE provisions the unique staff identifiers for all personnel and provides TSPC with staff-level data on staff assignments. Because not all districts require the use and reporting of USID, a moderate percentage of records must be matched on a combination of other fields such as name, date of birth and district staff identifier. Project ALDER provides for a collaboration between ODE and TSPC in order to incorporate USID into all data exchanged.

Product 3: Creation of technical assistance and professional development

In order for this project to succeed and become sustainable for all stakeholder groups, significant training will be needed by school, district and regional warehouse partners, as well as inter-agency partners.

For Project ALDER, ODE will partner with the Oregon Virtual School District (ORVSD), an ODE-supported initiative housed at Oregon State University, to provide ongoing training for teachers and other stakeholders. ORVSD provides static and dynamic web content, streaming video, and richly interactive multimedia training for school personnel in a free, secure environment. For content management, ORVSD uses an open-source tool developed at Oregon State University that was developed in collaboration with, and has been extensively used by, K-12 educators. ORVSD will serve as the portal for group training sessions and on-demand individual training for Project ALDER. Because the site uses role-based security, ORVSD supports multi-user content authoring and publishing.

During Project ALDER, ODE will work with ORVSD to develop standards for content such as XML representation of content, and standardized file formats (e.g., Flash for vector graphics video, H-264 encoded MPEG video). Each component (e.g., XML file, video file) will be treated as an asset that can be re-used and/or re-purposed. For example, a district could add district-specific examples to the training materials for mapping NCES content codes to district content codes. That would effectively customize the training.

Product 4: Implement systematic process to validate the teacher-student linkage

During Project ALDER, ODE will work with stakeholders and leverage existing data to

establish high quality procedures and to subsequently confirm the validity of the teacher-student links.

FIGURE 2: Outcome 2

Outcome 2: Consolidate and expand early childhood data	
This outcome represents substantial progress toward completion of System Capability 1: P-20 linkages. Enhancements of other requirements are noted in the chart below.	
Product/features/benchmark	**Capabilities/elements addressed**
1. Establish link for Pre-K database-EI/ECSE assessment data	Capability 1, 2; Element 2, 6
2. Create new Pre-K reporting toolset	Capability 1; Element 2, 6
3. Develop tools to support adoption and use of a standardized statewide summative assessment	Capability 1; Element 6
4. Develop a Pre-K- transcript for data exchange	Capability 1, 2; Element 2, 9

Outcome 2: Consolidate and expand early childhood data

Product 1: Establish link for Pre-K database-EI/ECSE assessment data

The current Pre-Kindergarten database was built by an external contractor six years ago and is not designed to add the information necessary to support early childhood educational improvement, such as formative assessment data. ODE's main operational data store currently houses student test and instructional data for grades K-12. During Project ALDER, Pre-K and additional kindergarten data will be incorporated into the ODS. ODE will develop the systems to receive automatic nightly updates from its regional partners and external agencies using standardized file formats. Similarly, ODE will offer nightly data feeds back to its partners.

Product 2: Create new Pre-K reporting toolset

ODE migrates data from different transactional databases and other external data sources using a well-defined *Extract-Transform-Load* (ETL) process (for example, moving from a column-driven transactional database to a row-driven data format in the operational data store). During project ALDER, ODE will design and implement the ETLs necessary to receive data from our early childhood partners. The ETL process results in a versioned record set, with specified effectivity dates for each record. During the ETL process, ODE also performs a value-add process in which data are classified, organized and made more understandable for data users. A considerable part of the process is driven by metadata. During Project ALDER, ODE will enhance the metadata repository to include necessary information about Pre-K processes.

Product 3: Develop tools to support adoption and use of a standardized statewide summative assessment

Currently, all children receiving EI/ECSE and OHS PreK services in Oregon are issued an SSID number and are entered in the pre-kindergarten database. SSIDs are merged (i.e., unduplicated) weekly and associated test and other records are updated with the merged SSID. With our current approach, more than half of the students who are improperly issued a second SSID are in pre-kindergarten through first grade. During Project ALDER, ODE will work with early childhood partners to significantly reduce the incidence of duplicate SSIDs.

Currently, about two-thirds of OHS PreK programs use one of two web-based assessment systems that allow for the aggregation of program-level assessment data. Slightly less than one-third of programs use a non-web-based assessment tool with which the aggregation of program-level data is not possible. During Project ALDER, ODE will transition all OHS PreK programs to a web-based assessment system to facilitate the collection of statewide assessment data. Project ALDER will provide a Web-based application for OHS PreK for assessment data flow to the Pre-K database and will develop technical assistance and professional development products for same. ODE will revise its operational data store to store OHS PreK data.

Children receiving EI/ECSE services are evaluated using a common instrument, the AEPS (Assessment, Evaluation, and Programming System). AEPS data and the summary statements are housed in a separate system called ecEval, which is part of the ecWeb application suite developed and managed by Early Childhood CARES. AEPS does not have the technical adequacy or social validity characteristics needed to sustain use. During Project ALDER, ODE will identify a suitable replacement measure and revise its operational data store to store the resultant data.

Project ALDER will collaborate with Early Childhood CARES to provide a mechanism for ecWeb flow to the longitudinal data store and to develop technical assistance for outcome data analysis.

Product 4: Develop a Pre-Kindergarten transcript for data exchange

ODE will expand the file format for student transcripts to include appropriate pre-kindergarten data, and will work with all early childhood stakeholders to identify the necessary data elements. ODE does not currently receive attendance data for pre-kindergarten. For Project ALDER, ODE will begin collecting attendance information and incorporate these data into the transcript file format. Pre-K partners use a variety of student information systems, and ODE anticipates a lengthy requirements gathering and technical specification process. Ultimately, the Pre-K transcript will support data-based decision making for students during their transition to kindergarten.

FIGURE 3: Outcome 3

Outcome 3: Exchange/integration of postsecondary success/community college/workforce data **This outcome represents completion of System Capability 1: P-20 linkages. Major enhancements of other requirements are noted in the chart below.**	
Product/features/benchmark	**Capabilities/elements addressed**
1. P-20 Enterprise data management system including Identity Resolution and Business Intelligence Tools	Capability 1, 2, 5
2. Development of postsecondary success metrics and methodology	Capability 1; Element 11, 12
3. Tracking workforce outcomes	Capability 1; Element 11, 12
4. Catalog of workforce data matching sources	Capability 1; Element 11, 12

Outcome 3: System development for exchange and integration of postsecondary success/community college/workforce data

Four state agencies—ODE, Community College and Workforce Development, the Oregon University System and the Oregon Employment Department—will collaborate to develop the systems to support data exchange among intrastate and interstate agencies. A fifth organization, the Oregon Independent Colleges Association, will partner with the public sectors to provide the complete picture of education in Oregon.

Product 1: P-20 Enterprise Data Management System

While individual agencies complete or enhance their current longitudinal data systems, the integration of data into a comprehensive P-20 system will bring together data collections from the three public education sectors into a single system. Additional data will come from the Oregon Employment Department, Teacher Standards and Practices Commission and the Oregon Independent Colleges Association. Data elements will be defined by the Governance Committee, but will include student demographic, enrollment and performance data, course, instructor and program data, completions and awards, financial aid, and employment information all at the unit record level for students from pre-kindergarten through graduate school.

The single enterprise data management system will follow best standards, including National Center for Educational Statistics, Schools Interoperability Framework Association (SIFA) and Postsecondary Electronic Standards Council (PESC), where appropriate. An Enterprise Security module will provide authentication, authorization, and auditing of data access as defined by the Governance Committee. An Identity Management module will assure the existence of only one unique identifier per student and can be retained by each partner in their data system. Data will be added to the warehouse through a Data Management module that performs management, validation,

extraction, transformation, and storage services for the shared repository. This includes managing different views or repositories of the data, such as unit record, de-identified, aggregated and rolled up tables for standard reports and public consumption. This module assures the integrity of the data as expressed in the comprehensive data quality plan, which follows as Outcome 4.

Reporting and Business Intelligence (BI) tools will provide web-based and enhanced access for analysis and reporting. This will be true not only for the shared repository but also custom aggregations as allowed by the Governance Committee. The BI system will also be used to build views for researchers that prevent individual identification but allow the necessary research to support continuous educational improvement and inform policy makers for education, the workforce, and the economic development communities.

This enterprise data management system will be developed in consultation with our partner states: Washington, Idaho and Hawaii, with provisions for the sharing of data outlined in a Partner Agreement.

Product 2: Development of Postsecondary Success Metrics and Methodology

As previously mentioned, Community College and Workforce Development, an external agency, and the 17 community colleges will complete the development of the Student Success Indicators, which grew out of the urgency to improve community college student performance and reporting. It is anticipated that these measures will be sensitive to individual student learning progression and that the measures will provide relevant data to inform instruction and teaching.

The Student Success Indicator methodology will enable tracking community college student momentum to persist through courses and programs and continue on the course to reach the desired end result such as completing a course, a career pathway or an associate's degree, or transfer to a baccalaureate institution. These indicators will continue to be developed for credit and non-credit students. Student progression will be tracked throughout their careers as they continue to upgrade skills.

Product 3: Track Workforce Outcomes

Following students from school to work is an essential capability of Oregon's P-20 data system, and CCWD will continue to develop metrics to demonstrate education and skill development gains and the capability of Oregonians to attain gainful employment. An essential requirement for reliable data matching is a common student identifier. A social security number is necessary to track students through postsecondary education and beyond–into the workforce. The Western Interstate Commission on Higher Education (WICHE) will provide guidance on the FERPA requirements regarding longitudinal tracking and data analysis for students in the P-20 education enterprise and the workforce system. Maintaining student confidentiality will be the definitive guidepost.

One statewide initiative is the development and implementation of the Career Readiness Certificate (CRC). The CRC includes an assessment, targeted instruction and remedial skills training, and certification. A business plan has been drafted in collaboration with the Oregon Business Council to develop a set of metrics and a methodology. CCWD will have the capability to track the entire path starting at achieving a CRC, to gaining and retaining employment including wage information.

The Program of Study Skill Assessment (Perkins IV, Career Technical Education) demonstrates academic and skill development gains for secondary and community college students. Performance measures for Workforce Investment Act Title II (Adult Education and Family Literacy) demonstrate adult literacy education gains for transition into credit-based postsecondary education.

Measures for Workforce Investment Act Title IB (Adult Education) demonstrate skill gain, employment and wage gains for dislocated or unemployed adults. Community college noncredit workforce skill development is provided for students retraining for new jobs or job promotion and for students who are current working and also seeking training (i.e., working learners). These and other measures provide a wealth of data about workforce preparation and job attainment.

Oregon does not currently exchange student transcript data with any other state. Each year, a significant number of P-12 Oregon and Washington students move between the metropolitan areas along our shared border. During Project ALDER, the State Education Agencies in Oregon and Washington will collaborate to develop the policies, procedures and technical specifications for an exchange of student transcripts.

In addition to the P-12 mobility, Oregon and Washington students frequently join the workforce in one of our two states. During Project ALDER, ODE will embark upon a four-state pilot project to exchange workforce wage record data between Oregon, Washington, Idaho, and Hawaii. This effort builds upon work begun by WICHE, a body that represents 15 Western states. During this project, the four states will design and pilot data sharing policies, procedures, and work toward standardized file formats and mechanisms that can be scaled to other WICHE member states.

Product 4: Catalog of Workforce Data Matching Sources
Because the Oregon Department of Education no longer collects Social Security numbers for students, and most workforce data sources are matched on SSN, ODE must use other methods for matching.

During Project ALDER, ODE will develop an exhaustive catalog of data sources that provide match data, and develop methods for estimating completeness and data quality. In discussions with other State Education Agencies, several priorities have emerged: to provide empirical evidence to policymakers regarding tracking workforce outcomes; and to work toward legislative and/or executive branch support for developing more complete systems for workforce outcome analysis.

During Project ALDER, ODE expects to add sources and improve existing sources, and improve matching methodologies. As new match methods are developed with project partners, we anticipate data completeness and accuracy will increase. ODE will collaborate with Washington's department of education (SEA) on this activity – Washington has developed a variety of data sources over the past eight years that allow them to match a greater percentage of wage and educational records.

Table 1: Data Sources and Quality

Sample Sources	Match Method	Completeness	Accuracy
SAT I	Voluntary research release of SSN	Approx. 2/3 of grade 12 test takers (64% in 2008)	TBD*
Last 4 digits of SSN	Multi-key match based on best 3 of 5 fields (e.g., first name, last name, birth date)	Approx. 20% of current Oregon students have last 4 digits in SSID System	TBD*
OAKS enhanced web application	Teacher self-select grouping; match USID to SSID	First year of implementation, TBD (approx. 20%)	TBD*
Wage record match Employment	Last 4 digits of SSN and fuzzy match on name fields	(approx. 5%)	TBD*
Wage record match pilot (WRIS)	SSN and expanded match fields	TBD* (significant increase)	TBD*

* TBD = to be determined

FIGURE 4: Outcome 4

Outcome 4: Development of a comprehensive statewide data quality plan **This outcome represents completion of Data System Capability 6: Quality and integrity of data. Major enhancements of other requirements are noted in the chart below.**	
Product/features/benchmark	**Capabilities/elements addressed**
1. Develop data quality metrics for each domain	Capability 6, 7; Element 5
2. Develop data quality policy manual and governance	Capability 6, Element 5
3. Provide technical assistance and professional development materials for data owners and data consumers	Capability 5, 6

Outcome 4: Development of a comprehensive statewide data quality plan

Product 1: Identify, implement data quality metrics for each domain
Oregon has significant controls, policies, and procedures in place to ensure data quality throughout the data lifecycle. However, ODE has not developed a comprehensive systematic data quality plan. During Project ALDER, the three partner agencies–ODE, CCWD and OUS–will work with data submitters, data owners and stewards, and data consumers to identify appropriate data quality metrics and implement them. The data quality metrics must be sensitive to the purposes and periodicities of the data.

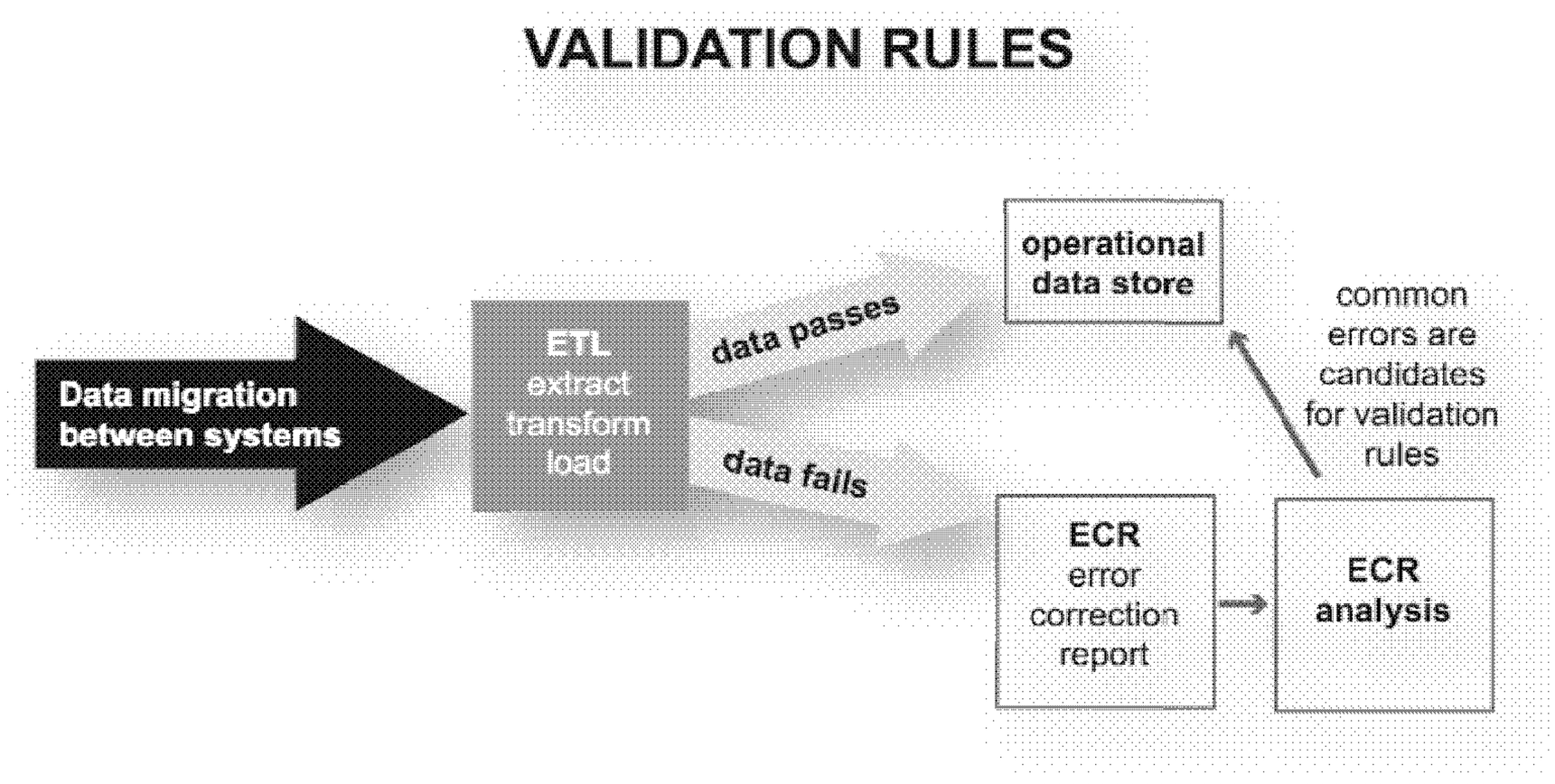
The three agencies will publish a Comprehensive Data Quality Plan that includes: (a) data quality metrics appropriate to each collection, (b) data quality metrics appropriate to each high-stakes report including a quality assurance plan, and (c) a data quality training program. The data quality training program will be tailored to *data owners* (individuals at ODE who steward each data collection), *data submitters* (district personnel who submit official data to ODE), and *data consumers* (those who make decisions based on data). Data quality metrics (such as referential integrity, data consistency and repeatability or stability) will likely be included.

Product 2: Data quality policy manual and governance

ODE, CCWD and OUS will develop a comprehensive data quality policy manual with associated governance. The manual will be updated and published annually, with addenda issued when new collections come on line within each domain.

The data extraction processes must produce datasets valid for the intended purposes. ODE will further develop our state data audit system, including producing policy documents and technical manuals as part of the comprehensive systematic data quality plan. ODE will build out its Error Correction Reporting (ECR) system to automate error identification and tracking – the identification of data errors submitted by districts. Each collection has a set of validation rules that are applied to verify data quality during submission; ECRs help identify unanticipated errors. ECRs undergo analysis so that commonly occurring errors become candidates for new validation rules.

FIGURE 5: Validation Process



Product 3: Technical assistance and professional development materials for data owners and consumers

ODE will partner with the Oregon Virtual School District to provide this training. As previously noted, ORVSD will serve as the portal for group training sessions and on-demand individual training for Project ALDER. Professional development materials will be indexed topically with detail appropriate to role (or audience). For example, under the topic of "validation rules," a data consumer would see a high-level narrative explanation, while a data owner would see all of that plus the business logic, and a developer at one of our partner agencies would see all of that plus code excerpts and additional technical detail.

(c) Timeline for Project Outcomes

The next two pages present an abbreviated timeline with staffing allocations. For a full six-page timeline, please see Appendix A.

Task Name	Duration (Months)	Start	End	Pam E - Project Manager	Pam F - CIO	Pam H - Superintendent	ISS5 - Transactional Architect	ISS6 - Warehouse Architect	ISS7 - DB	ISS7 - DB	ISS7 - Front End	ISS7 - Front End	ISS7 - Business Analyst	ISS7 - Business Analyst	R&A - Data Analyst	R&A - QA Lead	ISS5 - Tester	ISS4 - Technical Writer
Outcome 1: Develop Teacher-Student Linkage																		
Planning	0.7	Q1-Year 1	Q1-Year 1	X	X	X	X	X	X		X		X	X	X	X		
System Construction																		
Requirements Analysis	1.4	Q2-Year 1	Q2-Year 1	X			X	X					X	X	X	X		
Design	1.4	Q2-Year 1	Q2-Year 1	X			X	X					X	X		X		
Development																		
Enhance database system for provisioning of IUIDs	4.4	Q2-Year 1	Q3-Year 1	X			X	X	X	X			X	X		X		
Enhance data collection systems to accommodate collection instructional units	4.4	Q2-Year 1	Q3-Year 1	X			X	X	X	X	X	X	X	X		X		
Build web portal for validating teacher-student linkage	4.4	Q2-Year 1	Q3-Year 1	X						X	X	X	X	X		X		
Testing	0.8	Q4-Year 1	Q4-Year 1	X									X	X	X	X	X	
Deployment	0.0	Q1-Year 2	Q1-Year 2	X			X	X	X									
Documentation																		
Technical Documentation	2.2	Q4-Year 1	Q4-Year 1	X									X	X	X	X	X	X
System Guides	2.2	Q4-Year 1	Q4-Year 1	X									X	X	X	X	X	X
Training																		
Professional Development	25.4	Q1-Year 1	Q4-Year 3	X													X	X
Technical Assistance	25.4	Q1-Year 1	Q4-Year 3	X													X	X
Outcome 2: Consolidate and expand early childhood data																		
Planning	0.7	Q2-Year 2	Q2-Year 2	X	X	X	X	X	X		X		X	X	X	X		
System Construction																		
Requirements Analysis	0.7	Q3-Year 2	Q3-Year 2				X	X					X	X	X	X		
Design	0.7	Q3-Year 2	Q3-Year 2	X			X	X					X	X	X	X		
Development																		
Enhance QDS to accommodate Pre-K and K data elements	0.7	Q3-Year 2	Q3-Year 2	X			X	X	X	X						X		
Build ETLs to receive the Pre-K and K data	2.2	Q4-Year 2	Q1-Year 3	X			X	X	X	X						X		
Ehance system to deliver Pre-K transcripts	2.1	Q1-Year 3	Q1-Year 3	X			X	X	X	X	X	X	X	X		X		
Testing	0.7	Q2-Year 3	Q2-Year 3	X									X	X	X	X	X	
Deployment	0.0	Q2-Year 3	Q2-Year 3	X			X	X	X		X							
Documentation																		
Technical Documentation	2.2	Q4-Year 3	Q4-Year 3	X									X	X	X	X	X	X
System Guides	2.2	Q4-Year 3	Q4-Year 3	X									X	X	X	X	X	X
Professional Development	25.4	Q1-Year 1	Q4-Year 3	X													X	X
Technical Assistance	25.4	Q1-Year 1	Q4-Year 3	X													X	X

Task Name	Duration (Months)	Start	End	Perm E - Project Manager	Perm F - CIO	Perm H - Superintendent	ISS8 - Transactional Architect	ISS8 - Warehouse Architect	ISS7 - DB	ISS7 - DB	ISS7 - Front End	ISS7 - Front End	ISS7 - Business Analyst	ISS7 - Business Analyst	R&A - Data Analyst	R&A - QA Lead	ISS5 - Tester	ISS4 - Technical Writer
Outcome 3: System development for exchange and integration of postsecondary success/community college/workforce data																		
Planning	1.4	Q4-Year 2	Q4-Year 2	X	X	X	X	X	X		X		X	X	X	X		
System Construction																		
Requirements Analysis	1.5	Q4-Year 2	Q1-Year 3	X														
Design	1.5	Q1-Year 3	Q2-Year 3	X			X	X					X	X	X	X		
IMIS Development	2.9	Q2-Year 3	Q3-Year 3	X			X	X	X	X	X	X						
Testing	1.5	Q3-Year 3	Q4-Year 3	X									X	X	X	X	X	
Deployment	0.0	Q4-Year 3	Q4-Year 3	X														
Documentation																		
Technical Documentation	2.2	Q3-Year 3	Q4-Year 3	X									X	X	X	X	X	X
System Guides	2.2	Q3-Year 3	Q4-Year 3	X									X	X	X	X	X	X
Professional Development	25.4	Q1-Year 1	Q4-Year 3	X													X	X
Technical Assistance	25.4	Q1-Year 1	Q4-Year 3	X													X	X
Outcome 4: A comprehensive statewide data quality plan																		
Planning	5.8	Q1-Year 1	Q3-Year 1	X	X	X	X	X	X		X		X	X	X	X		
Data Quality Plan Development	16.7	Q1-Year 1	Q4-Year 2	X			X	X					X	X	X	X		
Implementation	16.0	Q1-Year 1	Q4-Year 2	X			X	X	X	X	X	X	X	X	X	X	X	
Professional Development	25.4	Q1-Year 1	Q4-Year 3	X													X	X
Technical Assistance	25.4	Q1-Year 1	Q4-Year 3	X													X	X
Base Months				36	36	36	36	36	36	36	36	36	36	36	36	36	27	27

(d) Project Management and Governance Plan

The Oregon educational community has a history of using communication, coordination and collaboration to form the backbone of a series of successful projects. Project ALDER will leverage this collaborative framework while at the same time expanding it to form new partnerships with data stakeholders in other agencies and organizations.

This project cannot succeed on a statewide deployment if it is not intentionally devised as a flexible, responsive system. Therefore, implicit in the Project Management and Governance Plan is the commitment of contributors to a highly collaborative, cooperative, and dynamic feedback process.

The Oregon Department of Education has been investing in data systems for the past 12 years and has developed an effective infrastructure for launching the current project. Project ALDER will be located and administered within ODE's Office of Assessment and Evaluation under the leadership of Assistant Superintendent Doug Kosty. Kosty will be responsible for approval and oversight of project activities.

ODE will provide management controls that ensure annual deliverables come in on time and within budget from all individuals throughout the distributed management structure. Responsibility for technical development, support and coordination comes from the Oregon Department of Education. Oregon has ample high-quality resources available within the enterprise of education to assist the SEA with meeting the deliverables of this proposal.

A grant management meeting will be held semi-monthly, and quarterly review meetings also will be scheduled. Working agreements between the groups identified below will be signed in Q1.

The collaboration between the groups described below will be facilitated by establishment of a *Stakeholder Advisory Group*, which will meet monthly on a schedule managed through ODE. Participants will have access to timely information through an interactive Project ALDER website built on a collaborative platform such as Microsoft SharePoint.

A *Research Governance Board* will also be established. Management-level members from each participating sector will meet on a regular basis. At a minimum, this would include representatives from ODE, CCWD and OUS. This panel will be responsible for determining appropriate uses of the data and for approving bona fide research proposals. In addition to research proposals, the Governance Board would approve any additional partnerships to the enterprise, assure proper procedures are in place to guarantee appropriate privacy and security of the data, and determine future directions for the ongoing development of the warehouse. Processes for warehouse updates, access and expenditures will be approved by the Board. The board will be chaired by

Bob Kieran, Assistant Vice Chancellor for Institutional Research and Planning, Oregon University System.

A separate *Technical Panel* will also be formed and is expected to make recommendations to the Governance Board. This panel initially will be staffed by Project ALDER developers, and will be maintained once the grant is completed by technically adept representatives from ODE, CCWD and OUS.

The Education Enterprise Steering Committee is a permanent panel formed two years ago as a result of Oregon legislation mandating core services provided by Oregon's regional Education Service Districts. The EESC is comprised of representatives from ODE, ESDs, school districts, higher education and the Governor's Office, and thus offers a true partnership across the educational spectrum. For Project ALDER, the EESC will be responsible for statewide project communication and the provision of administrative support. Communication efforts will include consistent maintenance of content on the Project ALDER informational website, development of promotional materials, and coordination of regional meetings to discuss project rollout, etc.

New partnerships
Project ALDER proposes new partnerships with several agencies, and also includes participation from other relevant state and local stakeholders. As per guidance for this grant proposal, please see Appendix A for letters of agreement from partners described below, and Appendix D for general letters of support. The Project ALDER Partnership Map is offered as Figure 3 of Appendix A.

Partners in Project ALDER include:
Oregon University System: The OUS is a State of Oregon agency providing public postsecondary education at the undergraduate, graduate and professional levels through six universities and one technical institute located throughout the state. OUS representatives will provide expertise during the development of Project ALDER, and, upon implementation, will deliver comprehensive unit record data. OUS has a 30-year history of unit record data collection from diverse institutions, developing processes and safeguards to define, validate and integrate data longitudinally while ensuring data quality, consistency and integrity in a safe and secure computing environment. Currently OUS has a single longitudinal data warehouse containing 15 years of live, online data including students, courses, instructors, registrations and degrees awarded.

Community Colleges and Workforce Development: CCWD is a State of Oregon agency that contributes leadership and resources to increase the skills, knowledge and career opportunities of Oregonians. CCWD will lead the collaborative effort between ODE and WICHE to develop a multi-state workforce record exchange system and associated governance model.

Oregon Employment Department: The Oregon Employment Department (OED) is a state agency that supports workforce development including information sharing and

analysis of labor trends. OED will work with ODE on improved methodologies for wage record matching to P-16 data sources.

Oregon Virtual School District: ORVSD is a virtual entity that exists for the benefit of all schools in Oregon. It is supported by ODE and developed and hosted by Oregon State University. ORVSD will serve as the clearinghouse for the training and support delivered through Project ALDER. It will organize and administrate information that advances the educational goals of the project, including providing such things as a systemized coursework approach and platforms for learning modules.

Oregon Head Start PreKindergarten: OHS PreK is an ODE comprehensive early childhood development program. It offers integrated services in education and early childhood development, child health and nutrition, and parent education and family support.

Early Childhood CARES: Early Childhood CARES is a department of the University of Oregon College of Education. The department provides EI/ECSE services in Lane County through subcontract with Lane Education Service District, which is a primary ODE contractor. Early Childhood CARES also develops and administers ecWeb applications through direct contract with ODE. These applications are used by all Oregon EI/ECSE programs for case management and for assessment analysis and tracking.

Teacher Standards and Practices Commission: TSPC operates under the auspices of the State of Oregon. For Project ALDER, TSPC will expand data sharing with ODE by increasing the frequency and sophistication of the exchange. The extent and specifics of the data sharing will be determined after collaborative research by Project ALDER stakeholders. TSPC will also support the mapping of NCES course codes, teacher assignments and USID, as well as participate in joint work toward developing common data quality metrics.

e) Staffing

The staffing plan for Project ALDER is intended to leverage the skills of the experienced personnel already at ODE. We will do that by relieving more seasoned IT staff from routine duties to work on the project; limited duration employees and contracted personnel will take on their chores.

In the following paragraphs, we identify key players and their roles and responsibilities regarding the data project, as well as the percentage of time they anticipate devoting to it during the next three years. Full résumés for key personnel follow in Appendix B.

Project Co-Director, Principal Investigator (0.10 FTE average, all years): Doug Kosty, Oregon Department of Education, will serve as principal investigator. Mr. Kosty is currently the Assistant Superintendent of the Office of Assessment and Information Technology at the Oregon Department of Education. As co-director and principal

investigator of the project, Mr. Kosty will provide overall leadership for all phases of the initiative. Mr. Kosty was a key developer as a KPMG Consulting (Bearing Point) Project Manager for the Oregon Database Initiative Project (DBI), a revolutionary advance in the coordination and implementation of an educational data system. As the Project Manager, he was responsible for directing the technology development of the project while overseeing the KPMG staff assigned to the project. Mr. Kosty also serves on the Education Enterprise Steering Committee, which unites K-20 education across the state of Oregon.

Project Co-Director, Technical Lead (0.10 FTE average, all years): Josh Klein, Oregon Department of Education, will serve as technical lead, with his major duties consisting of coordinating technical collaboration. Mr. Klein is currently the Chief Information Officer for ODE, where he oversees the security and quality of data on more than 1 million current and former K-12 students, and oversees the administration of two Institute for Education Sciences (IES) grants totaling more than $8 million. He is also an experienced communicator, and currently collaborates with other State Education Agencies (SEAs) to leverage existing technology efforts.

Project Manager (1.0 FTE average, all years): Brett Luelling is a lead worker on the Business Analysis Team and full-time project manager at ODE. Mr. Luelling earned a master's degree in Business Administration and a bachelor's degree in Software Engineering from the Oregon Institute of Technology. Mr. Luelling served as manager on the high stakes (AYP, Oregon Report Card) reporting projects in 2009, and managed 15 projects involving web application development and the migration processes for moving K-12 student assessment data from older systems to a new operational data store.

Data Quality & Quality Assurance Lead (1.0 FTE average, all years): Michael Rebar, Ph.D. Dr. Rebar has served as key personnel on more than 30 federally funded research and technology model demonstration grants. He served as Co-Investigator or Principal Investigator on federal grants from the National Telecommunications and Information Administration, U.S. Department of Education, National Institutes of Health, and the Bureau of Indian Education. Before earning his doctorate in Special Education specializing in mental measurement, he taught high school computer science. Dr. Rebar has significant experience coordinating large-scale longitudinal studies with diverse and evolving data sets.

Assessment Coordinator (0.10 FTE average, all years): Responsibility for school improvement and assessment input will come from Tony Alpert, director of ODE's Office of Assessment. Mr. Alpert brings deep knowledge of state and federal assessment requirements and process. His position with ODE includes policy and goal development for the Office Assessment. He also oversees production of reports of Adequate Yearly Progress (AYP) and Oregon's state report card and school and district performance reports. Mr. Alpert's effort will be funded by ODE; no funds are requested for his effort.

As mentioned above, Project ALDER will require significant effort from IT staff during all phases. ALDER development will be done by senior personnel that have well-defined job functions that can be filled with limited duration new hires.

Transactional Architect (0.495 FTE average, all years): ODE will assign a senior transactional architect to Project ALDER who has experience in creating provisioning systems (such as will be needed for the Instructional Unit Identifiers) and in migrating data to our ODS.

Warehouse and ODS Architect (0.99 FTE average, all years): ODE will assign a senior database architect to the project who is an expert at designing and implementing high-availability scalable operational data stores and warehouses.

Database Architects (2.0 FTE average, all years): ODE will assign two Database Architects to Project ALDER. Both will have significant experience with the current toolset used on the KIDS ODS and warehouse.

Front End Developers (2.02 FTE average, all years): To be determined. ODE has a number of senior front end developers who have developed the templates and standards-based interfaces used by ODE's intranet, extranet, and internet sites. In Project ALDER, they will be responsible for maintaining a consistent look and feel for various stakeholder groups while providing high volume accessible transactional systems, as well as designing web applications that access ODE's operational data stores and warehouses.

Business Analyst (0.98 FTE average, all years): To be determined. ODE will select a senior Business Analyst with significant experience in the field of education. The analyst will be responsible for collection specifications, documenting business requirements and rules for data processes, and assisting with metadata implementation.

Data Analyst (1.0 FTE average, all years): To be determined. ODE will assign a senior data analyst who has experience with the KIDS Operational Data Store and Warehouse.

System Tester (1.0 FTE average, all years): To be determined. ODE will select a senior worker from the Help Desk team. The System Tester will have significant experience in front-end and back-end testing at ODE, to help identify and track bugs through the software development lifecycle.

Technical Writer (1.0 average FTE, all years): To be determined. ODE will select a senior member of the Help Desk team to work on Project ALDER. This person will lead all technical writing efforts, tailoring content to various stakeholder needs. The Technical Writer will be skilled in all aspects of pre- and post-production for print and digital multimedia projects.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **Appendix A: Optional Attachments** Pages: **15** Uploaded File: **J:\Business Analysis Team\Grant Proposals\SLDS Round 4 - ALDER\Submitted\v2_AppendixA-FINALFINAL.pdf**

Appendix A: Optional Attachments

Figure 1: DATA FLOW

Figure 2: TOPOLOGY

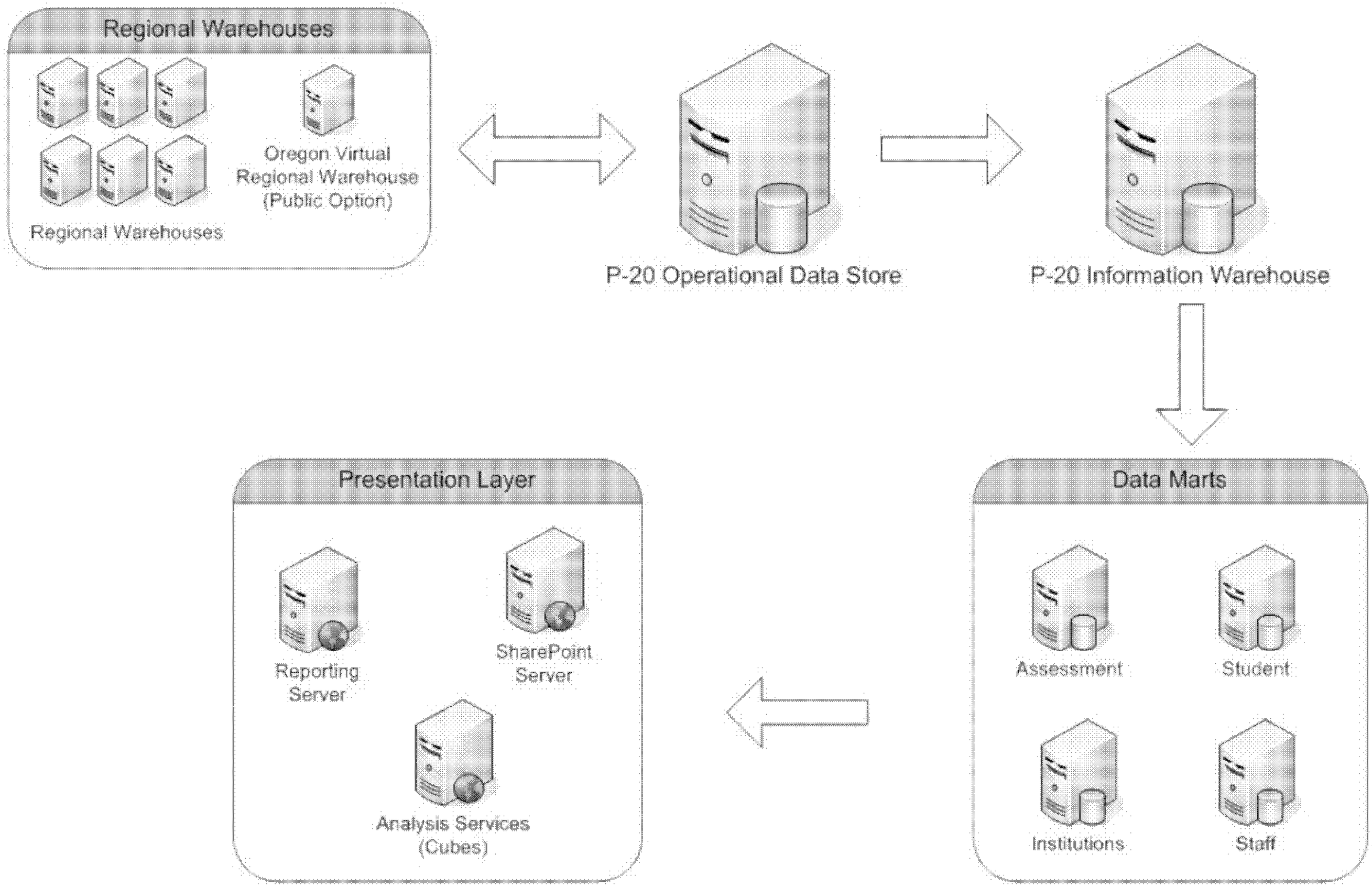
Figure 3: PARTNERSHIP MAP

Figure 4: EXPANDED TIMELINE

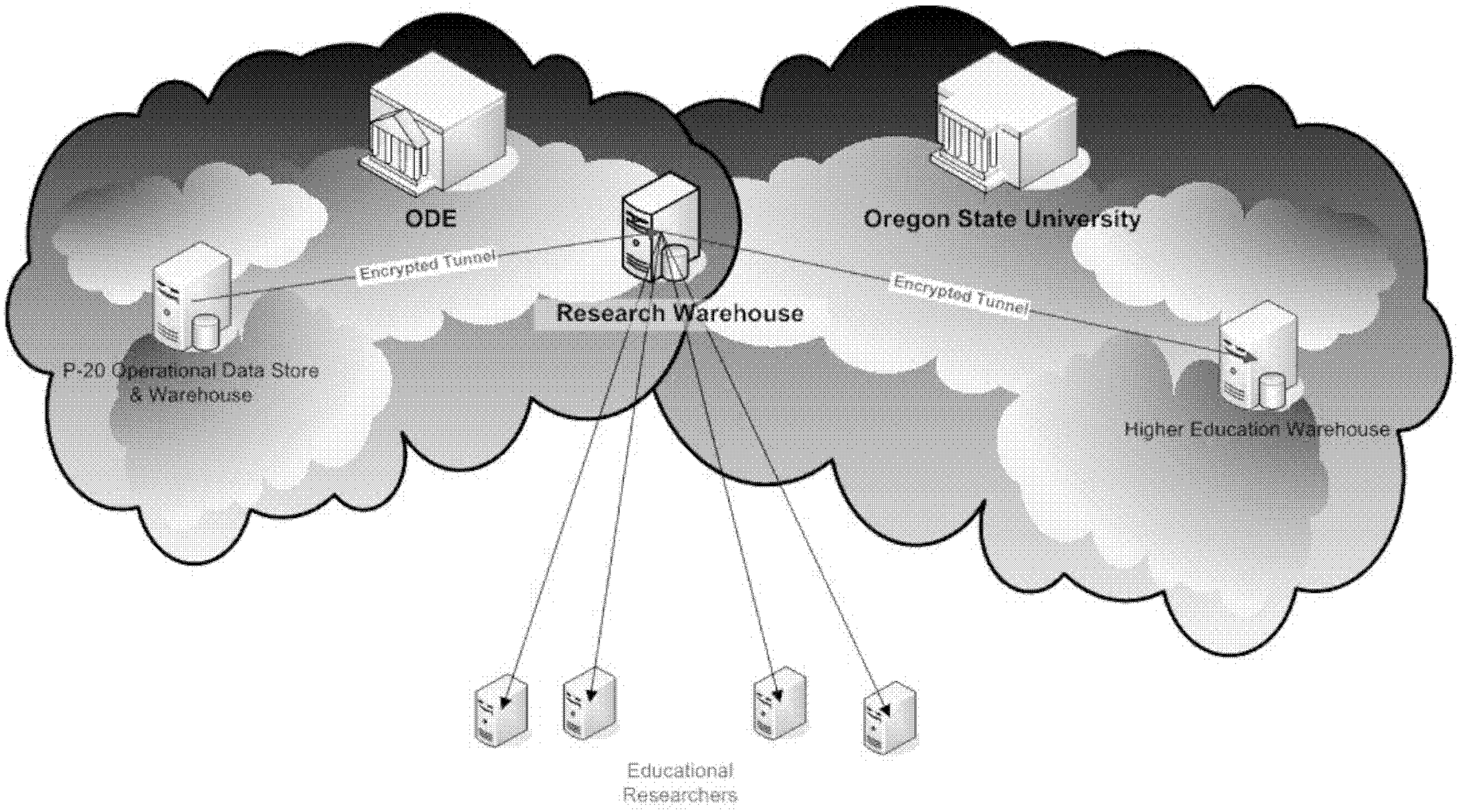
Letters of Agreement

Appendix A
Figure 1: DATA FLOW

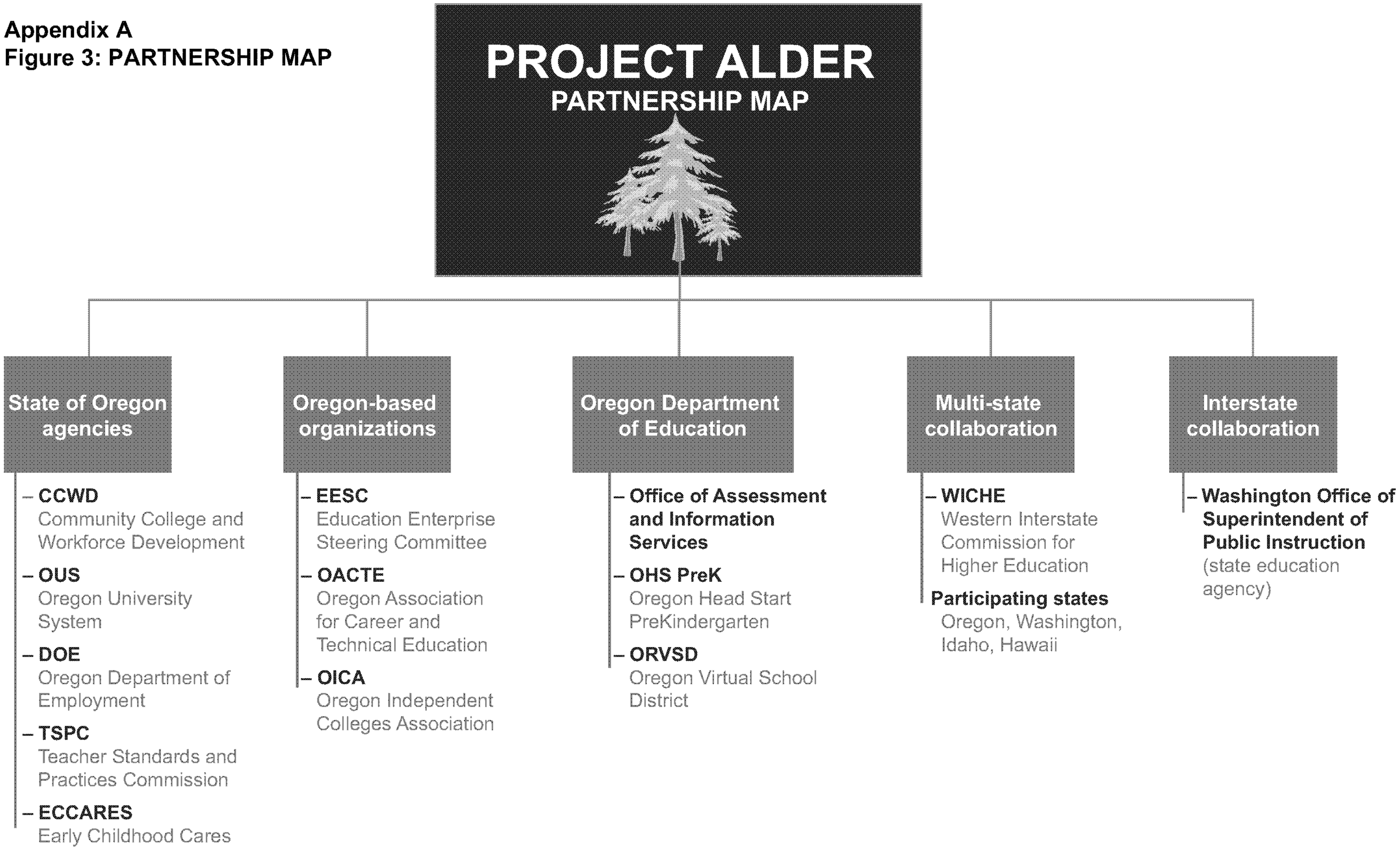
Research Warehouse (Data Flow)



Research Warehouse (Projected Logical Topology)

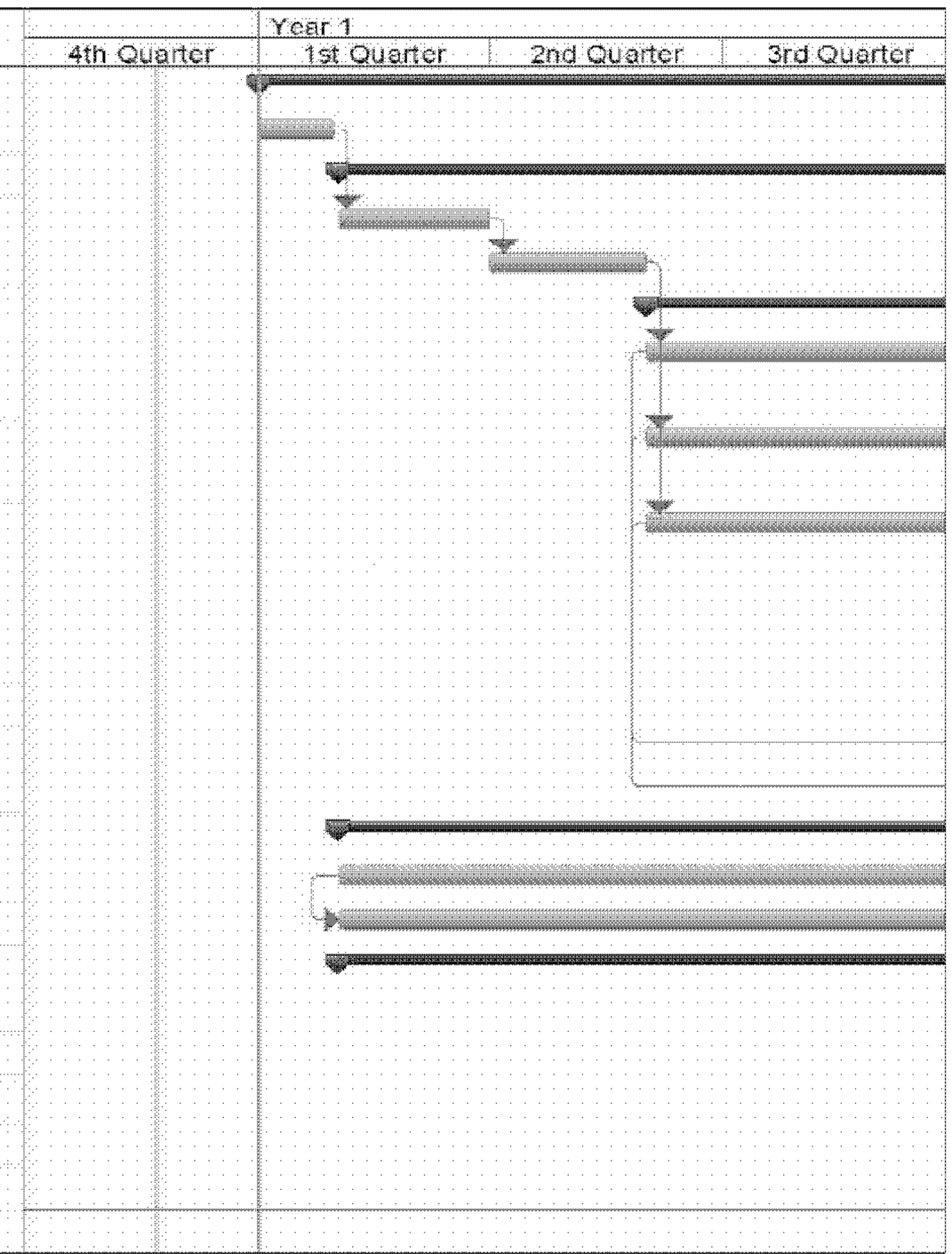


Appendix A
Figure 3: PARTNERSHIP MAP



Appendix A
Figure 4: EXPANDED TIMELINE

ID	Task Name	Start	End
1	**Outcome 1: Develop Teacher-Student Linkage**		
2	Planning	Q1-Year 1	Q1-Year 1
3	**System Construction**		
4	Requirements Analysis	Q2-Year 1	Q2-Year 1
5	Design	Q2-Year 1	Q2-Year 1
6	**Development**		
7	Enhance database system for provisioning of IUIDs	Q2-Year 1	Q3-Year 1
8	Enhance data collection systems to accommodate collection instructional units	Q2-Year 1	Q3-Year 1
9	Build web portal for validating teacher-student linkage	Q2-Year 1	Q3-Year 1
10	Testing	Q4-Year 1	Q4-Year 1
11	Deployment	Q1-Year 2	Q1-Year 2
12	**Documentation**		
13	Technical Documentation	Q4-Year 1	Q4-Year 1
14	System Guides	Q4-Year 1	Q4-Year 1
15	**Training**		
16	Professional Development	Q1-Year 1	Q4-Year 3
17	Technical Assistance	Q1-Year 1	Q4-Year 3
18	**Outcome 2: Consolidate and expand early childhood data**		
19	Planning	Q2-Year 2	Q2-Year 2
20	**System Construction**		
21	Requirements Analysis	Q3-Year 2	Q3-Year 2
22	Design	Q3-Year 2	Q3-Year 2
23	**Development**		

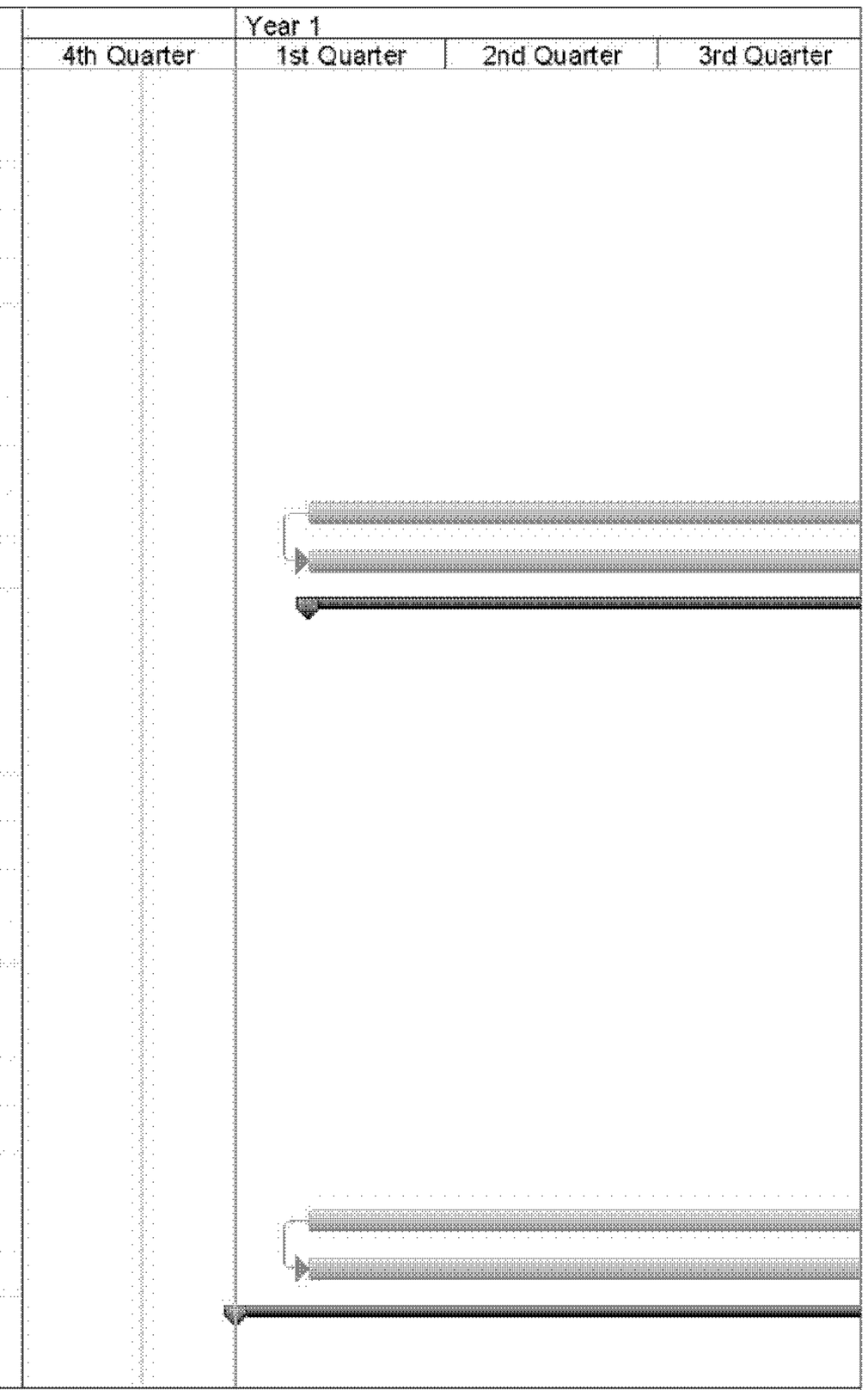


Project: timeline_planning
Date: Sun 11/22/09

Task		External Milestone		Manual Summary Rollup	
Split		Inactive Task		Manual Summary	
Milestone		Inactive Milestone		Start-only	
Summary		Inactive Summary		Finish-only	
Project Summary		Manual Task		Deadline	
External Tasks		Duration-only		Progress	

Page 1

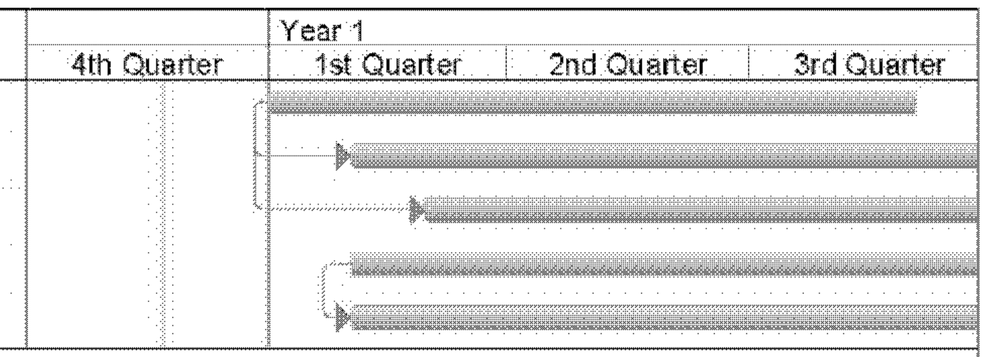
ID	Task Name	Start	End
24	Enhance ODS to accommodate Pre-K and K data elements	Q3-Year 2	Q3-Year 2
25	Build ETLs to receive the Pre-K and K data	Q4-Year 2	Q1-Year 3
26	Ehance system to deliver Pre-K transcripts	Q1-Year 3	Q1-Year 3
27	Testing	Q2-Year 3	Q2-Year 3
28	Deployment	Q2-Year 3	Q2-Year 3
29	**Documentation**		
30	Technical Documentation	Q4-Year 3	Q4-Year 3
31	System Guides	Q4-Year 3	Q4-Year 3
32	Professional Development	Q1-Year 1	Q4-Year 3
33	Technical Assistance	Q1-Year 1	Q4-Year 3
34	**Outcome 3: System development for exchange and integration of postsecondary success/community college/workforce data**		
35	Planning	Q4-Year 2	Q4-Year 2
36	**System Construction**		
37	Requirements Analysis	Q4-Year 2	Q1-Year 3
38	Design	Q1-Year 3	Q2-Year 3
39	IMIS Development	Q2-Year 3	Q3-Year 3
40	Testing	Q3-Year 3	Q4-Year 3
41	Deployment	Q4-Year 3	Q4-Year 3
42	**Documentation**		
43	Technical Documentation	Q3-Year 3	Q4-Year 3
44	System Guides	Q3-Year 3	Q4-Year 3
45	Professional Development	Q1-Year 1	Q4-Year 3
46	Technical Assistance	Q1-Year 1	Q4-Year 3
47	**Outcome 4: A comprehensive statewide data quality plan**		



Project: timeline_planning
Date: Sun 11/22/09

Task	External Milestone	Manual Summary Rollup	
Split	Inactive Task	Manual Summary	
Milestone	Inactive Milestone	Start-only	
Summary	Inactive Summary	Finish-only	
Project Summary	Manual Task	Deadline	
External Tasks	Duration-only	Progress	

ID	Task Name	Start	End
48	Planning	Q1-Year 1	Q3-Year 1
49	Data Quality Plan Development	Q1-Year 1	Q4-Year 2
50	Implementation	Q1-Year 1	Q4-Year 2
51	Professional Development	Q1-Year 1	Q4-Year 3
52	Technical Assistance	Q1-Year 1	Q4-Year 3



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Task		External Milestone		Manual Summary Rollup	
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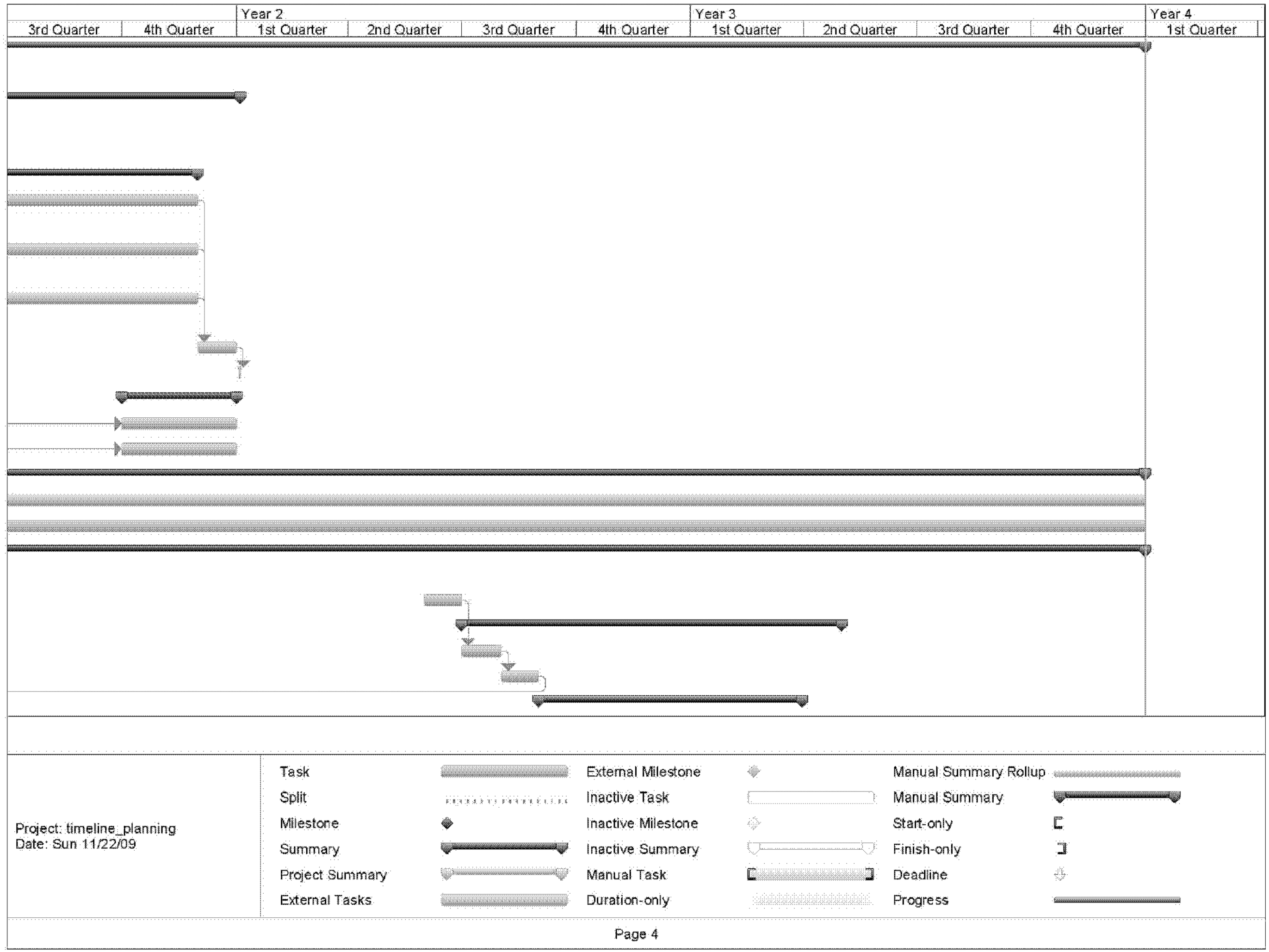
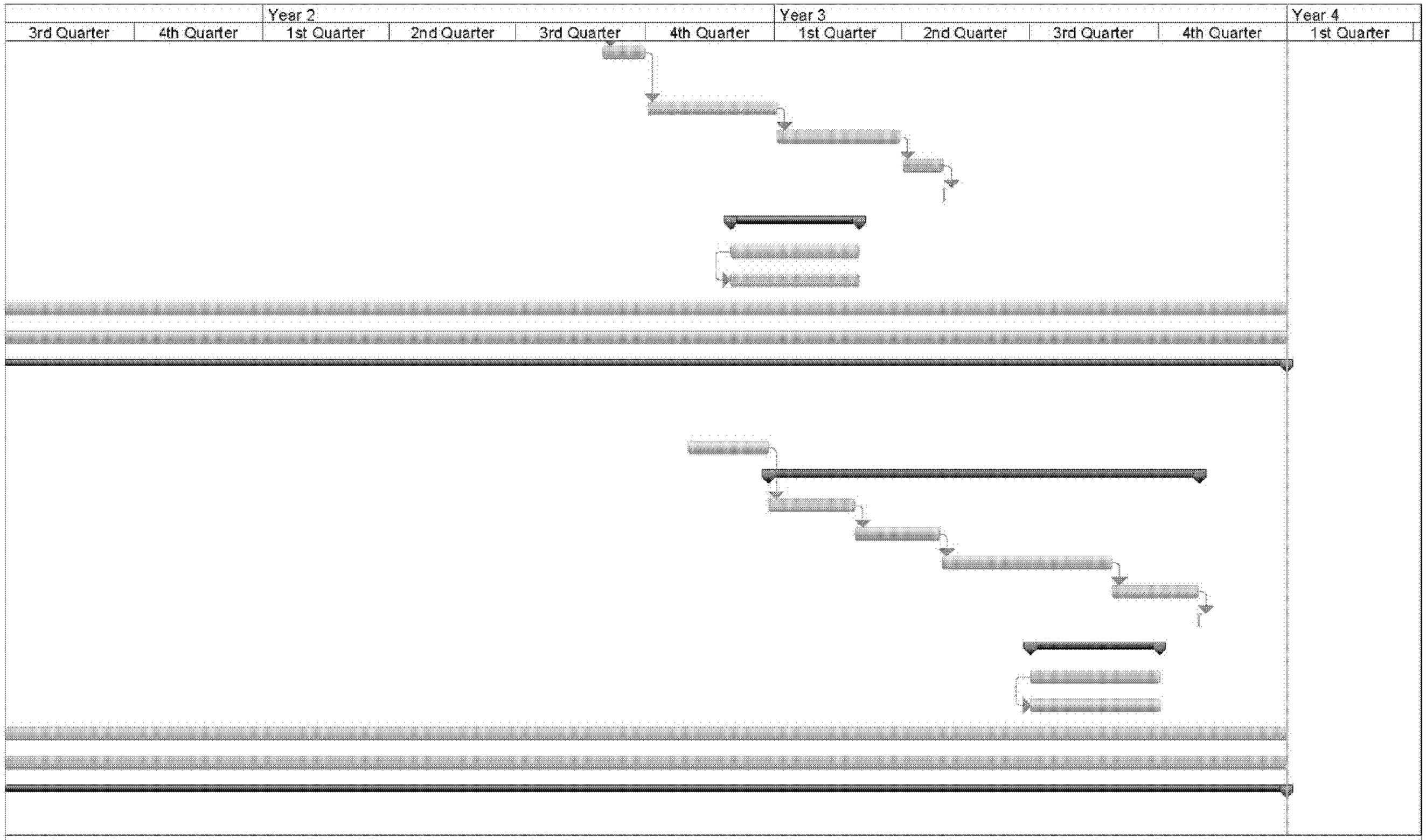
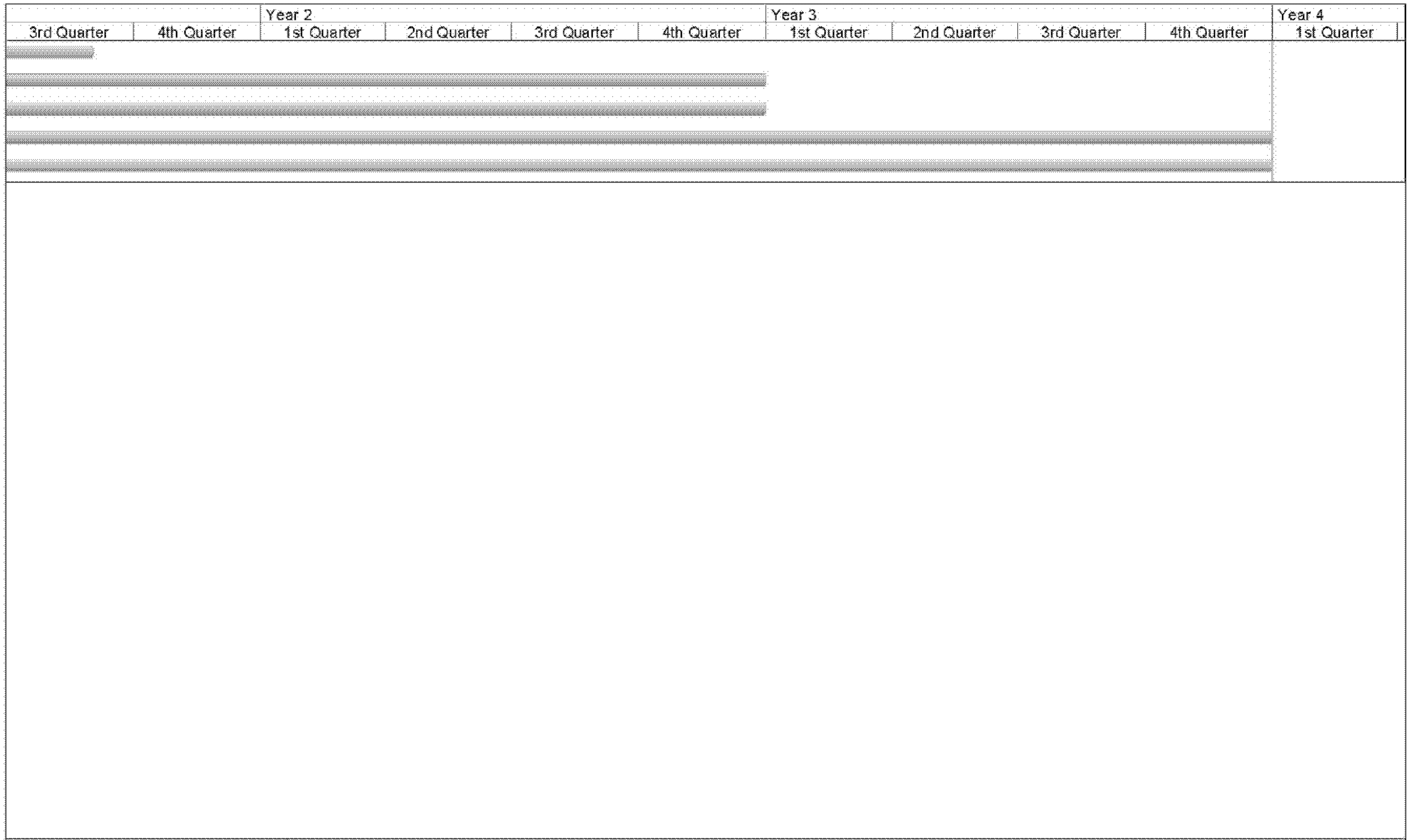
Milestone		Inactive Milestone		Start-only	
Summary		Inactive Summary		Finish-only	
Project Summary		Manual Task		Deadline	
External Tasks		Duration-only		Progress	


Year 2
Year 3
Year 4
3rd Quarter
4th Quarter
1st Quarter
2nd Quarter
3rd Quarter
4th Quarter
1st Quarter
2nd Quarter
3rd Quarter
4th Quarter
1st Quarter
Project: timeline_planning
Date: Sun 11/22/09
Task
Split
Milestone
Summary
Project Summary
External Tasks
External Milestone
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only
Manual Summary Rollup
Manual Summary
Start-only
Finish-only
Deadline
Progress
Page 4



Project: timeline_planning
Date: Sun 11/22/09

Task		External Milestone		Manual Summary Rollup	
Split		Inactive Task		Manual Summary	
Milestone		Inactive Milestone		Start-only	
Summary		Inactive Summary		Finish-only	
Project Summary		Manual Task		Deadline	
External Tasks		Duration-only		Progress	



Project: timeline_planning
Date: Sun 11/22/09

Task		External Milestone		Manual Summary Rollup	
Split		Inactive Task		Manual Summary	
Milestone		Inactive Milestone		Start-only	
Summary		Inactive Summary		Finish-only	
Project Summary		Manual Task		Deadline	
External Tasks		Duration-only		Progress	

Oregon
University
System

Office of the Chancellor
P.O. Box 3175
Eugene, OR 97403-0175
PHONE (541) 346-5738
FAX (541) 346-5790
http://www.ous.edu

November 23, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 20006-5651

Dear Dr. Gould:

I am writing this letter to support Oregon Department of Education's application for Institute of Education Sciences funding to implement Project ALDER: *Advancing Longitudinal Data for Educational Reform.*

As assistant vice chancellor for institutional research and planning for the Oregon University System, I have spent a considerable amount of time with my ODE colleagues and other partners helping to develop Project ALDER. Those of us at OUS are pleased with the end result, and consider the plan an essential next step in developing Oregon's ability to serve its citizens from early childhood through higher education and into their work years.

OUS has maintained a data exchange with our 2-year public institutions for fifteen years creating similar data definitions and doing common research. We realized the value of a single source longitudinal system that incorporated pk-12 data and subsequently produced a white paper in 2005 to that goal. With the Oregon Department of Education making huge strides in developing their KIDS information system we are convinced that now is the time to make this vision a reality. I am certain we can put together a model State Longitudinal Data System that will help our educational and workforce partners pave a smooth path for our student's success.

Sincerely,

Bob Kieran
Assistant Vice Chancellor
Institutional Research and Planning
Oregon University System

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

October 15, 2009

U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 20006-5651

Dear Grant Review Panel:

Please consider this letter of commitment on behalf of Oregon Head Start Prekindergarten (OHS PreK) to work collaboratively as an integrated part of the Oregon Department of Education and its other partners on Project ALDER ("Advancing Longitudinal Data for Educational Reform").

OHS PreK is a comprehensive early childhood development program offering integrated services in education and early childhood development, child health and nutrition, and parent education and family support. OHS PreK programs receive funding from the federal Office of Head Start, the Oregon Department of Education, or both.

OHS PreK leaders have spent many hours recently working with the Project ALDER leaders to craft a plan that would expand Oregon's existing longitudinal data system to include collection of child-level data. We are very pleased with the resulting proposal.

The expansion of the data system to include young child and preschool data has significant benefits to all of the agencies involved in the process. We believe that the collection of this data holds the potential for building more effective early learning systems. It also can significantly advance our ability to assess the impact of different early learning strategies.

We are prepared to the extent feasible to offer staff support along with our community partners to further develop this critical data system. Our staff has a clear understanding of the needs and supports necessary to assist with this effort.

Thank you for providing Oregon with this opportunity. We look forward to our role in implementing Project ALDER.

Sincerely,

Nancy J. Latini

Nancy J. Latini, Ph.D.
Assistant Superintendent
Office of Student Learning & Partnerships

Every Student, Every Day—A Success

Oregon
Theodore R. Kulongoski, Governor

Employment Department
875 Union St NE
Salem, OR 97311
(503) 947-1394
TTY (503) 947-1391
www.emp.state.or.us

October 22, 2009

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

I am happy to provide this letter of agreement regarding our willingness to collaborate with the Oregon Department of Education on Project ALDER (Advancing Longitudinal Data for Educational Reform).

As Oregon's primary source of workforce-related information, we are eager to work with your staff to develop an ongoing process allowing the exchange of data between the Oregon Employment Department and the ODE. We would expect to help develop the mechanisms that will result in the sharing of workforce information not currently collected by ODE, including employment, wage, and earnings data.

We look forward to actively participating in the process of building the systems needed to support seamless data exchanges between agencies. The information we gain through this exchange will help inform our critical policy decisions and enable us to more knowledgeably forecast the needs of the 21st century workforce.

Sincerely,

Laurie A. Warner
Director

Oregon
Theodore R. Kulongoski, Governor

Teacher Standards and Practices Commission
465 Commercial St. NE
Salem, OR 97301
(503) 378-3586, (503) 378-4448 fax
www.TSPC.state.or.us
contact.tspc@state.or.us

December 2, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 2006-5651

RE: Oregon's Project ALDER

Dr. Gould:

I am offering this letter of agreement between the Oregon Teacher Standards and Practices Commission (TSPC) and the Oregon Department of Education (ODE) in support of the work outlined in the Project ALDER.

Project ALDER holds great promise in building the longitudinal data system that Oregon has been developing over the past few years. Specifically, our agency commits to expanding our current data sharing process and information with ODE by increasing the frequency and sophistication of the exchange. In particular, we will be able to deliver current licensure (certification) information for all currently employed teachers, administrators, school counselors and school psychologists. The ODE has agreed to work with us so that we are receiving incoming district information nearly simultaneously when they do. This type of cooperative partnership will allow us to be stable partners in the data exchange project. TSPC has associated NCES codes with teacher instruction by associating the appropriate course-codes with designated subject-matter endorsements on individual licenses. We have made this information available to educators and districts through our Web and through information printed on the license. We are actively in the process of upgrading to the five-digit course codes. The upgrade will be completed by December 31, 2009. Finally, the TSPC's unique teacher identifier has been used jointly by both agencies over the past two school years to improve the quality of our data collections.

Additional specifics of the data sharing and the development of common data quality metrics will be determined after collaborative research by Project ALDER stakeholders, including our agency. We will also support and are engaged in the mapping of NCES course codes, teacher assignments and U.S. identification for individuals.

Thank you very much for your consideration of this proposal.

Respectfully,

Victoria Chamberlain
Executive Director

c: Commissioners
Superintendent Castillo
Doug Kosty, ODE

SLDS Grant Review Committee
U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 20006-5651

October 20, 2009

To the members of the Grant Review Committee:

I am pleased to write this letter of agreement regarding the Oregon Department of Education's Project ALDER: "Advancing Longitudinal Data for Educational Reform." The Oregon Virtual School District (OVSD) staff and business partners are looking forward to supporting the project's needs in the areas of professional development and technical assistance.

OVSD is a state-wide virtual initiative providing high quality digital content with the management and communication applications direct to Oregon public school classrooms. The Program's charge is to modernize teaching and learning through the application of 21st century resources and promote student achievement. The OVSD Platform is developed and hosted by Oregon State University and offered to all schools by the Department of Education at no additional cost.

Our services include online professional development resources and face-to-face trainings through our partnerships with the Corporation for Public Broadcasting, WGBH Broadcasting's Teacher's Domain, and our public education consortium. As such, OVSD is well positioned to serve as the clearinghouse for the training and support delivered through Project ALDER. We understand that our role would be as administrators of the information that advances the educational goals of the project, including providing such things as a systemized coursework approach and platforms for learning modules. We will support the course systems with our flexible webinar and audio conferencing applications for a high quality and efficient set of instructional and support services.

The goals of Project ALDER complement our efforts to provide Oregon educators the opportunity to find and share online resources, learn and use cutting-edge online tools, and support their integration into the classroom. We are committed to providing the necessary time, people resources and materials to make the professional development and technical assistance pieces of Project ALDER work.

Steve Nelson
Chief IT Strategist, Oregon Virtual School District
HTTP://ORVSD.ORG

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Appendix B: Resumes of Key Personnel** Pages: **17** Uploaded File: **J:\Business Analysis Team\Grant Proposals\SLDS Round 4 - ALDER\Submitted\AppendixB-FINAL.pdf**

Appendix B: Resumes of Key Personnel

(b)(6)

doug.kosty@state.or.us
503-361-8644

Doug Kosty

Overview

A skilled professional with a unique combination of large scale assessments, information systems and management experience. His leadership experience includes various state and local governments and private sector consulting specializing in education systems automation.

- Outstanding leadership qualities
- Hands-on experience leading all stages of system development efforts, including requirements definition, design, architecture, testing and support.
- Ability to coordinate and direct all phases of project-based efforts while managing, motivating and leading project teams.
- Adept at developing effective policies and procedures, project documentation and milestones, and technical/business specifications.
- Practiced presenter, both nationally and at statewide conferences

Competencies

Governmental Accounting Standards	Educational Finance and Funding
Project Management	Financial Management
Data Collection & Reporting	Data Integrity & Recovery
Cost Benefit Analysis	Risk Assessment
Research & Development	Business Impact Analysis
Contingency Planning	Strategic Planning

Administration of Large Scale Assessments

Experience

2002 – Present Oregon Department of Education Salem OR

Assistant Superintendent of Assessment & Information Services

Directs the work of a diverse management team overseeing assessment and information services of the Oregon Department of Education (ODE). The Office of Assessment and Information Services supports ODE roles of accountability, leadership and school improvement through the development and maintenance of a technical and information infrastructure. This infrastructure has two major components. The first component is represented by data collection from and reporting on Schools, Districts and Educational Service Districts (ESDs). Additional components of this diverse unit include; Information Services Technology, and Customer Systems. Responsible for budget preparation and contract management and long term planning for implementation of newly developed finance and technology applications.

Accomplishments include:

- Published over 150 different test forms and administered 1.5 million assessments using multiple formats across several content areas to over 300,000 students in 1,200 schools per year
- Districts now have relatively immediate access to data rather than waiting several months for paper packets to be shipped.
- Reduced the amount of time for reporting student results to school and district staff from months to hours and improved data security
- Improved software development and prioritization environment to improve quality and timeliness of data collection and reporting
- Improved help desk support for thousands of data collection customers
- Consolidated and updated database, web and file servers resulting in 99.99% web server uptime
- Saved the state approximately $300,000 per year in printing and shipping costs by developing and implementing a secure web-based reporting infrastructure.
- Developed innovative contracts to train and support school and district staff in administering and scoring assessments thereby reducing the number of contracts from 12 to 3 and reducing the number of temporary employees by 1200

Under Kosty's leadership, the Office of Assessment and Information Services has build credible working relationships with the federal government in the following areas:

- Created Technical Assessment Advisory Committee (TAC) comprised of national experts to assist in bringing Oregon's Assessment into full compliance with federal requirements
- As part of Federal Peer Review ODE conducted studies of assessment technical adequacy
- Contracted with American Institutes for Research to develop 500+ page technical assessment manual
- Conducted stakeholder workgroup to validate assessment achievement standards

1997 – 2002 KPMG Consulting Sacramento CA

Manager

Managed projects, personnel and budgets for one of world's leading Information Technology Consulting firms. Directed strategic planning efforts, established and reviewed mission, vision, goals and objectives. Supervised project and practice staff including, interviewing and hiring, technical education and training, developing work plans, establishing employee performance guidelines and evaluating employee performance, and processing disciplinary actions. Served as an active participant on National K-12 Educational practice and served in leadership role on the following projects:

- Oregon's Database Initiative Pilot and Statewide Implementation
- Integrated Performance Benchmarking System (IPBS) – Test of Concept for US Department of Education Performance Based Data Management Initiative (PBDMI) and Education Data Exchange Network (EDEN)

- Colorado Springs District 11 Performance Plan
- Virginia Department of Education Special Education Child Count Project

1995 – 1997 Montana Office of Public Instruction Helena MT

Director, Information Systems Development

Plan, administer and control all activities of the Information Systems Development Division including software and hardware training, data processing, applications development. Served on the Technology Advisory Committee to plan for computer operations, telecommunications, local area and wide area networks, statewide educational networks, forms management, data administration, and systems security. Prepared budget requests and managed division budget.

1990 – 1995 Montana Office of Public Instruction Helena MT

Fiscal Services Specialist

Responsible for establishing and maintaining standard accounting and reporting practices in all Montana public school districts. Researched official accounting pronouncements and promulgating accounting policies for Montana School Districts; providing school district personnel, county superintendents and county treasurers with technical accounting and reporting assistance. Responsible for compiling and reporting school district financial information; and monitoring and reporting school district compliance with the Single Audit Act.

Education

Montana State University Bozeman MT

Bachelor of Science Business/Accounting

Professional Memberships

Education Information Management Advisory Committee of the Council of Chief State School Officers

Forum Representative of the National Center for Education Statistics

Michael W. Rebar, Ph.D.

Oregon Department of Education • 255 Capitol Street NE • Salem OR 97310-0203
(503) 947 - 5926 (voice) • (503) 378 - 5156 (fax)

Educational Background

Ph.D., Special Education (Mental Measurement), University of Oregon, 2001

Handicapped Learner Endorsement and Standard Teaching License, Oregon, 1993

M.A., Special Education, University of Oregon, 1993

B.S., Russian Language and Literature, University of Oregon, 1989

Professional Experience

Senior Research Analyst	Oregon Department of Education	2009 - present
Assistant Professor, Educational Psychology	Eastern Washington University	2004 - present
Research Associate, Chair Institutional Review Board	Pacific Institutes for Research, Eugene OR	2003 - 2005
Core Curriculum Reviewer	Oregon Reading First Center	2003 – 2005
Supplemental Curriculum Reviewer	Oregon Reading First Center	2003 – 2005
Oregon Reading First Evaluation Team Member	Oregon Reading First Center	2003 – 2005
Research Associate	Eugene Research Institute, Eugene OR	2000 – 2003
Vice President	Eugene Research Institute	2002 – 2003
Research Assistant	University of Oregon Institute on Violence and Destructive Behavior	2002 – present
Manager of Technology	University of Oregon Bookstore, Eugene OR	1997 - 1999
Computer Science Teacher	South Eugene High School Eugene School District 4J	1994 - 1997

Publications (partial list)

Journal Articles

Stockard, J., & Rebar, M. (in review). A mixed-model analysis of educational reform in early reading and math.

Engelmann, S., & Rebar, M. (in review). Exhaustive criteria testing. *Journal of Direct Instruction*.

Rebar, M., & Ditkowsky, B. (in review). The effect of orthography on reading fluency for beginning readers. *Journal of Literacy Research*.

Rebar, M. (in preparation). Achieving and sustaining accelerated achievement: The effect of a six-year implementation of the Direct Instruction model on early reading.

Rebar, M. (in preparation). The effect of a flexible planning and prompting system on task initiation and completion for individuals with cognitive disabilities.

Rebar, M. (in preparation). The reliability and validity of selection response computer administered measures of early reading.

Golly, A., & Rebar, M. (in preparation). Clear directions lead to greater compliance: Teacher use of alpha and beta commands.

Book

Simonsen, F., Moore, M., Ditkowsky, B., & Rebar, M. (contracted, in preparation). *Individualized Education Programs: Creating a roadmap for instruction*. Boston: Allyn and Bacon.

Software

Rebar, M. (2003). Class Prompter: Preschool Edition. Longmont, CO: Sopris West.

Keating, T., Rebar, M., & Hays, J. (2001). Picture Planner. Eugene, OR: Eugene Research Institute.

Rebar, M. (1997). Digital IEP System. Eugene, OR: Eugene School District 4J.

Rebar, M. (1995-2009). Class Prompter. Eugene, OR: Partnership for Empirical Educational Research.

Federally Funded Research (partial list)

Investigator, 2005 - 2009 (Award No.: S332B050017, 3 years, $3,300,000)
Reaching Standards with Traditionally Underserved Groups of Students: Expanding Effectiveness of the Direct Instruction Model. Research Grant from U.S. Department of Education, Office of Elementary and Secondary Education (CFDA 84.332B).

Project Director, 2004 - 2006 (Award No.: H327A040064-05, 2 years, $400,000)
The GetSET Project: Systematic Early Tracking for Effective Referral and Reporting. Research Grant from U.S. Department of Education, Office of Special Education and Rehabilitation Services (CFDA 84.327N).

Project Director, 2002 - 2005 (Award No. H324N020029, 3 years, $225,000)

Beginning Reading Fluency: A Computer Assisted Approach to Measure Validation, Progress Monitoring, and Intervention. Research Grant from U.S. Department of Education, Office of Special Education Programs (CFDA 84.324N).

Research Associate, 2002 - 2004 (Award No. R305G020057)
The Story Read Aloud Project: The Development and of an Innovative Instructional Approach to Promote Comprehension and Vocabulary in First Grade Classrooms. Research Grant from U.S. Department of Education, Office of Educational Research and Improvement (CFDA 84.305G).

Research Associate, Co-Investigator, 2002 - 2003
Investigating the effects of a preschool curriculum. National Institute of Child Health and Human Services, Departments of Health and Human Services, and Public Health Services.

Research Associate and Project Coordinator, 2001 - 2003
A Model for a Technology-based Life Skills Curriculum for Secondary Students with Cognitive Disabilities. Research Grant from U.S. Department of Education, Office of Special Education Programs.

Research Associate, 2001 - 2003
Information Technology Access for Adults with Cognitive Disabilities: Participatory Development of a Model for Software Accessibility, Training, and Support. Research Grant from U.S. Department of Education, Office of Special Education and Rehabilitation Research.

Research Assistant, 1993 - 1997
SUCCEED: Securing Understanding of Content through Content and Explicit Environmental Demands. U.S. Department of Education, Division of Innovation and Development.

Research Assistant, 1993 - 1996
DIRECT: Developing Individuals Responsible for Enhancing Content Teaching.
U. S. Department of Education, Office of Special Education and Rehabilitative Services.

Professional Affiliations

Council for Exceptional Children (CEC) Member (1991 - present)
Council for Children with Behavioral Disorders (CCBD) Member (1991 - present)
Council for Educational Diagnostic Services (CEDS) Member (1993 - 1996)

CEC President, Student Chapter #1111 (1992 - 1993)
CEC President Elect, Student Chapter #1111 (1991- 1992)

Oregon CCBD President, State Subdivision (1993 - 1994)
Oregon CCBD Vice President, State Subdivision (1992 - 1993)
Oregon CCBD Newsletter Editor, State Subdivision (1991 - 1992)

Apple Programmer and Developer Association (1989 - present)
BeOS Core Developer (1999 - 2001)

Service

Pacific Power Blue Sky Cycling Team, Board Member, 2008 - present
Oregon Public Networking, Board Member, 2004
President, University of Oregon College of Education Student Council, 1996
New Media Center, University of Oregon, Steering Committee Member, 1995
Assistive Technology Task Force, Eugene School District 4J, Member, 1993-1997
Departmental Computing Group, University of Oregon, Member, 1993-present

[redacted] • E-MAIL BOB_KIERAN@OUS.EDU

BOB KIERAN

SUMMARY OF QUALIFICATIONS

2008 - current Oregon University System Eugene, OR

Assistant Vice Chancellor, Institutional Research and Planning

- Responsible for the state system level Institutional Research and Performance Measurement and Outcomes offices for the Oregon University System (OUS), the seven-university and one branch campus state system of public higher education in Oregon. Responsible for all phases of information support for statewide policy development for higher education.
- Knowledgeable of higher education policy issues including academic policy and planning, access and participation, accountability and assessment, financing and costs, governance and leadership and all components of data and information management.
- Advanced modeling skills including comprehensive models for enrollment projections and distribution of state appropriations.
- Advanced technical skills including database design, implementation, and manipulation, systems administration and programming.
- Leadership skills with a collaborative attitude in working with staff and constituents both within and beyond the bounds of the state agency.

EDUCATION

Bachelor of Science, June 1986 University of Oregon

Major: Computer and Information Science

Minor: Mathematics

Graduate work, 1986-1999, coursework in database design, networks, advanced computer architecture, algorithm design, user interfaces, computer languages

PROFESSIONAL EXPERIENCE

1989 -Current Oregon University System Eugene, OR

2008 – Current:	*Assistant Vice Chancellor*
2000:	*Director of Institutional Research*
1999:	*Interim Director of Institutional Research.*
1999:	*Associate Director of Institutional Research*
1994-1999	*Manager, Student Databases*
1991-1994	*Institutional Studies Analyst*
1989-1991	*Research Assistant*
1989	*Programmer*

Currently:

As Assistant Vice Chancellor, I manage two information and analytical offices comprised of five full time analysts who collect, validate, incorporate, analyze and report unit record data from seven universities throughout the state, and two policy analysts who analyze system performance and outcomes for reporting and as an accountability measure for the Board. We have defined data for collection including student, course, faculty, admissions, financial aid, and completions by working collaboratively with campus staff, both technical and functional. I regularly meet with admissions officers, financial aid directors, registrars, and convene meetings with Student Information Systems managers, and I am an active participant in our Administrative Council meetings of vice presidents for Finance and Administration, as well as monthly Board meetings. I represent OUS as an information expert in various settings including Governor's Commissions, IPEDS Technical Review Panels, SHEEO and SHEF workshops and surveys, WICHE studies, and inter-agency collaborations with the Oregon Department of Education (ODE – responsible for K-12) the Community College and Workforce Development (CCWD) agency and I am the OUS representative on the Oregon Student Assistance Commission (OSAC) Steering Committee.

I consider IR the hub of a communication wheel where we are responsible for gathering information from various functional groups and sharing it with others. Those groups include internal: academic affairs, budget, human resources, controllers, government relations, communications, public affairs, and capital construction; external: governor's office, legislative fiscal office, department of administrative services, ODE, CCWD, OSAC; and national: NCES, SHEEO, WICHE, NCHEMS, and many others. I am a member of the Chancellor's Cabinet and communicate extensively with central office and campus leaders

Every year I convene a group of OUS representatives and visit each campus to conduct enrollment projections that become the basis for state appropriations and budgeting for the next year, and, in legislative years, for our Agency Request for state appropriations. Participants include IR staff, the Budget Director, and representatives from Academic Affairs including admissions officers, registrars and financial aid directors, vice presidents and, in the case of the regional institutions, university presidents.

I develop special studies, identify information sources, entice local expertise for their contributions, and publish these to the web and in print. Every two years we compile the OUS Fact Book, 120 pages of statistics and information about the Oregon University System. Every term we generate comprehensive reports on the academic activity of each of the seven campuses.

Previously:

During my twenty years in Institutional Research and Planning at the state system level in Oregon I have progressed from entry level programmer

through all phases of Institutional Research to my current position.

- In 1989, I was hired as a six month employee tasked with porting all IR COBOL, FORTRAN and C programs running on a local IBM 4340 mainframe to a Honeywell Bull remote environment. After two months (mostly developing connectivity) I was able to automate the process.
- In 1990, all OUS institutions went to SCT's Banner software, and, in collaboration with campus employees, I redesigned our data collection format to move from flat files to relational tables for data submission. I rewrote the Student Centralized Administrative Reporting File Data Dictionary, improving documentation and user-friendliness (now available online).
- In 1991, I implemented a relational data warehouse integrating earlier unit record data and writing and implementing all processes and business rules required to integrate additional data smoothly.
- In 1992, due to the expensive nature of Honeywell remote computing, I moved all our data and processes to a small Unix machine running Oracle in my office, with significant savings.
- In 1995, I instituted a data exchange with our community colleges, the IR director had interned with me two years earlier.
- In 1996, due to negotiated improvements in service from our IT office, I returned the data to a location fifty miles away, and was able to link to other existing data warehouses maintained by OUS.
- In 1997, the governor demanded that OUS become more transparent in their budgeting, and I have been called 'the primary architect' of our Resource Allocation Model which is used to distribute all state appropriations to the seven campuses. This included developing peer lists, compiling Cost of Instruction studies by discipline and student level, collecting and analyzing financial and academic data for OUS and peer institutions, investigating other state's budgeting methodologies, making recommendations, creating prototypes, developing the finished model, getting 'buy-in' from campuses, the governor, and ultimately the legislature. Included were performance measures and funding, and a process for regularly updating the relationships established within the model.
- In 1999, the model was implemented. I trained campus people on its design and demonstrated how they could use it for their own planning.

REFERENCES

References available upon request

Joshua Klein, CISA

(b)(6)

503.930.9337
josh.klein@state.or.us

EXPERIENCE:

Chief Information Officer

Oregon Department of Education **September 2009 – Present**

- Set strategic direction for the agency's information technology (IT) resources. Supervised over forty (40) IT professionals through three subordinate IT managers. Oversee the security and quality of data on over 1 million current and former K-12 students and oversee the administration of two Institute for Education Sciences (IES) grants totaling over $8M, in addition to a biennial budget of nearly $6M. Collaborate with other State Education Agencies (SEA's) to leverage existing technology efforts, thus minimizing development efforts on Oregon's behalf. Responsible for recognizing the value of individual and cultural differences, and creating a work environment where individuals' differences are valued.

Director of Application Development

Oregon Department of Education **June 2006 – September 2009**

- Responsible for coordinating internal technical controls and projects for the Oregon Department of Education. Manage various formal and informal project teams. Direct supervision of sixteen (16) staff including the Agency Webmaster, the Application Development Team, the Business Analysis Team, and the Database Development Team. Direct report to the Chief Information Officer.

- Drive and manage a smooth application systems development lifecycle for multiple concurrent projects across a variety of systems. Monitor projects to ensure on-time delivery and report project status to executive management. Design, develop and implement documentation, business process, and technical standards. Facilitate vertical communication between customers and executive management. Collaborate with agency directors; identifying office needs to meet agency goals, including: Develop program/system rules and policies and long- and short-range goals and plans; program/system evaluation; budget planning and development; vendor relations/contract management; supervision of technology functions and staff; large-scale project management and oversight.

- Led audit compliance efforts in response to internal, state, and federal findings. Coordinated implementations of evolving state and federal regulations including No Child Left Behind (NCLB), Individuals with Disabilities Education Act (IDEA), Carl D. Perkins Career and Technical Education Act (Perkins), American Recovery and Reinvestment Act (ARRA), and others.

- Project manager for the Consolidated Staff Collection project, implementing a unique staff identifier for every school and school district employee in the state of Oregon. Project spanned almost two years, included over 75 distinct data points per staff member, and brought Oregon into compliance with federal requirements for highly qualified teacher reporting.

Application Support Supervisor

Oregon Department of Education **April 2002 – June 2006**

- Supervised all support provided by the Oregon Department of Education (ODE) Helpdesk. Acted as the central figure in the identification, testing, and resolution of technical issues related to agency web-based application software. Provided cross-functional leadership for

several project teams, with direct oversight of eight (8) technology staff members. Managed a variety of mission-critical security, internal control, and software development projects. Developed and implemented changes to business policies and processes affecting over 5,000 school district employees accessing over 50 distinct ODE data collection applications.

- Planned, executed, and managed the ODE Contact Center project which centralized resources from several different support units into a single support team. Maintained quality of service while increasing capacity 163%. Developed business requirements for, selected, customized (using SQL, VB, and ASP), and implemented an enterprise helpdesk product.
- Collaborated with upper management to/on: Develop program/system rules and policies and long- and short-range goals and plans; program/system evaluation; budget planning and development; vendor relations/contract management; supervision of technology functions and staff; large-scale project management and oversight. Led results team in an outcome-based budgeting initiative. Team was responsible for prioritizing the allocation of over 70% of the agency budget (~$65M).

Chief Information Officer
Klein Consulting Group **August 1997 – December 2001**

- Founded and maintained an on-site information systems consultancy. Responsible for technical sales and service, accounting, client relations, marketing, employee management, information systems development and implementation. Analyzed existing client information systems and managed the design and construction of new systems and controls, enhancing productivity and producing a smooth information life cycle. Supported these custom solutions on an ongoing basis.
- Worked in collaboration with the Chief Executive Officer to/on: Develop program/system rules and policies and long- and short-range goals and plans; program/system evaluation; budget planning and development; vendor relations/contract management; supervision of technology functions and staff; large-scale project management and oversight.
- Personally handled all technology issues both technical and non-technical, including but not limited to: network administration, cabling, troubleshooting, application development, security, hardware assembly and repair, software installation and configuration, user training, business and systems analysis, and organizational development.

PROFICIENCIES:

- VB, VB.Net, VBScript, C, C++, Pascal, HTML, ASP, ASP.Net, LDAP, JavaScript, SQL, Access, Windows (All), UNIX, Linux, Netware, Office, Visio, Project, Acrobat, Photoshop, DNS, DHCP, NAT, WINS, IIS, Exchange, Active Directory, Terminal Server, SMTP, POP, FTP, TCP/IP, LAN, WAN, DSL, ISDN, HSD, VPN, RAS, PPP, SLIP, SAN, 802.11a/b/g

EDUCATION:

- Denver Technical College – A Division of DeVry University — Denver, CO
  Bachelor of Science, Network Systems Administration — **December 2001**
- Information Systems Audit and Control Association (ISACA) — Certified
  Certified Information Systems Auditor (CISA) — **October 2005**

Anthony Alpert

(b)(6)

EMPLOYMENT

Director of Assessment — **July 2005 – Current**
OREGON DEPARTMENT OF EDUCATION — SALEM, OR

Directs the Office of Assessment with a budget of approximately $10 million per year. Develops policies, long and short term goals and objectives for Assessment Office relating to statewide online and paper pencil based assessments including item writing, psychometrics, test design, test administration and reporting. Oversees production of reports of Adequate Yearly Progress (AYP) and Oregon's state report card and school and district performance reports. Oversees collection and analysis of key accountability data including dropouts, graduates and attendance. Conducts statistical analyses, evaluates programs, progress, time lines and risks for the office. Presents materials to State Board as required for policy decisions. Coordinates with agency partners, local, statewide and national organizations.

National Technical Advisory Committee Member — **October 2008 – Current**

Provides technical advice to the U.S. Department of Education as to how implementation of federal law and U.S. Department of Education regulations can be completed consistent with best practices and the greatest likelihood of achieving intended outcomes

Manager of Assessment Scoring and Reporting — **March 2004 – July 2005**
OREGON DEPARTMENT OF EDUCATION — SALEM, OR

Managed the assessment scoring and reporting staff. Managed the production of individual student, school, district and state level reports based on results from online and paper and pencil assessments including reports of Adequate Yearly Progress (AYP) and Oregon's school and district performance reports. Developed, monitored and implemented budget and budget polices for Office of Assessment and Information Services.

Research Analyst 4 — **February 2003 – March 2004**
OREGON DEPARTMENT OF EDUCATION — SALEM, OR

Primary responsibility for the management and allocation of the Oregon State School Fund budget and Allocations encompassing approximately $3.7 billion per year. Worked with external partners to generate alternatives, build consensus, and resolve and implement solutions.

Research Analyst 4 — **April 2000 – February 2002**
OREGON DEPARTMENT OF EDUCATION — SALEM, OR

Primary responsibility for the production of the School and District Performance Reports containing assessment, attendance, and dropout data as well as other indicators of school and district performance. Programmed the production application using Visual Basic, SQL and Postscript.

ADDITIONAL PROFESSIONAL EXPERIENCE

Research Analyst 3 — **April 1998 – April 2000**
OREGON DEPARTMENT OF CORRECTIONS — SALEM, OR

Used descriptive and inferential statistics to analyze and report on corrections related data.

Senior Research Programmer — **September 1995-April 1998**
OREGON RESEARCH INSTITUTE — EUGENE, OR

Performed a wide range of statistical analyses utilizing conditional probabilities, general linear modeling and structural equation modeling.

Research Programmer — **September 1993-September 1995**
OREGON RESEARCH INSTITUTE — EUGENE, OR

Processed and organized data in preparation for analyses of three longitudinal studies of adolescent development.

Project Manager **March 1992 to July 1993**
STRATEGIC ADVANTAGE INC. MINNEAPOLIS, MN

Managed a staff that oversaw the implementation and operation of twelve mental health outcome studies.

EDUCATION

B.A.
UNIVERSITY OF MINNESOTA
Summa Cum Laude

Major: Psychology and Sociology

Award: Received monetary award from the Undergraduate research Opportunities Project to conduct experiment for honors thesis

M.S.
UNIVERSITY OF OREGON
Major: Psychology, Sociology, Decision Sciences

Graduate Certificate in Large Scale Assessment
UNIVERSITY OF MARYLAND

PUBLICATIONS

Duncan, S.C., Alpert, A., Duncan, T.E., & Hops, H.(1997). Adolescent alcohol use development and young adult outcomes. Drug and Alcohol Dependence. 49. p.39-48.

Duncan, T.E., Alpert, A., Duncan, S.C., & Hops, H. (1996). Multilevel covariance structure analysis of sibling substance use and intra-family conflict. Journal of Psychopathology and Behavioral Assessment. 18(4), p.347-369.

Duncan, T.E., Duncan, S.C., Alpert, A., Hops, H., Stoolmiller, M., & Muthen, B. (1997). Latent variable modeling of longitudinal and multilevel substance use data. Multivariate Behavioral Research.32(3). p.275-318

Duncan, T. E., Duncan, S. C., Alpert, A., & Hops, H. (1997). Multilevel covariance structure analysis of intra-familial substance use. Drug and Alcohol Dependence 46, 167-180

Duncan, T.E., Alpert, A., & Duncan, S.C. (1998). Multilevel covariance structure analysis of sibling antisocial behavior. Structural equation modeling 5(3). 211-228

Duncan, T.E., Duncan, S. C. Alpert, A. (1997). Multilevel covariance structure analysis of family substance use across samples and ethnicities. Journal of Gender, Culture, and Health. 2(4). p271-286.

Duncan, T.E., Duncan, S.C., Strycker, L.A., Li, F., & Alpert, A., (1999). An Introduction to Latent Variable Growth Curve Modeling: Concepts, Issues, and Applications. Mahwah NJ: Lawrence Erlbaum Associates.

Hops, H., Alpert, A., & Davis, B. (1997). The development of same and opposite-sex social relations among adolescents: An analogue study. Social Development, 6(2), 165-183.

Hupp, S, Brown, M., Alpert A. (1992). Impact of adult interaction on play behaviors and emotional responses of preschoolers with developmental delays. Education and Training in Mental Retardation, p.145-152

Sheeber, L., Hops, H. , Alpert, A., Davis, B., Andrews, J. (1997). Family support and conflict: Prospective relations to adolescent depression . Journal of Abnormal Child Psychology, 25(4), p. 333-344.

Sheeber, L., Hops, H., Andrews, J.A., Alpert, A., & Davis, B. (1998). Interactional processes in families with depressed and nondepressed adolescents: Reinforcement of depressive behavior. Journal of Abnormal Psychology.

Brett Luelling

(b)(6)

Work: (503) 947-5837
brett.a.luelling@state.or.us

An accomplished Business Analyst, and Project Manager, specializing in system design with experience in all phases of the application development life cycle including requirements gathering, prototyping, design, implementation, testing, and maintenance.

Summary of Qualifications

- Experience with Project Management Body of Knowledge methodology.
- Experience using SCRUM and other agile methodologies on projects.
- Experience managing high stakes reporting projects.
- Possess expertise in business process analysis to properly frame the problem and develop requirements.
- Expertise in system analysis/design, using different technologies, and progressing from problem statement to documented design and implementation.
- Demonstrated management skills with proficiency in leading and mentoring individuals to maximize productivity and build a cohesive team.

Technical Expertise

Project Management Methodologies	PMBOK, SCRUM, Extreme Programming
SDLC	Water Fall, Incremental, SCRUM, Extreme Programming
Databases	Oracle, MySQL, Sybase, SQL Server

Professional Experience

Oregon Department of Education **2008 - Present**

Project Manager/Bus. Analyst (BA), BA Team Lead

Project Manager

Responsible for managing projects to achieve department objectives. This includes, but is not limited to, School/District Report Card, SpEd Report Card, the Annual Collection Schedule, Individual Student Results, and process improvement projects.

Duties Include:

- Identifying units of work needed to complete the project
- Estimating timelines for projects

- Developing milestones and phases for projects
- Identifying/managing risks
- Resource Planning
- Managing resources on the projects
- Updating management on the progress of the projects
- Responding to any changes in requirements
- Ensuring staff have the information and tools necessary to do their job
- Identifying areas for process improvement
- Using PMBOK methodology
- Leveraging the SDLC and developing agile methodologies for shorter development timelines
- Assisting management with project/resource planning
- Conducting postmortems to determine areas of improvement

BA Team Leader
Responsible for managing the Business Analyst team.

Duties Include:

- Developing team structure
- Assigning and reviewing work
- Assisting staff with professional development planning
- Responding to any issues surfaced by members of the BA team
- Approving/denying leave requests to ensure we always have coverage
- Conducting interviews

Business Analyst
Responsible for developing system requirements and designing IT solutions to meet department objectives.

Duties Include:

- Working with customers to develop system requirements
- Designing IT systems
- Analyzing current business process for process improvement
- Recommending projects to management that could save the department time/money

Department of Consumer and Business Services **2005 - 2008**

Systems Analyst

Assistant Project Manager for E-Permitting
Assisted the Project Manager in developing, and maintaining, the project plan for the E-Permitting Project. Mentored in large scale Project Management and the tools necessary to effectively manage the project.

Duties Included:

- Developing and maintaining the project plan.

- Working with users to build business requirements.
- Leading the project team to achieve project goals, and keep the project on track.
- Assigning work to peers.

Systems Analyst for Insurance Department
Developed IT solutions by working closely with the customer and analyzing current business processes. Provided support to Insurance Division Employees including quick responses to production problems, and gathering requirements, designing, and building systems by legislative deadlines.

Duties Included:

- Creating applications that would interact with the third party software applications to provide real time data exchanges.
- Designing applications and leading programmers in the development of those applications.
- Assigning and reviewing work by junior developers.
- Trained end users on the use of new applications.
- Wrote instructions, business process rules and flow documents, and system documentation.
- Provided excellent customer service by being accessible to Insurance Division staff.

Jester Web Development **2000 - 2005**

Owner/Operator

Developed IT solutions for clients and provided IT support. This position required traveling to users and working with users to develop system requirements.

Accomplishments Include:

- Aviation Fuel Tracker Enterprise Application: The program had a C++ client application and a server side written in ASP .NET. The client application sits on an Access database and the server side sits on a MS SQL Server Database. The client application connects to the server side remotely and replicates its database to the server side's master database; allowing the server side to perform statistical analysis on the data.

Duties Included:

- Providing IT support at all times of the day and traveling to be on site when necessary.
- Hiring, assigning/reviewing work, responding to grievances, and disciplining when necessary.

Education

University of Phoenix, M.B.A

Oregon Institute of Technology
B.S. in Software Engineering with minors in Technical Communication and Business

Project Narrative

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

Attachment 1:
Title: **Appendix C: Status Chart** Pages: **4** Uploaded File: **I:\Grant Opportunties\Application\AppendixC-FINAL.pdf**

STATUS CHART – DATA SYSTEM
CAPABILITIES

CAPABILITY	CURRENT STATUS	PROJECT ALDER OUTCOMES
1. P-20 linkages	Pre-Kindergarten through Grade 12 Integrated Data System (KIDS). The Oregon Community College Unified Record System (OCCURS). The Student Centralized Administrative Reporting File (SCARF).	Significant increase in the amount and types of data in the operational data store (ODS).
2. Interoperability	Standardized file formats for data exchanges with six regional warehouses. Support to regional partners and LEAs to facilitate automated data exchange. Automated processes to provide data extracts to vendors who provide test administration services.	A comprehensive P-20 data store containing P-20 enrollment, K-12 attendance, and P-12 formative and summative assessment data. Enhanced electronic student record (OSTX) to include these additional data. Inter-state collaborations supporting development of standardized file formats for data exchange. Development of an Identity Resolution process.
3. Teacher-student link	Unique secure identifiers for both teachers and students. Current systems do not link student data with teachers.	Development of an Instructional Unit Identifier (IUID) to link teachers to course content and students. Collaboration with the Teacher Standards and Practices Commission. Comprehensive program of technical assistance and professional development.
4. Teacher certification, preparation data	Some information on teacher training tracked in staff-level collections. ODE partnership with the six public institutions of higher education that train teachers through a data exchange with Oregon University System (OUS) and Teacher Standards and Practices Commission (TSPC).	Staff collections expanded to include additional pre-service and in-service training elements. Data sharing agreements and protocols developed with Oregon Chapter of the American Association of Colleges of Teacher Education (AACTE). New relationship with the Oregon Independent Colleges Association (OICA).
5. Continuous improvement, timely reporting	Professional development series (through The Oregon DATA Project) for teachers, school and district administrators regarding the proper use of data to inform instructional decisions and improve educational programs.	Design and implementation of reports that link formative and summative data with functionality that allows users the capability to view both types of data simultaneously.

STATUS CHART – DATA SYSTEM
CAPABILITIES

CAPABILITY	CURRENT STATUS	PROJECT ALDER OUTCOMES
6. Data quality audits	Data Governance Committee. Automated processes for data backup and standardized procedures for data restoration. Business continuity and enterprise-level security systems.	Development of a comprehensive and systematic data quality plan.
7. Meet reporting requirements	New web application supports State Fiscal Stabilization Fund (SFSF) reporting. One of five states in Complete School Year EDFacts data submission; two EDFacts Awards for Excellence.	Data source for required reports changes from snapshot tables of the old transactional system to the operational data store.

STATUS CHART – DATA SYSTEM
ELEMENTS

ELEMENT	CURRENT STATUS	PROJECT ALDER OUTCOMES
1. A unique statewide student identifier	Use of a unique secure student identifier (SSID) since 2001-2002 school year. SSID now covers all students served.	
2. Student-level enrollment, other information	Student-level collections track enrollment, demographic, and program participation information. New Cumulative Average Daily Membership (CumADM) collection.	

STATUS CHART – DATA SYSTEM
ELEMENTS

ELEMENT	CURRENT STATUS	PROJECT ALDER OUTCOMES
3. Student-level exit, other information	Eight separate collections track points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. These data are being consolidated into the new CumADM collection. Community College Workforce Development and Oregon University System also have student level enrollment data.	Extended cohort graduation rate will be requested for 2010-2011. State's ability to track GED recipients improved, and preschool data enhanced to track factors for successful transition to kindergarten. Transfer and graduation from non-Oregon institutions added through participation in National Student Clearinghouse.
4. Communication with higher ed data systems	Integrated Data Transfer System (IDTS) enables three institutional levels to integrate their data systems: K-12, community colleges, and state universities.	Ability to share student information with Washington state schools developed.
5. A state data audit system	Well-defined data architecture, data validation rule sets, mature business rules, code review processes, standards development processes, and cross-domain validation procedures.	Development of policies and procedures that govern acceptable use of data by research stakeholders; further development of state data audit system; build-out of Error Correction Reporting (ECR) system.
6. Yearly test records of individual students	Student-level summative test data collected via Oregon Assessment of Knowledge and Skills (OAKS). Formative assessment data collected using standardized curriculum-based measures.	Student-level test data added in preschool in collaboration with partners. Capability developed for districts to store information on two user-selected formative assessment measures
7. Information on students not tested	Testing participation rates reported in the Adequate Yearly Progress and Oregon Report Card reports.	Approach expanded to analyzing and reporting on students not tested, as part of a comprehensive and systematic data quality plan.
8. A teacher identifier system	Unique Staff Identifier (USID) issued to each licensed teacher and other school personnel. Tracking for subjects, areas of certification and school of employment.	Inter-agency collaboration between ODE and Teacher Standards and Practices Commission to develop mechanisms increasing the frequency and richness of data sharing in both directions.

STATUS CHART – DATA SYSTEM
ELEMENTS

ELEMENT	CURRENT STATUS	PROJECT ALDER OUTCOMES
9. Student-level transcript information	The Oregon Student Transcript Exchange (OSTX) application quickly exchanges student records and transcripts between K-12 schools, and between K-12 schools and higher ed institutions.	Adds the ability to share student information with Washington state schools.
10. Student-level college readiness test scores	Oregon currently collects, analyzes and reports on PSAT scores. However, the SAT and ACT data are only available aggregated at the institution level (that is, they are not tied to Oregon's unique student identifier, SSID). Data on how many students are in Advanced Placement and International Baccalaureate courses is not currently collected, although data on how many teachers are assigned those courses are.	ODE will request and store SAT, PSAT, and, where available, ACT data at the student level linked by SSID. This will allow a "within-subjects" analysis of these tests, as well as permit their use in predictive validity analyses. ODE will expand data elements related to AP courses and tests.
11. Student transition information	K-12 transcript data for Oregon students who attend Oregon universities. Reports aggregated at the university level on factors affecting student transition.	Partnerships develop FERPA-compliant approach to student-level record sharing on successful student transition to postsecondary education. Transitions to non-Oregon postsecondary institutions will be undertaken through participation in the National Student Clearinghouse.
12. Data for success in postsecondary education	Information collected on student grade retention, mobility, and discipline data that have an empirical impact on secondary and, therefore, indirect impact on postsecondary educational success.	Empirically validated factors that impact postsecondary educational success identified and data elements necessary to collect and report on these factors. Developed.

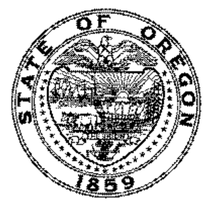
Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **Appendix D: Letters of Support** Pages: **11** Uploaded File: **J:\Business Analysis Team\Grant Proposals\SLDS Round 4 - ALDER\Submitted\Appendix D-FINAL.pdf**

Appendix D: Letters of Support

SUSAN CASTILLO
State Superintendent of Public Instruction



OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

December 1, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 2006-5651

Dear Dr. Gould:

As Oregon's State Superintendent of Public Instruction, I am writing in support of Oregon's application to expand its longitudinal data system in several critically important areas with Project ALDER (Advancing Longitudinal Data for Educational Reform).

We fully appreciate the essential role data plays in our efforts to close the achievement gap in a time when Oregon schools are facing increasingly complicated challenges.

Oregon has made great strides in developing a comprehensive longitudinal data system aimed at increasing student achievement, and we are grateful for the support shown us by the U.S. Department of Education in previous funding rounds.

Project ALDER is designed to complement existing data initiatives by filling in the missing pieces of our current system, specifically the inclusion of education data not currently collected, provision of the teacher-student link and promotion of linkages with other data systems.

We propose to do this in a highly collaborative way that promotes a wealth of partnerships both inside and outside our state.

On behalf of the Oregon Department of Education, I thank you for consideration of this grant application.

Sincerely,

Susan Castillo
Superintendent of Public Instruction

THEODORE R. KULONGOSKI
Governor

October 30, 2009

Susan Castillo
Superintendent of Public Instruction
255 Capitol St. NE
Salem, OR 97310

Dear Superintendent Castillo:

It is my pleasure to write this letter in support of the Oregon Department of Education's Project ALDER (Advancing Longitudinal Data for Educational Reform).

Oregon has long recognized the role that data plays in improving student achievement in our state. We have made substantial investments in developing a comprehensive statewide data system that delivers accurate and timely data, but we need help taking the system to the next level.

This grant will provide support for critical expansion and enhancement features for Oregon's existing longitudinal data system. It will also enable the Oregon Department of Education to develop strategic partnerships for the exchange of data with other agencies and organizations in our state.

I am pleased with the interagency operability demonstrated by the strong collaboration element in Project ALDER. Building strong partnerships is a very effective way of making sure Oregon's decisions meet the needs of all stakeholders.

I wish you success in securing funding for Project ALDER. Oregon's students, parents, educators and policy makers will benefit from your efforts.

Sincerely,

THEODORE R. KULONGOSKI
Governor

TRK:ml:cy

STATE CAPITOL, 900 COURT STREET NE, SALEM OR 97301-4047 (503) 378-3111 FAX (503) 378-6827
WWW.GOVERNOR.OREGON.GOV

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

November 10, 2009

Susan Castillo
Superintendent of Public Instruction
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Dear Ms. Castillo:

The Office of Superintendent of Public Instruction is pleased to support Oregon's proposal to the U.S. Department of Education for funding consideration.

We are looking forward to working with Oregon on Project ALDER: Advancing Longitudinal Data for Educational Reform. We believe the project holds great potential for expanding and improving the longitudinal data systems on both sides of the border. Discussions with our counterparts in the Oregon education offices have confirmed my belief that both of our states place a high priority on building collaborative relationships. As State Superintendent of Public Instruction, I am fully committed to the goals of this project and give my full support to Washington's part in it. Best of luck!

Sincerely,

Randy Dorn

Randy I. Dorn
State Superintendent
Of Public Instruction

RD:pt

WICHE
Western Interstate Commission for Higher Education
3035 Center Green Drive Suite 200 Boulder, CO 80301-2204 303.541.0200 (ph) 303.541.0291 (fax)

November 30, 2009

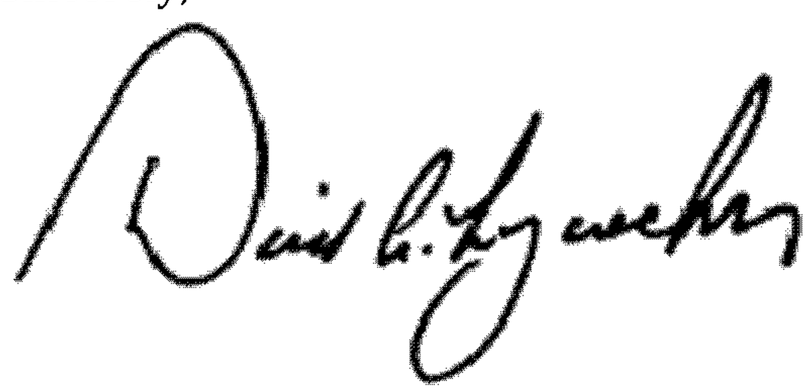
U.S. Department of Education
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5651

To Whom It May Concern,

Please accept this letter from the Western Interstate Commission for Higher Education (WICHE) in support of the State of Oregon's proposal for an award through the Statewide Longitudinal Data Systems grant program funded by the American Recovery and Reinvestment Act of 2009 (CFDA number 84.384). Oregon's proposed project features its planned involvement in a pilot effort to share data among a collaboration of states. The multi-state data exchange will allow states to more completely analyze how their production of human capital is meeting state needs by enabling them to look beyond their borders at where they are getting – or losing – their students and labor force participants. At a time when most, if not all, states are working on developing data systems, the collaborative nature of this exchange will help participating states benefit from the experience of others, while also fostering greater compatibility and interoperability among participating states' data systems. A more intentional approach to interstate interoperability will better ensure that state systems can be stitched together more seamlessly in the longer term, especially as the pilot effort shows benefits and potentially attracts other states to the table. Additional major concerns to be addressed in this collaborative effort include how to ensure the protection of private data and how to develop a lasting governance arrangement among several states – and agencies within states.

WICHE plans to lead and facilitate the development of this pilot effort, and we have submitted a separate proposal to the Bill and Melinda Gates Foundation to fund our activities as well as to bear a share of the state costs of participating in this effort. The Gates Foundation has been a key supporter of building more robust data systems in education and, based upon our discussions with them, we are confident they will find this effort worthwhile. With the inclusion of this pilot effort for a multi-state collaboration, we believe Oregon's proposal stands out as meeting the goals of the SLDS grant program, and we strongly support its selection for an award.

Sincerely,



David A. Longanecker
President

Oregon
University
System

Office of the Chancellor
P.O. Box 751
Portland, OR 97207-0751
PHONE (503) 725-5700
FAX (503) 725-5709
http://www.ous.edu

November 30, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 20006-5651

Dear Dr. Gould:

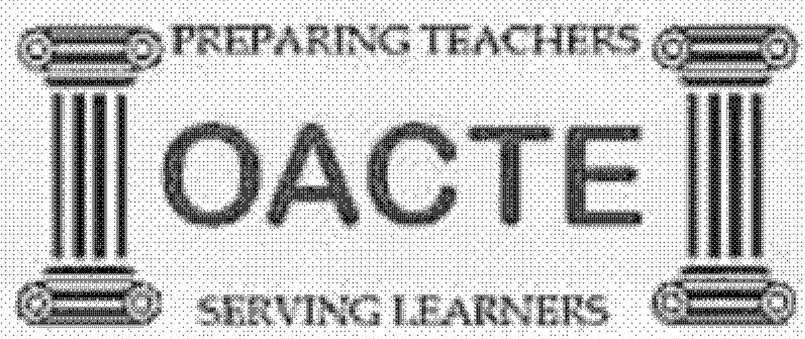
I am pleased to offer this letter of support for the Oregon Department of Education's application for Institute of Education Sciences funding to implement Project ALDER*: Advancing Longitudinal Data for Educational Reform.*

As Chancellor for the Oregon University System (OUS) I have seen firsthand the benefits of a single longitudinal data source providing OUS with the ability to evaluate our current programs and to continuously improve how we deliver higher education in Oregon. Now is the time to expand this valuable resource beyond OUS to allow us to take a much larger statewide, and even regional, perspective on education and workforce training. Combining the efforts of various agencies and stakeholders into a more cohesive, streamlined and powerful planning tool will greatly benefit our students and working citizens.

The proposal to combine currently disconnected data into a singular cohesive information system is the result of much collaboration among vested partners in Oregon, and this collaboration reflects the spirit of Oregon: working together to provide our citizens the opportunity to excel in the global world. Thank you for your consideration of this grant application.

Sincerely,

George Pernsteiner
Chancellor
Oregon University System



OREGON ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

November 23, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 20006-5651

Dear Dr. Gould:

On behalf of the Oregon Association of Colleges for Teacher Education (OACTE), a group comprised of representatives from all of the private and public teacher preparation programs in our state, I am writing this letter to support the Oregon Department of Education's application for Institute of Education Sciences funding to implement Project ALDER: *Advancing Longitudinal Data for Educational Reform.*

Currently deans and directors meet at least four times a year with representatives from the Oregon Department of Education. Many of our discussions have already led to refinements in support offered for our graduates. Our hope is that the development of the state's longitudinal data system will provide additional sources of information that complement our programs' attention to candidates' ability to impact student learning.

We look forward to collaborative discussions on how to collect and analyze data - of many kinds - that will help us improve teacher preparation in Oregon. We are quite familiar with the OAKS measure and agree that it can provide an important look at one aspect of student development. Our hope is to work together with ODE to also identify additional sources of data that more fully capture the rich contributions that teachers make to the development of their students.

Sincerely,

Hilda Rosselli

Hilda Rosselli, Ph.D.
President of the Oregon chapter of AACTE
Dean, Western Oregon University

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

October 15, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 20006-5651

Dear Dr. Gould:

We are writing this letter of commitment in support of the Oregon Department of Education's grant application for Project ALDER. This project expands the current data collection capability of Oregon's longitudinal data system. We are very pleased to be part of this collaborative expansion.

This opportunity will allow the much needed expansion of Oregon's longitudinal data system in a collaborative manner that can forge stronger connections with the pre K-12 school system as well as provide information supporting continuous improvement in early learning systems development. The data thus gathered will undoubtedly be valuable in assessing the direction of our programs and formation of policies relative to serving young children.

In terms of our involvement, we commit staff, as feasible, to support this effort. The staff is well versed in the necessity of this data system and understands fully the impact on future planning and implementation of findings for program development.

Please be assured that we are fully committed to the goals of this project and are looking forward to working collaboratively with the project team. Thank you for considering this proposal.

Sincerely,

Nancy J. Latini

Nancy J. Latini, Ph.D.
Assistant Superintendent
Office of Student Learning & Partnerships

Every Student, Every Day – A Success

Oregon
Theodore R. Kulongoski, Governor

Teacher Standards and Practices Commission
465 Commercial St. NE
Salem, OR 97301
(503) 378-3586, (503) 378-4448 fax
www.TSPC.state.or.us
contact.tspc@state.or.us

December 2, 2009

U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 2006-5651

RE: Project Alder

Dear review panel:

On behalf of the Oregon Teacher Standards and Practices Commission (TSPC), I am pleased to write a letter in support of Oregon Department of Education's (ODE) Project ALDER. We understand that Project ALDER adds critical enhancements to the longitudinal data system that the Department is developing.

The Commission believes that the effective use of data use is vital for the health and future growth of Oregon's educational system. We believe that a reliable and sustainable longitudinal data system, developed through stakeholder partnerships, can also help the TSPC meet our mission to establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students. We have been engaged with the ODE in developing this type of exchange for the past two years.

TSPC looks forward to working with the ODE further on Project ALDER. Our cooperative relationship will be a continuation of our long-standing interagency collaboration on many projects on behalf of Oregon education. Additionally, in Oregon, the Teacher Standards and Practices Commission is an independent professional licensure board and is not contained within the Oregon Department of Education.

We feel this new collaboration effort between our two agencies is essential and we look forward to working with Project ALDER and the ODE as plans move forward.

Respectfully,

Victoria Chamberlain
Executive Director

c: Commissioners
Superintendent Castillo
Doug Kosty, ODE

Early Childhood CARES

University of Oregon ▪ 299 East 18th Avenue, Eugene, OR 97401
(541) 346-2578 ▪ (800) 925-8694 ▪ Fax (541) 346-6189
eccares.uoregon.edu

November 25, 2009

Dr. Tate Gould
U.S. Department of Education
National Center for Education Statistics
1990 K Street, Room 9014
Washington, D.C. 2006-5651

Dr. Gould:

We are writing this letter of commitment in support of the Oregon Department of Education's grant application for Project ALDER. This project expands the current data collection capability of Oregon's longitudinal data system, and Early Childhood CARES is happy to be collaborating in this expansion.

Early Childhood CARES is a department of the College of Education at the University of Oregon. Our program provides Early Intervention (EI) and Early Childhood Special Education (ECSE) services to infants, toddlers and preschool children in Lane County. Over 1,200 children who have developmental delays or disabilities are served each year.

Our program also develops and administers ecWeb database applications used by all Oregon EI/ECSE programs to record biographic and case information, prepare forms, track and analyze assessments, keep contact logs, evaluate immunization status and prepare reports. These applications include child information from referral through the transition to school age programs.

We are pleased to have this opportunity to help expand Oregon's longitudinal data system in a collaborative manner that can forge stronger connections with the K-12 school system as well as provide information supporting continuous improvement in early learning systems development. The data gathered will undoubtedly be valuable in assessing the direction of our programs and formation of our policies.

Please be assured that we are fully committed to the goals of this project and are looking forward to working collaboratively with the project team. Thank you for considering this proposal.

Judy Newman, Co-Director

Dan Smellow, ecWeb Administrator

Oregon
Theodore R. Kulongoski, Governor

Employment Department
875 Union St NE
Salem, OR 97311
(503) 947-1394
TTY (503) 947-1391
www.emp.state.or.us

October 22, 2009

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St. NE
Salem, OR 97310

Dear Mr. Kosty,

I am pleased to write this letter in support of the Oregon Department of Education's application for Institute of Education Sciences (IES) grant funds to implement Project ALDER (Advancing Longitudinal Data for Educational Reform).

The Oregon Employment Department is eager to participate in this project and will cooperate fully with ODE. We understand that the goal of Project ALDER is to expand the breadth of Oregon's longitudinal data system to include information from all ends of the educational scale, including workforce data.

Our participation in this project will not only strengthen the state's ability to provide quality education to its residents, but will also further our long-standing goal to improve the matching of education and workforce records, for the purpose of improved performance measurement.

The changing demographics of our workforce and the current economic climate mean we are making critical decisions on important workforce issues. We anticipate that the exchange of data would help Oregon policy-makers make those decisions from a fact-based position of knowledge.

Thank you for this opportunity.

Sincerely,

Graham Slater, Administrator
Workforce and Economic Research Division

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Budget Justification** Pages: **5** Uploaded File: **Budget Justification Final.pdf**

Budget Justification

Oregon Department of Education (ODE) — CFDA NUMBER: 84.384
Budget Period: September 1, 2010 – August 31, 2013 (3 Yrs)
Project ALDER: Advancing Longitudinal Data for Educational Reform
Total Requested Amount: $10,489,113

ODE has estimated project costs using standard estimation procedures which are reviewed periodically for accuracy and reasonableness. Because the RFA indicates that this is a cooperative agreement, we have included cost to participate in any and all activities, including evaluations and the adoption of standards deemed appropriate by IES.

Personnel: ($2,932,833)

Project Co-Director, Principal Investigator (0.10 FTE average all years): Doug Kosty
Mr. Kosty will serve as the Principal Investigator. As co-director of the project, Mr. Kosty will oversee the establishment of the organization structure and the hiring of staff as well as provide leadership in all aspects of the project. ODE is requesting $51,378 towards the Project Co-Director's salary while working on this project.

Project Co-Director, Technical Lead (0.10 FTE average all years): Josh Klein
As co-director, Mr. Klein will serve as technical lead, with his major duties consisting of coordinating technical collaboration for all phases of the project. He will establish an organization structure and hire staff as well as provide leadership in all aspects of the project. ODE is requesting $34,804 towards the Project Co-Director's salary while working on this project.

Project Manager (1.0 FTE average all years): Brett Luelling
Mr. Luelling will be responsible for the overall project management. ODE is requesting $315,863 towards the Project Manager's salary while working on this project.

Quality Assurance Lead (1.0 FTE average all years): Michael Rebar
Dr. Rebar will participate in all aspects of the system development to advocate quality, including working from the requirements definition phase to develop detained test strategies and test plans. He will perform all aspects of verification, including functional, regression, load and system testing and maintain test automation at both the functional and system level. ODE is requesting $215,459 towards the Quality Assurance Lead's salary while working on this project.

Transactional Architect (0.495 FTE average all years): To Be Determined
He/she will develop and implement flexible transaction architecture that meets the needs of Internet applications during this project. ODE is requesting $126,575 towards the Transactional Architect's salary while working on this project.

Warehouse Architect (0.99 FTE average all years): To Be Determined
He/she will lead and consult on the design, implementation, and integration of data warehouses and data environments and will perform data warehouse design, construction and testing including design, architecture, metadata and repository creation. ODE is requesting $253,153 towards the Warehouse Architect's salary while working on the project.

Database Architect (2.0 FTE average all years): To Be Determined
He/she will design, develop and implement infrastructure to provide highly-complex, reliable and scalable database to meet project needs. ODE is requesting $464,327 towards the Data Architects' salaries while working on this project.

Front End Developer (2.02 FTE average all years): To Be Determined
He/she will develop the templates and standards-based interfaces used by ODE's intranet, extranet, and internet sites. In Project ALDER, the Front End Developers will be responsible for maintaining a consistent look and feel for various stakeholder groups while providing high volume accessible transactional systems as well as designing web applications that access ODE's operational data stores and warehouses. ODE is requesting $464,329 towards the Front End Developers' salaries while working on this project.

Business Analyst (2.0 FTE average all years): To Be Determined
Throughout the project, he/she will scope the system, translate business needs, translate technical issues, model and document and aid in test and validation. ODE is requesting $464,328 towards the Business Analysts' salaries while working on this project.

Data Analyst (1.0 FTE average all years): To Be Determined
He/she will document the types and structure of the business data (logical modeling), analyze and mine business data to identify patterns and correlations among the various data points, map and trace data from system to system in order to solve a given business or system problem, design and create data reports and reporting tools to help management in their decision making and perform statistical analysis of business data throughout the project. ODE is requesting $215,462 towards the Data Analyst's salary while working on this project.

System Tester (1.0 FTE average all years): To Be Determined
He/she will perform system testing to evaluate the software/hardware to ensure compliance with its specified requirements. She will also perform integration testing to detect any inconsistencies between the software units that are integrated together or between any of the assemblage and the hardware. ODE is requesting $147,015 towards the System Tester's salary while working on this project.

Technical Writer (1.01 FTE average all years): To Be Determined
He/she will analyze national and local policies concerning early childhood requirements. Will provide project team members with the expertise and information needed to make modifications to the existing web-based application and to develop the link to the Oregon Pre-K database and will provide expertise

in the development of the Early Childhood Assessment System. ODE is requesting $48,515 towards the Early Childhood Research Analyst's salary while working on this project.

Fringe Benefits: ($1,261,118)
The Department of Education's fringe benefit rate is 43% of personnel costs. This rate covers Social Security, FICA, health/life/disability insurance and unemployment compensation. ODE is requesting $36,329 per year to cover fringe benefit expenses for project staff.

Travel ($46,155)
Three project staff will be traveling to attend two IES Grantee meetings. Six round-trip airfares from Portland to Washington, D.C., at $600 each for a total for $3,600 are requested. Eighteen nights lodging at $229.00 per night for a total of $4,122 are requested. Meals (based on per diem rates) and eighteen days for a total for $1,278. An estimated nine cab fares at $25 each for a total of $225. ODE staff reimbursement for 20 trips airport trips at an average round trip of 200 miles at $0.55 per mile for a total of $2,200. Stakeholder reimbursement for attendance at four meetings (1 — Questions and Concerns, 2 — Design Considerations, 3 — Planning, and 4 — Final Discussion) based on 10 district Human Resource staff, 10 district Information Technology staff, and 10 Student Information Technology staff traveling an average of 240 miles round trip totaling a mileage reimbursement for 30 staff traveling 240 miles at $0.55 per mile for a total of $3,960.

Equipment ($750, 108)
ODE is requesting $285,580 for a Storage Area Network, $107,516 for server clusters for a warehouse, two data marts, a reporting server and a streaming server. We are also requesting $357,012 for miscellaneous hardware including two load balancers, two HD encoders, software licensing and webinar infrastructure. Equipment is procured via a competitive bid process.

Supplies: ($167,440)
For purposes of the project, it will be necessary to purchase supplies for 10 staff (excludes Mr. Kosty and Mr. Klein). A total of $972 are requested for office supplies including paper, staples, file folders, binders, printing, copying and postage. A total of $1,308 is requested for telecommunications (phone and network charges). A one-time expense of $4,000 is requested for a computer, desk and chair. Total supply costs per employee are $8,248, for a total of $82,480 for the ten employees. For Year 2, a total of $42,480 for ten staff is requested to cover office supplies ($972 each for paper, staples, folders, binders, printing, and postage), telecommunication charges ($1,308) and office rent ($1,968). For Year 3, a total of $42,480 for ten staff is requested to cover office supplies ($972 each for paper, staples, folders, binders, printing, and postage), telecommunication charges ($1,308) and office rent ($1,968).

Contractual: ($4,318,698)
Intergovernmental Agreements with CCWD (Community Colleges and Workforce Development) represents the amount that will be paid for the following services: requirements gathering, coordination, research, policy analysis, information technology coordination, data integration and matching, web surveys, communications and publications. Year 2 work will focus on requirements

gathering, planning and design activities, while Year 3 activities will be focused on implementations and testing.

Intergovernmental Agreement with the Oregon University System (OUS) represents the amount that will be negotiated with OUS for the following services to establish a research board: requirements gathering, coordination, research, policy analysis, information technology coordination, data integration and matching, web surveys, communications and publications. Year 1 work will focus on requirements gathering, planning and design activities. Year 2 will focus on creating the research board and agenda while Year 3 will be focused on implementation and testing the research agenda.

	Yr1	Yr2	Yr3
Regional Warehouse provider support – ETL modifications to support Student-Teacher linkages	1,500,000		
Identity Resolution software purchase, customization, and integration	500,000		
Quality Assurance (QA) – est. at 4% of subtotal	71,751		
Early Childhood Assessment System****		250,000	
EC Cares Application modifications*****		50,000	
Quality Assurance (QA) – est. at 4% of subtotal	555	26,991	555
Intergovernmental Agreement with CCWD****		271,000	271,000
Intergovernmental Agreement with OED*****		20,000	20,000
Intergovernmental Agreement with OUS******	264,055	375,509	390,829
National Student Clearinghouse records matching	25,000	25,000	25,000
Intergovernmental Agreement with TSPC*******	50,000	50,000	25,000
Quality Assurance (QA) – est. at 4% of subtotal	0	0	24,688
Quality Assurance (QA) – est. at 4% of subtotal	27,255	27,255	27,255
	$2,438,616	$1,095,755	$784,327

Total Direct Costs: (9,476,352)

Personnel	$2,932,833
Fringe Benefits	$1,261,118
Travel	$46,155
Equipment	$750,108
Supplies	$167,440
Contractual	$4,318,698
Total	$9,476,352

Indirect Costs: ($1,012,761)

The current federally negotiated indirect cost rate for the Oregon Department of Education for the period July 1, 2009 to August 31, 2010 is 17.3%.

Description	Yr1	Yr2	Yr3
Indirect Cost on Subtotal before Contracts (1793769*.173)	310,322		
Region 1 Warehouse Contract IDC (25000*.173)	4,325		
Region 2 Warehouse Contract IDC (25000*.173)	4,325		
Region 3 Warehouse Contract IDC (25000*.173)	4,325		
Region 4 Warehouse Contract IDC (25000*.173)	4,325		
Region 5 Warehouse Contract IDC (25000*.173)	4,325		
Region 6 Warehouse Contract IDC (25000*.173)	4,325		
Identity Resolution Software Integration Contract IDC (25000*.173)	4,325		
QA Contract IDC (25000*.173)	4,325		
Indirect Cost on Subtotal before Contracts (13878*.173)	2,401	0	2,401
Indirect Cost on Subtotal before Contracts (674774*.173)	0	116,736	0
Early Childhood Assessment System Contract (25000*.173)		4,325	
EC Cares Application modifications (25000*.173)		4,325	
QA Contract IDC (25000*.173)		4,325	
Indirect Cost on Subtotal before Contracts (617,212*.173)	0	0	106,778
Intergovernmental Agreement with CCWD (25000*173)		4,325	4,325
Intergovernmental Agreement with OED (20000*173)		3,460	3,460
Intergovernmental Agreement with OUS (25000*173)	4,325	4,325	4,325
National Student Clearinghouse records matching	4,325	4,325	4,325
Intergovernmental Agreement with TSPC (25000*173)	4,325	4,325	4,325
QA Contract IDC (24688*.173)			4,271
17.3% of Subtotal and QA Contract	122,594	122,594	122,594
Total Indirect Costs	**$482,892**	**$273,065**	**$256,814**

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **Budget Narrative** Pages: **10** Uploaded File: **SLDS4 Budget Narrative.pdf**

Budget Narrative

Oregon Department of Education

State Longitudinal Data Systems Grant Application 12/4/2009

The matrices on the following pages delineate costs associated with each of the four outcomes associated as described in our application. These four matrices will reconcile to the total requested amount by Oregon and should provide the necessary level of detail to demonstrate our understanding of the complexities of these tasks and our commitment to do this work.

Outcome 1: Develop Teacher-Student Linkage

Expenditure Category	Expenditure Description	FTE	Yr 1 $	Yr 2 $	Yr 3 $
Personnel					
Brett Luelling	Project Manager	0.25	79,615		
Josh Klein, CIO	Project Co-Director	0.008	2,833		
Doug Kosty, Asst. Supt.	Project Co-Director, Principal Investigator	0.008	4,182		
To Be Determined	Transactional Architect	0.095	24,456		
To Be Determined	Warehouse Architect	0.19	48,912		
To Be Determined	Database Architect	0.46	106,260		
To Be Determined	Front End Developer	0.5	114,067		
To Be Determined	Business Analyst	0.56	129,254		
To Be Determined	Data Analyst	0.12	25,465		
Michael Rebar	Quality Assurance Lead	0.27	57,815		
To Be Determined	System Tester	0.24	34,961		
To Be Determined	Technical Writer	0.26	33,576		
Fringe Benefits	Based on 43% of Personnel costs listed above		284,400	0	0
Travel (Air)	See Travel (Air) details below*		9,225		
Travel (Car)	See Travel (Car) details below**		6,160		

Expenditure Category	Expenditure Description	FTE	Yr 1 $	Yr 2 $	Yr 3 $
Equipment	See Equipment details below***		750,108		
Supplies	See Supplies details below****		82,480		
	Subtotal before Contracts		**1,793,769**	**0**	**0**
Contractual	Regional Warehouse provider support – ETL modifications to support Student-Teacher linkages		1,500,000		
Contractual	Identity Resolution software purchase, customization, and integration		500,000		
Contractual	Quality Assurance (QA) – est. at 4% of subtotal		71,751		
Indirect Cost Rate	See IDC table below		344,922		
	Total		**4,210,442**	**0**	**0**

IDC – Indirect Cost Rate Table:

Description	Year 1	Year 2	Year 3
Indirect Cost on Subtotal before Contracts (1793769*.173)	310,322	0	0
Region 1 Warehouse Contract IDC (25000*.173)	4,325		
Region 2 Warehouse Contract IDC (25000*.173)	4,325		
Region 3 Warehouse Contract IDC (25000*.173)	4,325		
Region 4 Warehouse Contract IDC (25000*.173)	4,325		
Region 5 Warehouse Contract IDC (25000*.173)	4,325		
Region 6 Warehouse Contract IDC (25000*.173)	4,325		
Identity Resolution Software Integration Contract IDC (25000*.173)	4,325		
QA Contract IDC (25000*.173)	4,325		
Total Indirect Costs	**344,922**	**0**	**0**

Note: Indirect Costs apply only to the first $25,000 of a contract.

*Travel (Air) funds of $9,225 are requested as follows for 3 staff to attend 2 IES Grantee meetings:

- $3,600 = 6 roundtrip airfares from Portland – Washington, DC at $600 each
- $4,122 = 18 nights lodging ($229 per night) assuming 3 nights stay each
- $1,278 = per diem meals (breakfast, lunch, dinner) and incidentals at $71/day for 18 days
- $ 225 = surface transportation (9 cab fares, $25 each)

** Travel (Car) funds of $6,160 are requested as follows:

- $2,200 = ODE staff reimbursement for 20 trips at an average round trip of 200 miles at $.55/mile
- $3,960 = Stakeholder reimbursement for attendance at 4 meetings (1=Questions and Concerns, 2= Design Considerations, 3 = Planning and 4 = Final Discussion) based on the following participants:
    - 10 District Human Resource staff traveling an average of 240 miles round trip
    - 10 District Information Technology staff traveling an average of 240 miles round trip
    - 10 District Student Information Systems staff traveling an average of 240 miles round trip
    - Total mileage reimbursement = 30*$.55*240

***Equipment funds are requested as follows:

- $285,580 = Storage Area Network
- $107,516 = Server clusters including Warehouse, DataMarts (2), Reporting, and Streaming
- $357,012 = Miscellaneous including Load Balancers (2), HD Encoders (2), Software Licensing, and Webinar Infrastructure

****Supplies funds are requested as follows for each of 10 staff (excludes Kosty and Klein):

- $ 972 = Office Expenses – paper, staples, folders, binders, etc.
- $1,308 = Telecommunications – phone and network charges
- $1,968 = Office Rent
- $4,000 = Computer, desk and chair- one-time cost
- $82,480 = Total ($8,248*10)

Outcome 2: Consolidate and expand early childhood data

Expenditure Category	Expenditure Description	FTE	Yr 1 $	Yr 2 $	Yr 3 $
Personnel					
Brett Luelling	Project Manager	0.22		68,429	
Josh Klein, CIO	Project Co-Director	0.009		2,968	
Doug Kosty, Asst. Supt.	Project Co-Director, Principal Investigator	0.009		4,381	
To Be Determined	Transactional Architect	0.055		14,475	
To Be Determined	Warehouse Architect	0.11		28,951	
To Be Determined	Database Architect	0.28		65,477	
To Be Determined	Front End Developer	0.16		35,066	
To Be Determined	Business Analyst	0.24		55,846	
To Be Determined	Data Analyst	0.12		25,465	
Michael Rebar	Quality Assurance Lead	0.15		32,747	
To Be Determined	System Tester	0.24		34,919	
To Be Determined	Technical Writer	0.26		33,576	
To Be Determined	Early Childhood Research Analyst	0.5	9,705	29,105	9705
Fringe Benefits	Based on 43% of Personnel costs listed above		4,173	185,504	4,173
Travel (Air)	See Travel (Air) details below*			9,225	
Travel (Car)	See Travel (Car) details below**			6,160	
Equipment	Not Applicable			0	
Supplies	See Supplies details below***			42,480	
	Subtotal before Contracts		**13,878**	**674,774**	**13,878**
Contractual	Early Childhood Assessment System****			250,000	
Contractual	EC Cares Application modifications*****			50,000	
Contractual	Quality Assurance (QA) – est. at 4% of subtotal		555	26,991	555
Indirect Cost Rate	See IDC table below		2,401	129,711	2,401
	Total		**16,834**	**1,131,476**	**16,834**

IDC – Indirect Cost Rate Table:

Description	Year 1	Year 2	Year 3
Indirect Cost on Subtotal before Contracts (13878*.173)	2,401	0	2,401
Indirect Cost on Subtotal before Contracts (674774*.173)	0	116,736	0
Early Childhood Assessment System Contract (25000*.173)		4,325	
EC Cares Application modifications (25000*.173)		4,325	
QA Contract IDC (25000*.173)		4,325	
Total Indirect Costs	**2,401**	**129,711**	**2,401**

Note: Indirect Costs apply only to the first $25,000 of a contract.

*Travel (Air) funds of $9,225 are requested as follows for 3 staff to attend 2 IES Grantee meetings:

- $3,600 = 6 roundtrip airfares from Portland – Washington, DC at $600 each
- $4,122 = 18 nights lodging ($229 per night) assuming 3 nights stay each
- $1,278 = per diem meals (breakfast, lunch, dinner) and incidentals at $71/day for 18 days
- $ 225 = surface transportation (9 cab fares, $25 each)

** Travel (Car) funds of $6,160 are requested as follows:

- $2,200 = ODE staff reimbursement for 20 trips at an average round trip of 200 miles at $.55/mile
- $3,960 = Stakeholder reimbursement for attendance at 4 meetings (1=Questions and Concerns, 2= Design Considerations, 3 = Planning and 4 = Final Discussion) based on the following participants:
    - 10 District Early Childhood staff traveling an average of 240 miles round trip
    - 10 District Information Technology staff traveling an average of 240 miles round trip
    - 10 District Student Information Systems staff traveling an average of 240 miles round trip
    - Total mileage reimbursement = 30*$.55*240

***Supplies funds are requested as follows for each of 10 staff (excludes Kosty and Klein):

- $ 972 = Office Expenses – paper, staples, folders, binders, etc.
- $1,308 = Telecommunications – phone and network charges
- $1,968 = Office Rent
- $42,480 = Total ($4,248*10)

****The Early Childhood Assessment System represents an estimate to provide the infrastructure to test approximately 13,000 children, train staff through regional sites across Oregon and store results before data are submitted to the Oregon Pre-K database. This amount will be sent out to public bid in the event Oregon is awarded this grant.

***** EC Cares Application modifications represent an estimate to make modifications to the existing web-based application and to develop the link to the Oregon Pre-K database. This amount will be sent out to public bid in the event Oregon is awarded this grant.

Outcome 3: System development for exchange and integration of postsecondary success/community college/workforce data

Expenditure Category	Expenditure Description	FTE	Yr 1 $	Yr 2 $	Yr 3 $
Personnel					
Brett Luelling	Project Manager	0.22			70,001
Josh Klein, CIO	Project Co-Director	0.016			5,531
Doug Kosty, Asst. Supt.	Project Co-Director, Principal Investigator	0.016			8,165
To Be Determined	Transactional Architect	0.045			11,369
To Be Determined	Warehouse Architect	0.09			22,737
To Be Determined	Database Architect	0.2			47,892
To Be Determined	Front End Developer	0.22			51,592
To Be Determined	Business Analyst	0.22			51,504
To Be Determined	Data Analyst	0.14			30,348
Michael Rebar	Quality Assurance Lead	0.11			23,038
To Be Determined	System Tester	0.24			35,399
To Be Determined	Technical Writer	0.26			33,576
Fringe Benefits	Based on 43% of Personnel costs listed above		0	0	168,195
Travel (Air)	See Travel (Air) details below*				9,225
Travel (Car)	See Travel (Car) details below**				6,160
Equipment	Not Applicable				0
Supplies	See Supplies details below***				42,480
	Subtotal before Contracts		**0**	**0**	**617,212**
Contractual	Intergovernmental Agreement with CCWD****			271,000	271,000
Contractual	Intergovernmental Agreement with OED*****			20,000	20,000
Contractual	Intergovernmental Agreement with OUS******		264,055	375,509	390,829
Contractual	National Student Clearinghouse records matching		25,000	25,000	25,000
Contractual	Intergovernmental Agreement with TSPC*******		50,000	50,000	25,000
Contractual	Quality Assurance (QA) – est. at 4% of subtotal		0	0	24,688

Expenditure Category	Expenditure Description	FTE	Yr 1 $	Yr 2 $	Yr 3 $
Indirect Cost Rate	See IDC table below		12,975	20,760	131,809
	Total		**352,030**	**762,269**	**1,505,539**

IDC – Indirect Cost Rate Table:

Description	Year 1	Year 2	Year 3
Indirect Cost on Subtotal before Contracts (13878*.173)	0	0	106,778
Intergovernmental Agreement with CCWD (25000*173)		4,325	4,325
Intergovernmental Agreement with OED (20000*173)		3,460	3,460
Intergovernmental Agreement with OUS (25000*173)	4,325	4,325	4,325
National Student Clearinghouse records matching	4,325	4,325	4,325
Intergovernmental Agreement with TSPC (25000*173)	4,325	4,325	4,325
QA Contract IDC (24688*.173)			4,271
Total Indirect Costs	**12,975**	**20,760**	**131,809**

Note: Indirect Costs apply only to the first $25,000 of a contract.

*Travel (Air) funds of $9,225 are requested as follows for 3 staff to attend 2 IES Grantee meetings:

- $3,600 = 6 roundtrip airfares from Portland – Washington, DC at $600 each
- $4,122 = 18 nights lodging ($229 per night) assuming 3 nights stay each
- $1,278 = per diem meals (breakfast, lunch, dinner) and incidentals at $71/day for 18 days
- $ 225 = surface transportation (9 cab fares, $25 each)

** Travel (Car) funds of $6,160 are requested as follows:

- $2,200 = ODE staff reimbursement for 20 trips at an average round trip of 200 miles at $.55/mile
- $3,960 = Stakeholder reimbursement for attendance at 4 meetings (1=Questions and Concerns, 2= Design Considerations, 3 = Planning and 4 = Final Discussion) based on the following participants:

- 10 District Early Childhood staff traveling an average of 240 miles round trip
- 10 District Information Technology staff traveling an average of 240 miles round trip
- 10 District Student Information Systems staff traveling an average of 240 miles round trip
- Total mileage reimbursement = 30*$.55*240

***Supplies funds are requested as follows for each of 10 staff (excludes Kosty and Klein):

- $ 972 = Office Expenses – paper, staples, folders, binders, etc.
- $1,308 = Telecommunications – phone and network charges
- $1,968 = Office Rent
- $42,480 = Total ($4,248*10)

****Intergovernmental Agreement with CCWD (Community Colleges/Workforce Development Commission represents the amount that will be negotiated with CCWD for the following services: requirements gathering, coordination, research, policy analysis, information technology coordination, data integration and matching, web surveys, communications and publications. Year 2 work will focus on requirements gathering, planning and design activities while year three will be focused on implementation and testing.

***** Intergovernmental Agreement with the Oregon Employment Department (OED) represents the amount that will be negotiated to perform data integration and matching services. Year 2 work will focus on requirements gathering, planning and design activities while year three will be focused on implementation and testing.

****** Intergovernmental Agreement with the Oregon University System (OUS) represents the amount that will be negotiated with OUS for the following services to establish a research board: requirements gathering, coordination, research, policy analysis, information technology coordination, data integration and matching, web surveys, communications and publications. Year 1 work will focus on requirements gathering, planning and design activities; year 2 will focus on creating the research board and agenda while year three will be focused on implementation and testing the research agenda.

Outcome 4: A comprehensive statewide data quality plan

Expenditure Category	Expenditure Description	FTE	Yr 1 $	Yr 2 $	Yr 3 $
Personnel					
Brett Luelling	Project Manager	0.31	32,606	32,606	32,606
Josh Klein, CIO	Project Co-Director	0.067	7,824	7,824	7,824
Doug Kosty, Asst. Supt.	Project Co-Director, Principal Investigator	0.067	11,550	11,550	11,550
To Be Determined	Transactional Architect	0.3	25,425	25,425	25,425
To Be Determined	Warehouse Architect	0.6	50,851	50,851	50,851
To Be Determined	Database Architect	1.06	81,566	81,566	81,566
To Be Determined	Front End Developer	1.14	87,868	87,868	87,868
To Be Determined	Business Analyst	0.98	75,908	75,908	75,908
To Be Determined	Data Analyst	0.62	44,728	44,728	44,728
Michael Rebar	Quality Assurance Lead	0.47	33,953	33,953	33,953
To Be Determined	System Tester	0.28	13,912	13,912	13,912
To Be Determined	Technical Writer	0.23	10,299	10,299	10,299
Fringe Benefits	Based on 43% of Personnel costs listed above		204,891	204,891	204,891
Travel (Air)	Accounted for in Other Three Outcomes				
Travel (Car)	Accounted for in Other Three Outcomes				
Equipment	Accounted for in Other Three Outcomes				
Supplies	Accounted for in Other Three Outcomes				
	Subtotal before Contracts		**681,381**	**681,381**	**681,381**
Contractual	Quality Assurance (QA) – est. at 4% of subtotal		27,255	27,255	27,255
Indirect Cost Rate	17.3% of Subtotal and QA Contract		122,594	122,594	122,594
	Total		**831,230**	**831,230**	**831,230**