

# **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 # R384A100033**

Closing Date: DEC 04, 2009

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**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

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

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: Elementary and Secondary Education, RI Department of

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
056000522	929956563

**d. Address:**

* Street1:	255 Westminster Street
Street2:	
* City:	Providence
County:	Providence
State:	RI
Province:	
* Country:	USA
* Zip / Postal Code:	02903

**e. Organizational Unit:**

Department Name:	Division Name:
Office of the Commissioner	Office of the Commissioner

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

Prefix:	Mr.	* First Name:	David
Middle Name:	V		

\* Last Name: Abbott

Suffix:

Title: Deputy Commissioner

Organizational Affiliation:

Deputy Commissioner, RI Department of Education

\* Telephone Number:

(401)222-8702

Fax Number:

(401)222-6178

\* Email: DAVID.ABBOTT@RIDE.RI.GOV

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

**\* 12. Funding Opportunity Number:**

072909001

Title:

Statewide, Longitudinal Data Systems Under The American Recovery And Reinvestment Act Of 2009

**13. Competition Identification Number:**

Title:

Statewide, Longitudinal Data Systems Under The American Recovery And Reinvestment Act Of 2009

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

PK-20+, cities, towns, state government

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

Rhode Island Department of Education Longitudinal Data Systems Project will expand state agency interoperability; develop performance-centered, user-friendly data portals; and expand regional collaboration.

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: 02

\* b. Program/Project: RI- ALL

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 7/1/2010

\* b. End Date: 6/30/2013

**18. Estimated Funding (\$):**

a. Federal	\$ 5387926
b. Applicant	\$
c. State	\$ 1382804
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 6770730

**\* 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.

c. Program is not covered by E.O. 12372.

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

Yes  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)**

\*\* 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: David

Middle Name: V

\* Last Name: Abbott

Suffix:

Title: Deputy Commissioner

\* Telephone Number: (401)222-8702 Fax Number: (401)222-6178

\* Email: DAVID.ABBOTT@RIDE.RI.GOV

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Elementary and Secondary Educati...

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

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 11,500	\$ 11,500	\$ 11,500	\$ 0	\$ 0	\$ 34,500
4. Equipment	\$ 473,368	\$ 0	\$ 0	\$ 0	\$ 0	\$ 473,368
5. Supplies	\$ 203,000	\$ 155,000	\$ 155,000	\$ 0	\$ 0	\$ 513,000
6. Contractual	\$ 1,236,500	\$ 1,236,500	\$ 1,236,500	\$ 0	\$ 0	\$ 3,709,500
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 150,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 150,000
9. Total Direct Costs (lines 1-8)	\$ 2,074,368	\$ 1,403,000	\$ 1,403,000	\$ 0	\$ 0	\$ 4,880,368
10. Indirect Costs*	\$ 215,734	\$ 145,912	\$ 145,912	\$ 0	\$ 0	\$ 507,558
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 2,290,102	\$ 1,548,912	\$ 1,548,912	\$ 0	\$ 0	\$ 5,387,926

**\*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?  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:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 10.4%

(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%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Elementary and Secondary Educati...

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:** David V Abbott

**Title:** Deputy Commissioner of Education

**Date Submitted:** 12/01/2009

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> 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: David Abbott Title: Deputy Commissioner Applicant: Elementary and Secondary Education, RI Department of of Date: 12/01/2009	
<b>Federal Use Only:</b>		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

Elementary and Secondary Education, RI Department of

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.      First Name: David      Middle Name: V

Last Name: Abbott      Suffix:

Title: Deputy Commissioner of Education

Signature:

Date:

12/01/2009

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.          David                              V                              Abbott

Address:

\* Street1:              255 Westminster Street  
Street2:  
\* City:                  Providence  
County:                  Providence  
\* State:                  RI\* Zip / Postal Code: 02903 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                              code)  
(401)222-8702                      (401)222-6178

Email Address:

DAVID.ABBOTT@RIDE.RI.GOV

**2. Applicant Experience**

Novice Applicant                       Yes               No               Not applicable

**3. Human Subjects Research**

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

Yes               No

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

Yes      Provide Exemption(s) #:

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :

# Project Narrative

## Project Narrative - Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **E:\slds\grant narrative\in here\submission\Project Abstract.pdf**



## **Project Abstract**

A rapidly changing global economy and concerns about our ability to educate/develop a competitive workforce demand that education and training systems strengthen their capacity to collect, analyze, and use information to ensure that every individual has the knowledge and skills necessary to succeed. Federal funding is available to build aligned interoperable PK-20+ data systems that collect information from early childhood through high school and postsecondary education, training and into the workplace.

The Stimulus Plan provides a strategic opportunity for states to build the political will and take practical steps to remove barriers to accessing, sharing and using data to improve student success. The U.S. Departments of Education, Labor, and Health and Human Services are collaborating in new, unprecedented ways to demonstrate how state agencies can work together to link data across sectors, avoid duplication, and protect privacy. The alignment of data initiatives in Race To The Top Funds, State Fiscal Stabilization Funds, and SLDS grants, will provide greater transparency and efficiencies around federal programs empowering parents to make the best decisions for their children regarding education and career paths.

Rhode Island, like other states, is also in a perfect storm of necessity and availability. Technology is at the beginning of a paradigm change from robotic systems to organic systems. That is to say, modern technology is becoming more people oriented in its hardware and software architectures and therefore, more enabling and more available by providing new user-friendly and inventive tools that enable all Rhode Islanders to benefit from comprehensive, transparent and accessible information.

In anticipation of this new technology, the Rhode Island Department of Education (RIDE) is committed to a comprehensive, data-driven, PK-20+ information management and decision support system that enables districts, state agencies and education institutions to compile, validate, and analyze information on a more timely and accurate basis. By doing so, RI can transform education into a knowledge-based enterprise, moving from collecting data for compliance to using data to promote continuous improvement. Specifically, RIDE proposes the following initiatives as part of this application:

1. Provide infrastructure for full implementation multi-state agency Data Hub at the Providence Plan and disaster mirror recovery system at RIDE.
2. Build user interface for data warehouse with portal for all users; build a value added system to measure student growth against teacher credentials, preparation and professional development; and pilot an instructional management system (linked to RIDE's data warehouse) with two low performing districts.
3. Develop a Performance Management System that links teacher preparation, assignment, compensation, advancement and tenure and can be used to measure the quality of teacher education programs.
4. Provide Infrastructure for higher education data warehouse.
5. Expand New England Secondary School Consortium partnership (CT, ME, NH, RI, VT) to include cross-state research, an e-transcript pilot and measures of high school and post-high school outcomes.

# Project Narrative

## Project Narrative - Project Narrative

Attachment 1:

Title: **SLDS Connect Pages: 30** Uploaded File: **E:\slds\grant narrative\in here\submission\Project NarrativeFINAL.pdf**



## Project Narrative (30 Pages)

### (a) Need for Project

One month into her term as head of Rhode Island PK-12 education, Commissioner Deborah Gist showed her unwavering support for and commitment to the state's longitudinal data system by securing an external consultant to provide a gap analysis of the current SLDS. The consultant explored the data warehouse and all other RIDE data feeds, interviewed district technology directors, vendors, and any partners associated with RIDE's data infrastructure. In addition, the investigation included detailed interviews with representative from all of RIDE's offices to determine data needs, technology gaps and governance issues. The report breaks RIDE gaps into three main areas: system, processes and people. This grant request mirrors the systems gaps identified in the final report.

Though parts of the report complimented RIDE staff and its ability to design, in-house, sophisticated systems capabilities; there are shortcomings internally that have prevented development of comprehensive statewide longitudinal data system. In brief, the needs are as follows:

- Establishment of the data warehouse as the Educational System of Record. - a single database environment to aid consistent data manipulation and analysis.
- Integration of an analytic dashboard on top of the data warehouse with customizable data visuals and security rights for different users.
- Design of "Point and click" data web sites tailored to multiple levels of users with attractive visuals easy navigation.
- Inclusion of research portal on SLDS with security configuration for researchers and authorized data.
- Development a Performance Management System that links teacher preparation, assignment, compensation, advancement and tenure- and link the performance management system with program approvals.
- Ability to link in-state infrastructure for higher education data with PK-12 data.
- Development of a value added student growth model to measure student growth and teacher effectiveness.
- Expansion of cross-state data linkages.

The Commissioner used the results of the gap analysis to prepare a statewide strategic plan. Now in the public comment period, the five priority goals, (which are strongly aligned to the *Race to The Top* priorities and the **SFSF requirements**) are:

1. Ensure Educator Excellence teacher (effectiveness and equity in teacher distribution/ Increasing teacher effectiveness and equitable distribution of effective teachers)
2. Accelerate All Schools Toward Greatness (supporting and turning around low performing schools / Turning around the lowest-performing schools)
3. Establish World-Class Standards and Assessments (higher standards and better assessments/ Adopting rigorous standards and high-quality assessments)
4. Develop User Friendly Data Systems (Establishing data systems and using data for improvement)
5. Invest Our Resources Wise



This grant request is structured around each of these priority goals. The ultimate measure of success will be RIDE's ability to meet the measures of success statements that are detailed in the strategic plan. Those measures of success will be addressed throughout this application.

### **RIDE SLDS: Current State**

The goals of RIDE's administrative streamlining and initiative, launched in 2006, has been to transform inefficient manual workflows, costly paper processes, duplicated / inaccurate data, SEA/LEA system silos, and intra-RIDE system stovepipes by modernizing and re-engineering operational and system processes. The streamlining initiatives have already yielded positive results for the districts and RIDE by implementing modernized electronic data collection and validation processes in RIDE's data analysis/reporting (eRIDE), adult basic education (CALIS), and child nutrition program (<sup>SLDS</sup>*Connect*) systems. These information technology systems and operational re-engineering efforts have resulted in a foundation of cleaner information, streamlined electronic workflows, more unified instructional technology (IT) processes and systems, electronic document management, more accurate data, and better RIDE/LEA interoperability. Moreover, RIDE's award of the 2008 SLDS Grant when combined with RIDE's administrative streamlining efforts are important foundational steps toward the Department's long and short goals set forth by Commissioner Gist.

RIDE and the state of Rhode Island have undertaken significant work to design and implement an impressive student data system at the K-12 level. The agency's data system includes a data warehouse and decision support (analysis and report) systems that store and provide access to individual student-level data. Additionally, these systems include data verification and error-checking routines and a system for ensuring assignment of unique identifiers to individual students, which is a critical component in maintaining individual level longitudinal data. At present, the Rhode Island collection of education data rivals that of any other state. The data collected by the RIDE includes:

- Assessment results for all students, by student group, on the regular state assessments;
- Alternate Assessment for students with disabilities and the Mac II exam for English-language learners;
- Demographic information about all students in all public schools and districts;
- Information and calculations on student enrollment, attendance, graduation, dropout, and mobility rates and program participation;
- Special Education, Vocational and Career & Technical Education, and Limited English Proficiency (LEP) status;
- Annual perception surveys of all students, teachers, and parents regarding school climate, teaching practices, and parental engagement;
- Detailed reports at the school level regarding finances and school spending;
- Reports on all school suspensions, disaggregated by 40 categories of offense;
- Special reports on the academic performance of students with disabilities; and
- Information regarding teacher certification, teaching assignments, and percentages of classes taught by highly qualified teachers.

### **Future State:**



The Rhode Island Department of Elementary and Secondary Education's (RIDE) longitudinal data vision is evolving from a seamless, student-centered K-12 system that is designed to guarantee universality of process, data, and use to a more extensive and easy-to-use construct that supports the tracking of student information from birth to the workplace (PK- 20+) to determine post-secondary outcomes. RIDE's goal is to accomplish this in the following iterative phases:

- 1) K-16 data combined with the Departments of Human Services (DHS), Health (DOH), Children Youth and Families (DCYF), Mental Health and Retardation (MHRH), and Juvenile Justice = PK-16 data;
- 2) PK-16 Education, Health, Disability, Medicaid, Transitional Assistance data with the Adult Ed, Career & Tech, Labor & Training, Workforce data = PK-20+ data;
- 3) Rhode Island PK-20+ data with other New England States' PK-20+ data = NE:PK-20+ data; NOTE: RIDE and CT, VT, NH, & ME have initiated SLDS data sharing work ; and
- 4) NE:PK-20+ data with the remaining US states' PK20+ data = US-PK-20+data.

#### **(b) Project Outcomes Related to System Requirements and Implementation**

*"Vision without implementation is hallucination" - Benjamin Franklin*

The outcomes of this grant are aligned to RIDE's strategic plan and Commissioner Gist's vision for the education of every student in Rhode Island. As such, strategies and measures of success articulated in the strategic plan accompany each SLDS project outcome.

**SLDS Grant Outcome 1:** Provide infrastructure for full implementation of multi-state agency Data Hub at Providence Plan with disaster mirror recovery system at RIDE

Strategy 2.1 of RIDE's strategic plan is: Establish a vertically and horizontally integrated statewide data system that provides single point access to comprehensive education, demographic, and human services data for every student PK-20. Specific objectives include:

- Create ability to merge RIDE data with Department of Labor & Training and state Health/Social Services agencies (horizontal)
- Integrate Pre-K data system into data warehouse
- Develop systems requirements for collecting data related to student-level supports, including evaluations and individualized supports
- Create set of diagnostic metrics to match capacity and systems measures to specific interventions and initiatives that will ensure acceleration of student achievement.

#### **Measures of success include:**

By 2015, Rhode Island will be able to demonstrate a 10% increase in student achievement directly tied to a system of supports and intervention.

#### **Current State**

In 2006, RIDE was awarded a 1.8 million federal grant under the Title IV Grant to States to Improve Management of Drug and Violence Prevention Programs (CFDA#84.184r). Below is an excerpt from the grant abstract:



"Funding of this proposal will enable us to create a series of analytic tools to enhance the meaning of data to community planners. It will further allow the State to develop a more accessible system for data to be collected, stored, analyzed and disseminated. Lastly, it will allow RIDE to enhance the capacities of communities to understand and use data in a data driven planning process. These analytic tools will have extended value beyond the State in furthering national commitments for use of data-driven and evidenced based prevention practices."

Though RIDE was able to complete many of the objectives of the grant, data sharing across all state agencies is a final hurdle. The concept of data sharing for improved accessibility and transparency has long been a goal of RIDE and state government. For years, RIDE had discussed possibilities but data ownership, turf and concerns about confidentiality served as barriers to data sharing. RIDE had, however, a long-standing data sharing agreement with the Providence Plan (ProvPlan), a non-profit information exchange agency established in 1992. ProvPlan has been performing mobility analyses for RIDE for the past five years, helping the state understand patterns and the effect of mobility on student performance and graduation rates. ProvPlan's Board of Directors consists of many representatives from state agencies as well as the labor union and small business perspective. In addition, ProvPlan has data sharing agreements with the Department of Health, the Department of Children, Youth and Families, the Department of Labor and Training, the Department of Corrections, and the Providence School District.

As state agencies continued to disagree about the mechanisms for data sharing and ownership, ProvPlan slowly and methodically developed internal staff capacity, while simultaneously gaining the trust and respect of many state agencies by providing quality, responsive, and user-friendly student-focused analyses. As RIDE grappled with how to make the linkages a reality; the ProvPlan surfaced as a viable option. Technically, the agency had qualified staff to link the systems. Politically, ProvPlan had the support of many of the agencies needed for the match. Historically, ProvPlan had a record of doing stellar analyses for student-centered agencies and organizations. Philosophically, ProvPlan's vision closely mirrors the vision RIDE has for its students.

When approached, ProvPlan understood the responsibility that such a partnership entailed and ensured RIDE that they are up to the challenge. The agency is truly committed to an "information as knowledge" agenda and as partner and organizing entity of our cross state agency initiative, we are confident that ProvPlan has the capacity and the will. The work has already begun as ProvPlan has linked our data warehouse assessment, attendance and discipline data with Department of Health birth records. (See Appendix A.1 for progress to date and work proposed through September 30, 2010). RIDE has the funding to pay for further state linkages, but seeks funding in this proposal for the infrastructure necessary to support the much broader goal of linking all student, school and teacher data across time, programs and organizational entities. The proposed DataHub demands a more extensive, interoperable and sustainable infrastructure. RIDE envisions a data repository infrastructure, purchased and owned by RIDE but housed and maintained by ProvPlan. RIDE would build a mirror recovery system at RIDE to serve as back-up.



**Future State:**

Today, many states and research organizations face the challenge of collecting education information from multiple sources, reviewing and scrubbing it for content accuracy, and creating a longitudinal data access and storage vehicle on top of the array of transactional information systems have been implemented using various iterations of information technology. To compound the issue, the current ability to share data both internally and externally is frequently accomplished by way of silo/stovepipe systems, batch transfers, manual re-entry of the same data, reports and e-mail transfers of re-constituted information stored in spreadsheets.

The <sup>SLDS</sup>**Connect** DataHub or data cloud architecture (Appendix A.2) will provide the security and confidentiality control for each of four layers of database information. A **Public Layer** gives the public access via the internet to various types of information, such as, a self-help model for one-stop-access to anonymous aggregate education information from <sup>SLDS</sup>**Connect**, such as predefined aggregate reports for research and evaluation purposes. At the **Analytical Layer**, secure and authorized access will be available to information that can be manipulated in a highly efficient manner using powerful On Line Analytical Processing (OLAP) tools. Queries for database information that formerly could take hours to complete in a large, normalized database environment are produced within seconds using an OLAP storehouse architecture. For the deeper “drill-down” and/or “drill through” layers of the <sup>SLDS</sup>**Connect** Storehouse to the **Transactional Layer** of detailed, specific student information, and the **Confidential Layer** of specific student information that is marked as “private and confidential”, the highest level of security and confidentiality protocols will be in place to protect this information and to insure its appropriate usage. See Graphics below.

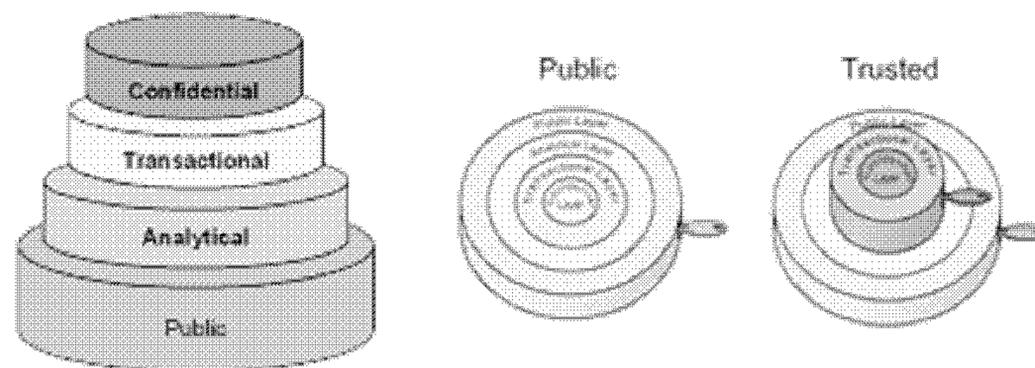


Figure 5-1 SLDS Information Storehouse Layers

The <sup>SLDS</sup>**Connect** DataHub and corresponding application software data access components will be constructed using an open global architecture. In addition, the development team will also use iterative or “agile” development methodologies to gradually build, validate, and implement the <sup>SLDS</sup>**Connect** components. As each component is developed, the business objects will be globalized for re-use as “plug-ins”. The database will be also designed and dimensioned to seamlessly support daily business operational functions (On Line Transaction Processing – OLTP) and strategic planning and outcome measurement functions (On Line Analytical Processing – OLAP) within the same “storehouse” repository architecture. The intake forms and reports will be web-based, but not constrained to current browser and “web services” technology.

Using the latest information technologies and methodologies, users will be able to quickly assess how efficiently their education service delivery organization is functioning from varying perspectives - how regulatory, pressures and growth objectives are being met, the quality,



effectiveness, and efficiency of service delivery, and which new policies and procedures can impact the quality of services for the education agencies. Additionally, by implementing this integrated, enterprise-oriented education information management system using current IT technologies, <sup>SLDS</sup>*Connect* DataHub can enable state and local PK-20+ agencies to use this technology to enable state administrators to address the global pressures for high quality data that continues to confront all U.S education organizations.

Using an integrated technology infrastructure, <sup>SLDS</sup>*Connect* DataHub users will be better able to develop and implement initiatives aimed at employing key performance and outcome indicators. These indicators will be used to measure the effectiveness of the states' education service delivery system and the management of its education service delivery assets. These initiatives require systematic processes for the collection, analysis, and management of performance outcomes. These processes must be robust enough to provide the multi-dimensional stratification of this information and an analytical toolset that allows for quick and precise analysis in a graphical as well as tabular presentation of results.

**Policy Requirements - Needs and Uses:**

A Data Hub (See Appendix A.3) would help the public, governmental agencies and the front-line, direct-service agencies understand what is working towards improving the social, emotional and academic health of the state's children. Working in conjunction with the Departments of Education, Health, Juvenile Justice, Mental Health and Retardation, Children Youth and Families and Human Services, this DataHub would provide multi-faceted data snapshots that:

- Inform data-driven decisions
- Involve the public in some of those decisions
- Help distinguish between programs that are working well and those that are weak
- Help the public understand the challenges facing RI's social service system
- Create reports that will have a consistency over time so the effects of longitudinal efforts are clear
- Automate some of the work of data reporting by providing charts informed by the agencies that will use them for program decisions, grants, evaluations and reports.
- Tell data stories, with cross-over data from the Department of Education and from Kids Count, with an eye to including other data sources in the future. For example, Infoworks! (state report card, including suspension and perception data) tells the story, over time, that if school climate improves, achievement is likely to follow, though not immediately. (See a Beta web site Data Story using cross-state agency data in Appendix A.4)

The true test of success of the DataHub will be improved services and supports for kids based on an integrated data system that not only helps state agencies look across indicators, but encourages them to work in partnership to find solutions to the stubborn problems that the data expose.

**SLDS Grant Outcome 2:** Build <sup>SLDS</sup>*Connect* eGateway Portal with click and point dashboard visuals accessible by portal access; build a value added system to measure student growth against teacher credentials, preparation and professional development; and pilot an instructional management system (linked to the state's data warehouse) with two low performing districts.



As one of five priorities articulated by the Commissioner of Elementary and Secondary Education, a user-friendly data system is paramount to our states vision for educating all students to standards. Strategies in the strategic plan include:

- Develop a variety of Data Dashboards with a look and feel and level of functionality specific to each user group.
- Develop various reports that will be available to different users focusing on canned (live feed) reports and limited query reports.
- Create tools for educators and researchers to access data that will help improve instruction.
- Provide portal that allows LEA to upload local assessments and other school level instructional data.
- Develop requirements for LEAs to be able to link their local assessment data with state data regardless of local platform.
- Develop methodology for including growth metrics and teacher effectiveness into a system of state performance measures, and possibly into AYP.

**Measures of success include:**

By 2012:

- Every RI citizen will be able to access user-friendly data on student achievement and school/district performance in their community.
- School and classroom data linking student achievement with teacher effectiveness in the form of easy-to-read reports through a public web-based portal will be available to the public.
- The Rhode Island data system will fully meet the criteria for having the 10 essential elements identified by the Data Quality Campaign, and be able to link across state agencies.
- Educators and school leaders will demonstrate consistent use of an instructional management system to link programs and services to student achievement data in order to provide more effective instruction and interventions for students.

By 2015

- All districts will demonstrate data-driven decisions that lead to classroom, school, and district improvement.
- Parents and the community will utilize available tools to view data on student achievement and school performance, as demonstrated by usage metrics and survey data.
- Rhode Island will be able to demonstrate a 10% increase in student achievement directly tied to a system of supports and intervention.
- Education data will be clean and accurate as measured against standards for accuracy for specific data elements as set forth in a prescribed data dictionary.
- All RI districts will demonstrate continuous closure of achievement gaps by disaggregated student population as measured against state-established growth targets.

**Current State**



The last data warehouse hurdle for RIDE is the user interface. Currently the system has analytical query tools that are mined by technology directors and a small minority of school and district administrators. Though many states built the dashboard first and slowly added data elements over time, RIDE took the reverse approach. It built a powerful data warehouse, containing demographic, assessment, financial, special education, English Language Learner, discipline, attendance, mobility and program data. While there are merits to either approach, RIDE now has the advantage of being able to benefit from the roads paved by other states. The rate of technical advances in this area is astounding. RIDE can learn about dashboards from Indiana and can learn about growth models from Colorado. RIDE proposes to use this grant award to build this front end user interface. This will allow for transparency and accessibility so all can understand RI education and make decisions informed by useful data.

### **Future State**

The next step toward achieving Commissioner Gist's goals is to develop an electronic Gateway Portal (eGateway) system (<sup>SLDS</sup>**Connect**) that will provide users with an easy-to-use, single point of access system that supports longitudinal student, teacher, school, and program information service requests. This new system will enable parents, RIDE, LEAs, higher education organizations, authorized Rhode Island and other state agencies, research organizations, and USDOE staff to access comprehensive Rhode Island education information not only across time, but across other data measures, data dimensions, and data domains.

### **SLDS Access Component Framework**

In the development of <sup>SLDS</sup>Connect, the typical three tier architecture (Presentation, Business Rules or Objects, Database Repository) will be opened and extended to an n-tier architecture to include additional framework layers that enable:

- The Presentation Layer to be extended from today's visual, browser world into the future world of voice, video streaming, and batch streaming intake/output that is integrated in a workflow management framework by software agents that normalize input and output service requests to and from the Business layer.
- The Business Object Layer to be softened by developing a core of global re-usable functions to insure business object portability when new technology architectures and methodologies come online. These global functions will be enhanced by table-driven and workflow driven custom components that deliver a flavor of uniqueness to each respective global business object;

The Repository Layer to be opened to a level of database independence by agents that normalize database access and storage requests from the Business Layer and support certain database service requests directly from the Presentation Layer via a Data Bindery construct.

The SLDS eGateway application components will be designed to seamlessly interoperate with each other. Moreover, by using modern information technology web services methodologies, global database constructs, simplified document storage architectures, workflow and reporting



wizards, and a global internal infrastructure, these application software products have been designed to be:

- Intuitive enough to be user friendly;
- Transparent enough to be easily maintainable and sustainable;
- Extensible enough to incorporate new features and functions; and,
- Transferable enough to be implemented by other Rhode Island state agencies and/or other U.S. state education agencies.

These architectural constructs will enable <sup>SLDS</sup>*Connect*, to add users, organizational entities and functionality without multiple versions of the application source code, presentation forms, reports, and database tables. A multi-dimensional security framework (5 dynamic layers and 2 static layers) will be imbedded into all levels of <sup>SLDS</sup>*Connect* processing to manage access security to specific datasets and their attendant usage permissions and functionality. One of the requirements of newly developed systems of this complexity is a modern system architecture that uses the latest technology and data transport technologies in new and different ways. The cornerstones of such a system are its Access, Security, and Data Storage frameworks.

### **SLDS Security Component Framework**

The RIDE SLDS Gateway Portal Security Framework is composed of two components. One is called dynamic security and the other is called static security. Dynamic security controls *who can do what* within the application while static security generally governs data storage and data transportation. Although independent, the two frameworks support one another.

Dynamic security consists of five levels of security and static security has two levels. Within the dynamic security framework, each security level establishes a platform on which the next security level is built each time a user logs into the 'system'. This platform is the user's security profile. The user's security profile is established with each login and stays in effect throughout the user's login session. When the user logs off (logout) or shuts-down their computer, their security profile/session token is removed and deleted until the next time they try to login. A system administrator is designated to maintain the global role and permission sets, and to delegate the responsibility to assign security management roles, responsibilities, and permissions that define usage privileges to specific users. Web Services that enable dynamic or batch system-to-system data exchange (singular or streamed requests) are managed similarly via pre-defined and agreed upon electronic Memorandum(s) of Understanding and Security Certificates that define the processing and security Rules of Engagement that are stored in the databases of the web services publisher and consumer.

While a dynamic security profile is established at each user login, static security is established independent of users logging-in to access data. Static security is put in place by the RIDE SLDS eGateway Portal software engineers during development of each software application. Static security controls data encryption and decryption, in the database and during data transmission. Although static security can be changed, it cannot be changed with each login and it can't be



changed using an administration module. Changes to static security require the services of a software engineer and affect every user of the eGateway system.

### **SLDS Development and Implementation**

The development and implementation of <sup>SLDS</sup>*Connect* will not only be transparent to users, but it will also provide a set of tools and standards used by developers to create the frameworks for other future developed or purchased application components, external applications, or existing the <sup>SLDS</sup>*Connect* applications to operate securely within the eGateway Portal. <sup>SLDS</sup>*Connect* will be coded in an open construct that supports the generic aspects of core global functions with plug-in components that handle the specific custom requirements of an authorized data donor and/or user organization.

Specific presentation layer customization will be handled in a similar manner with the added use of skin manager(s). A skin is a "look and feel" style of color schemes, content organization, navigation widgets, and images that is applied to a web page. This methodology eliminates multiple versions on top of multiple versions of the same system due to differences in user organization standards, geography, regulatory requirements, operations, and other unique requirements. Finally, the <sup>SLDS</sup>*Connect* architecture will enable the development team to easily update application components with future technology improvements and to quickly implement enhancements for <sup>SLDS</sup>*Connect*'s member users.

The SLDS electronic Gateway Portal System will contain the following components:

- SLDS eGateway Portal Data Access Component that:
  - Enables authorized users to gain secure access to SLDS data
  - Enables authorized users to gain secure access to SLDS data
  - Provides security and confidentiality access control for each of four layers of database information.
    - Public Layer gives the public access via the internet to various types of information;
    - Analytical Layer provides secure and authorized access to information that can be manipulated in a highly efficient manner using powerful On Line Analytical Processing (OLAP) tools, e.g., Analysis Component to measure student growth against teachers;
    - Transactional Layer of detailed, specific student, teacher, school, program information;
    - Confidential Layer of specific student information that is marked as "private and confidential",
- Report Wizard Component that will provide:



- Longitudinal statistics on school systems and groups of students to guide school, district and state level improvement efforts;
- Student information selection filtering and sequencing options such as, courses taken, grades received, scores on formative and state wide;
- Diagnostic reports on individual students for teachers and parents;
- Early warning system to see if students are at-risk;
- Readiness Reports to determine the extent to which elementary, middle and high school students are on track for college and career readiness;
- Predictive Reports that help to create high school completion and college readiness predictive model;
- Transition reports for Special Needs Students;
- Reports on the effectiveness of Supplemental Education Services as measured by student growth and attendance;
- Growth reports for individual students, schools and districts during the year and over several years;
- The ability to correlate student growth with teacher effectiveness;
- The ability to compare like schools and visualize value-added growth by schools, districts and subgroups of students.

(See Appendix A.6 for a draft web portal story board)

The benefits to <sup>SLDS</sup>*Connect* end users and management will be seen in the robustness and breadth of the capabilities to be found in the ease of operational functionality and the extensiveness of analytical capabilities. One unique characteristic of <sup>SLDS</sup>*Connect* is that, while there will be a single unique identifier for each line item of information for internal system management, each <sup>SLDS</sup>*Connect* row also will be able to contain other "ID ghosting", crosswalk or mapping identifiers necessary to protect the real IDs from security breaches and to interoperate with "native" functions operating within <sup>SLDS</sup>*Connect* eGateway application components or even within other member organization components. <sup>SLDS</sup>*Connect* can be the Education Enterprise Information Gateway shell that is the parent of other nested education information eGateways that can operate securely and independently within the <sup>SLDS</sup>*Connect* construct.

This eGateway architecture will not only enable components to be developed and implemented iteratively, but will also enable external education agency components to operate and/or interoperate with the nested gateway components. Each eGateway will be managed as a nested gateway by the <sup>SLDS</sup>*Connect* Enterprise Service component and <sup>SLDS</sup>*Connect*'s Services Oriented Architecture Governance component. These administrative components will provide web services management and workflow management functionality.

#### **Policy Requirements - Needs and Uses:**

With a portal-based, user friendly, point and click data dashboard and value-added growth model:

Parents can examine in easy-to-read graphics and visuals

- how their children performed on the state assessment over multiple years



- their child's attendance rates and disciplinary records
- compare the growth of their child's school to similar schools across the state

Teachers can answer detailed questions about their students' performance and their own effectiveness, such as:

- How do my students perform on the Algebra strand of the state assessment? Which items did most students miss and which items did a majority of students answer correctly?
- Which students saw the most growth in my classroom, by gender and ethnicity, and by attendance and mobility rate?
- What schools across the state are significantly improving results for students like mine?

LEA and state administrators, policy makers, researchers and the general public will be able to answer countless questions, leading to a stakeholder group more informed about and thus more committed to an education agenda.

**SLDS Grant Outcome 2: (Part 2):** Pilot an instructional management system (linked to RIDE's data warehouse) with two low performing districts.

A robust eGateway Portal, data dashboard and growth model will greatly assist our districts in measuring what works and modifying curriculum and programs based on usable and actionable information. But to get the full picture of effectiveness, the district must be able to look at its local data against state assessment data and other state-collected student outcome data. Moreover, as the state of Rhode Island continues its involvement with the Common Core Standards, it is imperative that we examine local assessments to ensure that they are aligned to the common core and that they are internationally bench-marked. (A 2015 objective for the state is: All districts will have comprehensive curriculum, instruction, and assessment systems that are internationally benchmarked.)

RIDE will partner with two Corrective Action districts to pilot a district level instructional management system that can be linked to the state data warehouse. Pawtucket, an urban core district with a large minority and English Language Learner population has developed, in-house, an instructional management system that provides portal access to teachers and administrators. The district has already interfaced their local data with the state data warehouse so that teachers can examine student performance on local assessments against the New England Common Assessment Program (NECAP) state administered test. The district has labeled its system ePass.

The district of Pawtucket has been developing this system within the parameters of its own technology budget. But they cannot be asked to absorb implementation in another district, nor can RIDE ask them to develop it for use with other districts that want to use the system. They are willing to share all that they design but have requested additional funding, so that the systems designer can spend the time necessary to fully operationalize the instructional management system. As for the user interface, RIDE would look to develop it in coordination with our own eGateway Portal. This would ensure a consistent look and feel and cut down on development costs. Upon completion, it would be available to any district in the state.

The Pawtucket School District has presented ePass to a neighboring, Corrective Action district, Central Falls. Since these districts share many of the same students (each of these school-wide



Title I districts has above a 35% mobility rate), they have been coordinating their technology infrastructures. The districts use the same student information system vendor and share in the professional development for the system. Pawtucket, which has a very strong technology department, has been providing technical support to Central Falls, which has very limited technical capacity. RIDE believes that these two districts can model for other districts the values of partnership on behalf of students.

**Policy Requirements - Needs and Uses:**

Regarding Pawtucket's instructional management system, already teachers and administrators see the vast potential of this tool and have been asking the designer to add elements and functionality. Some very basic dashboards allow teachers to view local assessments, color coded by academic risk level. Teachers can answer questions such as:

- Are English Language Learners improving at the same pace as non-English Language Learners?
- Are students struggling with a specific content standard?
- Does a particular student have a history of struggling with a specific content strand?
- Do local assessment results align with the results of the state assessment?

The answers to all of these questions can have a profound impact on what administrators and teachers will do to improve outcomes for their students.

**SLDS Grant Outcome 3:** Develop a Performance Management System that links teacher preparation, assignment, compensation, advancement and tenure and can be used to measure the quality of teacher education programs.

RIDE's new commissioner is steadfast in her conviction that teaching is the single greatest predictor of student achievement. She recognizes that there are teachers who will not or cannot teach students effectively. Undaunted by labor or other barriers, she has presented a very aggressive agenda for ensuring that Rhode Island teachers are the most competent and valuable in the country and are able to compete internationally. To do this, the state will need a much more comprehensive data repository for teacher information. Strategies in the state's strategic plan include:

- Develop a model performance-based compensation system.
- Provide models of effective performance-based evaluations systems and rubrics for measuring the effectiveness of existing performance-based evaluation systems.
- Revise and implement licensure renewal process
- Develop an information system that links re-licensure to student achievement and other evidence of effective educator performance.
- Develop models and establish tools, rubrics, and protocols for performance-based evaluation of all educators.
- Develop systems requirements for data collection and storage of evaluation information.
- Streamline areas of certification to ensure that all certificates are reasonably designed to improve student achievement of all youth and adults
- Create a multi-tiered system of licensure that opens pathways for career advancement.



- Establish a performance-based system for awarding tenure.

**Measures of success include:**

By 2012:

- 80% of educators will receive a rating of effective or highly effective on a rigorous performance evaluation that includes increases in student achievement.
- 100% of districts will generate two-years of performance data for all educators and will be able to demonstrate data-driven decisions around hiring, assignment, advancement, evaluation, and termination.
- 100% educator candidates will pass a set of rigorous, state-approved assessments for licensure.
- A redesigned licensure renewal process will be fully implemented.
- Rhode Island will have implemented a performance management system based on student growth and teacher effectiveness to measure performance of schools and teachers.

By 2015

- 100% of preparation program renewals will include strong linkages to program graduates effectiveness including student achievement.
- 100% of districts will implement performance-based compensation models tied to measures of educator effectiveness and student achievement as measured by a state-determined growth target.
- 50% of the criteria required for educators' continuation in the profession will be based on objective measures of teaching effectiveness.
- All districts will link expenditure and achievement data to drive return on investments and increase student achievement.
- All students will be supported by educators that demonstrate effective performance.

**Current State**

RIDE currently has a teacher-course –student link, but since RIDE does not mandate that LEAs upload student schedules to the data warehouse, only approximately 70% of the LEAs comply with the voluntary upload. Moreover, the course codes are not currently aligned to a standard so the teacher-student-course data are not as useful as they could be. The recently awarded SLDS grant will provide the funding necessary to achieve a comprehensive teacher-course-student link, with courses aligned to the NCES course code structure. This will provide information for the state and districts to determine how well students are prepared for higher education and whether certain courses of study in certain school districts provide greater rigor or serve certain segments of the population more or less successfully.

Though a teacher-course-student link will paint a clearer picture of student preparation and teacher effectiveness, there remains a disconnect between teacher quality, professional development and teacher preparation. Rhode Island collects all program completion data from RI institutions of higher education and Rhode Island tracks the majority of professional development taken by RI teachers. Professional Development data are currently in a legacy database and are not linked to program approval data. RIDE proposes the development of an



updated and integrated performance management system- a paperless, one-stop-shop for all educator data.

**Future State:**

To meet federal reporting and to link program effectiveness by linking graduates to student performance, certification database must capture not only that the person is a Rhode Island program completer, but the program and date of completion. New Title II Higher Education Opportunities Act reporting requires all programs (traditional and alternate) to report the number of program completers from each program that became certified each year for 3 years, in each reporting cycle. This means not only completers from the year of reporting, but anyone who became certified in that year even if they were a completer several years earlier. This reporting begins this year and is currently done manually. This could be automated by means of an integrated performance management system.

The ideal system for Rhode Island would have a larger capability for all preparation programs that begins with the issuance of a student teacher permit; provides a system for entering program completers; allows programs to enter completers eligible for certification to expedite initial certification of program completers (NY does this); gives access to programs to view the certification information about their completers and find out who is and isn't becoming certified and obtaining employment. All of this is publicly available information so creating a portal would not only provide them with information but would allow them to be accountable for using the information. (See Appendix A.7 for detailed recommendations of the external SLDS gap analysis)

Rhode Island proposes a Modernized Teacher Information and Performance Management Solution that:

- Links teacher preparation, assignment, compensation, advancement and tenure;
- Links performance management with program approvals.
- Includes a modern database architecture and a web portal infrastructure that:
  - Interoperates with the RIDE Data Warehouse;
  - Assesses teacher effectiveness, teacher certification program effectiveness, professional development effectiveness, and the teacher evaluation system effectiveness.

What is a Performance Management System?

A performance management system, for RIDE, is the integration of technology, individual performance needs, and organizational objectives. It is a results-based human capital system that is integral to operations at the district and state levels. It is designed to increase knowledge and drive administrative decision-making. Ultimately, it ensures that the right staff is in the right place at the right time for the right reasons.

A RIDE performance management system must have the following characteristics:



1. The system must be personalized; that is, it must be specific to the individual teacher and the work that they perform.
2. The system must be dynamic so that data are accurate and timely or the portal cannot serve the primary goal of ensuring teacher effectiveness at all times for all students.
3. The system must include supporting information so that educational staff can cross reference evaluation and student test data with suggested improvements, training and other professional development available.
4. The system must aid LEAs and the state in development of short and long term goals for improvement to the teacher workforce and provide recommendations for those improvements.
5. The system must promote best practices in that it enables LEAs and the state the ability to learn about the qualities of successful teachers, professional development, mentorship opportunities, programs offered through higher education, and alternative certification opportunities.
6. The system must be integrated so that the user can access information to problem solve, make human capital decisions , determine professional development needs, and analyze best practices without having to navigate multiple, siloed systems.
7. System processes must be robust enough to provide the multi-dimensional stratification of this information and a corresponding analytical toolset that allows for quick and precise analysis in a graphical as well as tabular presentation of results.

A Performance Management System is, for many, a controversial undertaking. RIDE will need to be strategic about its development to ensure buy-in from those who may reject the initiative as an attack on teacher professionalism. The Commissioner is up to the challenge and has begun the public conversation. In October of 2009, Commissioner Gist informed all districts that RIDE's recently promulgated Basic Education Program (to take effect July 1, 2010) insists that districts refrain from using seniority as a basis for teacher assignment. She further articulated that as of July 1, 2010, all teacher placement decisions will be based upon the needs of students.

Commissioner Gist is painstaking in her message to parents, districts, policy makers and the public-at-large that Rhode Island will measure teacher effectiveness and will establish metrics for determining teacher quality. She is equally clear about the supports that struggling teachers will receive in conjunction with this measurement system. Nevertheless, RIDE must take the following steps to ensure that the system improves the teaching force; both by measuring teacher quality and by providing the supports that teachers need to improve in the classroom.

- RIDE must complete a thorough user analysis to determine understanding of business objectives, district contexts, user group needs and proposed goals of the system.
- RIDE must articulate that the power of the data portal is the intersection of learning, collaborating and doing. It is imperative that users (LEAs and teachers) have opportunities to test the system early and often to make suggestions about functionality, content and design. The designer of this system must flexible and patient to ensure it meets user expectations.
- The state must continue to pave the road to this transformational change. A performance based portal system is a culture shift from "this is how it's always been done" to Rhode



Island will no longer tolerate second best. RIDE cannot iterate enough the knowledge, information and efficiency that a portal system can provide.

- The portal must prove its worth. The system must be able to answer crucial instructional and policy questions and enable administrators and leadership to use the data to identify improvements, enhance teacher quality and highlight best practices.

**Policy Requirements - Needs and Uses:** Capturing the data in the certification database allows RIDE to create the tracking record and link of graduate impact on student achievement back to the program of completion. Specific program information is not currently captured in current certification system. Bachelor's degree information is captured but often the Bachelor of Arts/Bachelor of Science is not the teaching degree or program. The data link is needed to meet the strategic plan measure identified (Ensure Educator Effectiveness Objective 1)

Such a system would allow RIDE to: develop evaluation standards, develop the data points we want to collect on an annual basis from Local Education Agencies and develop the data systems to collect and report on evaluation. Given the commissioner's strategic agenda, RIDE will also need to link renewal of a certificate to evaluation.

Such a system would allow the state to answer questions such as:

1. What impact do programs' completers have on student learning?
2. How many Rhode Island program completers seek certification in RI and obtain employment each year in Rhode Island schools?
3. How do Rhode Island preparation programs report and monitor completers and use data to improve program effectiveness?

The importance of an educator performance management system cannot be underestimated. It increases efficiencies at the state, district and school level; it improves the effectiveness of classroom instruction; and it provides for teachers the wrap-around support they need and deserve.

**SLDS Grant Outcome 4:** Provide Infrastructure for higher education data warehouse

**Strategy 2.1 of RIDE's strategic plan is:** Establish a vertically and horizontally integrated statewide data system that provides single point access to comprehensive education, demographic, and human services data for every student PK-20. Specific objectives include:

- Integrate data warehouse with Higher Education database, or directly into the schools themselves (vertical). Evaluate the relative effectiveness of and returns to different pathways.
- Implement longitudinal analysis to determine how multiple pathways affect gaps in student achievement, graduation rates, and transition rates to further education, training, and employment.
- Revise system of multiple pathways in order to eliminate pathways that are ineffective or cost prohibitive.

**Measures of success include:**



By 2012, all students will be in an approved pathway of their choosing that leads to college and career.

By 2015, the number of youth and adults that successfully transition into postsecondary education and training, apprenticeships, the military, and employment has increased by at least 25%.

### **Current State**

Earlier this year, RIDE was awarded a 2008 Statewide Longitudinal Data systems grant. One proposed outcome of that grant is the linking / merging of data with higher education. Logistically, this is not as easy as it seems. The three higher education institutions have different student information systems and there is not a central repository at the Office of Higher Education (OHE). OHE has contracted with Northeastern University to provide research and analyses but structurally, the Northeastern system does not have the capacity to add additional data to its analyses system. Moreover, OHE cannot do ad hoc analyses as questions arise. The Rhode Island Higher Education Assistance Authority (RIHEAA), on the other hand, has the capacity and the willingness to collect and store centralized higher education data. (See Appendix A.8 for a detailed description of RIHEAA). The benefits of working in partnership with RIHEAA on a higher education data warehouse are many.

To begin with, RIHEAA hosts the state's mentor site, *Way to Go Rhode Island*, for all students K-12 which includes portals for college students, adult learners, teachers, guidance counselors and parents. This year RIHEAA began piloting an eTranscript with two Rhode Island school districts. RIHEAA pulls the data elements directly out of a district's SIS. Then working with two Rhode Island higher education institutions, one public and one private, RIHEAA is piloting the exchange to these institutions. In the coming months, RIHEAA, in partnership with RIDE, will be working with ten more districts on this eTranscript initiative. When all district student information systems are linked to RIHEAA; RIDE and RIHEAA, in partnership with the Office of Higher Education and LEAs, will begin development and design of a K-8 transcript. (There is some interest in exploring a K-8 transcript based on the common core standards, but further discussion will be needed in conjunction with the field).

A second benefit of housing a higher education (HE) data warehouse at RIHEAA is that RIHEAA collects and stores all of the state's student loan information so that the state will be able to measure return on investment. Additionally, RIHEAA tracks information for many of our state programs that target at-risk youths. This includes the Department of Children, Youth and Families (DCYF) scholarship data, College Crusade Scholarships and College Bound Data (a program that offers scholarships to high achieving, low income students).

RIHEAA works closely with RIDE's Office of Middle and High School Reform and together they developed the high school mentor site to ensure alignment with RIDE's Proficiency-Based Graduation Requirements (PBGRs). Using *Way to Go Rhode Island*, students can build their portfolios and their Individualized Learning Plans (ILPs) directly from the site. Guidance Counselors can work with the student as they prioritize their academic and personal goals. Moreover, the RI School Counselors Association is fully supportive of *Way to Go Rhode Island* as a tool to promote student-adult interaction and learning. RIHEAA's ability to collect and store



higher education data would provide for Rhode Island data mining capabilities unrivaled by any other state in the country.

### **Future State**

The HE Data Warehouse is an integrated information storage architecture and information retrieval system that provides for an integrated store of HE education information. In the process of developing the integrated store that would meet the HE's technology objectives, the concept will be enhanced to also provide the HE users with secure and controlled access to consolidated student, teacher, curriculum, program, and organizational information.

The HE Data Warehouse Storage framework is built around a central client data storehouse that provides an enterprise wide, client centric view of the "virtual agency". This storehouse includes client and case data and links to the sources of data in the various operational IT systems. These links and the central data architecture allow managers to perform on-line application processing (OLAP) analysis of enterprise-wide data to help determine the client outcomes of the services and programs offered by the HHS organizations. This outcome analysis can help identify the most effective approaches to client support, as well as the most cost efficient means for supporting clients' needs. In an era of reduced funding and increased demand for services due to a slowing economy, the ability to do more with less is very important.

The HE Data Warehouse Information Storage Framework is really invisible to the user but it provides a set of tools and standards used by developers to create the other components of the framework as well as the HE Data Warehouse functions. The benefits to the end user are seen in the robustness and breadth of the capabilities to be found in the HE Data Warehouse functions. The key component of the information storage framework is the database of individual student records on each client served by the various agencies participating in the system. One unique characteristic of HE Data Warehouse is that while there is a single unique identifier for each client for internal HE Data Warehouse purposes, each client record also contains the identifiers used by the agencies own information systems. Agency systems then interact with HE Data Warehouse based on their own identifiers rather than forcing them to change to adapt an arbitrary external standard. When new clients are added to HE Data Warehouse a sophisticated de-duping process is applied which allows for a reliable cross agency and time independent view of a particular clients activity and services.

The HE Data Warehouse access/presentation frameworks provide common look and feel, data management, functional navigation, and data integration service components. The Presentation Framework is a Web Portal shell or electronic Gateway (eGateway) that allows trusted and public users to work more effectively and reduces costs for training and support services. Users are presented with the HE eGateway shell from which they can launch, run, view and manage numerous HE Data Warehouse components concurrently. The shell provides common functionality, such as navigation and menus that are shared among all HE Data Warehouse applications. The look and feel of the entire HE Data Warehouse (names and color schemes) is managed in one place for all functions making it a simple matter to integrate the HE Data Warehouse with the look and feel of the HE master design standards. Functional components of the presentation eGateway framework include:



- Customizable Welcome Page;
- Central logon/logoff;
- Launch and close functions;
- View of active functions;
- Navigation between functions;
- Context specific menus based on user authorization;
- Centralized Help facility.

The HE Data Warehouse Security Framework increases effectiveness by supporting individual privacy rights (as determined by local legislation and policy) while allowing access to information for appropriate purposes based on the users “need to know” security profile. Information is categorized based on how specific to an individual client it is, and it is organized into “cartridges” according to which agency “owns” it, allowing for very fine grained targeting of data access permissions to just those individuals with authorization, but still allowing appropriate use of the information by policy analysts and caseworkers.

HE Data Warehouse improves organizational effectiveness by providing a student centric view of the profiles and activities of HE service recipients. The system supports outcomes research to allow policymaking analysis to consider all of the HE services that might be received by students. It supports program effectiveness by allowing HE educators and administrators to monitor all of the activities associated with a particular student across all HE programs (notwithstanding policies allowing HE administrators to view certain cross agency data), and it promotes effectiveness and student satisfaction by allowing HE educators and administrators to manage the services delivered to students across all applicable HE organizations.

The base data architecture enables the senior state managers to analyze the activities of the entire enterprise and to make better decisions that will lead to greater effectiveness and efficiencies in education service delivery and resource allocation. The architecture also includes significant self service tools that allow citizens and also state and local care givers to more effectively assure that the needs of HE Data Warehouse users are addressed in a coordinated way.

**Policy Requirements - Needs and Uses:** RIDE, the RI Office of Higher Education and the Rhode Island Higher Education Assistance Authority agree that must be answered to ensure our students succeed in college and the workforce. These include:

- What pattern of high school course-taking leads to success in higher education?
- Who needs developmental education courses in reading, writing and math?
  - How is this related to high school course-taking?
  - How is this related to tenth grade test results?
  - How is this related to scores on the GED examination?
- How do students who need/take developmental courses persist and perform relative to students who do not need them?
- How do the findings inform high school and adult education reform, including development of college-ready standards in the key academic skill areas?
- Are tuition and fees affordable for state residents?



- How do community college transfer students persist and perform at the receiving institution(s)?
- How do financial aid packaging practices affect persistence and academic success of low-income students?
- How do various student retention strategies impact student success?

Linking K-12 and higher education is necessary if we are to understand what works for which student in which settings. RIDE is confident that the interrelationships between RIHEAA and so many state entities and external agencies will strengthen resolve to coordinate and collaborate on behalf of students.

**SLDS Grant Outcome 5:** Expand New England Secondary Schools Consortium partnership to include cross-state research, an e-transcript pilot and measures of high school and post high school outcomes.

**Strategy 2.1 of RIDE's strategic plan is:** Review and revise the state assessment system as needed to align with the Common Core. An objective is:

Based on alignment findings, revise the NECAP program and explore expanding state membership to include all New England states

**Measures of success include:**

By 2012, RI will have a state assessment system that is aligned to the National Common Core. By 2015 all district high schools ensure that students to reach proficiency against internationally benchmarked standards through multiple pathways.

**Current State**

In 2007 four New England states began meeting regularly to discuss high school redesign in an attempt to troubleshoot issues and learn what was working in each individual state. In 2008, the New England Secondary Schools Consortium (NESSC) was funded by the Gates and Nellie Mae Foundations to formalize and expand the partnership to include standards and assessments, educational policy and the measurement of student learning.

*The goal of the NESSC is to ensure that every public high school student graduates prepared for success in the colleges, careers and communities of the 21<sup>st</sup> century, and that their education performance and attainment is competitive with their peers worldwide.*

With foundational support the consortium was able to capture the attention of the governors, state commissioners, state legislators and higher education leadership. Specific committees (Assessment, Data, Communications, and Project-based Activities) were formed to develop action plans for reaching five overarching objectives:

- Increasing four-year, on-time graduation rates across the regional states;
- Decreasing annual drop-out rates;
- Increasing the percentage of students enrolling in two or four year college degree programs;



- Reducing the number of students required to take remedial courses during their first year of college; and
- Partnering with colleagues from higher education to ensure that more students enroll in and complete a secondary degree. (See Appendix A.9 for specific data points developed by the Consortium)

### Future State

Rhode Island seeks funding, along with Connecticut, Maine, New Hampshire and Vermont to arrive at mutually agreed-upon standards and data definitions for each of these indicators. Our region will then be able to track in a uniform way, how we compare across states as well as how well we as a region compare nationally and even internationally.

Rhode Island is just now embarking on an e-transcript initiative. In its pilot phase, we hope to partner with our regional partners, CT, ME and NH to ensure that our transcripts are portable, not only for Rhode Island students entering regional institutions of higher education, but for our mobile students in k-12.

Finally, from a research perspective, we consider a regional research approach to be greater than the sum of its parts. Each of our states brings a unique research perspective and specific skills to the table. We expect that this NESSC Research Partnership, which includes all NESSC states, will meet quarterly. They will, with input from Consortium members, define the three year research agenda, develop the data sharing agreements necessary to perform cross-state analyses and research and develop white papers and research briefs as dictated by the research agenda and directed by policy needs.

### **Policy Requirements - Needs and Uses:**

A universal e-transcript would be enormously beneficial for our mobile students. Student information would follow the student regardless of the number of moves. Our data show that mobile students often fall behind academically, so school districts desperately need information about these students in order to service them appropriately. With the development of the common core standards, districts would be able to compare standards across the states.

From a research perspective, there are many items that could be examined. For example: What is the relationship between effective instruction, curricula, programs and policies and improvement in reading, math, and science? The region is developing an *iWalkthrough*, an electronic school visit tool to assess instruction across the region. The results of these walkthroughs could be matched to academic improvement across the state. Other questions that can be answered as a result of cross state collaboration include:

- Is the quality of teacher preparation programs more rigorous in some programs than others and how can states learn from what works in each program?
- What is the feasibility of a standards-based reports card developed in alignment with the Common Core Standards?



- What is the impact of charter schools across the region?
- Where are achievement gaps and which districts across the region are beating the odds and why?

As a region, we look forward to learning with each other and learning from one other. It is our hope that one day our students will be learning from their neighbors as well.

**(c) Timeline for Projected Outcomes**

Rhode Island Statewide Longitudinal Data System: Project Timeline				
Component	Task	Start Date	End Date	Resp
Project Governance		07/06/10	07/30/10	
SLDS eGateway Portal Component	<i>SLDS eGateway Portal Component: Security Framework</i>			
	Project Management	07/06/10	06/30/13	PM
	Security Framework	08/02/10	08/05/11	BA1
	Business Analysis Phase	08/02/10	10/29/10	BA1
	Design Phase	11/01/10	01/31/11	SA/ WDev1
	Build Phase	02/01/11	06/30/11	
	Implementation Phase	07/01/11	08/05/11	BA1-U1/ WDev1
SLDS eGateway Portal Component	<i>Navigation Framework(s)</i>	08/02/10	01/03/11	
	Business Analysis Phase	08/02/10	08/13/10	BA2
	Design Phase	08/16/10	08/31/10	SA
	Build Phase	09/01/10	01/03/11	WDev2/WDev1
	Implementation Phase	01/03/11	01/03/11	WDev2/ BA2/U2
SLDS eGateway Portal Component	<i>SLDS eGateway Portal Component: Reporting Wizard /Dashboard Framework(s)</i>	02/01/11	08/05/11	
	Business Analysis Phase	02/01/11	02/18/11	BA3

RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
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Rhode Island Statewide Longitudinal Data System: Project Timeline				
Component	Task	Start Date	End Date	Resp
	Design Phase	02/22/11	03/04/11	SA
	Build Phase	03/07/11	07/26/11	WDev1/ Dev2/
	Implementation Phase	07/27/11	08/05/11	BA3-U1/ Dev2
	Ongoing Support Process for Software Maintenance & Enhancements for SLDS eGateway Portal Component	08/06/11	06/30/13	WDev1/ WDev2/Dev1/ Dev2
SLDS DataHub	<i>SLDS DataHub Component</i>			
	<i>Project Management</i>	07/06/10	06/30/13	PM
	Business Analysis Phase	08/02/10	08/31/10	BA4
	Design Phase	09/01/10	09/30/10	SA/DBA
	Build Phase	10/01/10	04/29/11	DBA
	Implementation Phase	05/23/11	08/08/11	BA1/U2
	Ongoing Support Process for Software Maintenance & Enhancements for SLDS eGateway Portal Component	08/09/11	06/30/13	DBA
Performance Management System Component	<i>Performance Management System Educator Information Management Framework</i>	08/02/10	12/28/12	
	Business Analysis Phase	08/02/10	10/08/10	BA5
	Design Phase (Presentation & Business Object Layers)	10/12/10	10/15/10	SA
	Build Phase (Presentation Layer)	11/01/10	04/29/11	Dev1/ Dev3
	Build Phase (Business Object Layer)	05/02/11	12/30/11	Dev1/ Dev3/SA/DBA
	Build Phase (Database Layer)	12/01/11	06/30/12	
	Implementation Phase	07/01/12	12/28/12	BA4/U4
	Educator Information Management System Component Project Completion	12/28/12	12/28/12	PM

RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 APPLICATION FOR STATEWIDE, LONGITUDINAL DATA SYSTEMS UNDER THE AMERICAN RECOVERY  
 AND REINVESTMENT ACT OF 2009



Rhode Island Statewide Longitudinal Data System: Project Timeline				
Component	Task	Start Date	End Date	Resp
	Ongoing Support Process for Software Maintenance & Enhancements	01/02/13	06/30/13	Dev1/ Dev3/ DBA
Performance Management System Component	Performance Management System <i>Educator Performance Framework</i>	08/02/10	06/30/12	
	Business Analysis Phase	08/02/10	10/08/10	BA5
	Design Phase (Presentation & Business Object Layers)	10/12/10	10/15/10	SA
	Design Phase (Database Layer)	10/25/10	11/15/10	SA
	Build Phase (Presentation Layer)	11/01/10	05/31/12	WDev1/ Dev1
	Build Phase (Business Object Layer)	11/01/11	12/30/12	Dev1
	Build Phase (Database Layer)	12/01/11	07/31/12	Dev1/ DBA
	Implementation Phase	08/01/12	12/28/12	BA5/U5
	Performance Management System Component Project Completion	12/28/12	12/28/12	PM
	Ongoing Support Process for Software Maintenance & Enhancements	01/02/13	06/30/13	WDev1/ Dev1 /DBA
Higher Education Data Warehouse System	Higher Education Data Warehouse System	08/02/10	06/30/13	
	Project Planning	08/02/10	06/30/13	TBD
	Business Analysis Phase	08/02/10	11/30/10	TBD
	Design Phase	12/01/10	03/31/11	TBD
	Build Phase	04/04/11	03/30/12	TBD
	Implementation Phase	04/02/12	11/30/12	TBD
	Higher Education Data Warehouse System Project Completion	11/30/12	11/30/12	TBD



Rhode Island Statewide Longitudinal Data System: Project Timeline				
Component	Task	Start Date	End Date	Resp
	Ongoing Support Process for Software Maintenance & Enhancements	12/01/12	06/30/13	TBD

**(d) Project Management and Governance Plan**

Project Management of this grant will be located in the Commissioner’s Office. An updated organizational structure, reflecting the Commissioner’s five priorities, will be unveiled in early December and will propose the newly created position of Chief Knowledge Officer, (see job description in Appendix A). This person will be responsible for coordination of all RIDE data initiatives. This individual will also be responsible for designing and implementing a data governance model within the Department of Education, developing protocols for sharing data with all state agencies and working with the PK-16 Council to ensure cooperation and coordination across the state’s education pipeline. The Chief Knowledge Officer (CKO) will ultimately be accountable for the outcomes proposed in this application. The CKO, as a direct report to the commissioner, is also accountable to the Board of Regents for Elementary and Secondary Education.

Project Management

The keys to successful implementation of any large scale project include: A Project Plan that is thorough, flexible, closely monitored, ensures that the proper levels of planning, control, supervision and support are provided to complete a quality project, on schedule and within budget requirements; Quality Assurance to ensure implementation and execution of a consistent set of processes and procedures, tracking of key steps of the project life cycle, identification of defects and their causes, and proposes ways to rectify the errors and to make sure that the problem does not recur; Software Testing that involves taking new application software components through pre-defined test scripts prior to deployment and implementation; and Conversion/Migration which the re-engineering, upgrading, expanding and/or adapting current systems and programs to the new IT architecture.

The processes of large scale project implementation include: The Business Analysis phase which provides a detailed description of the system to be developed and answers the questions of “why” and “what” while trying to avoid the question of “how”; The Design Phase whereby requirements are analyzed and the method of implementation is determined; The Development Phase during which the software components are coded and initial unit tests are performed; The Quality Assurance, Integration and Testing Phase when software modules are combined into a single system, and the functionality of the system is tested for compliance with the requirements; The Rollout Phase which specifies how application components will be deployed and provides an opportunity to develop effective and responsive relationships and support mechanisms that can be further enhanced during the subsequent component rollouts; and The Maintenance Phase which includes the correction of faults that existed in the software prior to delivery, as well as changes to improve performance or adapt the product to a changed environment.



**Project Roles and Responsibilities:**

**As Project Sponsor,** Deborah A. Gist, Commissioner is responsible for the financial and managerial resources in support of the overall goals and objectives of the project.

Ms. Gist's role is to establish the goals and objectives of the proposed investment both personally and by working with her senior staff. Once goals are established, she must strongly support the accomplishment of these outcomes in words and actions. Gaining value from investments of information technology requires implementing new business processes and aligning the organization around those new business processes. The executive sponsor is the only one who can motivate and reward the organization for achieving the goals.

**As Project Director,** David Abbott, Deputy Commissioner, is responsible for the successful implementation of the project and the achievement of the project benefits. He is also responsible for the resolution of any scope (features, processes, budget, schedule) issues which may affect the project outcomes.

**The Project Manager/ Chief Knowledge Officer (TBD)** is the day-to-day leader of the project team and responsible for the successful implementation of the project within the agreed upon scope and objectives. This individual:

- Establishes the project implementation plan.
- Is responsible for the management of the project team to accomplish tasks required to complete the implementation of the project.
- Assesses risks to the project and establish plans to manage the risk elements to mitigate their impact on project performance.
- Evaluates project status, assesses accomplishment of the project tasks, and adjusts the project schedule to respond to gains or slippages in accomplishing the project tasks.
- Provides periodic reports on project status to the project management committee.
- Raises any issues which may affect scope, budget, schedule or meeting of project objectives to the Project Director.

**Project Team Members** are representatives from stakeholder organizations and individual RIDE offices who will work with the project manager to accomplish the steps necessary for a successful implementation and achievement of the anticipated benefits. Team members are responsible to the project manager for satisfactorily completing assigned tasks. External Team members include:

Charles Miller, RI Higher Education Assistance Authority: Chief Information Officer

Kathy Sisson, RI Higher Education Assistance Authority: **Way to Go RI** Program Manager

Rebecca Lee, Providence Plan: DataHub Project Director

Jim Lucht, Providence Plan: DataHub Research Specialist

Deborah Grossman-Garber, Office of Higher Education: Deputy Commissioner

Hersh Cristino, Pawtucket Public Schools: Teacher Technology Coordinator

New England Secondary Schools Consortium, Data Committee Members

Michael Grady, Annenberg Institute for School Reform: Research Collaborative Member

***RIDE Staff Committed to the Project:***



Chief Knowledge Officer, Office of the Commissioner: (To be hired) will serve as Project Manager.

Ed Giroux, Instructional Technology Director: will coordinate RIDE IT staff in support of this project.

Joe Guido, Technology Consultant: will provide project management support to the Chief Knowledge Officer

Peg Votta, Research Specialist, Office of the Commissioner: will work with the Research Collaborative to develop training initiatives and determine a multi-focused longitudinal research agenda and will be the state liaison to the districts of Pawtucket and Central Fall.

Scott Gausland, Database Administrator: will provide technical direction and coordination to the project. Technical management experience includes operational support, software systems development and deployment, system architecture and administration, and information systems management.

Lisa Foehr, Teacher Quality Specialist: will help ensure that the Performance Management System aligns with teacher and leadership standards and will coordinate user testing of Rhode Island teachers and administrators.

Robert Metcalfe, Office of Middle and High School Reform: will serve as Liaison to the Providence Plan and manage scheduling across state agencies.

Roy Seitsinger, Director of the Office of Middle and High School Reform: will work with the higher education agencies to ensure coordination of higher education and K-12 initiatives.

Van Yidana, Office of Assessment: will provide psychometric support in development of a growth model

Regarding the larger PK-20+ Education pipeline, the PK-16 Council is the advisory structure. A smaller subset of this group, (RIDE, OHE, RIHEAA and RISCA) has formed a working group to begin implementation of the currently funded SLDS grant. The current work includes: organizing meeting with higher education deans and admissions officers to seek their input on the eTranscript; developing a protocol for aligning high school course codes with the NCES standards; and reaching out to secondary curriculum directors to seek their advice about additional elements for a high school transcript.

The cross-state agency link, or the horizontal connection, met for many years as “The Children’s Cabinet”. Time and funding, over time, impacted the ability of this Cabinet to meet regularly. A goal of this work will be to work with the Providence Plan and our state Research Collaborative to revive this table in such a way that each individual member (Education; Health; Children, Youth and Families; Mental Health and Retardation; Human Services; Foster Parents Association) recognizes the value of the longitudinal data system.

The Research Collaborative is the ideal vehicle to help make these cross-state agency connections.

The Research Collaborative currently includes six member organizations: Rhode Island KIDS COUNT, the Annenberg Institute for School Reform and the Urban Education Policy Program at Brown University, the Providence Plan, the Rhode Island Public Expenditure Council, and the



Regional Educational Lab Northeast and Islands (at Education Development Center). The Rhode Island Department of Education has provided data to support analyses conducted by the Collaborative.

Local circumstances in Rhode Island attest to the need for a research collaborative. The relatively small size of our state and local education agencies limits the resources any single district can devote to research and evaluation, and what capacity exists is consumed by the administration of accountability obligations, which continue to increase. Informally, the Annenberg Institute has learned that a Research Collaborative would be a valued addition, both for the capacity issues noted above and for the importance of having a “third party” conduct some studies. The Research Collaborative could expand on the types of analysis conducted by school districts and the broader community. For example, there is currently no reliable mechanism for reporting to Rhode Island high schools on how their recent graduates are performing in colleges or universities. In partnership with RIDE, the Collaborative could offer the technical wherewithal to inform the design of such a system. Part of the role of a Research Collaborative could also include working directly with state agencies to build capacity in new techniques and best practices for providing data as a tool for parents and the public. Finally, the Collaborative could be the training ground for the next generation of education policy analysts who are currently graduate students in our member institutions.

### **Conclusion**

In other nations, students are evaluated not only on a test score, but by their ability to apply their learning to the world around them. Donald Kirkpatrick, a noted evaluator and trainer, would argue that even this is insufficient. He would suggest the ultimate test of knowledge is the capacity to use learning to make positive and meaningful change. So it should be in education and all that we do. RIDE, her sister agencies, LEAs, schools, and educators must use knowledge and information to improve outcomes for students, families, Rhode Island and the world. Otherwise, a data system is just a data system.

# Project Narrative

## Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **Appendix A** Pages: **13** Uploaded File: **E:\slds\grant narrative\in here\submission\Appendix A.pdf**



**These Appendix items are referred to in the Budget Narrative. A.1, A.2, A.3, and A.4 explain the work of the Providence Plan and the Hub architecture. A.5 and A.6 detail the data portal and dashboard project. A.7 details our performance management needs. A.8 is an overview of our partner the Rhode Island Higher Education Assistance Authority. A.9 outlines the data points of the New England Secondary Schools Consortium. A.10 and A.11 are partnership letters from the Rhode Island Higher Education Assistance Authority and the Providence Plan, respectively.**

**A.1**

Integrated Child Database/Universal Student ID  
For SDFS grant: 9/22/09 Project Update

Activity	Progress Anticipated by 9/30	Post-9/30
Data Acquisition	<ul style="list-style-type: none"> <li>RIDE: automated data extraction from data warehouse and/or e-ride.</li> <li>RIDE: data loaded into database:                             <ul style="list-style-type: none"> <li>SALT, 2003-2008</li> <li>Demographic &amp; enrollment, 04/05-07/08</li> <li>NECAP, 05-08</li> <li>Discipline, 2007-08</li> </ul> </li> <li>DOH: Preliminary approval for KIDSNET data from DOH (using existing KIDSNET data from 1997-mid 2008 for testing and implementation)</li> <li>DOH: Updated data-sharing agreement for KIDSNET data, birth risk data loaded into database and linked to RIDE data.</li> <li>DCYF: on-going negotiations re: data-sharing agreement.</li> <li>DCYF: worked with Yale evaluator Mike Strambler to identify data to pull from DCYF, upcoming negotiation meeting with TPP lawyers and DCYF lawyers regarding data sharing agreement.</li> <li>MHRH: on hold since most of data for youth population exists in DCYF.</li> <li>Family Court: on hold-can get at partially with DCYF data and conditions for data-sharing may improve in near future.</li> <li>Creation of new TPP employee disclosure agreement.</li> <li>TPP: All relevant TPP employees will have signed new disclosure agreement.</li> <li>Amendment of data-sharing agreement to incorporate requirements of data hub</li> </ul>	<ul style="list-style-type: none"> <li>RIDE: Additional year of data cleaned, loaded into database, and linked with previous years and other agency data sources.</li> <li>DOH: Additional birth-risk data and additional datasets cleaned, loaded into database, and linked [child lead test results, Medical Examiner data, etc].</li> <li>DCYF: Obtain clean, load data on juvenile justice and child welfare into database. Link with other datasets.</li> <li>MHRH: Pursue individual-level data-sharing agreement.</li> <li>Family Court: Pursue individual-level data-sharing agreement.</li> </ul>
Analysis/ Documentation of Source Data	<ul style="list-style-type: none"> <li>Built data dictionary and documented limitations/interpretations for variables and indicators.</li> <li>Standardized variables when possible.</li> <li>RIDE and DOH [KIDSNET] data dictionaries and documentation re: cross-indicators created and available on web portal.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis DCYF variables and source data for inconsistencies and cleaning requirements.</li> <li>Building and addition of DCYF data dictionary to web portal</li> <li>Possible analysis of MHRH and Family Court variables and source data for inconsistencies and source data</li> </ul>
Database development & Aggregation	<ul style="list-style-type: none"> <li>Database structure has been designed and implemented.</li> <li>Server hardware has been bought and configured.</li> <li>Additional security measures in process of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Administrative (i.e. non-programmer) interface development for analysis and creation of new aggregations to push to public.</li> </ul>



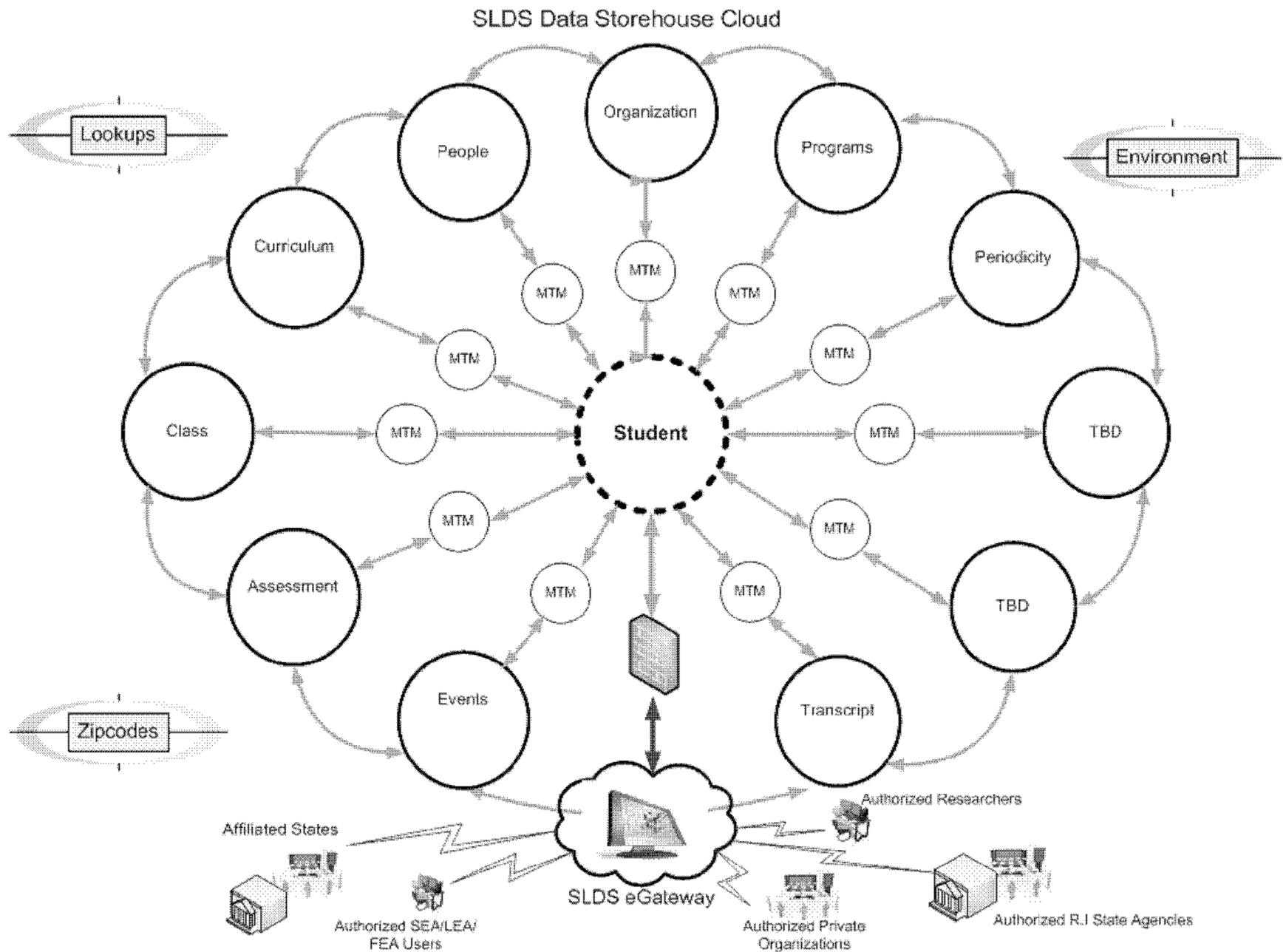
**A.1 (continued)**

Activity	Progress Anticipated by 9/30	Post-9/30
Database development & Aggregation	<ul style="list-style-type: none"> <li>• Deterministic linkage (pass1) functionality built and tested.</li> <li>• Methodology for probabilistic linkage (pass2) has been established.</li> <li>• Probabilistic linkage (pass2) functionality built and tested for RIDE and DOH data.</li> <li>• Data imports from RIDE, DOH have been tested and implemented.</li> <li>• First set of pre-defined aggregations tested.</li> <li>• Method for pushing data to the public site has been established, tested, and implemented.</li> <li>• Cross-agency indicator development is ongoing with J. Steiny, M. Strambler, et al.</li> <li>• Met with anonymization expert-determined that any cross-agency indicators will need to be pre-screened for potential privacy implications.</li> <li>• Functional database with imported data, linked databases, some predefined aggregation calculations, and ability to push data to web portal.</li> </ul>	<ul style="list-style-type: none"> <li>• Probabilistic linkage (pass2) implemented for RIDE and DOH data,</li> <li>• Probabilistic linkage (pass2) tested and implemented for additional datasets [when acquired.]</li> <li>• Expanded set of pre-defined aggregations implemented and tested for privacy implications.</li> <li>• Set of cross-agency indicators established and aggregation tested for RIDE-DCYF and DOH-DCYF.</li> <li>• Build administrative layer onto database to enable non-programmers to specify queries to push to web portal.</li> <li>• Test and implement secure level access to database through web portal based on user access levels.</li> </ul>
Visualization/Front End	<ul style="list-style-type: none"> <li>• Basic user requirements established for skeleton web portal. Initial database requirements for implementation of web portal are designed.</li> <li>• Very basic web portal is functional (secure login required for initial deployment/testing).</li> <li>• Database pushes data to web portal</li> <li>• Data stories partially built by J. Steiny et al; images of data plugged into stories. Discovery process is ongoing.</li> <li>• Sample data stories (from 1-4) available on website for viewing, feedback. Also serve as tutorials for using web portal.</li> <li>• RIDE data plugged into OIC WEAVE software for testing/web-indicator development.</li> <li>• OIC WEAVE software partially embedded into web portal.</li> <li>• Analysis of unified RIDE data offerings: Hub Portal (including Longitudinal), iRide, and Data Dashboards</li> <li>• Detailed analysis of DataHub Portal UI options</li> <li>• Site flexible architecture model ("Site Grid") with page templates and up to three "look and feel" options.</li> <li>• Dynamic churning chart included on web portal</li> </ul>	<ul style="list-style-type: none"> <li>• Building of additional "data stories" as web-tutorials for web portal.</li> <li>• Addition of RIDE-DCYF, RIDE-DOH, DOH-DCYF, and RIDE-DOH-DCYF cross-agency indicators.</li> <li>• Update of existing indicators with new year of data.</li> <li>• Implementation of fully functional and built-out DataHub Web Portal with different user levels and secure-access.</li> <li>• Creation of web-based tutorials for DataHub Web Portal</li> <li>• Possible implementation of web portal for partner agencies.</li> </ul>

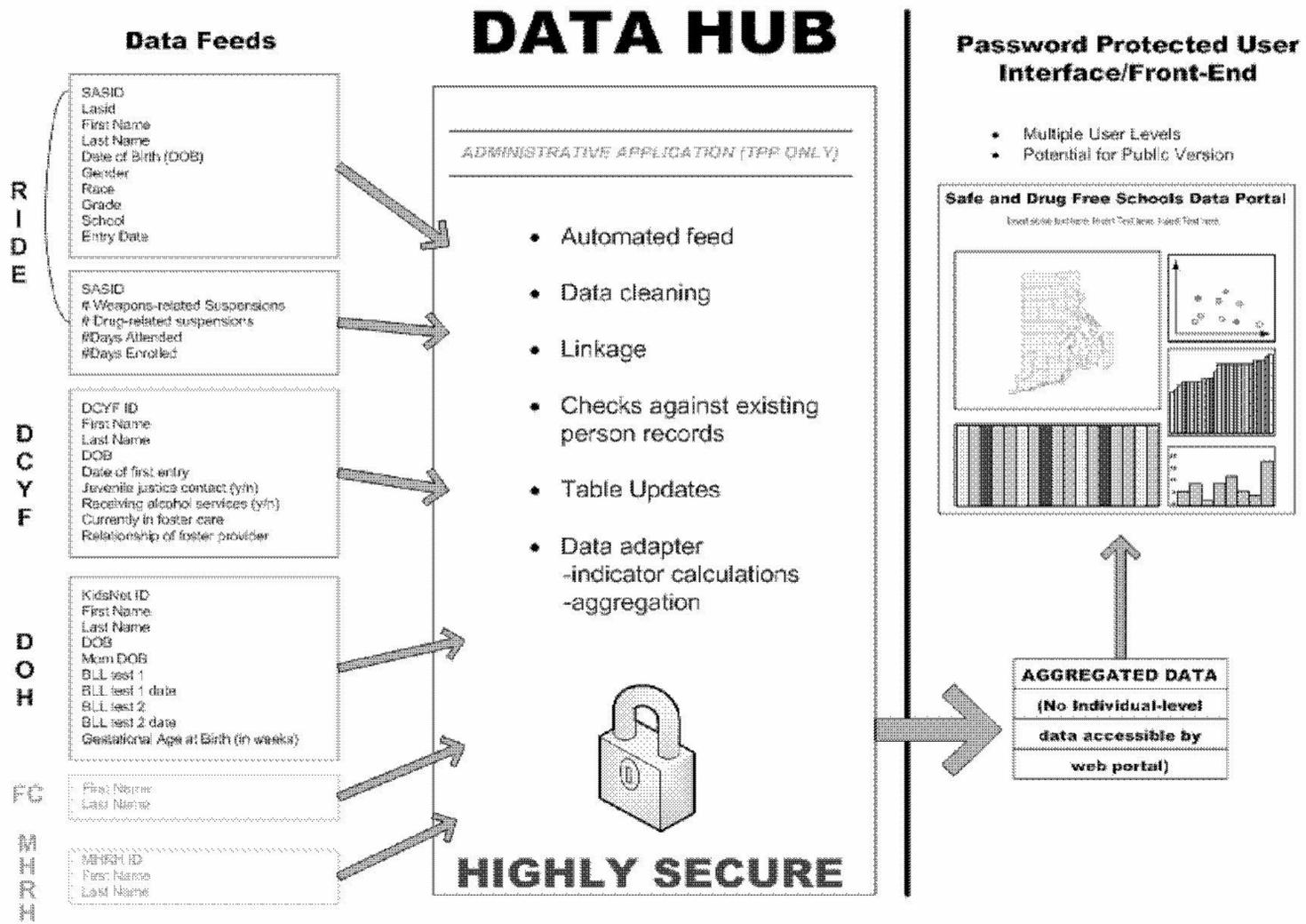


## A.2

### SLDS Data Cloud Schema (Storage Architecture)



\* MTM: Relationship connectors that manage "Many-to-Many" relationships between the various Data Domains of the SLDS Information Storehouse (SIS) Cloud



**A.4**

**RI DataHUB** beta

Sign In:

[About the HUB](#) | 
 [Data Stories](#) | 
 [Data Mart](#) | 
 [WEAVE](#) | 
 [Data Dictionary](#) | 
 [Help](#)

Welcome to the Rhode Island DataHUB

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Fusce tempor elementum magna. Pellentesque mauris augue, porttitor eget semper posuere, suscipit eget nisi. Pellentesque habitant tristique senectus.

Frequently Used Search Criteria:

**Administrators**

- Title of banned search query one
- Title of banned search query two

**Teachers**

- Title of banned search query three
- Title of banned search query four

**Parents**

- Title of banned search query five
- Title of banned search query six

**What would a safe and supportive school look like?**

(b)(6)

**Safe & Supportive Schools**

Search

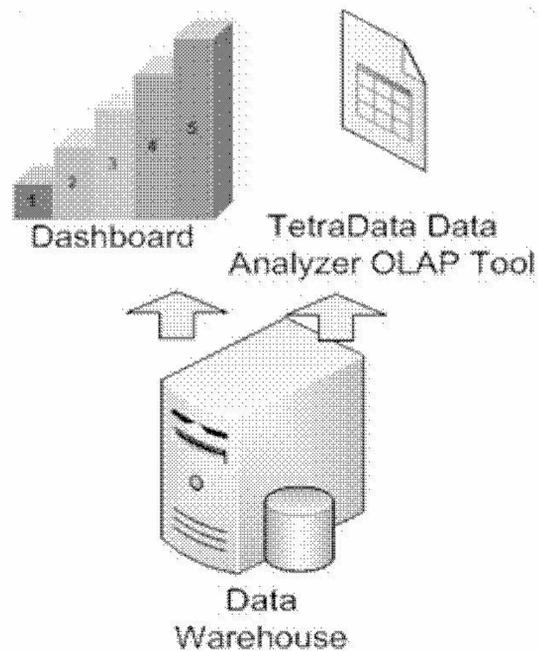


**A.5**

# Recommendations

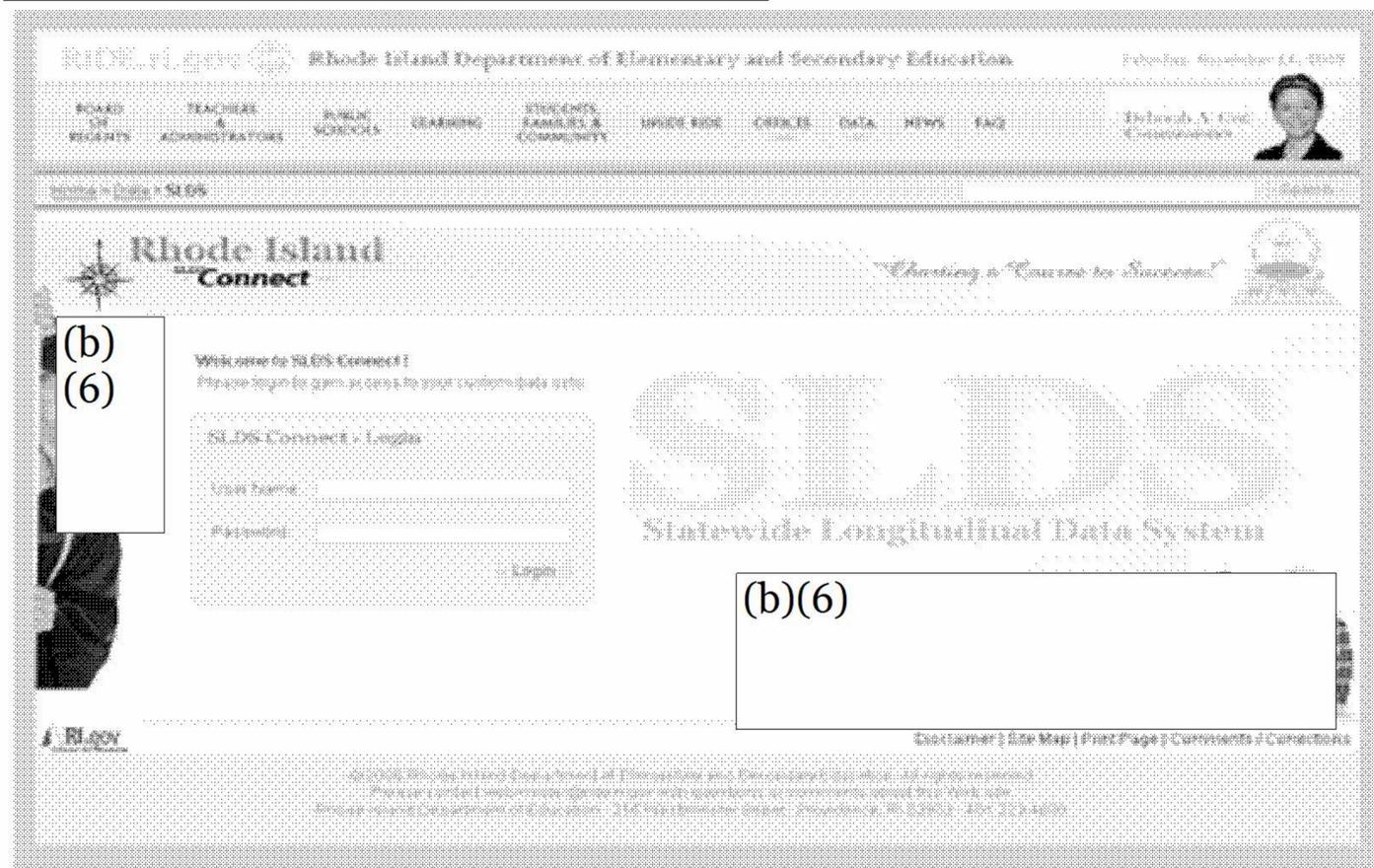
3. Integrate a dashboard reporting system that provides “point and click” analysis.

- Almost all users reported they would use the SLDS if it provided “point and click” reports on information they want.
- Companies like MicroStrategies, Mizuni, and Performance Plus specialize in providing flexible and simple dashboard reporting tools for data warehouses. Focus on companies that leverage common data visualization standards like SQL Reporting Services.
- Procuring a dashboard as a discrete competitive bid.
- Once built, begin immediately to use the dashboard to publish information where RIDE is the clear authoritative source.
  - NECAP data
  - InfoWorks
  - SALT Survey Data
- Include in the scope of work dashboards for LEA administrators, principals, teachers, and parents.



## A.6 Data Access Architecture eGateway Portal Website StoryBoard

### SLDS Home Page with RIDE Website Banner



APPENDIX A: RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION APPLICATION FOR STATEWIDE, LONGITUDINAL DATA SYSTEMS UNDER THE AMERICAN RECOVERY SLDS Launch Page with RIDE Website Banner



**(b)(6)**

SLDS Selection Page without RIDE Website Banner

School Name	District	County	City	Students*
Broad Rock Middle School	South Kingstown School District	Washington County, Rhode Island	Wickfield, Rhode Island	557
Byfield School	Bristol Warren Regional School District	Bristol County, Rhode Island	Bristol, Rhode Island	187
Carey School	Newport School District	Newport County, Rhode Island	Newport, Rhode Island	221
Cedar Hill School	Warwick School District	Kent County, Rhode Island	Warwick, Rhode Island	401
Central Falls Senior School	Central Falls School District	Providence County, Rhode Island	Central Falls, Rhode Island	911
Central High School	Providence School District	Providence County, Rhode Island	Providence, Rhode Island	1550
Centredale Elementary School	North Providence School District	Providence County, Rhode Island	North Providence, Rhode Island	300
Charino High School	Charino Regional School District	Washington County, Rhode Island	Wood River Junction, Rhode Island	1239
Charino Regional Middle School	Charino Regional School District	Washington County, Rhode Island	Wood River Junction, Rhode Island	1105
Charlestown Elementary School	Charino Regional School District	Washington County, Rhode Island	Charlestown, Rhode Island	421



**Rhode Island**  
*Connect*

*Charting a Course to Success!*

Welcome Back Joel - [Log Out](#)

Deborah A. Galt  
Commissioner

[Home](#) | [User](#) | [Data](#) | [Programs](#)

[Home](#) > [Data](#) > [School Data](#) > [Central Falls Sr. High School](#)

### Central Falls Sr. High School

**[+] Info/Location**

**Address:** 21 Hedley Avenue  
Central Falls, RI 02803

**Phone:** (401) 727-7700

**Fax:** (401) 727-7722

**Email:** galo1@rtechschools.net

**Website:** www.rtechschools.net

**Superintendent:** Frances Galt

**Administrator Profile:**

**Certified Teaching Practice:**

**2006-08 Avg. Teacher Salary:** \$55,937

**2006-08 Avg. Teacher Age:** 47 yrs

Context

Map Location

**[+] School Metrics**

**2009**

Reduced Paid Months: 00

**2008**

Reduced Paid Months: 00

**Dropouts by Grade 9-12**

Dropouts by Grade: 09, 10, 11, 12

**Fall Testing**

### Central Falls Senior High School

**2007-2008 Dropouts By Grade**

Grade 09	32
Grade 10	33
Grade 11	23
Grade 12	34

[ACT Composite Score](#)

[ACT Percent of 12th Graders Taking](#)

[Advanced Placement, Pct. Taking](#)

[Advanced Placement, Pct. of Exams 3 or Above](#)

[Attendance Rate](#)

[Enrollment Percent Core Ed](#)

[Enrollment Percent Honors](#)

[Dropouts, Percent of Total Enrollment, Excess](#)

[Dropouts Rate 8 Year or Less](#)

[ESLP Student Pass - All Tested Grades EA and Math](#)

[ESLP Student 4 Grade 10](#)

[ESLP Student 4 Grade 9](#)

[ESLP Math Grade 10](#)

[ESLP Math Grade 9](#)

[ESLP Exit Pass both English/LA and Math \(All Tested Grades\)](#)

[PSAT College Board Access](#)

[SAT Composite Score College Board Seniors \(Verbal+Math\)](#)

[SAT Critical Reading](#)

[SAT Mathematics](#)

[SAT Writing](#)

[SAT Percent of 12th Graders Taking](#)

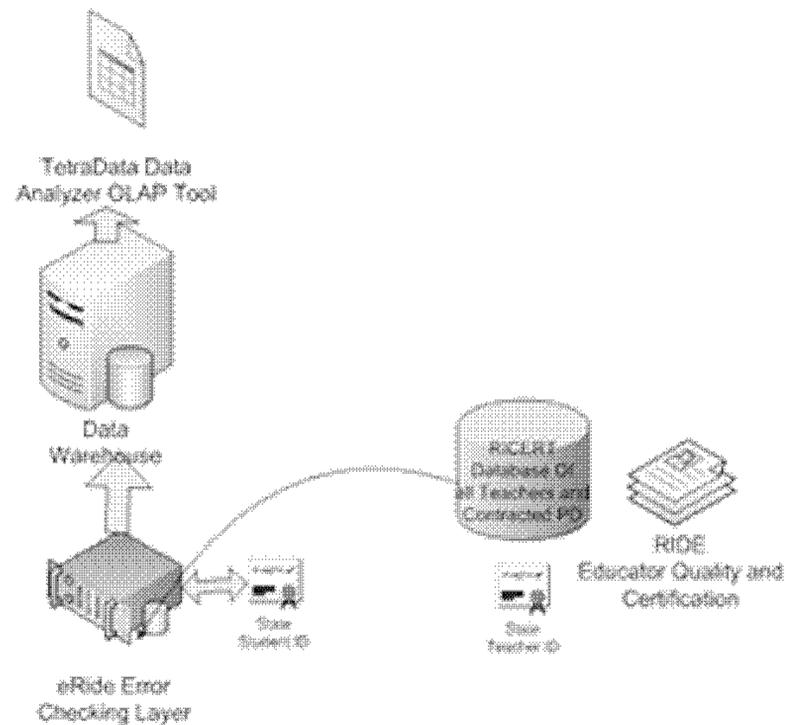
[Quality Index, Pct. of Core Courses](#)



**A.7**

**2. Integrate the Certification and Teacher ID system.**

- By integrating your certification system into E-RIDE, you gain several high-benefit functions at a low cost.
- The state teacher id, the id of record at LEAs as well, will integrate with and validate the quality of teacher records uploaded from LEAs.
- Because your certification system also includes enrollment data on teachers attending PD programs through contracted vendors, you gain valuable data on those programs and potentially their effectiveness.



Current State	Desired Future State	Gap	Significance of Gap
5. RIDE assigns teacher ids based on paper applications from teacher prep programs as they exit programs. Entry of Praxis and GRE data is centralized at RIDE.	Teacher prep programs apply for and generate teacher ids for potential teachers when they enroll through electronic application.	Teacher ID portal at teacher prep program with application and way to enter Praxis and GRE data.	Paper process creates bottleneck at RIDE and could be completely automated, reducing staff time and resources.
6. RICERT database that stores data on teacher enrollment in vendor provided PD lacks connection to the SLDS.	Associate PD enrollment with teacher effectiveness measure to measure program effectiveness of individual PD programs.	Integration of PD enrollment information into the SLDS via the state teacher id. Study comparing value added measures of teachers in PD group vs. a control group.	RIDE does not know now which PD programs provide a return on investment vs. those that do not.



## A.8

### AGENCY OVERVIEW

#### Rhode Island Higher Education Assistance Authority

Since 1977, the Rhode Island Higher Education Assistance Authority (RIHEAA) has been providing financial assistance to our citizens and helping them meet their higher education goals. As a guarantee agency working with the federal student loan program, RIHEAA has worked tirelessly to promote college access and affordability, providing a range of customized services to assist students, families, and both secondary and post-secondary schools.

In addition to offering and administering millions of dollars in need-based scholarships, through the Rhode Island State Grant Program and the Academic Promise Scholarship, RIHEAA works closely with Mapping Your Future ([www.mappingyourfuture.org](http://www.mappingyourfuture.org)) to provide a resource for students and families conducting college searches and seeking career and financial aid information. In cooperation with the Office of the General Treasurer, RIHEAA oversees *CollegeBoundfund*, the state's 529 college savings plan and the *CollegeBoundfund* Matching Grant program, which provides low and moderate income families in the state with a \$1 for \$1 or a \$2 for \$1 match for money they save for their loved ones through a *CollegeBoundfund* account.

RIHEAA promotes financial literacy, provides resources to help students chart their career paths, offers access to information on how to pay for college, and delivers default prevention and aversion programs which enable young people to preserve their credit ratings. In 2007, RIHEAA launched a model web portal—[WaytogoRI.org](http://WaytogoRI.org)—which is providing students of all ages online access to career and college planning resources. To date, there are more than 60,000 student accounts on the site and every school district in the state is using the program. In addition to this innovative effort, RIHEAA offers financial aid nights, classroom workshops and presentations at college fairs. Our staff members work with College Goal Sunday, offer online financial aid chats, provide Financial Aid hotlines, and conduct outreach efforts with the state Department of Labor and Training to provide college information to the unemployed or others receiving public assistance.



### A.9 NESSC Data Points

Goal to be Reported	Key Decision Points	Method for Reporting	Comments
High School Dropout Rate	The rate recommended by the Data Group is conceptually similar to the Graduation Rate (see below) supported by the National Governor's Association (NGA). The rate reflects a count of students who are not finished with a program aligned with state standards or are not still in school.	(# of students in adjusted freshman cohort) – (graduates + students still enrolled + other completers of standards-aligned programs) = dropouts. Rate: Dropouts/Adjusted freshman cohort	<ul style="list-style-type: none"> <li>GED completers may be listed as dropouts but represent a different population. A table in this section will report GED completers as a percentage of dropouts</li> <li>Those students who are enroll early in college without finishing high school will also be reported in this section with a separate table.</li> </ul>
High School Graduation Rate	The calculation is done with a variation on the NGA formula. States will report 4, 5, and 6-year rates freezing the adjusted cohort in year 4. No exemptions will be included for SpEd or ELL, including changing cohorts	(# of graduating seniors)/(# of first-time freshman ± transfers in or out)	<ul style="list-style-type: none"> <li>Data will be disaggregated by NCLB categories including a category for "multi-racial". Students will be referenced in the IEP or LEP statistics if they have been in these groups at any point in their high school career.</li> </ul>
Post-Secondary Matriculation Rate	The report will include 1 and 2 year-rates for matriculation at two and four-year colleges as well as one-year certificate programs.	Students matriculated in two or four-year colleges or one-year certificate programs/high school graduates	<ul style="list-style-type: none"> <li>Data will be disaggregated by matriculation in college or certificate program<sup>1</sup>, and by background as a high school graduate, GED completer or early enrollment student</li> <li>The National Student Clearinghouse (NSC) will provide data to the Consortium on Post-Secondary matriculation and completion.</li> </ul>
College Readiness	The group recommended using a variety of measures to provide a composite representation of college readiness.	Data gathered on College Readiness: 1. Attendance in remedial classes during the freshman year 2. Scores on placement tests (Accuplacer) 3. SAT scores in high school 4. AP course participation and scores 5. Participation in State Scholars program 6. Early enrollment in college	<ul style="list-style-type: none"> <li>This is a difficult construct to capture as no one measure is consistent across the Consortium</li> <li>All the measures listed have some bias and must be interpreted as a group.</li> <li>The measure is an adaptation of the original grant measure that called for reporting only attendance in remedial classes.</li> </ul>
Post-Secondary Success	Students are counted as beginning college when they first matriculate. They have six years to finish to be counted as completers.	Student beginning post-secondary education in a target year/students completing their program w/i six years	<ul style="list-style-type: none"> <li>Completion will be disaggregated by college degree and certificate programs</li> <li>No data source for one-year programs exists at present.</li> </ul>

<sup>1</sup> These data are not currently available. The Consortium Data Group is looking into potential sources for these data. When they become available they will be reported.





**A.10**



William H. Harry, Jr.  
Executive Director

**RHODE ISLAND HIGHER EDUCATION  
ASSISTANCE AUTHORITY**

December 1, 2009

Statewide Longitudinal Data System Grant Review Committee  
Institute of Education Sciences  
National Center for Education Statistics  
1990 K Street, NW, Room 9023  
Washington, DC 20006

Dear Committee Members:

The Rhode Island Higher Education Assistance Authority (RIHEAA) is pleased to partner with the Rhode Island Department of Education (RIDE) in making this grant application and developing a Statewide Longitudinal Data System which we believe will improve school performance and enhance the quality of education for all the students in our state.

The mission of our agency is to promote college access and affordability and over the years, it has become increasingly clear that the process of helping young people realize their higher education dreams must begin at an early age. In addition to working closely with the Board of Governors for Higher Education, RIHEAA has also made it a priority to develop a strong, collaborative relationship with RIDE to make sure we are working across the K-16 spectrum to put every Rhode Island student on a path to academic and career success.

We established the WaytogoRI web portal as a means of providing students of all ages easy access to career and college planning resources. By working with RIDE, we are also striving to make the portal a dynamic platform to help educators and administrators meet their needs. In an environment where state and federal education officials are emphasizing the importance of identifying measurable outcomes, the WaytogoRI portal is a key part of the technology infrastructure necessary to evaluate the effectiveness of specific education initiatives.

RIHEAA is uniquely situated to develop a data warehouse which will provide seamless support for throughout their education career. We have an extensive network of relationships with educators and policy-makers at the local, state and federal levels. And together with RIDE, we are committed to creating a Statewide Longitudinal Data System which will give state education officials and local school districts the ability to measure education outcomes and make data-driven decision. This will lead to significantly enhanced educational planning and improved student performance, goals which are central to the intent of the American Recovery and Reinvestment Act.

Correspondence Address: 560 Jefferson Blvd., Warwick, RI 02886 • (401) 736-1100 • FAX (401) 732-3541  
www.riheaa.org TDD 734-9481 www.collegeboundfund.com



All of us at RIHEAA look forward to having the opportunity to fulfill the vision behind this grant application and to work with RIDE to establish a Statewide Longitudinal Data System which makes a positive difference in the lives of Rhode Island's students.

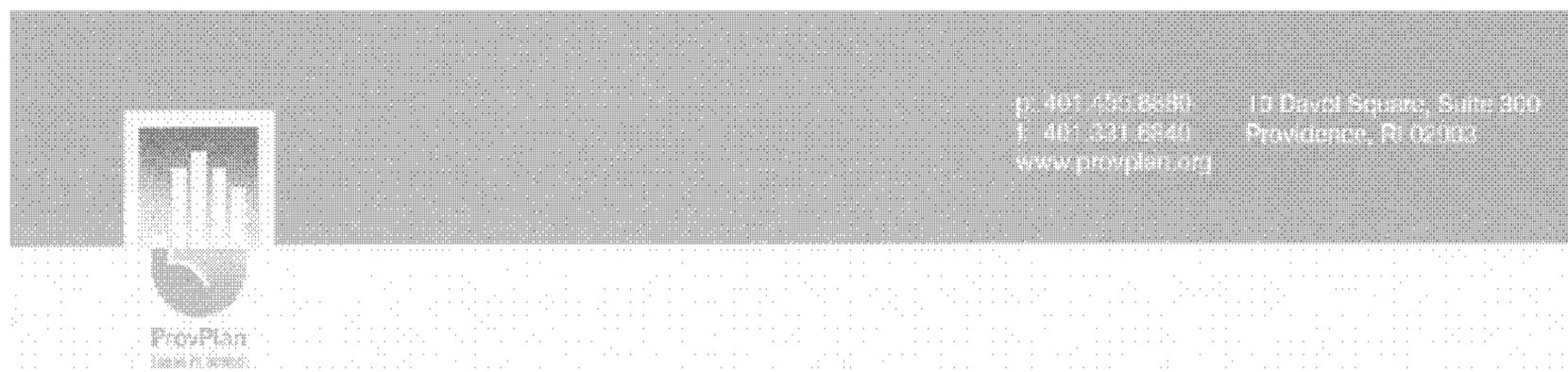
Sincerely,

A handwritten signature in black ink, appearing to read "William H. Hurry, Jr." with a stylized flourish at the end.

William H. Hurry, Jr.  
Executive Director



**A.11**



December 1, 2009

Statewide Longitudinal Data System Grant Review Committee  
Institute of Education Sciences  
National Center for Education Statistics  
1990 K Street, NW, Room 9023  
Washington, DC 20006

Dear Committee Members:

On behalf of the Board of Directors of The Providence Plan, I am writing to lend my support to the Rhode Island Department of Education's (RIDE) Statewide Longitudinal Data System grant application.

The Providence Plan is a nonprofit with a mission to improve the economic and social well-being of our city. We are described as a "Think and Do Tank," a term that captures the dual nature of our work. A portion of our activity – our thinking – is dedicated to providing policymakers and community organization with access to reliable, timely data, information, and analysis. The other half – our doing – is engaged in developing and implementing programs designed to fulfill unmet needs in our community. By combining "think" and "do," ProvPlan has demonstrated a real capacity to solve problems in our state.

The Providence Plan has consistently marketed itself as an "information intermediary" – a label that has left us well positioned to serve as a research and policy partner for our state's top decision makers. As a non-partisan data provider, we are able to collaborate effectively with both city and state agencies on GIS, web application development, data analysis, and technical training activities that lead to policy improvements and a more efficient allocation of finite resources.

The Providence Plan has a long track record of collaborating with the Rhode Island Department of Education on a variety of education policy work. Through our data-sharing agreement, we have been able to work with RIDE to examine the issue of mobility on student achievement, explore the potential for neighborhood schools at elementary and middle school levels, analyze shifting school populations, and understand the impacts of school consolidation. The Providence Plan has also partnered with RIDE and other state departments to conduct cross-agency analyses. One particular project combined RIDE data with content from the Rhode Island Department of Labor and Training to track the impact of GED attainment on wages for adult learners. Another linked RIDE and Department of Health databases to generate new information about the education outcomes for children born to teen mothers.

Rhode Island's proposed Statewide Longitudinal Data System project will provide a major stepping stone for expanding our collective efforts to manage, analyze, and use data to support evidence-based decision making in all aspects of education. Such an investment is critical to improve student learning, close existing achievement gaps, and deepen our understanding of the connections between educational outcomes and preparing students for a successful transition into the workforce.

The Providence Plan is a strong proponent of RIDE and its capacity and acumen to execute this Statewide Longitudinal Data System as proposed. We stand ready, willing, and able to support its successful implementation. Overall, Rhode Island is well positioned to make this project a reality, and I hope you give RIDE's application the strongest consideration possible.

Sincerely,

Patrick J. McGuigan  
Executive Director

# Project Narrative

## Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **Resumes** Pages: **7** Uploaded File: **E:\slds\grant narrative\in here\submission\Appendix B.pdf**

# **R.I. DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (RIDE)**

**TITLE:** Chief Knowledge Officer

**ORGANIZATIONAL CENTER:** This position is located in the Office of the Commissioner. The position reports to the Commissioner.

**GENERAL STATEMENT OF DUTIES:** The Chief Knowledge Officer (CKO) works with staff members across RIDE to ensure that the use of data is ingrained into the Department's culture, work, and service to school districts across the state. Second, the CKO works with program and technical staff across the organization to ensure that RIDE data and reports are consistent, timely, accurate, reliable, understandable, and usable.

**LEADERSHIP, MANAGEMENT, AND PARTNERSHIPS:** Though the CKO works closely with all RIDE offices regarding reporting and using data and information. The CKO also works with districts and schools regarding using data and information and, as the RIDE senior data steward, the CKO chairs the RIDE Data Governance Board. The RIDE Data Governance Board is charged with managing the accuracy and consistency of all RIDE data.

**SUPERVISION RECEIVED:** Works under the supervision of the Commissioner with wide latitude to exercise independent judgment. Work is subject to review on a periodic basis or upon completion for results achieved and for adherence to professional standards of conduct.

**SUPERVISION EXERCISED:** Generally none. Works as part of teams and in collaboration with others with wide latitude for the exercise of independent judgment to achieve results. May be involved in providing input to the performance management process as a peer or colleague as appropriate.

## **ILLUSTRATIVE EXAMPLES OF WORK PERFORMED AND ESSENTIAL FUNCTIONS:**

- Works with program office staff to help them master the technology, processes, and skills needed to make data driven decisions.
- Works with information technology staff to help them better understand the work of RIDE programs so their technology services are more centered on RIDE's mission to service Rhode Island students.
- Works with Local Education Agencies to help them take advantage of data at RIDE that can help them perform better.

- Coordinates data-system documentation (including the creation of an enterprise data dictionary), data-quality assurance, research, and analysis needed for state and federal reporting.
- Analyzes and summarizes RIDE data to enable the timely completion of state and federal reports, including the NCLB report cards and reports required by Rhode Island General Laws.
- Works closely with the Office of Network and Information Systems (ONIS) and the Communications Officer on the production, design, publication (online and in print), and dissemination of the annual State Report Card and other clear, timely and accurate reports.
- Works with districts, schools, and other stakeholders to ensure effective and accurate use of data and information.
- As Chair of the Data Governance Board, works in partnership to develop and implement protocols and procedures to guide RIDE responses to data requests from the media, the public, the education community, researchers, and government agencies.
- Develops policies on data privacy and data security.
- Provides policy advice to the Commissioner and Directors based on analysis of RIDE data and information.
- Works with the Communications Officer to proactively disseminate RIDE data and information to the media, publishers, and researchers so as to support the implementation of RIDE initiatives and Board of Regents' priorities.
- Provides professional development to RIDE staff members regarding using data and information.
- Performs related work as assigned.

#### **REQUIRED QUALIFICATIONS / KNOWLEDGE AND SKILLS:**

- Understanding of the work of state education agencies and/or local education agencies at the executive level.
- Understanding of the work of a classroom teacher.
- Extensive knowledge of the principles and methods used in data collection and analysis
- Ability to plan studies, collect and analyze data, and develop online and published reports
- Ability to communicate effectively, both orally and in writing
- Ability to work effectively with supervisor, coworkers, staff in other state and federal agencies, and other stakeholders

- Ability to lead a work group that meets regularly to achieve agreed-upon goals and objectives
- Skilled in managing several large projects simultaneously
- Knowledge of SPSS, SAS, and other statistical software programs and survey-development software
- Knowledge of data-documentation process
- Knowledge of the state assessment and accountability system
- Familiarity with state and federal reporting requirements, including NCLB, EDEN, IDEA, and reporting requirements in R.I. General Laws

**EDUCATION:** Master's degree in education, public administration, business administration, statistics, computer sciences, or related field.

**EXPERIENCE:** Five years of responsible experience in data collection, use, and management, preferably in the education field.

**Reasonable accommodations can be made for qualified individuals with a disability.**

Date: December 2009

**DAVID VARNUM ABBOTT**

(b)(6)

[david.abbott@ride.ri.gov](mailto:david.abbott@ride.ri.gov)

## **EXPERIENCE**

**DEPUTY COMMISSIONER/GENERAL COUNSEL - R.I. Department of Education**  
Providence, RI 2007-

**DEPUTY COMMISSIONER - Rhode Island Department of Education**  
Providence, RI 2004-2006

**ASSISTANT COMMISSIONER - Rhode Island Department of Education**  
Providence, RI 2000-2004

- Responsible for Division of Systems Support, including Offices of Finance, Legal Services, Network and Information Services, Teacher Quality, and School Improvement and Support Services
- Developed and implemented new accountability system for school districts
- Responsible for state compliance with No Child Left Behind Act
- Created consolidated statewide student information system
- Supervise over seventy professional and support positions
- Developed new IT and data analysis systems to serve agency-wide initiatives
- Initiated comprehensive accountability systems for ensuring teacher quality
- Oversaw reform efforts in three low-performing districts, resulting in all three districts losing their "in need of improvement" classification after three years

**PARTNER - Asquith, Mahoney & Robinson**  
Providence, RI 1997-2000

**ASSOCIATE - Asquith, Mahoney & Robinson**  
Providence, RI 1994-1997

- Represented school districts and state agencies in all areas of educational law and policy, labor relations, special education, and civil rights
- Advised school districts in various aspects of regulatory compliance, contracting, public bidding, construction, finance, and human resources
- Developed and presented over fifty staff training modules to teachers and administrators in fifteen school districts
- Client list included Barrington, Central Falls, East Greenwich, Johnston, New Shoreham, Pawtucket, Providence, Smithfield, South Kingstown, Tiverton, and Westerly public school systems
- Special Counsel to Commissioner of Elementary and Secondary Education
- Legal Counsel to Senate Committee on Health, Education & Welfare
- Legal Counsel to Rhode Island Association of School Principals

**FACILITATOR - Harvard University Graduate School of Education**  
Cambridge, MA 2000

- *Critical Issues in Urban Special Education: High Stakes Assessment and Students with Disabilities (2000)*

**SPECIAL ASSISTANT TO THE PRESIDENT - Rhode Island College**  
Providence, RI 1993-1994

- Provided administrative and legal services to President of the College
- Member of College Council and-Presidents Executive Committee

**ASSOCIATE - Updike, Kelly & Spellacy, P.C.**  
**Hartford, CT 1990-1993**

- **Member of Environmental Law Practice Group, specialized in environmental litigation relating to hazardous waste regulation, water quality, and land use**

**COURSE DIRECTOR - Hurricane Island Outward Bound School**  
**Mims, FL and Newry, ME 1986-1987**

- **Supervised instructor teams during wilderness and family counseling components of rehabilitative program for juvenile offenders**

**SPECIAL EDUCATION TEACHER - Winnacunnet Alternative School Hampton, NH**  
**1982-1985**

- **Developed and implemented adventure-based counseling, community service, home tutoring, literacy, and family mediation programs**

## **EDUCATION**

**RHODE ISLAND COLLEGE, Providence, RI**  
**M.Ed. in Educational Policy and Administration, 1998**

- **Academic Fellowship; GPA 4.0**
- **Thesis - *The Many Roles of the School District Attorney in Special Education***
- **Special Assistant and Legal Counsel to the President of the College**

**VERMONT LAW SCHOOL, South Royalton, VT**  
**Juris Doctor, 1990**

- ***Cum Laude*; Class Rank 22/139; Academic Scholarship**
- **American Jurisprudence Award - Alternative Dispute Resolution**
- **Student representative to Board of Trustees; Guardian *ad litem***
- **Instructor, Persuasive Legal Writing**

**UNIVERSITY OF NEW HAMPSHIRE, Durham, NH**  
**Bachelor of Science, Environmental Conservation, 1982**

- ***Cum Laude*; Minor in Education**

## **SELECTED PUBLICATIONS**

***Bringing Measurement to District-Based Accountability: The Challenge for State Education Departments. Voices in Urban Education. (No. 6) AISR (Winter 2005).***  
***Progressive Support and Intervention: Organizing the Work of Supporting Improvement in Student Achievement, (RIDE 2004)***  
***Ensuring Teacher Quality, (RIDE 2004)***  
***Progressive Support and Intervention: The Rhode Island System of Accountability for Schools and Districts, (RIDE 2004)***  
***School Finance Litigation: The Viability of Bringing Suit in the Rhode Island Federal District Court, 5 Roger Williams L Rev. 263 (2000)***  
***Special Education Law for the New Millennium in Rhode Island (PDN:2000)***  
***School Law in Rhode Island (NBI:1999)***  
***Special Education Law in Rhode Island (M EDS:1999)***  
***School Law in Rhode Island (NBI:1997) School Law***  
***Issues in Rhode Island (NBI:1996)***

**Joseph Guido**  
**System Architect**

**Joseph Guido, the principal of Integre International Incorporated, has over fifty years experience in IT management, project management, and application software development in government (state and local), banking, securities, retail, and manufacturing industries. Joe's experiences encompass strategic planning, policy development, procurement management, project budgeting, planning, and tracking. Joe's extensive experience also includes system design and architecture. Joe has managed large-scale projects, implementations, rollouts and support activities. Joe is the primary architect, director and project manager of MASSCARES, a large-scale, web-base, e-government initiative at the Executive Office of Human Health Services. The MASSCARES application involves a web portal and the design and development of application component suites utilizing current relational/transactional (OLTP) and Analytical (OLAP) database architectures. Joe has served as the Senior Architect and Project Manager for Massachusetts Department of Education Information Management System, Rhode Island Department of Education Child Nutrition Program eGateway system, and the Rhode Island Courts Victim assistance Data Warehouse and eGateway Portal.**

**Recently Joe managed the development of Strategic Technology Plans for the Executive Office of Health and Human Services, the Massachusetts Department of Mental Retardation and the Massachusetts Supreme Judicial Court. The Strategic Technology Plan projects for both agencies consisted of the following phases: Discovery, Analysis, Requirements Definition, Vision, Options, Recommendation, Justification, Cost Details and Summary over five years, and Implementation Plans.**

**Results-oriented data processing professional with more than forty years management experience in government (state and local), banking, securities, retail, and manufacturing industries. Comprehensive experience includes senior data processing management; successful large scale project management; project management mentoring; extensive experience with successfully designing and implementing the transformation of transactional (OLTP) data to de-normalized, star-schema data warehouse constructs, and then to stratified, analytical (OLAP) constructs and finally, using executive, middle management, and operating management dashboards to present the data in strategic, tactical, and operational formats; management of the development and implementation of integrated, real-time, mission critical software systems, extensive hand's on software engineer/applications developer experience; lead designer and architect of integrated, real-time mission critical software systems; management of computer operations, software engineering, and application development functions; management of construction, relocation and consolidation of regional and local data centers; technical & business process re-engineering oversight of large government and private industry application software development projects, management of conversion of mainframe hardware, software, and data communications networks; design, implementation and management of microcomputer networks. Experience encompasses strategic planning, policy development, extensive system design, project management, oversight, and implementation. Comprehensive experience includes:**

- Experience encompasses strategic planning, policy development; procurement management, project budgeting, planning, and tracking, extensive system design and architecture, large scale project management and implementation, project management of application software productization, rollout and support activity.**
- Large scale project management of web-base and e-government systems involving web portal, design and development of application component suites utilizing current relational/transactional (OLTP) and Analytical (OLAP) database architectures;**

- **Project oversight of large government and private industry application software development projects;**
- **Management of computer operations, software engineering, and application development functions;**
- **Senior information technology management;**
- **Management of the development and implementation of integrated, real-time, mission critical software systems;**
- **Extensive hand's on software engineer/applications developer;**
- **Lead designer and architect of integrated, real-time mission critical software systems;**
- **Lead designer and architect of integrated, web-based mission critical software systems;**
- **Lead designer and architect of integrated transactional and analytical database infrastructures**
- **Lead designer and architect of integrated multi-layered security and confidentiality infrastructures;**
- **Management of construction, relocation and consolidation of regional and local data centers;**
- **Management of conversion of mainframe hardware, software, and data communications networks;**
- **Design, implementation and management of local area networks.**

# Project Narrative

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

Attachment 1:

Title: **Appendix C** Pages: **4** Uploaded File: **E:\slds\grant narrative\in here\submission\Appendix C.pdf**



### Current Status of State's Longitudinal Data System (4 Pages)

Rhode Island currently has in place or is in the process of implementing eight of the ten essential elements of the longitudinal data system espoused by the Data Quality Campaign (DQC). Those ten items and the status of RIDE's capabilities are outlined below.

DQC Element	RIDE Status
1. A unique statewide student identifier that connects student data across key databases across years	RIDE's SASID was established in 2003 and student data elements are added regularly
2. Student-level enrollment, demographic and program participation information	Student-level enrollment and demographic information are in the system. More specific program data are being added in the next iteration of the DW
3. The ability to match individual students' test records from year to year to measure academic growth	This ability exists for state assessments and the system was developed to allow for local assessment matching in the future
4. Information on untested students and the reasons they were not tested	The system has information on untested students, but does not have local assessment data tied to the state data warehouse. This is an outcome of this grant proposal.
5. A teacher identifier system with the ability to match teachers to students	RIDE is currently working to integrate the data warehouse with the teacher certification and performance management system. It is one of the final components of the original data warehouse project and is an outcome of this grant proposal
6. Student-level transcript information, including information on courses completed and grades earned	This element is part of the currently funded 2008 SLDS Grant.
7. Student-level college readiness test scores	This element is part of the currently funded 2008 SLDS Grant.
8. Student-level graduation and dropout data	RIDE currently collects and reports on these data.
9. The ability to match student records between the P-12 and higher education systems	This element is part of the currently funded 2008 SLDS Grant.
10. A state data audit system assessing data quality, validity and reliability	This work is ongoing.



Required Data System Capabilities		
A statewide, longitudinal data system developed with funding obtained pursuant to this grant competition must have the following seven capabilities:		
	Status	Funding Source
1. The system must enable states to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).	In process	2008 SLDS grant
2. The system must facilitate and enable the exchange of data among agencies and institutions within the state and between states so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.	In process	In process / 2006 Title IV Grant to States to Improve Management of Drug and Violence Prevention Programs (CFDA#84.184r) / current request
3. The system must link student data with teachers; i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.	In process	State / 2008 SLDS grant
4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.	Planned	Current Request
5. The system must enable data to be easily generated for continuous improvement and decision making, including timely reporting to parents, teachers, and school leaders about the achievement of their students.	Planned	Current Request
6. The system must ensure the quality and integrity of data contained in the system.	Ongoing	State / 2008 SLDS grant



7. The system must provide the state with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the SFSF and the reporting requirements included in the EDFacts data collection and reporting system.	Completed but updates are ongoing	State
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**12 Required Data System Elements prescribed by the America Competes Act**

With respect to PK–12 education and postsecondary education:		
	Status	Funding Source
1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by federal and state law)	Completed- SSN will be added and a tie breaker for cross state agency matching	State
2. Student-level enrollment, demographic, and program participation information	Completed- additional program information is added quarterly	State
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete PK–16 education programs	In process	State / 2008 SLDS
4. The capacity to communicate with higher education data systems	In process	2008 SLDS
5. A state data audit system assessing data quality, validity, and reliability	Ongoing	State
With respect to PK–12 education:		
6. Yearly test records of individual students with respect to assessments under Section 1111(b) of the Elementary and Secondary Education Act of 1965	Completed	State
7. Information about students not tested, by grade and subject	Completed	State
8. A teacher identifier system with the ability to match teachers to students	Teacher-Student match exists but more robust matching is an outcome of this grant	State / 2008 SLDS / current request
9. Student-level transcript information, including information about courses completed and grades earned	In process	2008 SLDS
10. Student-level college readiness test scores	In process	2008 SLDS



With respect to postsecondary education:		
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	In process and will be enhanced by proposed grant	2008 SLDS / current request
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	In process and will be enhanced by proposed grant	2008 SLDS / current request

# Project Narrative

## Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **Appendix D** Pages: **22** Uploaded File: **E:\slds\grant narrative\in here\submission\Appendix D.pdf**

**Congress of the United States**  
**Washington, DC 20515**

December 3, 2009

The Honorable Arne Duncan  
The Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Mr. Secretary:

We write to express our strong support for the Rhode Island Department of Education's (RIDE) proposal for funding through the U.S. Department of Education's Statewide Longitudinal Data Systems Grant Program authorized through the American Recovery and Reinvestment Act of 2009 (ARRA). RIDE and the State of Rhode Island have undertaken significant work to put into place impressive student data systems at the K-12 level. Funding through this program would allow for the expansion of these systems and enable educators to make data-driven decisions to improve student learning and work to close achievement gaps throughout Rhode Island's school system.

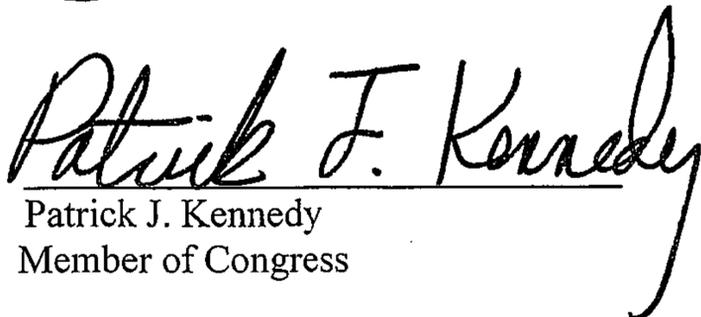
As outlined in RIDE's proposal, the data system's expansion will enable the state to provide precise, timely, and efficient longitudinal tracking of student achievement data and help facilitate the analysis of trends and patterns that will lead to improved educational planning and performance. Expanding access to the system to all state agencies will facilitate cross-agency program development and allow for continuous program improvement. Furthermore, this grant will provide tools for researchers to investigate educational practices in our state and recommend successful, research-based solutions.

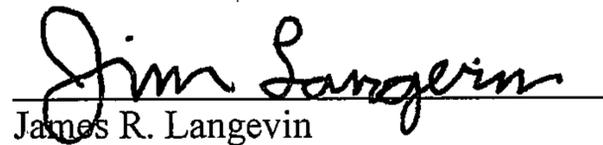
We commend this proposal that will continue to advance the state's implementation of a Statewide Longitudinal Data System that will improve educational decision-making, measure teacher effectiveness and accelerate student and school performance in Rhode Island and urge your most careful consideration of this application in accordance with all applicable rules and regulations. Thank you for your time and attention to this matter.

Sincerely,

  
\_\_\_\_\_  
Jack Reed  
United States Senator

  
\_\_\_\_\_  
Sheldon Whitehouse  
United States Senator

  
\_\_\_\_\_  
Patrick J. Kennedy  
Member of Congress

  
\_\_\_\_\_  
James R. Langevin  
Member of Congress

CC: Statewide Longitudinal Data System Grant Review Committee Members

# Budget Narrative

## Budget Narrative - Budget Justification

### Attachment 1:

Title: **Budget Narrative Pages: 11** Uploaded File: **E:\slds\grant narrative\in here\submission\SLDS 2009 Rhode Island Longitudinal Data System Budget Narrative1\_v2-2.pdf**

## Budget Narrative

### Rhode Island Longitudinal Data System

1. **Personnel:**

No permanent hires will be added to the Department of Education using grant funding.

2. **Fringe Benefits:**

Not applicable

3. **Travel/ Lodging**

• Travel for the Chief Knowledge Officer and IT Director is budgeted at \$1500 per year for three years. This will cover costs for all agreed upon IES meetings and other applicable national meetings determined beneficial to cross-state cooperation and professional learning. \$4500

• Travel for New England Secondary Schools Consortium is budgeted at 10,000 per year. This will cover costs and lodging for RI researchers to travel to meetings for the regional research consortium meetings. \$30,000

4. **Equipment**

Equipment costs are a one- time purchase for project computer and networking infrastructure for the DataHub and the Higher Education Data Warehouse. Together with RIDE's current infrastructure (purchased through SLDS 2008), each will serve as a disaster recovery hot-site for the other in a triangular construct. RIDE will be the disaster recovery hot-site for Providence Plan. RIHEAA will be the disaster recovery hot-site for RIDE. Providence Plan will be the disaster recovery hot-site for RIHEAA.

<u>Storage Area Network</u>	(3) High speed disk array that are accessible to many servers with built in fault protection (Office of Higher Education, Providence Plan and RIDE)	\$165,000
<u>Servers</u>	Windows 2003 blade servers to host the web front end, the database and any middle layer software. This will include the blade chassis, Hardware Rack, Monitor and accessories (Office of Higher Education, Providence Plan and RIDE)	\$123,000

<u>Battery Backup</u>	Uninterruptable Power Supply to protect data from power loss (Office of Higher Education, Providence Plan and RIDE)	\$25,500
<u>Networking Equipment</u>	High Speed Firewall, router, and Hub Equipment	\$134,868
<b><u>Total Equipment</u></b>		<b>\$448,868</b>

***Computer Equipment***

11 Laptops with Docking Station, are budgeted for the Project Manager, 5 Business Analysts, System Architect, Database Administrator, 3 Developers. Desktop Workstations are budgeted for 2 Web Developers. All computer equipment is a one-time purchase in Year One. \$25,000

***Software***

The following software will be purchased for the Project team listed in the Computer Equipment Section above:

- 13 Windows 7 Professional Operating System Software
- 13 Microsoft Office Enterprise 2008
- 2 Microsoft Visual Studio Team 2008 (Internet Development Software)
- 2 MicroSoft SQL Server Enterprise 2008 (Database Management Software)
- 2 Microsoft Source Safe (Source Code Control Software)
- 2 Adobe® Creative Suite® 4 Design (Web Design Software)

All software is a one-time purchase in Year One. \$48,000

Higher Education Data Warehouse Software \$450,000  
 \$150,000 per year for three years

**5. Supplies**

\$1,000 is budgeted for each of the five project initiatives each year for the three year funding cycle. \$15,000

**6. Contractual**

***Contracted Services:***

As a member of the New England Secondary Schools Consortium, each of the states have budgeted \$50,000 to explore data measures and standards, perform regional research as well as pilot an eTranscript. RIDE has budgeted \$10,000 for travel related to this Consortium. The remaining funds will be disbursed to cover state expenses attached to agreed-upon Consortium priorities. \$120,000

District Pilot Incentive for Instructional Management System: \$150,000  
This includes a Part Time Developer; field equipment- handhelds, smart devices, etc.

***Contract Personnel:*** The state will contract with consultants to fill key positions for this three year project. These positions include:

- The Project Coordinator works in conjunction with the Chief Knowledge Officer and the Project Manager for the 2008 SLDS Project. This individual keeps records, tracks schedules, meets with developers and prepares all status reports for the project. The Project Coordinator is a direct report to the Chief Knowledge Officer.
- Business Analyst is responsible for reviewing the business processes, gathering of business requirements, data mapping activities, and the creation of the requirements documents. The Business Analyst is an education subject matter expert (SME), who performs quality assurance testing, interprets education-specific business requirements for the developers and conducts training for end users.
- System Architect is responsible for completing the design and documentation of the overall system and database architecture, work flow management, integration development consistency, integration requirements for all system components and assistance with strategy and vision of component integration throughout the project cycle.
- The Data Base Administrator is responsible for the design, implementation, maintenance and repair of an RIDE's databases, including the development and

design of database strategies, monitoring and improving database performance and capacity, and planning for future expansion requirements, planning, coordinating and implementing security measures to safeguard the database, installing new versions of DBMS software, application software, and other software related to DBMS administration, configuring hardware and software with the system administrator, working closely with the system administrator to perform software installations, and to configure hardware and software so that it functions optimally with the DBMS, monitoring and administering DBMS security e.g., adding and removing users, administering quotas, auditing, and checking for security problems, analyzing data stored in the database and making recommendations relating to performance and efficiency of that data storage, including the effective use of indexes, enabling "Parallel Query" execution, or other DBMS specific features' involved in the preliminary database-design stages, eliminating many problems that might occur, modeling the data to optimize the system layouts to take the most advantage of the I/O subsystem, administration of existing enterprise databases and the analysis, design, and creation of new databases.

Web Developer (Web developer 1 and 2) is responsible for supporting the existing web infrastructure as well as develop new web applications using new technologies. The web developer develops new web applications and performs unit and system integration testing of web applications—unit and system, conducts all user acceptance testing, and report results, designs and implements user-driven templates, databases and interfaces for ease of use, develops database-driven Web interfaces for rapid, real-time information sharing, develops external Web portals using web services wherever applicable allowing users to input and retrieve accurate information.

- Developer (Developer1, Developer2, Developer3) applies knowledge of programming techniques and computer systems to write computer programs that perform various tasks in accordance with the project's business requirements and specifications applies of knowledge of programming techniques and computer systems to write a computer program that performs various tasks in accordance with business requirements and specifications,

Note: Numbers attached to job titles are based on experience)

Cost Category	Location	Nbr.	Rate	Annual Hours	Annual Cost	Project Years	Project Cost
Project Coordinator	All Components	1	\$75	1750	\$131,250	3	\$393,750
Subject Matter Experts/Business Analysts/Q/A Testers/Trainers	All Components	5	\$40	1750	\$350,000	3	\$1,000,050

<b>Cost Category</b>	<b>Location</b>	<b>Nbr.</b>	<b>Rate</b>	<b>Annual Hours</b>	<b>Annual Cost</b>	<b>Project Years</b>	<b>Project Cost</b>
System Architect	All Components	1	\$90	850	\$76,500	3	\$229,500
DataBase Administrator	SLDS Storehouse; eGateway Portal; Performance Mgmt	1	\$75	1750	\$131,250	3	\$393,750
Web Developer1	eGateway Portal Security/Navigation/Reporting	1	\$80	1750	\$140,000	3	\$420,000
Developer1	eGateway Portal/Reporting Wizard	1	\$70	1750	\$122,500	3	\$367,500
Web Developer2	Performance Management	1	\$50	1750	\$87,500	3	\$262,500
Developer2	Performance Management	1	\$45	1750	\$78,750	3	\$236,250
Developer3	All Components	1	\$45	1750	\$78,750	3	\$236,250
<b>TOTAL</b>							<b>\$3,589,500</b>

**7. Indirect Costs: (See Attached Letter of Agreement)**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Total Project	<b>\$2,074,368</b>	<b>\$1,403,000</b>	<b>\$1,403,000</b>	<b>\$4,880,368</b>
Indirect 10.4%	\$215,734	\$145,912	\$145,912	\$507,558
Total Costs	<b>\$2,290,102</b>	<b>\$1,548,912</b>	<b>\$1,548,912</b>	<b>\$5,387,926</b>

<b>Budget Detail by Initiative</b>						
	Summary	Explanation	Year 1	Year 2	Year 3	Total
G100	<b>Global Project Expenses</b>					
G101	Equipment	ProvPlan Data Center: Computers	\$40,500	\$0	\$0	\$40,500
G102	Equipment	RIHEAA Data Center: Computers	\$40,500	\$0	\$0	\$40,500
G103	Equipment	RIDE Data Center: Computers	\$67,500	\$0	\$0	\$67,500
G104	Equipment	ProvPlan Data Center: Storage Area Network	\$55,000	\$0	\$0	\$55,000
G105	Equipment	RIHEAA Data Center: Storage Area Network	\$55,000	\$0	\$0	\$55,000
G106	Equipment	RIDE Data Center: Storage Area Network	\$55,000	\$0	\$0	\$55,000
G107	Equipment	ProvPlan Data Center: Networking	\$44,956	\$0	\$0	\$44,956
G108	Equipment	RIHEAA Data Center: Networking	\$44,956	\$0	\$0	\$44,956
G109	Equipment	RIDE Data Center: Networking	\$44,956	\$0	\$0	\$44,956
G110	Equipment	Laptop/LCD	\$25,000	\$0	\$0	\$25,000
G111	Software	Desktop/Laptop/Software	\$6,000	\$0	\$0	\$6,000
G112	Software	VisualStudio/Sql Server/SourceSafe	\$42,000	\$0	\$0	\$42,000
G113	Supplies	Misc Supply expenses	\$5,000	\$5,000	\$5,000	\$15,000
G114	Travel	Travel	\$1,500	\$1,500	\$1,500	\$4,500
G115	Meetings	Stakeholder Quarterly Meetings	\$10,000	\$10,000	\$10,000	\$30,000
G116	Other		\$0	\$0	\$0	\$0
	<b>Sub-total</b>		<b>\$537,868</b>	<b>\$16,500</b>	<b>\$16,500</b>	<b>\$570,868</b>

<b>Budget Detail by Initiative</b>						
	Summary	Explanation	Year 1	Year 2	Year 3	Total
I100	<b>Initiative 1 - DataHub</b>					
I101	Contractor	Project Manager	\$32,814	\$32,814	\$32,814	\$98,442
I102	Contractor	Business Analyst 4	\$35,000	\$0	\$0	\$35,000
I103	Contractor	Data Base Administrator	\$131,250	\$131,250	\$131,250	\$393,750
I104	Contractor	System Architect	\$19,125	\$19,125	\$19,125	\$57,375
I105	Supplies	Misc Supply expenses	\$0	\$0	\$0	\$0
I106	Other		\$0	\$0	\$0	\$0
	<b>Sub-total</b>		<b>\$218,189</b>	<b>\$183,189</b>	<b>\$183,189</b>	<b>\$584,567</b>
I200	<b>Initiative 2 - SLDS eGateway Portal</b>					
I201	Contractor	Project Manager	\$32,812	\$32,812	\$32,812	\$98,436
I202	Contractor	Business Analyst 1	\$70,000	\$70,000	\$70,000	\$210,000
I203	Contractor	Web Developer 1	\$140,000	\$140,000	\$140,000	\$420,000
I204	Contractor	Business Analyst 2	\$70,000	\$70,000	\$70,000	\$210,000
I205	Contractor	Web Developer 2	\$87,500	\$87,500	\$87,500	\$262,500
I206	Contractor	Business Analyst 3	\$70,000	\$70,000	\$70,000	\$210,000
I207	Contractor	System Architect	\$19,125	\$19,125	\$19,125	\$57,375
I208	Supplies	Misc Supply	\$0	\$0	\$0	\$0
I209	Meetings		\$0	\$0	\$0	\$0
	<b>Sub-total</b>		<b>\$489,437</b>	<b>\$489,437</b>	<b>\$489,437</b>	<b>\$1,468,311</b>
I300	<b>Initiative 3 - Performance Management System</b>					
I301	Contractor	Project Manager	\$32,812	\$32,812	\$32,812	\$98,436
I302	Contractor	Business Analyst 4	\$35,000	\$70,000	\$70,000	\$175,000
I303	Contractor	Developer 1	\$122,500	\$122,500	\$122,500	\$367,500
I304	Contractor	Developer 2	\$78,750	\$78,750	\$78,750	\$236,250
I305	Contractor	Business Analyst 5	\$70,000	\$70,000	\$70,000	\$210,000
I306	Contractor	Developer 3	\$78,750	\$78,750	\$78,750	\$236,250
I307	Contractor	System Architect	\$19,125	\$19,125	\$19,125	\$57,375
I308	Supplies	Misc Supply	\$0	\$0	\$0	\$0
I309	Other	District Pilot Incentive:	\$150,000	\$0	\$0	\$150,000

<b>Budget Detail by Initiative</b>						
	Summary	Explanation	Year 1	Year 2	Year 3	Total
		Instructional Mgmt System				
	<b>Sub-total</b>		<b>\$586,937</b>	<b>\$471,937</b>	<b>\$471,937</b>	<b>\$1,530,811</b>
I400	<b>Initiative 4 - Higher education Data Warehouse</b>					
I401	Contractor	Project Manager	\$32,812	\$32,812	\$32,812	\$98,436
I403	Contractor	System Architect	\$19,125	\$19,125	\$19,125	\$57,375
I404	Software	Data Warehouse Software	\$150,000	\$150,000	\$150,000	\$450,000
I405	Supplies	Misc Supply	\$0	\$0	\$0	\$0
I406	Other					
	<b>Sub-total</b>		<b>\$201,937</b>	<b>\$201,937</b>	<b>\$201,937</b>	<b>\$605,811</b>
I500	<b>Initiative 5 - Cross-State Research &amp; eTranscript Pilot - NE Secondary School Consortium</b>					
I501	Contractual	New England Secondary Schools Consortium	\$40,000	\$40,000	\$40,000	\$120,000
	Supplies	Misc Supply	\$0	\$0	\$0	\$0
I502	Other		\$0	\$0	\$0	\$0
	<b>Sub-total</b>		<b>\$40,000</b>	<b>\$40,000</b>	<b>\$40,000</b>	<b>\$120,000</b>
	<b>Total Project</b>		<b>\$2,074,368</b>	<b>\$1,403,000</b>	<b>\$1,403,000</b>	<b>\$4,880,368</b>
	Indirect 10.4%	Letter Attached	\$215,734	\$145,912	\$145,912	\$507,558
	<b>Total Cost</b>		<b>\$2,290,102</b>	<b>\$1,548,912</b>	<b>\$1,548,912</b>	<b>\$5,387,926</b>

# Budget Narrative

## Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **ED 524 Section C Pages: 3** Uploaded File: **E:\slds\grant narrative\in here\submission\524 Budget Sheet.doc**

<b>Budget Detail by Initiative</b>						
	Summary	Explanation	Year 1	Year 2	Year 3	Total
G100	<b>Global Project Expenses</b>					
G101	Equipment	ProvPlan Data Center: Computers	\$40,500	\$0	\$0	\$40,500
G102	Equipment	RIHEAA Data Center: Computers	\$40,500	\$0	\$0	\$40,500
G103	Equipment	RIDE Data Center: Computers	\$67,500	\$0	\$0	\$67,500
G104	Equipment	ProvPlan Data Center:Storage Area Network	\$55,000	\$0	\$0	\$55,000
G105	Equipment	RIHEAA Data Center: Storage Area Network	\$55,000	\$0	\$0	\$55,000
G106	Equipment	RIDE Data Center: Storage Area Network	\$55,000	\$0	\$0	\$55,000
G107	Equipment	ProvPlan Data Center: Networking	\$44,956	\$0	\$0	\$44,956
G108	Equipment	RIHEAA Data Center: Networking	\$44,956	\$0	\$0	\$44,956
G109	Equipment	RIDE Data Center: Networking	\$44,956	\$0	\$0	\$44,956
G110	Equipment	Laptop/LCD	\$25,000	\$0	\$0	\$25,000
G111	Software	Desktop/Laptop/Software	\$6,000	\$0	\$0	\$6,000
G112	Software	VisualStudio/Sql Server/SourceSafe	\$42,000	\$0	\$0	\$42,000
G113	Supplies	Misc Supply expenses	\$5,000	\$5,000	\$5,000	\$15,000
G114	Travel	Travel	\$1,500	\$1,500	\$1,500	\$4,500
G115	Meetings	Stakeholder Quarterly Meetings	\$10,000	\$10,000	\$10,000	\$30,000
G116	Other		\$0	\$0	\$0	\$0
	<b>Sub-total</b>		<b>\$537,868</b>	<b>\$16,500</b>	<b>\$16,500</b>	<b>\$570,868</b>

<b>Budget Detail by Initiative</b>						
	Summary	Explanation	Year 1	Year 2	Year 3	Total
I100	<b>Initiative 1 - DataHub</b>					
I101	Contractor	Project Manager	\$32,814	\$32,814	\$32,814	\$98,442
I102	Contractor	Business Analyst 4	\$35,000	\$0	\$0	\$35,000
I103	Contractor	Data Base Administrator	\$131,250	\$131,250	\$131,250	\$393,750
I104	Contractor	System Architect	\$19,125	\$19,125	\$19,125	\$57,375
I105	Supplies	Misc Supply expenses	\$0	\$0	\$0	\$0
I106	Other		\$0	\$0	\$0	\$0
	<b>Sub-total</b>		<b>\$218,189</b>	<b>\$183,189</b>	<b>\$183,189</b>	<b>\$584,567</b>
I200	<b>Initiative 2 - SLDS eGateway Portal</b>					
I201	Contractor	Project Manager	\$32,812	\$32,812	\$32,812	\$98,436
I202	Contractor	Business Analyst 1	\$70,000	\$70,000	\$70,000	\$210,000
I203	Contractor	Web Developer 1	\$140,000	\$140,000	\$140,000	\$420,000
I204	Contractor	Business Analyst 2	\$70,000	\$70,000	\$70,000	\$210,000
I205	Contractor	Web Developer 2	\$87,500	\$87,500	\$87,500	\$262,500
I206	Contractor	Business Analyst 3	\$70,000	\$70,000	\$70,000	\$210,000
I207	Contractor	System Architect	\$19,125	\$19,125	\$19,125	\$57,375
I208	Supplies	Misc Supply	\$0	\$0	\$0	\$0
I209	Meetings		\$0	\$0	\$0	\$0
	<b>Sub-total</b>		<b>\$489,437</b>	<b>\$489,437</b>	<b>\$489,437</b>	<b>\$1,468,311</b>
I300	<b>Initiative 3 - Performance Management System</b>					
I301	Contractor	Project Manager	\$32,812	\$32,812	\$32,812	\$98,436
I302	Contractor	Business Analyst 4	\$35,000	\$70,000	\$70,000	\$175,000
I303	Contractor	Developer 1	\$122,500	\$122,500	\$122,500	\$367,500
I304	Contractor	Developer 2	\$78,750	\$78,750	\$78,750	\$236,250
I305	Contractor	Business Analyst 5	\$70,000	\$70,000	\$70,000	\$210,000
I306	Contractor	Developer 3	\$78,750	\$78,750	\$78,750	\$236,250
I307	Contractor	System Architect	\$19,125	\$19,125	\$19,125	\$57,375
I308	Supplies	Misc Supply	\$0	\$0	\$0	\$0
I309	Other	District Pilot Incentive:	\$150,000	\$0	\$0	\$150,000

<b>Budget Detail by Initiative</b>						
	Summary	Explanation	Year 1	Year 2	Year 3	Total
		Instructional Mgmt System				
	<b>Sub-total</b>		<b>\$586,937</b>	<b>\$471,937</b>	<b>\$471,937</b>	<b>\$1,530,811</b>
I400	<b>Initiative 4 - Higher education Data Warehouse</b>					
I401	Contractor	Project Manager	\$32,812	\$32,812	\$32,812	\$98,436
I403	Contractor	System Architect	\$19,125	\$19,125	\$19,125	\$57,375
I404	Software	Data Warehouse Software	\$150,000	\$150,000	\$150,000	\$450,000
I405	Supplies	Misc Supply	\$0	\$0	\$0	\$0
I406	Other					
	<b>Sub-total</b>		<b>\$201,937</b>	<b>\$201,937</b>	<b>\$201,937</b>	<b>\$605,811</b>
I500	<b>Initiative 5 - Cross-State Research &amp; eTranscript Pilot - NE Secondary School Consortium</b>					
I501	Contractual	New England Secondary Schools Consortium	\$40,000	\$40,000	\$40,000	\$120,000
	Supplies	Misc Supply	\$0	\$0	\$0	\$0
I502	Other		\$0	\$0	\$0	\$0
	<b>Sub-total</b>		<b>\$40,000</b>	<b>\$40,000</b>	<b>\$40,000</b>	<b>\$120,000</b>
	<b>Total Project</b>		<b>\$2,074,368</b>	<b>\$1,403,000</b>	<b>\$1,403,000</b>	<b>\$4,880,368</b>
	Indirect 10.4%	Letter Attached	\$215,734	\$145,912	\$145,912	\$507,558
	<b>Total Cost</b>		<b>\$2,290,102</b>	<b>\$1,548,912</b>	<b>\$1,548,912</b>	<b>\$5,387,926</b>