

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEMS**

**CFDA # 84.372A**

**PR/Award # R372A090062**

**Grants.gov Tracking#: GRANT10076751**

**Receipt Status: Received Late**

OMB No. 1890-0004, Expiration Date:

Closing Date: SEP 25, 2008

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## Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>	
* 3. Date Received: 09/26/2008		4. Applicant Identifier: <input type="text"/>			
5a. Federal Entity Identifier: <input type="text"/>			* 5b. Federal Award Identifier: <input type="text"/>		
<b>State Use Only:</b>					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>			
<b>8. APPLICANT INFORMATION:</b>					
* a. Legal Name: Elementary and Secondary Education, RI Department of					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 05-6000522			* c. Organizational DUNS: 929956563		
d. Address:					
* Street1:	255 Westminister Street				
Street2:	<input type="text"/>				
* City:	Providence				
County:	Providence				
* State:	RI: Rhode Island				
Province:	<input type="text"/>				
* Country:	USA: UNITED STATES				
* Zip / Postal Code:	02903				
e. Organizational Unit:					
Department Name: Office of Network & Info Sys.			Division Name: Office of Network & Info Sys.		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix:	MR	* First Name:	EDWARD		
Middle Name:	A.				
* Last Name:	GIROUX				
Suffix:	<input type="text"/>				
Title:	DIRECTOR OF OFFICE OF NETWORK & SYSTEMS				
Organizational Affiliation: <input type="text"/>					
* Telephone Number:	401-222-8965	Fax Number:	401-222-4044		
* Email:	EDWARD.GIROUX@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:**

84.372

CFDA Title:

Statewide Data Systems

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

ED-CRANTS-062608-001

\* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

**13. Competition Identification Number:**

84-372A2009-1

Title:

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

PK-20, CITIES, TOWNS, AND STATE GOVERNMENT

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

RI DEPARTMENT OF EDUCATION LONGITUDINAL DATA SYSTEMS PROJECT

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

## 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.

Add Attachment

Delete Attachment

View Attachment

## 17. Proposed Project:

\* a. Start Date:

07/01/2009

\* b. End Date:

06/30/2012

## 18. Estimated Funding (\$):

* a. Federal	4,667,933.00
* b. Applicant	0.00
* c. State	1,025,058.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	5,692,991.00

## \* 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 NoExplanation 

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 OF EDUCATION

\* Telephone Number: 401-222-8702

Fax Number: 401-222-4044

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

\* Signature of Authorized Representative: DEBORAH KENNEDY

\* Date Signed: 09/26/2008

**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: 1890-0004

Expiration Date: 06/30/2005

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	\$ 6,500	\$ 6,500	\$ 4,500	\$ 0	\$ 0	\$ 17,500
4. Equipment	\$ 138,700	\$ 0	\$ 0	\$ 0	\$ 0	\$ 138,700
5. Supplies	\$ 8,000	\$ 8,000	\$ 8,000	\$ 0	\$ 0	\$ 24,000
6. Contractual	\$ 1,280,000	\$ 1,455,000	\$ 1,125,000	\$ 0	\$ 0	\$ 3,860,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 98,000	\$ 45,000	\$ 45,000	\$ 0	\$ 0	\$ 188,000
9. Total Direct Costs (lines 1-8)	\$ 1,531,200	\$ 1,514,500	\$ 1,182,500	\$ 0	\$ 0	\$ 4,228,200
10. Indirect Costs*	\$ 159,245	\$ 157,508	\$ 122,980	\$ 0	\$ 0	\$ 439,733
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,690,445	\$ 1,672,008	\$ 1,305,480	\$ 0	\$ 0	\$ 4,667,933

**\*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: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(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(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

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	\$ 66,582	\$ 68,579	\$ 70,637	\$ 0	\$ 0	\$ 205,798
2. Fringe Benefits	\$ 32,292	\$ 33,261	\$ 34,259	\$ 0	\$ 0	\$ 99,812
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 75,000	\$ 75,000	\$ 75,000	\$ 0	\$ 0	\$ 225,000
6. Contractual	\$ 194,816	\$ 149,816	\$ 149,816	\$ 0	\$ 0	\$ 494,448
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 368,690	\$ 326,656	\$ 329,712	\$ 0	\$ 0	\$ 1,025,058
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 368,690	\$ 326,656	\$ 329,712	\$ 0	\$ 0	\$ 1,025,058

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>DEBORAH KENNEDY</p>	<p>* TITLE</p> <p>DEPUTY COMMISSIONER OF EDUCATION</p>
<p>* APPLICANT ORGANIZATION</p> <p>Elementary and Secondary Education, RI Department of</p>	<p>* DATE SUBMITTED</p> <p>09/26/2008</p>

Standard Form 424B (Rev. 7-97) Back

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## 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 an 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 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 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.

<b>* APPLICANT'S ORGANIZATION</b>	
Elementary and Secondary Education, RI Department of	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: MR	* First Name: DAVID Middle Name: V.
* Last Name: ABBOTT	Suffix:
* Title: DEPUTY COMMISSIONER OF EDUCATION	
<b>* SIGNATURE:</b> DEBORAE KENNEDY	<b>* DATE:</b> 09/26/2008

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
MR	EDWARD	A.	CIROUX	

Address:

* Street1:	455 WESTMINISTER STREET
Street2:	
* City:	PROVIDENCE
County:	
* State:	RI: Rhode Island
* Zip Code:	02903
* Country:	USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

401-222-8965	401-222-4044
--------------	--------------

Email Address:

EDWARD.CIROUX@RIDE.RI.GOV
---------------------------

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**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:**

	Add Attachment	Delete Attachment	View Attachment
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# **Project Narrative**

## **Abstract Narrative**

Attachment 1:

Title: Pages: Uploaded File: 1234-Abstract\_84.372.pdf



**Rhode Island Department Of Elementary And Secondary Education**  
**Mapping Educational Access and Opportunity: PK-20 and Beyond**  
**Abstract**

*Students are extraordinary teachers. They speak. They constantly tell us how our expectations, objectives, curriculums, and instructional strategies affect them. We need to look to our students to tell us why learning takes place—and why it doesn't. Our students are key sources for helping us identify what needs to be done. . . . Often we forget to ask them, and we forget to listen to the important messages they bring. -Anthony Gregorc, (1998)*

The Rhode Island Department of Elementary and Secondary Education's (RIDE) longitudinal data vision is a seamless, student-centered PK-16 system that is designed to guarantee universality of process, data and use. RIDE has been focused on this vision and to date has implemented the State Assigned Unique Student ID system (SASID), an Information Services portal that facilitates information exchange and state reporting (eRIDE) and an integrated Comprehensive Education Information System (CEIS). This state-of-the-art data system connects Rhode Island Public School Elementary and Secondary students. It is a laudable feat but it is not complete. The next step is to link K-12 data with post-secondary outcomes.

In 2005, Governor Carcieri signed an Executive Order creating a new PK-16 Council, comprised of the CEO's of Higher Education, Elementary and Secondary Education, Labor and Training, the Economic Development Corporation, and the Human Resources Investment Council. The fourth charge of this council is to ***create a unified data system to connect information between our K-12 education system, post secondary institutions, and workforce development programs.*** As he stated at the time, *"This Council will support the establishment of a seamless, coherent system of education for our state. By better preparing students for higher education, the Council will help us create a more competitive, more successful workforce. At the same time, it will forge better pathways to higher education degrees for our low-income residents."*

RIDE, together with the RI Board of Governors for Higher Education (RIBGHE), the RI Department of Labor and Training (DLT), and the PK-16 Council, proposes development of a data system that: 1) allows for universal electronic transcript exchange from kindergarten through higher education 2) links and merges data from existing education agency data systems; and 3) fully integrates analysis and reporting across the high school and post-secondary education systems. This expansion of our current K-12 data warehouse would enable the state to provide accurate, timely, and efficient longitudinal tracking of students through high school and into post-secondary education and would meet cross-agency program development, continuous improvement, accountability, reporting, research, and evaluation needs. It will increase the timeliness of meeting state and federal reporting requirements. It will create interoperability to improve the efficiency of transferring data among schools, districts, institutes of higher education, and state agencies, while protecting student privacy. And it will help answer questions such as: How well are high school students being prepared for college and the workplace? What factors are associated with successful transition through high school into and through college? How many high school graduates enter post-secondary institutions? Do those that enter require remediation? Do certain high school programs better prepare students for certain strands of the workforce? The answers to questions such as these will allow for data-driven and evidence-based education decision-making. This will keep our efforts focused squarely where they belong: on closing achievement gaps and improving the quality of outcomes for Rhode Island's students.

ABSTRACT- SLDS Grant Program CFDA 84.372A RI Department Of Education

# **Project Narrative**

## **Project Narrative**

Attachment 1:

Title: Pages: Uploaded File: 1240-Project Narrative\_84.372.pdf



**A. Need for the Project:**

*"We must continue to engage higher education, professional associations, and business organizations, school districts, and community partners in creating conditions that empower our teachers and other education professionals to do their best work with all students. We must take steps now to ensure that our children's education is connected from one stage to the next, thereby shrinking the chances that youngsters will be lost along the way or will need costly remedial services to obtain the skills or know-how that they could have acquired from the outset."* (From **The "Ought" of the Possible: A Perspective from the Board of Regents, Robert G. Flanders, Jr., Chairman, November 13, 2007**)

***Background***

We are in a new era of education: high standards, district improvement, and fiscal accountability. Modern data analysis tools are no longer optional; they are now necessary to crosscheck information in order to ensure data integrity, to view student, teacher, curriculum, and program information across time, curriculum components, and programs in order to assess performance, and to meet the requirements of future federal and state management mandates and standards. They are necessary to improve education service delivery across all levels – PK-K, K-12, higher education, adult education, and career/technical education. **Consequently, RIDE has determined that a comprehensive, data-driven, K-16 education information management and decision support system that enables districts and state agencies to compile, validate, and analyze education information across education levels and into the workforce, on a timely and accurate basis is necessary as the foundation of this initiative.**

RIDE's core responsibility to monitor and improve school performance is completely dependent on the development and maintenance of a sophisticated system of integrated information collection, storage, and analysis. Stringent No Child Left Behind (NCLB) mandates require the ability to track individual student progress, which is impossible without a State-Assigned Student Identifier. Federal reporting requirements dictate the ability to integrate a wide variety of data from discrete sources, which in turn is possible only through the development of a single, integrated data collection system such as eRIDE.

Meaningful analysis into the precise location and causes of student achievement gaps requires the integrated storage of vast amounts of local and state information in a single, accessible data storage repository. Access and analysis of that information in turn requires data "mining tools" that are directly available to educators in the field.

New informational technology (IT) software tools, methodologies and architectures provide a systematic way to prevent inconsistent system designs and development decisions resulting in costly systems that do not meet current and future needs. Without an overall integrated architectural framework that specifically addresses the visions, issues, and requirements of RIDE and its stakeholder constituency and that also strikes the delicate balance between the need to share the information necessary to ensure the smooth and efficient operation of RIDE and the need for securing private and confidential student and teacher information, even a new system may fall short of expectations.



## Goals

The goals of a new RIDE technology architecture are listed below:

- Ensure that Information Technology is an enabling and *not* an inhibiting influence;
- Provide consistency throughout RIDE and Local Education Agency (LEA) IT functions by replacing and reducing the number of disparate systems;
- Eliminate work duplication and redundancy thus reducing costs;
- Provide a foundation for accommodating emerging technologies, changing education standards and requirements and the future generation of information systems;
- Provide a Business Intelligence Framework that supports the effective and efficient distribution, organization and utilization of information; and
- Provide ongoing training and support to ensure that RIDE can not only maintain and enhance the new RIDE Comprehensive Education Information System (CEIS) but also can manage future scalability.

The objectives of a new RIDE technology architecture are suggested below:

- Support the mission and corresponding goals and objectives of RIDE;
- Conduct RIDE's business electronically, whenever feasible;
- Promote increased use of the secure electronic exchange of information between RIDE, districts, schools, and other state agencies;
- Develop data exchange standards and methods with other Rhode Island agencies; and
- Ensure electronic access to information about education programs while maintaining information privacy and confidentiality.

Rhode Island has made a commitment to establishing and using a database architecture and information processing system that allows state and local decision makers to use the data to improve the performance of its students and schools. Many features of this system are in place at the state levels as evidenced by the development and implementation of the State's CEIS; and school districts are putting in place systems that support and interface with the CEIS.

The RIDE CEIS consists of a suite of education application software components that operate within a web-based Enterprise Portal Gateway Website infrastructure. Each application component operates within its own portal gateway infrastructure. By operating within a master gateway framework, the nested application gateways are able to operate independently and/or inter-operate utilizing the CEIS multi-dimensional security component. The CEIS security component manages functional, informational, and operational access to the various CEIS application components. The following CEIS application software suite components are not part of this procurement but are listed as information only, to give a context for the Central Education Information Warehouse:

- CEIS Central State Education Directory
- CEIS Central Student Information System (CSIS)
- CEIS Central Education Data Warehouse
- CEIS Web SmartForms (Intelligent Data Collection)

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- CEIS Education Financial Information System
- CEIS Child Nutrition Gateway (eSNACs)
- CEIS Teacher Certification System

Rhode Island citizens looking for education information will use the RIDE CEIS Enterprise Portal Gateway Website to guide them to the information they seek. The CEIS Enterprise Portal Gateway Website also provides a framework to operate the CEIS application software components that support administrative operations of the Rhode Island Department of Elementary and Secondary Education and the Rhode Island schools and districts. Ultimately, the implementation of the CEIS will result in an increased capacity for school administrators, teachers and parents to use computer software tools to integrate data, apply standards and measures, analyze results, determine outcomes, explore best practices and adjust education programs and instructional procedures.

### *Vision*

Rhode Island's Comprehensive Education Information System is a strategy for an information system that vertically and horizontally integrates information from the Rhode Island Department of Education with information from local district and school information technology systems in a manner that supports compliance with NCLB. Since 2003 there have been six strategic goals set by RIDE for the success of CEIS:

1. The State-Assigned Student Identifier (SASID)
2. A single electronic portal for data collection and reporting (eRIDE)
3. A Centralized Student Information System (CSIS)
4. A single Data Warehouse to serve both district and state storage needs, providing real time information
5. On-Line Analytical Processing (OLAP) tools to process information
6. Integration with sister agencies, including the Rhode Island Department of Labor and Training (RIDLT) and the Rhode Island Office of Higher Education (RIOHE) (PK-20).

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;

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- Special Education, Vocational and Career & Technical Education, and Limited English Proficiency (LEP) status;
- Annual surveys of all students, teachers, and parents regarding school climate, teaching practices, and parental engagement;
- Analytic reports that show how well each school is performing in comparison with similar schools statewide;
- 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.

In short, the State's investment has yielded sophisticated information systems that cater to each education agency's internal data and information needs. **Despite these state successes, the state does not have sufficient, efficient and reliable interoperability between and across SEA and LEA systems and between state agencies. K-16 remains largely disconnected and interagency linkages are largely not available.** This makes it difficult for educators, administrators and policy decision-makers to access adequate information in a timely manner. In short, the State is unable to readily examine factors associated with transition through high school and into post-secondary education because there is currently no linkage between the data systems for the different education sectors. This prevents the State from determining: How well are high school students being prepared for college and the workplace? Of high school graduates, how many enter post-secondary? Do those that enter require remediation? How well do the students do during their first year of post-secondary? Do they continue or drop out? What factors are associated with successful transition through high school into and through college?

*Technical Requirements: Current Status*

1. **Federal Reporting** – RIDE's core responsibility to monitor and improve school performance is completely dependent on the development and maintenance of a sophisticated system of integrated information collection, storage, and analysis. Rigorous NCLB mandates require the ability to track individual student progress, which is possible only with a State-Assigned Student Identifier. Federal reporting requirements dictate the ability to integrate a wide variety of data from discrete sources, which in turn is possible only through the development of a single, integrated data collection system such as eRIDE. Though RIDE meets all federal requirements of the EdFacts system and has improved its data collection methods, there remains duplication of data collection elements. This is largely due to systems that were developed prior to eRIDE and the CEIS. RIDE intends to address this issue in a subsequent phase of the project but it is not a part of this funding request.
2. **Privacy Protection and Data Accessibility.** Maintaining a secure data system requires a combination of technical and human safeguards. On the technical side, it is critical that all hardware, software, and network infrastructure be firewall-secure from unauthorized external access and password-protected to control internal access. Regular systems tests ensure that technical security protocols remain effective. On the human side, it is critical that the data



quality team develop specific policies and protocols regarding access to what data and how that access will be controlled. Mandatory security training for all employees is currently not available. The statewide implementation of the Data Quality Curriculum through Schools Interoperability Framework Association (SIFA) University will provide baseline training for continuous training in the field. Though RIDE is FERPA compliant, the linking of K-12 to higher education and the workforce will open a whole new set of FERPA issues; not the least of which is the use of the Social Security Number in some systems. New security agreements and data sharing agreements are just a sample of the needs this project will address.

Some of the requisites of RIDE's Privacy Protection and Data Accessibility Vision include:

- *Minimalism.* Records and notes created during the data collection process contain only the minimum necessary personally identifiable information. Though personally identifiable information K-12 is at a minimum, the vertical expansion to higher education and the Department of Labor and Training will necessarily expand the amount of personally identifiable information. Great caution will be taken in development of the Data Systems Gateway statewide interoperability.
- *Exclusivity.* Though the future of the Data Warehouse includes a public portal, current access is limited by use and location. The site is password and log-in protected and all authorized users sign user agreements.
- *Awareness.* Staff training includes building an understanding of federal, state, and local privacy laws and their application to ongoing data collections. Given turnover at the district and state level and the limited capacity of the state to provide training, RIDE acknowledges that this is an area in need of improvement. This grant will greatly help to strengthen this component.
- *Documentation.* RIDE has developed a written list of policies and practices related to data security and privacy and ensure that it is disseminated to all personnel involved in data collection, entry, and reporting. Again, this will be revisited to accommodate K-16 linkages.
- *Comprehensiveness.* Though each district can communicate its SASID-linked data to RIDE, there is currently no standard to exchange student data between districts. The Data Systems Gateway, proposed as part of this application would allow data exchange between districts.

3. **Data Quality:** Data quality is a key RIDE priority. Guidance and leadership in this regard has been consistent and of very high quality. Nevertheless, this has been a moderate problem for RIDE due to two specific circumstances. First, though more than half of the state's school districts use a common student information system, others use varying systems, with different coding structures. This leads to some discrepancies in the data when transmitted to the state. Second, districts experience high turnover of data entry personnel. RIDE simply has been unable to keep up with the significant training demands of entry users.

Following in the footsteps of best practice states, the State will implement a Data Quality Curriculum Certificate Program, with an accompanying incentive structure to encourage accurate data entry and to normalize state duplication. Modified to fit our particular state



context, this program will improve the overall quality of data in our statewide system by providing training to local personnel in the creation, collection and reporting of data.

- 4. Interoperability-** The State needs to develop the ability to easily establish and use the critical linkage between data from the different education sectors. The State has already made the investments in its K-12 data system, so the individual blocks necessary to create this data linkage system already exist. New development will be necessary to establish secure, encrypted database linkages across the existing data systems, to modify security systems and procedures for gaining access to the linked data, and to develop cross-sector reporting capabilities.

The Schools Interoperability Framework (SIF) is an international communications protocol to facilitate the exchange of educational data between federal, state and local educational entities. The protocol defines, among other things, what a “student” is, what data elements are used to describe the student, and how to structure that data in order to exchange information between multiple heterogeneous systems.

The consolidation of LEA Student Information Systems (SIS) is a critical factor in making our statewide information system more effective and efficient. RIDE partnered with Rhode Island Network for Educational Technology (RINET) in order to improve interoperability between and across State Education Agency (SEA) and LEA systems. RINET is a non-profit Rhode Island corporation operating since 1994 as a partnership to support the collective technology needs of the K-12 educational community. Though RINET selected SchoolMax as the application software provider of the consortium information system, adoption of the system was voluntary and as a result, only 60% of Rhode Island students have systems that are interoperable across district. **The State does not have efficient and effective interoperability between and among SEA and LEA systems.**

- 5. Enterprise-wide Architecture:** The open architecture methods and technologies used to develop CEIS include n-Tier application architecture, the integration of On-Line Transaction Processing (“OLTP”) and On-Line Analytical Processing (“OLAP”) database technologies into an CEIS Central information Storehouse, multi-dimensional security and confidentiality architectures, and web-enabled, E-government-capable components, where applicable. Remaining functionality outside of the core components may be developed and implemented in subsequent project phases.

**Data Warehouse:** RIDE’s Data Warehouse project is a long term, multiyear project that is now in its third year. The first two years of the project we contracted with external vendors ESP and Tetra Data to help RIDE establish the foundation for this visionary system. This system includes many components, some of which have been developed or are in development.

**Data Analyzer:** This is a sophisticated web-based ad-hoc data query tool. Data is structured as OLAP. Simple reports can be generated with a few mouse clicks. Also,



very complex queries can be created to analyze cohorts of students, tracking students over time, performing regression analysis, etc. We first implemented the Data Analyzer application in our production environment in October 2006. Since then we have had three iterations of data content upgrades. We currently have multiple years of enrollment, demographic data, district/school profile, financial, state assessment, LEP program, and English Language Learner (ELL) assessment data loaded into the application. We are working closely with TetraData to define the final version of the Data Analyzer Suite of applications which will include teacher data and class rosters, special education data, student suspension data and daily attendance of students. We will have this new more detailed structure for the Data Analyzer database by January 2009.

**DASH:** This is an easy to use web-based dashboard representation of schools and classrooms, with key composite indicators represented as gauges. The idea is to feed as close to real time data into the system as possible in order to give administrators a view of their schools and classrooms as they are happening. There will be several indicators that users will be able to choose from to customize their experience within the application. We anticipate that DASH will be put it into operation by January 2009.

**eRide:** This is RIDE's original web based data collection portal. eRIDE provides for program-based data collections, state and local assessments, and systems-output data to be submitted with web-based forms or a set of web-based utilities with internal validation. Completely developed in house, eRIDE streamlines the data collection process and improves the accuracy, timeliness, and utility of information that will inform management, budget, and policy decisions.

**Comprehensive Educational Information System:** This is a web based portal application that will facilitate identity management to all users of the Data Warehouse applications. We plan to implement single sign-on for all of the Data Warehouse applications. Then we will integrate many of RIDE's other applications such as eRide and eSNACs. Issuing the user one ID for access into the CEIS would allow the user to access the Data Analyzer and DASH without needing to sign-on to each application separately.

**Master Directory:** This is RIDE's new back end database structure to store our District and School directory, which will also serve as the back-end database for the CEIS portal. All users and contacts of RIDE and the districts will be stored within this directory. We plan to integrate all of RIDE's applications with the Master Directory. We will expose portions of it to the districts, so they can update their records when data changes.

**Geographic Information System (GIS):** This will be a new system that feeds daily attendance data into a GIS map of Rhode Island. The primary purpose is to flag any potential outbreak of a disease within the public school system. There are many other possible uses for this GIS system, such as mapping student achievement on state assessments by access to the free breakfast program. **This system is completely dependant on all districts uploading data in real time via SIF or some other**



**automated mechanism.** Once we accomplish the automated flow of data, we can begin to design a GIS front-end. This is expected to take a few years to develop.

**Governance:** When expanding the data capacity in existing K-12 systems to include other educational data, an SLDS must identify the entities responsible for the operation of the statewide data system and should include a common understanding of data ownership, data management, and data confidentiality and access, as well as means by which to resolve differences among partners.

All prior SLDS initiatives occurred in isolation in that each agency developed its data system to address its data needs. This proposal suggests collaboration across state agencies. To ensure uniform understanding of responsibility for operation of the system, a common understanding of data ownership, data management and data confidentiality and access, the governing body of this project is the Governor's PK-16 Council. Staff hired for this project will report to the PK-16 Council. Disputes will be settled by the PK-16 Council. Though the Project Manager will attend to day-to-day implementation of the project, the PK-16 Council will advise and consent to all activities. This will be outlined in greater detail in the governance portion of this application.

#### **B. Objectives for the Proposed Solution**

**The ultimate objective of this project is the implementation of an electronic interoperability framework that will enable the Office of Higher Education and the Department of Labor and Training to exchange information with RIDE's CEIS, and enable increased interoperability between schools and districts, resulting in effective longitudinal tracking of citizens from Pre-K through 20+ and into the workplace.**

To meet the information needs for the high school completion and post-secondary participation efforts, this grant application proposes a three part solution:

- 1) Adaptation and initiation of a statewide Data Quality marketing and communications campaign, including a multi-level curriculum, modeled after the Data Quality Curriculum, and a Data Quality Website;**
- 2) Creation and adoption of an electronic transcript exchange system K-16, including a common course classification system; and**
- 3) Development and implementation of an automated system to electronically link and merge data from existing education agency and work force data systems.**

The resulting system would transform existing problems into effective solutions, including:

- Integrated systems,
- Streamlined electronic workflow,
- Effective electronic document management,
- Accurate, dependable, and secure data,
- Agency, departmental and district interoperability,



- Timely reporting mechanisms,
- Program evaluation capacity, and
- Outcome-driven service delivery.

This will allow for evidence-based decision-making that will result in improvements in overall academic achievement and reductions in achievement gaps.

#### *Benefits of the Proposed Solution*

Creating and operating the high school to post-secondary and workforce data linkage system will provide secure access to linked K-16 longitudinal student data so that educators, policy makers, and stakeholders can acquire timely, critical information for use in decision making. It will allow examination of factors associated with high school preparation, graduation, college/work readiness, and post-secondary participation. It will also allow disaggregation of data by NCLB subgroups, by program participation to assess effectiveness of programs and initiatives; and across subpopulations and programs to pinpoint which programs work best for different groups of students.

By linking the data from existing education data systems and by providing secure access to the resulting information, the system will allow for longitudinal tracking, across the various levels of education into the workforce, of those high school / adult basic education students entering into higher education and the workforce, and finding those who fall through the cracks. These longitudinal reporting capabilities will provide the means for Rhode Island's education sectors to work together to improve high school completion, college and work readiness, post-secondary participation, and post-secondary completion for all students in the public education system. In addition, for the first time, different LEA systems will be able to connect with one another fully.

Rhode Island has an additional set of outcomes that this project can help the state attain. RIDE has been largely unsuccessful in its attempts to create a systemic culture around the use of data for decision-making. Specifically, this grant will: increase stakeholder awareness of data system availability and utility; improve data-informed decision-making; increase interest in policy research at the legislative level; and enhance the research with which local agencies can perform analysis to inform state educational direction.

### **C. Project Design**

#### *Explanation of the Funding Request:*

The Data Quality Campaign has identified ten essential elements of a Student Longitudinal Data System (See Appendix A1). This funding request addresses two of those ten essential elements:

- Student level transcript information including information on courses completed and grades earned; and
- The ability to match student records between the P-12 and postsecondary system.

The third portion of the funding request addresses one of the components Data Quality Campaign has identified as necessary to support this system:



- Ongoing professional development for those who are charged with collecting, storing, analyzing and using data.

Though RIDE recognizes that there are other pieces of the longitudinal puzzle, we also recognize that we must implement the system in manageable phases. Accordingly, though the vision of RIDE's system is PK-20 and Beyond, this proposal will support a reasonable, doable foundational phase during the grant period. Specifically, this funding proposal will support:

1. Implementation of a statewide Data Quality marketing and communications campaign, including the Data Quality Curriculum and a Data Quality Website;
2. Creation of an electronic transcript exchange structure, with accompanying standardization of course codes; and
3. Design of an automated system to link and merge data from existing education agency and work force data systems.

### **Adaptation and Initiation of a Data Quality Campaign and Curriculum:**

*"Incorrect Information does not result in correct analysis"*

We feel strongly that the linking of these data systems, coupled with the implementation of a Data Quality Curriculum will benefit all stakeholders from the classroom to the Statehouse.

The data system currently provides information to examine student achievement and achievement gaps, but is not used as a decision-making tool across all levels. RIDE, as well as a handful of districts and schools, use the data system to answer policy, programmatic and instructional questions but practical use is far from systemic. Following the lead of best practice states, and acknowledging our inconsistent and incomplete training of data users, the Data Quality Curriculum, available online through SIFA University, will improve the overall quality of data in our statewide system by providing training to local personnel in the creation, collection and reporting of education data. This has been a problem for RIDE since the beginning of the data initiative. RIDE believed, "If we build it; they will come." But educators and policy makers did not come and make use of the data system RIDE built. We learned that infrastructure alone is not sufficient; we need to change the state's data culture. This must include a detailed plan and timeline for training of all stakeholders – from the classroom to the statehouse and needs to be developed with the end user in mind. As such we know that the training cannot be using a one-size fits all approach. We will build upon the experiences of practice states as well as our state-wide research consortia as we modify SIFA University's Data Quality Curriculum to our state context.

**How the State will accomplish this objective?** A Data Quality Coordinator will be hired for a three year period. This Coordinator will adapt the Data Quality Curriculum for use with Rhode Island LEA and school staff and will coordinate training across all districts. This individual will work with district technology directors to establish a Data Quality Community of Practice (COP). The COP will meet monthly, will receive technical assistance from the Data Quality Coordinator and will help RIDE, RIOHE and RIDLT to develop the Data Quality Website and overall marketing campaign.

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This COP will consist of district personnel who have completed SIFA University's Data Quality Curriculum and received a Certificate of Completion. To encourage district participation in the certification program, districts will receive seed money to use a train-the-trainer model with their schools. Given the range of school district sizes, this funding will reflect the number of schools in each district. The Data Quality Coordinator will also be responsible for developing a schedule for on-site monitoring of train-the-trainer projects across the state. The Coordinator will gauge feedback from all participants and after observing multiple training sessions, will prepare a manual for Rhode Island schools, highlighting best practice, common obstacles and next steps.

The PK-16 Council will determine the feasibility of advocating for legislation or regulations that would make data quality certification a) a required component for teacher certification; and b) a mandatory course for district clerks responsible for reporting federal data.

The Data Quality Website will be developed by an outside vendor who specializes in communications. This site is intended to be user-friendly. It will have sections for teachers, administrators, school board members, legislators. The intent is to reach multiple stakeholders in the education language that they understand. This site will include a SharePoint site for the COP to dialogue. It will include regular case studies of best practice. It will update the public on the status of education data systems in Rhode Island. In addition, it will have secure portals for authorized users to access the statewide education Gateway.

Ongoing and sustained training across education sectors is vital to our educational system. If we do not examine and analyze our data; not only will we have wasted thousands of dollars on a technical infrastructure but we will be unable to determine which high school courses prepare students for higher education; whether a district's Ready-To-Work Certificate truly equips the student for the workplace; whether certain kinds of remediation are more successful than others; and whether the newly launched Uniform Chart of Accounts can provide detailed insight into the way in which state inputs maximize student outcomes.

**Course Code Standardization and Creation/ Adoption of an electronic transcript exchange system K-16:**

Student transcripts are the quintessential longitudinal student record. The most significant impact a state education agency and the USED can have on the quality of the nation's longitudinal education records is to ensure that schools have the capacity to create and exchange correct, certified, and timely student records. Within this context, "transcript" is used to represent the portion of a student's record that is exchanged between education institutions.

This initiative will permit high schools, the state, legislators, postsecondary institutions and the public to assess where Rhode Island high school students apply to college, where they are admitted, and where they actually attend. The system will also simplify the transfer of academic records between high schools when students move from school to school, and will allow postsecondary institutions to quickly update academic records for newly admitted students. In order to maximize this system's potential; we must first complete two key objectives:



- a) Upgrade the course classification and numbering system to align with the National Center for Education Statistics (NCES) Secondary School Course Classification System: School Codes for the Exchange of Data (SCED) at the high schools; and
- b) Develop a common electronic transcript for all Rhode Island public schools.

Currently, there is no state-wide standardized course numbering system, so there is no way to know, for example, whether Algebra II in one district covers the same material as it does in a neighboring district and how students' grades correlate. Developing common course descriptors for RI high schools would allow postsecondary institutions to look at a student's transcript and have a good idea of the scope of the coursework and the rigor of the classes the student took, regardless of which high school the student has attended. Despite the best intentions of admissions officers, the interpretation of quality of courses a student submits as part of a transcript remains time-consuming and subjective. These interpretations can determine whether a student is accepted to an institution, or is offered a scholarship. Standardized course descriptors provide a more objective, standardized approach to determining the quality of a transcript and it is far more objective and efficient – both for the high school guidance counselor and the college admissions officer.

Standardized course descriptions are a win for all. LEAs can track former students to determine the benefits of specific courses; RIDE could determine whether access to rigorous coursework is available to historically underserved populations; higher education could ascertain whether their remedial programs are appropriate to entering student proficiency. From a policy perspective, uniform course code descriptors would also enable analysis about specific courses statewide; for whether "college preparatory" courses were indeed sufficiently preparing students for higher education.

Currently districts may voluntarily align their course offerings to the NCES SCED code, but districts are not taking advantage of this option. Given dwindling resources and staffing, this may be an effort that exceeds district capacity. The alignment of all courses to SCEDS is a time consuming and labor-intensive process. It will be accomplished through a great deal of hand holding and cajoling at the district level.

**How the State will accomplish this objective:** The data construct for this project consists of a Central Information Storehouse that:

1. Stores data collected from disparate sources into a normalized and stratified database architecture; and
2. Provides an access methodology that securely extracts data and presents it to validated users.

This centralized system would facilitate student record and transcript exchange between: school district to school district; high school to college; college to college; college to school district (e.g. for dual enrollment, research and evaluation); and high school/college to non-academic institution such as a scholarship organization.

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Implementation efforts will include but not be limited to:

1. Examining alternative processes for analyzing and sampling data from transcripts for research purposes; assisting each state agency to develop their plan for research activities;
2. Providing to the Institute of Education Sciences, NCES, EDEN, and other key entities insights and recommendations of how they can support states in both electronic transcript exchange and the use of longitudinal records for data driven decision making;
3. Development of guidance for schools and districts in support of both intra-and interstate records exchange, FERPA, and other crucial issues;
4. Participation in standards development through SIF, PESCS, SPEEDE/ExPRESS, and other groups to ensure that each standard is aligned with others and responsive to the needs of its users; and
5. Dissemination of findings, insights, best practice, and other information to any state interested in electronic transcript exchange and the benefits derived from its use in areas such as data quality, cycle time, research, and standards implementation.

Staff dedicated to this project, including design members from the three collaborating state partner agencies will provide project management support, drafting of implementation plans, a project management web site, and process reports for evaluation.

The first step is to hire a SCEDs coordinator whose primary responsibility is to work with each and every district until the course alignment is complete. SCEDs Coordinator develops two year plan which is approved by the PK-16 Advisory Council.

This plan includes:

1. Monthly meetings with district curriculum coordinators;
2. Detailed timeline for district conversion to SCEDs course classification system;
3. Outline for quarterly newsletter to districts regarding progress of SCEDs alignment; and
4. Incentive structure to guarantee district participation in SCEDs alignment.

This individual will need to work with Curriculum Directors and Performance-Based Graduation Requirements Coordinators to ensure that the course code classification serves to complement the standards-based diploma system.

The other necessary step is to create a common electronic transcript for, potentially, all Rhode Island schools. RIDE will seek out a provider for the service through a bidding process and will consult with successful states for recommendations given our state's context.

A common electronic transcript template will require efforts from all of the stakeholders. A Design Team, consisting of RIDE, Higher Education, Labor and Training staff and stakeholder advisors will work with the service provider (or with in-house staff depending on the licensing fees, etc.) to outline specifications for the e-transcript. The Design Team will ensure that, in any proposed solution, the e-transcript system:

- Supports national data standards;
- Utilizes a "post office" notification model;
- Sends data from high school to high school; and
- Sends extracted data to colleges as well as a Portable Document Format image.



Once a transcript format has been selected, the Transcript Coordinator will begin working closely with three pilot districts to implement the e-transcript. The district will be selected as follows: one district that uses the state consortium student information system, one larger district that utilized its preferred student information system solution, and one district that has a much less sophisticated student information system. By piloting with a range of districts, as we did when we developed the Data Warehouse, we will be able to determine where there are potential problems with full scale implementation.

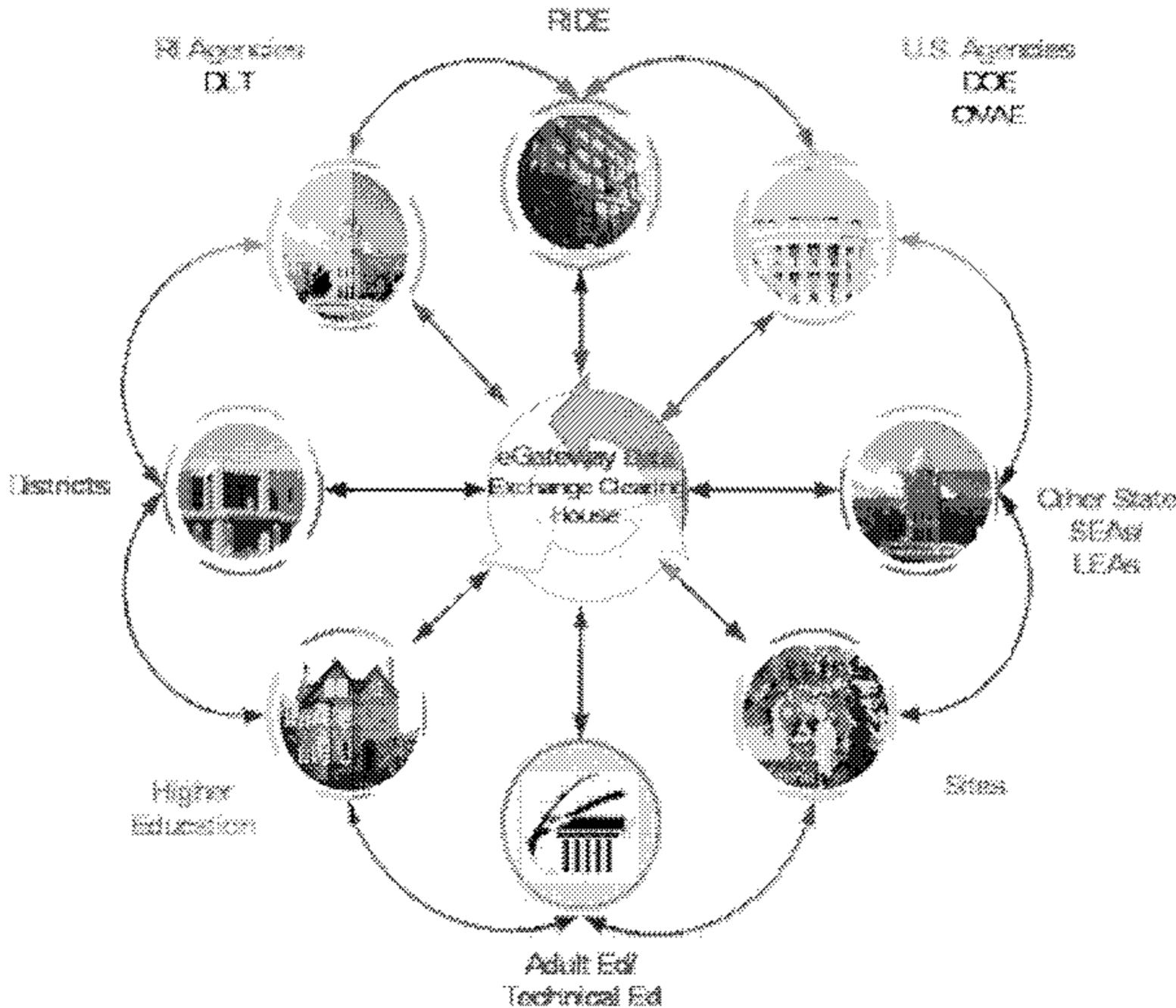
**Development and implementation of an automated system to electronically link and merge data from existing education agency and work force data systems resulting in a PK-20 Outcome/Education Policy Data Mart.**

At present, Rhode Island does not have any formal data sharing agreements, MOUs, or systems in place that allow for the longitudinal tracking of its K-12 students as they transition into postsecondary educational institutions and/or the workforce. Unfortunately, without this ability to track students via student-level unit records into the educational and workforce arenas, the possibilities of exploring and answering a variety of critical policy and research questions currently go untapped and will continue to remain unexplored and unanswered. *In Rhode Island, as a result of prior and ongoing separate SLDS efforts by RIDE, RIOHE, and RIDLT, quite a bit of the information needed to inform these policy and research questions already exists and populates these systems, but it has not yet been connected in any meaningful way.*

RIDE, RIOHE and RIDLT all share the desire to be able to answer these critical policy-informing research questions and have been building out their respective longitudinal data systems with an eye toward being able to do this. The three agencies have already been setting the stage for this connection to take place, and have been very active with and very supportive of the governor's efforts to bring together a group of highly motivated and interested stakeholders who strongly support PK-16 initiatives. However, connections across the three systems have not yet been pursued in any type of systematic way.

This has not happened yet because the nature of this type of connection project is such that its initial build requires a "power dose" injection of funding in order to make the initial critical leap. This type of injection funding is simply not currently available at the state level. Federal support via this SLDS grant, along with the resources that RI already invests, could make that leap happen successfully. At the conclusion of the grant, after a successful leap, the resources that RI will continue to invest will be able to keep the project going in a sustainable way.

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*e Gateway Data Exchange Model*

**How the State will accomplish this objective:** A great deal of research exists regarding the problems associated with the linking of K-16 information systems. This research indicates that collaboration, trust and ownership are issues that can impede true partnership at the state level. RIDE discovered early on that these issues are very real for Rhode Island. In an era of dwindling resources, and a need to do more with less, we are more convinced than ever that this component of the project needs a third party who can be fair, objective and authoritative throughout the project. The logical choice for Rhode Island is the PK-16 Council. Chaired by the governor, it has representation of Elementary and Secondary Education, Higher Education, Labor and Training, and the business community. The governor established the PK-16 Council because he saw a dearth of communication between universities, schools, the state and the business community. Part of its mission is to integrate K-16 data systems. Moreover, the PK-16 Council has joined the Achieve Diploma Project (ADP) Network. As part of its ADP Plan, the PK-16 Council's fourth step includes: "link K-12 and higher education data systems to provide the basis for monitoring progress and evaluating high school reform efforts." That the governor is serious about the ADP project is clear in his acceptance as a member of the national organization's Board of Directors.



These factors make the Council the ideal governance and advisory body, not only for the linking of data systems, but as an oversight body for the entire project. Quite simply, our goals for a longitudinal system cannot be realized without genuine collaboration and we believe this will happen more successfully if there is an arbiter who can work with all parties to settle issues as they arise.

Though the first two proposed components of this initiative (Data Quality and the Student Transcript) can be outlined in a narrative, the student unit record matching is a bit more amorphous. This is true in part because many items must be agreed upon by all parties. It is also true in part because this the most complicated and the most difficult objective to achieve – but the benefits far outweigh the barriers. To accomplish this task, initial discussion about this component will need to derive from the PK-16 Council. The working group on comprehensive data systems will need to work very closely to reach consensus about:

- What the vision is for this system and what it will include;
- What the timeline for implementation will be;
- Who will be responsible for long-term maintenance;
- How data standards will be developed;
- How the data will be shared;
- What barriers across the systems may impede implementation; and
- Who will have access to what data.

Though the goal is the design of an automated system to link and merge data from existing education agency and work force data systems, the PK-16 Council will need to decide from a number of options which include:

- Full integration of one system, with one unique identifier (non-SSN) to be used across all systems, in conformance with FERPA;
- Student unit matching for ad hoc analyses through a data router accessed by authorized users only; and/or
- The establishment of subject area data marts that can answer specific questions raised by each of the state agencies, their stakeholders and policy-level decision makers.

### *Governance and Policy Requirements*

**Governance:** The governance structure for the initial Data Warehouse project was to some extent successful but did not have the breadth and depth to reach all stakeholders or to sustain the momentum for guided leadership and oversight. This project includes a much broader stakeholder group and includes policy and legislative support. The PK-16 Council will provide the oversight necessary to ensure that all parties keep the end goal in mind: longitudinal data systems that will help all stakeholders make better decision in support of Rhode Island's students.

RIDE Commissioner Peter McWalters will serve as Project Sponsor. Jack Warner, Commissioner of the RIOHE will act as Co-Sponsor. RIDE's Office of Network and Information Systems (ONIS) will be responsible for the project's operation. **Agreements will be approved by RIDE and RIOHE on behalf of the Boards of Regents and Governors.**



With regard to RIDE, the sponsor of this proposal, the appointed State Board of Regents for Elementary and Secondary Education, the Commissioner and staff comprise the Rhode Island Department of Education. RIDE has established a widely representative steering committee for the data system initiative. Stakeholder groups include data technicians, RIDE office website “super users,” the Rhode Island School Superintendents Association, district data managers and researchers in academia and the non-profit community. These committees met throughout all phases of the CEIS project, and continue to meet. Internally, the Office of Network Information Services oversees the day-to-day operations of the system. Finally, a key part of Rhode Island’s implementation strategy is the partnership between the RIDE, RIOHE and RIDLT. Staff from the three agencies will comprise the Project Working Group and Project Design/Development Groups.

**Policy Requirements - Needs and Uses:** For any LDS-related project, it is important to consider the questions you are interested in answering. RIDE, RIOHE, and RIDLT agree that there are a variety of critical policy and research questions that we have organized in relation to the following three domains:

- Entering Higher Education
- Within Higher Education
- Beyond Higher Education

#### **Entering Higher Education**

- How do the state’s high school graduates persist and perform in higher education?
  - Enrollment in subsequent semesters
  - Earned credits
  - GPA
- What pattern of high school course-taking leads to success in higher education?
- What is the predictive value of a state’s tenth grade assessment?
- 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 under-represented populations persist and perform in higher education?
  - Adults
  - Males
  - Low-income
  - GED recipients
  - Racial/ethnic minorities
- How do the findings inform high school and adult education reform, including development of college-ready standards in the key academic skill areas?

#### **Within Higher Education**

How do students move through the sectors of a higher education system?



- Are tuition and fees affordable for state residents?
- How do community college transfer students persist and perform at the receiving institution(s)?
- Are increasing numbers of community college students (or graduates) transferring?
- How do financial aid packaging practices affect persistence and academic success of low-income students?
- What are the actual graduation rates, adjusted for mobility within a system?
- How do various student retention strategies impact student success?

### **Beyond Higher Education**

- What is the employment and wage status of graduates by program of study and degree level?
- Are we graduating sufficient numbers of students in fields with high job vacancy rates?
- How do graduates of teacher preparation programs perform?

Appendix A2 outlines an extensive list of additional workforce development needs and uses for this system.

**Common Understanding of data ownership, data management, data confidentiality and data access:** Information is a critical asset of the State of Rhode Island's educational institutions. The PK-16 Council must act as stewards of the data and facilitate the sharing and reuse of the data. Only the data necessary to support the mission of K-16 Partnership should be collected. Data should be collected once and used many times as duplication increases the likelihood of erroneous or questionable data. "Need to know" electronic access to information requires a strong infrastructure and a standard set of navigation methods and tools. The partnering agencies must balance the need for easy access with appropriate safeguards for data confidentiality.

**Means by which to resolve differences among the partners:** The PK-16 Council is the governing body for this initiative. Comprised of education and labor state agencies; this advisory committee will resolve differences among the partners. As the state agencies work together to design effective and integrated systems; this council will approve the ultimate mechanisms for data sharing. This council will communicate the project to policymakers and other stakeholders. They will oversee all formal agreements that spell out individual state agency obligations and will settle turf issues that may arise. This council will provide direction and oversight for the grant project.

**Institutional Support:** The Commissioner and Deputy Commissioner of the Rhode Island Department of Education have been champions of the state's comprehensive education information system. RIDE has received authorization from the governor, the legislature and the Board of Regents for Elementary and Secondary Education. RIDE has increasingly devoted additional staff to its data system efforts. Over the past three years, it has been an agency priority to ensure that each office has a data steward and a web super-user. These cross-department staff meet regularly to discuss data issues across RIDE. RIDE has a new organizational chart – approved by the Board of Regents for Elementary and Secondary Education in September – which authorizes the formation of a *Data Center* at RIDE. In this connection, the Data Center is

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a mechanism for organizing RIDE's information resources. The Data Center signals RIDE's renewed commitment to institutionalized use of data for policy and decision-making.

Support of this application is universal. As members of the PK-16 Council, all collaborating partners agree to a linked, longitudinal student unit record system, a transcript data transfer process and a statewide protocol for data training. This agreed upon vision for outcomes and objectives are reflected in Letters of Support that are included as part of this application.

**Sustainability:** Like other state education agencies, RIDE has found it difficult to design data systems, provide ad hoc analysis to schools, districts and policy makers and provide ongoing training to data entry and end users. Recognizing this lack of capacity, the state has formed a Research Consortium of independent data agencies in Rhode Island and Massachusetts. Formed initially as an arm of the Governor's Urban Task Force, the Consortium is ideally situated to partner with the PK-16 Council on this initiative. Following Maryland's model for research support for states and local school systems, The Rhode Island Research Consortium will partner with the PK-16 Council to:

- Perform research and analysis;
- Sponsor trainings and professional development workshops;
- Writing and presenting research and policy papers; and
- Provide ad hoc analysis / reports for PK-16 Council.

The Consortium in turn would receive:

- Internship opportunities for graduate students;
- Access to multiple agency-linked data (password protected); and
- Sources of data for faculty and student research.

Implementation of the Data Quality Curriculum will also add to sustainability. RIDE will work with RIOHE to work the curriculum into teacher professional development. This train-the-trainer model will enable RIDE, districts and schools to continually train new users. The PK-16 Council will work with the Research Consortium to evaluate the effectiveness of the data quality curriculum.

Rhode Island has completed many of the core elements for establishing a statewide longitudinal data system; others are in development; and some remain in the planning stage. Appendix A3 includes a table that identifies *Statewide Longitudinal Data System Requirements* that are already in place, those that are in process and those that need to be developed.

#### **D. Institutional Support**

The Rhode Island Department of Education has, in recent years, invested heavily in its management and information system. Supported by the State, additional staff specializing in data warehousing and online analytical processing have improved RIDE's capacity to undertake this data-warehousing project. Equipment and facilities, including space for hands-on training and technical assistance have been upgraded and can now support substantial training for RIDE's



current data systems as well as those proposed in the future. A large portion of resources, staff, facilities and equipment necessary for the longitudinal data system are an in-kind contribution and are outlined in the Budget Narrative.

Rhode Island will develop a long-term plan for sustaining the system over time. This includes garnering additional legislative support and including allocation of the necessary staff, technical, and monetary resources, and training/technical assistance to key users. The state has shown great support in our data infrastructure. We have also assigned staff to the implementation team for the project.

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

*Ed Giroux, Project Director:* will manage the technical and data staff, and have ultimate authority over the project's scope and timeline. He will lead RIDE's day-to-day operations of the project.

*Chris Poirier, Network Administrator:* will coordinate all network hardware, software and personnel.

*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.

*Lead Analysts:* will be responsible for the data content development and quality of the project and for supporting research using the system's data and assisting stakeholders with their analysis. Our goal is to have one lead analyst from each partnering state agency.

***Data Quality Team:***

*RIDE has assembled a cross-office team to work on data quality issues. In an effort to coordinate this grant effort, this team encompasses all offices that are involved with the three projects. Each person will commit between 5 and 10% of their time to this project:*

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<i>Name</i>	<i>Office</i>	<i>Time Commitment</i>
<i>Scott Gausland</i>	<i>Network Information Services</i>	<i>10%</i>
<i>Ken Gu</i>	<i>Eden Coordinator</i>	<i>5%</i>
<i>Holly Harriel</i>	<i>Career and Technical Education</i>	<i>5%</i>
<i>Van Yidana</i>	<i>Assessment</i>	<i>5%</i>
<i>Peter McLaren</i>	<i>Instruction</i>	<i>5%</i>
<i>Jan Mermin</i>	<i>Office of Diverse Learners</i>	<i>5%</i>
<i>Sharon Lee</i>	<i>Middle/High School Reform</i>	<i>10%</i>
<i>Elliot Krieger</i>	<i>Communications</i>	<i>5%</i>
<i>Richard Farnsworth</i>	<i>Adult Basic Education</i>	<i>10%</i>
<i>Peg Votta</i>	<i>Progressive Support and Intervention</i>	<i>10%</i>

**E. Project Management Plan**

Large data system projects are very complex and carry with them a high level of risk. The risk associated with these projects can be minimized with an effective project management methodology which includes adequate risk management reviews. As previously indicated, this project will be located within the Office of Network and Information Services (ONIS). ONIS will oversee day-to-day operations.

**Project Management Leadership**

The Policy Advisory Structure is the PK-16 Policy Council. They will reach high level policy agreements about data use, sharing and access. The Project Manager is responsible for overall coordination of the three pronged effort. This individual will supervise SCED staff, the Data Quality Coordinator and Network and Database administrators. The Director will meet with the above staff weekly to receive project updates, and problem solve. The Project Manager will report directly to the PK-16 Council and will update the Council at the Council’s monthly meetings. The Project Manager will also prepare written reports for the PK-16 Council on a monthly basis.

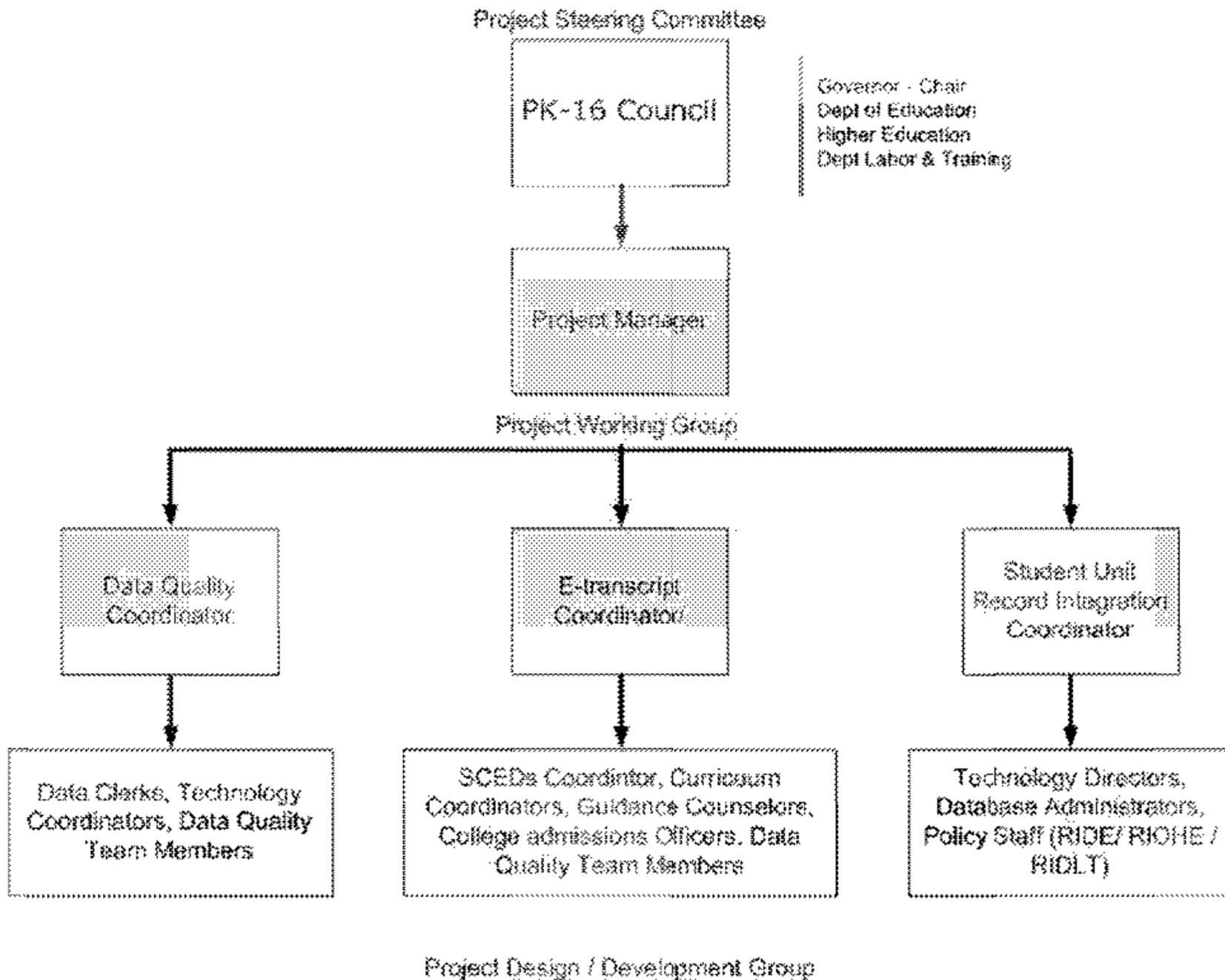
In addition to supervision of staff described above, the Project Manager will develop a structure and timeline for reporting to and working with the cross-agency project Management Team. This team consists of staff at RIDE, RIOHE, and RIDLT directors who are responsible for effective implementation at their individual agencies. Typically, these are Technology Directors, who need to assign staff to the project accordingly.

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Work Team staff from each state agency will be assigned to individual projects based on their expertise. At a minimum, this will include: Those personnel, the percentage of time they will contribute and the project to which they are assigned is outlined under project personnel. The PK-16 Council is the governance body of this partnership. While ONIS will take careful steps to ensure the project is running on time and within budget, the Council will ensure that the partners are fulfilling their responsibilities.

**GOVERNANCE CHART**





Training is a critical portion of any IT project. Project budgets will be reviewed to ensure adequate funding for training and implementation over the life of the project. Projects without adequate funding for training and implementation activities will not be allowed to go forward.

The tools that a project team uses are varied and will differ for each project. However, in order to be as consistent as possible across projects and to increase efficiencies some tools are required:

- **Project Plan** – The project plan will be built in Microsoft Project for inclusion in the Project Management Plan.
- **Weekly Log** – The weekly log, which is based in Microsoft Excel, will be updated and posted every week. The log includes: Task List (*which is automatically extracted from MSProject*), Action Items List, Contact/Stakeholders List, High Level Work Breakdown Structure (WBS) (*which is automatically extracted from MSProject*), WBS Dictionary (*which is automatically extracted from MSProject*), communication plan and other documentation as needed.
- **Meeting Notes** – Meeting notes should be published in PDF format and posted to the project site.
- **Risk Analysis Matrix** – This is a matrix which describes prioritized project risks and delineates mitigation or solutions to those risks.

#### **F. Project Personnel and Resources**

Peter McWalters, Commissioner, is sponsor of this project. McWalters has been Commissioner of the Rhode Island Department of Education for over 15 years. As a previous, teacher and superintendent, a member of the PK-16 Council, a former board member of CCSSO and as a member of numerous national boards, he is the agency's visionary who spearheaded this effort five years ago. He is well-equipped to provide leadership and support for this project.

Jack Warner, Commissioner of the Rhode Island Office of Higher Education, co-sponsor of this project has been an educator for 34 years, primarily in the Massachusetts higher education system. He was most recently Associate Chancellor at the University of Massachusetts Dartmouth with responsibilities for strategic planning, change management, enrollment planning, labor relations and campus leadership development. Before that, he spent nearly five years as Vice Chancellor of the Massachusetts Board of Higher Education, the state coordinating board for 15 community colleges, 9 state colleges and 5 campuses of the University of Massachusetts. Commissioner Warner has served on countless committees related to this project, including the PK-16 Council.

David Abbott, Deputy Commissioner oversees the Department's Division of Systems Support, including the Offices of Progressive Support & Intervention, Educator Quality and Certification, Network and Information Systems, and Finance. In addition, he is currently serving as Chief Legal Council. He will be invaluable in his legal support regarding data sharing agreements, FERPA regulations and other security issues.

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Edward Giroux, Director of the Office of Network and Information Systems, has years of experience managing network and information systems. Prior to working at RIDE, he developed network and information for other state agencies and partnerships. His experience and leadership will be key in overseeing day-to-day operations at RIDE.

**Conclusion:**

In order for the State, districts, and schools to analyze results, explore best practices, and adjust instructional procedures and conduct value-added research, linked, longitudinal data on students, teachers, and programs, initiatives and interventions is not simply a matter of compliance; it is necessary if our students are to thrive in a global economy. The integration/ linking of multiple agency data systems will result in the elimination of the costly duplication of office workflow processes and information. Data quality will dramatically improve, office stress will be reduced, data intake accuracy will improve, and state systems will be able to better manage peak workload periods.

This one time infusion of support will create a K-16 system that will need very little staffing to maintain, beyond that which all three partnering agencies already staff. Rhode Island will develop a long-term plan for sustaining the system over time, including allocation of the necessary staff, technical, and monetary resources, and training/technical assistance to key users. The state has shown great support in our data infrastructure. We have also assigned staff to the implementation team for the project. Still lacking however is the training/technical assistance that is required for the support of all stakeholders.

The components of this system will be developed 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, this system will be designed to be: user friendly, easily maintainable, extensible enough to incorporate new features and functions; and, transferable to other agencies.

The opportunity to build a fully integrated CEIS that meets all the operational and analytical requirements and strategic goals and objectives identified by the Data Quality Campaign can be a reality for RIDE, the State of Rhode Island, and other education stakeholders because today's new technologies result in application systems that can be more enabling and more portable than ever before.

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1236-Detailed Budget Spreadsheet\_84.372.pdf**

### Attachment 2:

**Title: Pages: Uploaded File: 1237-RI INKIND.pdf**

### Attachment 3:

**Title: Pages: Uploaded File: 1238-Indirect cost statement.pdf**

### Attachment 4:

**Title: Pages: Uploaded File: 1239-Timeline\_AppendixA\_AppendixB.pdf**

RI Department of Education

Budget Detail by Category

		Year1	Year2	Year 3	Total
Contractual	Project Manager	150,000	150,000	150,000	450,000
Contractual	Back Office Support	50,000	50,000	50,000	150,000
Contractual	Data Quality Coordinator	100,000	100,000	100,000	300,000
Contractual	Web Development	50,000	25,000	25,000	100,000
Contractual	UCCS/e-tscript Coordinator	100,000	100,000	100,000	300,000
Contractual	UCCS Field Representative	80,000	80,000	0	160,000
Contractual	System Development	200,000	500,000	300,000	1,000,000
Contractual	Data Mart Coordinator	100,000	100,000	100,000	300,000
Contractual	System/Data Specialist	50,000	50,000	50,000	150,000
Contractual	Repository Systems Development	200,000	100,000	50,000	350,000
Contractual	Research/Policy Analysts PK-16 Council *	200,000	200,000	200,000	600,000
	<b>SUBTOTAL</b>	<b>1,280,000</b>	<b>1,455,000</b>	<b>1,125,000</b>	<b>3,860,000</b>
Equipment	Data Center	123,500	0	0	123,500
Equipment	Laptop/Software/LCD	2,900	0	0	2,900
Equipment	Desktop PC/Software	1,800	0	0	1,800
Equipment	Laptop/Software/LCD	2,900	0	0	2,900
Equipment	Laptop/Software\LCD	2,900	0	0	2,900
Equipment	Desktop PC/Software	1,800	0	0	1,800
Equipment	Laptop/LCD	2,900	0	0	2,900
	<b>SUBTOTAL</b>	<b>138,700</b>	<b>0</b>	<b>0</b>	<b>138,700</b>
Travel	Meetings at District level, etc.	1,500	1,500	1,500	4,500
Travel	Meetings at District level, etc.	1,500	1,500	1,500	4,500
Travel	Meetings at District level, etc.	2,000	2,000	0	4,000
Travel	State Travel	1,500	1,500	1,500	4,500
	<b>SUBTOTAL</b>	<b>6,500</b>	<b>6,500</b>	<b>4,500</b>	<b>17,500</b>
<b>OTHER</b>					
Software	Office suite/Sql Server/Webinar	25,000	0	0	25,000
Meetings	Summit Conference	10,000	10,000	10,000	30,000
Meetings	Stakeholder Quarterly Meetings	5,000	5,000	5,000	15,000
Meetings	State cost for Training meetings	7,000	3,500	3,500	14,000
Meetings	UCCS Monthly Status meetings	1,000	1,000	1,000	3,000
Meetings	Monthly Status meetings	1,000	1,000	1,000	3,000
Training	Train the Trainer Incentive Grants	42,000	21,000	21,000	84,000
Training	Training/workshops	7,000	3,500	3,500	14,000
		<b>98,000</b>	<b>45,000</b>	<b>45,000</b>	<b>188,000</b>
Supplies	Misc Supply expenses	2,000	2,000	2,000	6,000
Supplies	Misc Supply expenses	2,000	2,000	2,000	6,000
Supplies	Misc Supply	2,000	2,000	2,000	6,000
Supplies	Misc Supply	2,000	2,000	2,000	6,000
		<b>8,000</b>	<b>8,000</b>	<b>8,000</b>	<b>24,000</b>
Totals		1,531,200	1,514,500	1,182,500	4,228,200
Indirect 10.4%	LETTER ATTACHED	159,245	157,508	122,980	439,733
		<b>1,690,445</b>	<b>1,672,008</b>	<b>1,305,480</b>	<b>4,667,933</b>

\*This line item will be disbursed by Board of Governors for Higher Education and Board of Regents for Elementary and Secondary Education

RI Department of Education

Budget Detail by Initiative

Exp Cat	Summary	Explanation	Year 1	Year 2	Year 3	Total
	<b>Global Project Expenses</b>					
6	Contractual	Project Manager	150,000	150,000	150,000	450,000
6	Contractual	Back Office Support	50,000	50,000	50,000	150,000
4	Equipment	Data Center	123,500	0	0	123,500
4	Equipment	Laptop/Software/LCD	2,900	0	0	2,900
4	Equipment	Desktop PC/Software	1,800	0	0	1,800
8	Software	Office suite/Sql Server/Webinar	25,000	0	0	25,000
5	Supplies	Misc Supply expenses	2,000	2,000	2,000	6,000
3	Travel	Meetings at District level, etc.	1,500	1,500	1,500	4,500
8	Meetings	Summit Conference	10,000	10,000	10,000	30,000
8	Meetings	Stakeholder Quarterly Meetings	5,000	5,000	5,000	15,000
	<b>Sub-total</b>		<b>371,700</b>	<b>218,500</b>	<b>218,500</b>	<b>808,700</b>
	<b>Initiative 1-Data Quality</b>					
6	Contractual	Data Quality Coordinator	100,000	100,000	100,000	300,000
6	Contractual	Web Development	50,000	25,000	25,000	100,000
3	Travel	Meetings at District level, etc.	1,500	1,500	1,500	4,500
4	Equipment	Laptop/Software/LCD	2,900	0	0	2,900
5	Supplies	Misc Supply expenses	2,000	2,000	2,000	6,000
8	Training	Train the Trainer Incentive Grants	42,000	21,000	21,000	84,000
8	Meetings	State cost for Training meetings	7,000	3,500	3,500	14,000
	Other		0	0	0	0
	<b>Sub-total</b>		<b>205,400</b>	<b>153,000</b>	<b>153,000</b>	<b>511,400</b>
	<b>Initiative 2A-2B-Uniform Course Classification System/ e-Transcripts</b>					
6	Contractual	UCCS/e-tscript Coordinator	100,000	100,000	100,000	300,000
6	Contractual	UCCS Field Representative	80,000	80,000	0	160,000
6	Contractual	System Development	200,000	500,000	300,000	1,000,000
3	Travel	Meetings at District level, etc.	2,000	2,000	0	4,000
4	Equipment	Laptop/Software/LCD	2,900	0	0	2,900
4	Equipment	Desktop PC/Software	1,800	0	0	1,800
5	Supplies	Misc Supply	2,000	2,000	2,000	6,000
8	Meetings	UCCS Monthly Status meetings	1,000	1,000	1,000	3,000
	<b>Sub-total</b>		<b>389,700</b>	<b>685,000</b>	<b>403,000</b>	<b>1,477,700</b>
	<b>Initiative 3- PK-20 Data Mart</b>					
6	Contractual	Data Mart Coordinator	100,000	100,000	100,000	300,000
6	Contractual	System/Data Specialist	50,000	50,000	50,000	150,000
6	Contractual	Repository Systems Development	200,000	100,000	50,000	350,000
6	Contractual	Research/Policy Analysts PK-16 Col *	200,000	200,000	200,000	600,000
3	Travel	State Travel	1,500	1,500	1,500	4,500
4	Equipment	Laptop/LCD	2,900	0	0	2,900
5	Supplies	Misc Supply	2,000	2,000	2,000	6,000
8	Training	Training/workshops	7,000	3,500	3,500	14,000
8	Meetings	Monthly Status meetings	1,000	1,000	1,000	3,000
	<b>Sub-total</b>		<b>564,400</b>	<b>458,000</b>	<b>408,000</b>	<b>1,430,400</b>
	*This line item will be disbursed by Board of Governors for Higher Education and the Board of Regents for Elementary and Secondary Education					
	<b>Total Project</b>		<b>1,531,200</b>	<b>1,514,500</b>	<b>1,182,500</b>	<b>4,228,200</b>
	Indirect 10.4%	Letter Attached	159,245	157,508	122,980	439,733
	<b>Total Cost</b>		<b>1,690,445</b>	<b>1,672,008</b>	<b>1,305,480</b>	<b>4,667,933</b>

Rhode Island Department of Elementary and Secondary Education						
Statewide Longitudinal Data System Grant						
STATE INKIND						
Project Period:						
Budget Category	Percent	Type Funds	Year 1	Year 2	Year 3	TOTAL
<b>PERSONNEL:</b>			<b>\$66,582</b>	<b>\$68,579</b>	<b>\$70,637</b>	<b>\$205,798</b>
Ed Giroux, Director, Office of Network & Information Systems	0.10	State	\$10,885	\$11,212	\$11,548	\$33,644
Ken Gu, Sr. Data Administrator	0.05	State	\$4,429	\$4,562	\$4,699	\$13,689
Chris Poirier, Sr. Lead Developer	0.05	State	\$3,713	\$3,825	\$3,939	\$11,477
Jan Mermin, Office	0.05	State	\$3,750	\$3,863	\$3,978	\$11,591
Cynthia Brown, Sr. Finance Officer for Data & Analysis	0.05	State	\$4,849	\$4,995	\$5,145	\$14,989
Elliott Krieger, Media Relations Specialist	0.05	State	\$4,770	\$4,913	\$5,060	\$14,744
Peg Votta, Research Specialist	0.10	State	\$8,186	\$8,431	\$8,684	\$25,301
Holly Harriel, Career and Technical Education	0.05	State	\$4,150	\$4,275	\$4,403	\$12,827
Van Yidana, Assessment	0.05	State	\$4,700	\$4,841	\$4,986	\$14,527
Peter McLaren, Instruction	0.05	State	\$4,350	\$4,481	\$4,615	\$13,445
Sharon Lee, Middle and High School Reform	0.10	State	\$4,100	\$4,223	\$4,350	\$12,673
Rick Farnsworth, Adult Basic Education	0.10	State	\$8,700	\$8,961	\$9,230	\$26,891
<b>FRINGE BENEFITS: 48.5%</b>			<b>\$32,292</b>	<b>\$33,261</b>	<b>\$34,259</b>	<b>\$99,812</b>
<b>CONTRACTUAL:</b>			<b>\$194,816</b>	<b>\$149,816</b>	<b>\$149,816</b>	<b>\$494,448</b>
ESP Solutions Contract for Data Warehouse Project:	1.00	State Contract	\$172,248	\$127,248	\$127,248	\$463,250
EDEN Data Tech	0.20	State Contract	\$22,568	\$22,568	\$22,568	\$67,704
<b>SUPPLIES:</b>			<b>\$75,000</b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$225,000</b>
Software Licenses - Data Warehouse Software and Business Intelligence Tools	1.00	State	\$75,000	\$75,000	\$75,000	\$225,000
<b>TOTAL BUDGET:</b>			<b>\$368,690</b>	<b>\$326,656</b>	<b>\$329,712</b>	<b>\$1,025,058</b>



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

Peter McWalters  
Commissioner

Please be advised that the R.I. Department of Education is currently in negotiations to establish our indirect cost rate approval of 10.4% for the period 7/01/08 through 06/30/09. We anticipate full approval of this rate. This is the rate we have used in the application document. Our approved rate for FY07 was higher at 16.3%.

Sincerely,

Edward A. Giroux  
Director, Network & Information Systems

**Telephone** (401)222-4600 **Fax** (401)222-6178 **TTY** 800-745-5555 **Voice** 800-745-6575

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## Rhode Island Longitudinal Data System

### Project Timeline

Component	Task	Start Date	End Date
Project Initiation/ Administration	Governance	7/2/2009	7/30/2009
	Executive/Sponsor/Steering Group/Stakeholder	7/2/2009	7/2/2009
	Roles/Responsibilities Definition	7/3/2009	7/6/2009
	Meeting Schedule	7/7/2009	7/7/2009
	Review Process	7/8/2009	7/9/2009
	Approval Process	7/12/2009	7/12/2009
	Define Management Approval Form & Procedure	7/13/2009	7/13/2009
	Working Group		
	Roles/Responsibilities Definition	7/14/2009	7/14/2009
	Meeting Schedule	7/15/2009	7/15/2009
	Review Process	7/16/2009	7/16/2009
	Approval Process	7/17/2009	7/17/2009
	Reporting Process	7/20/2009	7/20/2009
	Kick Off Meeting	7/22/2009	7/22/2009
	Stakeholder Meeting	7/27/2009	7/27/2009
	Vendor Selection(s)	7/2/2009	7/30/2009
	Electronic Transcript System (ETS)	Project Planning	8/1/2009
Business Analysis		8/1/2009	10/30/2009
Vision, Goals & Objectives		8/1/2009	8/6/2009
Business Requirements Analysis		8/9/2009	10/30/2009
Discovery		8/9/2009	9/20/2009
Assessment		9/23/2009	10/17/2009
Outcome(s) Definition		10/20/2009	10/30/2009
Project Execution		11/1/2009	5/30/2012
ETS Core Framework		11/1/2009	4/30/2010
Design Phase		11/1/2009	1/31/2010
Build Phase		1/31/2010	4/30/2010
"Proof of Concept" Prototype		1/31/2010	2/28/2010
Coding and Unit Testing		1/31/2010	2/28/2010
Integration Testing	3/1/2010	4/23/2010	

Rhode Island Longitudinal Data System				
Project Timeline				
Component	Task		Start Date	End Date
	Implementation		4/26/2010	4/30/2010
	ETS Components (SCEDS/Curriculum)		5/2/2010	6/21/2012
	Design Phase		5/2/2010	8/2/2010
	Build Phase		8/3/2010	5/30/2012
	"Proof of Concept" Prototype		8/3/2010	10/30/2010
	Coding and Unit Testing		11/4/2010	11/2/2011
	Integration Testing		11/3/2011	1/29/2012
	User Training		2/1/2012	4/31/2012
	Help Desk		2/1/2012	4/31/2012
	Implementation		5/1/2012	6/21/2012
	Project Completion		6/22/2012	6/30/2012
	Final Steering Committee Project Acceptance		6/22/2012	6/23/2012
	Ongoing Support Process for Software Maintenance & Enhancements		6/27/2012	6/30/2012
Data Quality System (DQS)	Project Planning		8/1/2009	6/30/2012
	Business Analysis		8/1/2009	10/30/2009
	Vision, Goals & Objectives		8/1/2009	8/6/2009
	Business Requirements Analysis		8/9/2009	10/30/2009
	Discovery		8/9/2009	9/20/2009
	Assessment		9/23/2009	10/17/2009
	Outcome(s) Definition		10/20/2009	10/30/2009
	Project Execution		11/1/2009	5/30/2012
	DQS Core Framework		11/1/2009	4/30/2010
	Design Phase		11/1/2009	1/31/2010
	Build Phase		1/31/2010	4/30/2010
	"Proof of Concept" Prototype		1/31/2010	2/28/2010
	Coding and Unit Testing		1/31/2010	2/28/2010
	Integration Testing		3/1/2010	4/23/2010
	Implementation		4/26/2010	4/30/2010
	DQS Components		5/2/2010	6/21/2012
	Design Phase		5/2/2010	8/2/2010
	Build Phase		8/3/2010	5/30/2012
	"Proof of Concept" Prototype		8/3/2010	10/30/2010
	Coding and Unit Testing		11/4/2010	11/2/2011

**Rhode Island Longitudinal Data System**

**Project Timeline**

<b>Component</b>	<b>Task</b>	<b>Start Date</b>	<b>End Date</b>
	Integration Testing	11/3/2011	1/29/2012
	User Training	2/1/2012	4/31/2012
	Help Desk	2/1/2012	4/31/2012
	Implementation	5/1/2012	6/21/2012
	Project Completion	6/22/2012	6/30/2012
	Final Steering Committee Project Acceptance	6/22/2012	6/23/2012
	Ongoing Support Process for Software Maintenance & Enhancements	6/27/2012	6/30/2012
<b>Data Integration System (DIS)</b>	<b>Project Planning</b>		
	Business Analysis	8/1/2009	10/30/2009
	Vision, Goals & Objectives	8/1/2009	8/6/2009
	Business Requirements Analysis	8/9/2009	10/30/2009
	Discovery	8/9/2009	9/20/2009
	Assessment	9/23/2009	10/17/2009
	Outcome(s) Definition	10/20/2009	10/30/2009
	<b>Project Execution</b>	11/1/2009	5/30/2012
	DIS Core Framework	11/1/2009	4/30/2010
	Design Phase	11/1/2009	1/31/2010
	Build Phase	1/31/2010	4/30/2010
	"Proof of Concept" Prototype	1/31/2010	2/28/2010
	Coding and Unit Testing	1/31/2010	2/28/2010
	Integration Testing	3/1/2010	4/23/2010
	Implementation	4/26/2010	4/30/2010
	DIS Components	5/2/2010	6/21/2012
	Design Phase	5/2/2010	8/2/2010
	Build Phase	8/3/2010	5/30/2012
	"Proof of Concept" Prototype	8/3/2010	10/30/2010
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	Help Desk	2/1/2012	4/30/2012
	Implementation	5/1/2012	6/21/2012
	Project Completion	6/22/2012	6/30/2012
	Final Steering Committee Project	6/22/2012	6/23/2012

Rhode Island Longitudinal Data System				
Project Timeline				
Component	Task		Start Date	End Date
	Acceptance			
	Ongoing Support Process for Software Maintenance & Enhancements		6/27/2012	6/30/2012

## Appendix A: Contents

- A.1 Data Quality Campaign: RIDE Current Status regarding 10 Essential Elements of a Longitudinal Data System
- A.2 RI Department of Labor and Training: Agency Position Regarding Longitudinal Data Study
- A.3 Statewide Longitudinal Data System Requirements: RIDE Components Completed, In Process and Planned
- A.4 Letters of Support:
  - The Honorable Sheldon Whitehouse, United States Senator
  - The Honorable Patrick J. Kennedy, United States Representative
  - The Honorable Donald L. Carcieri, Governor of Rhode Island
  - The Honorable Judge Robert G. Flanders, Esq., Chairman, RI Board of Regents
  - Warren Simmons, Executive Director, Annenberg Institute for School Reform/ Rhode Island Research Consortium
  - Sandra M. Powell, Director for the Department of Labor and Training
  - Jack R. Warner, Commissioner of the Office of Higher Education

Rhode Island currently has in place or is in the process of implementing six of the ten essential elements of the longitudinal data system espoused by the Data Quality Campaign (DQC). While each state's P-12 education system is unique, it is clear that there is a set of 10 essential elements that are critical to a longitudinal data system\*:

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 to developed to allow for local assessment matching in the future
4. Information on untested students and the reasons they were not tested	The system cannot serve this function. It is a future project
5. A teacher identifier system with the ability to match teachers to students	RIDE is currently working to integrate the data warehouse with RIDE's teacher certification system. It is one of the final components of the original data warehouse project
<b>6. Student-level transcript information, including information on courses completed and grades earned</b>	<b>This element does not exist. It is one proposed outcome of this project.</b>
7. Student-level college readiness test scores	This information exists in the higher education data system.
8. Student-level graduation and dropout data	RIDE currently collects and reports on these data.
<b>9. The ability to match student records between the P-12 and higher education systems</b>	<b>This element does not exist. It is one of the proposed outcomes of this project.</b>
10. A state data audit system assessing data quality, validity and reliability	This work is ongoing.

**Rhode Island Department of Labor and Training  
Workforce Development Services Division  
1511 Pontiac Avenue  
Cranston, RI 02920**

**MEMORANDUM**

To: Elizabeth Jardine  
From: Department of Labor and Training  
Date: September 22, 2008  
Re: DLT's position regarding Longitudinal Data Study

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DLT has made a significant investment in establishing a youth workforce delivery system which serves all youth ages 14-24. Since 2006, the numbers of youth served has expanded significantly. While the Department is able to collect data that speaks to the interventions provided and whether or not the intervention led to a job or a credential, we do not have a mechanism to track the true economic impact of the intervention long term. Through a longitudinal data study in partnership with the RI Department of Education and the Office of Higher Education, data will be available to track enrollees progress over an extended period of time. Educational attainment, growth in wages, enrollment in trainings offering further certifications or credentials will assist the Department of Labor in assessing the economic impact of its interventions for youth as they transition to the adult world and if that investment should grow.

From the adult perspective, there is an overlap of six years between the youth and adult system as the adult system begins at age 18 and the youth system serves individuals between the ages of 14-24 years. Youth in need of more support often opt to enroll in the youth system while youth who are more mature and appropriate for the adult system enroll there. Again, learning the long-term impact of services received by those enrolled in the adult system will allow for the Department to make decisions about programming and services as well as investments to be made going forward. The Department will have the ability to engage in data driven decision-making.

The RI Department of Education and the Department of Labor and Training are currently overseeing a pilot project in the Cranston school district, which embeds workforce development curriculum, job training and job placement into the school curricula in the area high schools. This project is part of a larger goal of embedding workforce development in the second iteration of the Proficiency Based Graduation Requirements. The long-term tracking of a workforce development intervention at certain points in a high school career will assist in understanding its impact on attachment to the workforce (at what point and for how long), and its impact, if any, on upward mobility in the contemporary labor market. Again, being able to study this over an extended period of time will lead to data driven decision making for the expansion or elimination of programs and services as well as the level of investment to be made.

Finally, an understanding of the number of adult learners attaining a post-secondary credential will assist in planning for looming skilled worker shortages. It is thought that in addition to two and four-year degrees our rapidly changing labor market calls for an increase in continuing education

## APPENDIX A.2

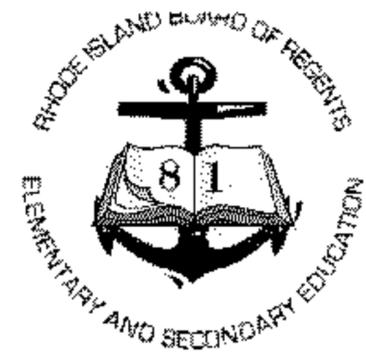
through the attainment of certifications offered in short term training programs. Solid data reflecting the trends of adult learners pursuing additional credentials will allow for a better understanding of the “skilled worker inventory” in RI as well as the types of training learners are pursuing.

As discussed earlier by phone, Donna Treglia of the State Workforce Investment Office is the person we identified to serve on the Data Team.

APPENDIX A.3

*SLDS Requirements : Current development/ implementation stage code: C – completed; I – in process; P – planned for future implementation when resources are available.*

Task	Task Description	Status
1	Analysis of the business needs of key stakeholders	<b>C</b>
2	Cataloging current and planned local data collection methods and data structures	<b>I</b>
3	Designing statewide longitudinal data systems architecture that:	
3a	define the business needs of key stakeholders	<b>C</b>
3b	assure effective data quality with data dictionary, rules for formatting and data edit, procedures for proper data use	<b>C</b>
3c	describe the logical and physical relationships between data items and systems and system structure	<b>C</b>
3d	assure secure access to data and formal reports	<b>I</b>
3e	enable efficient data extraction for time-based analyses	<b>C</b>
3f	allow modifications and enhancements to the system's data and architecture	<b>I</b>
4	Creating assigning, and tracking a unique, permanent student identifier assigned at the state level that:	
4a	allows the matching of individual student records across databases and over time	<b>C</b>
4b	allows for program evaluation	<b>C</b>
4c	allows for student record transfers among States when students move across state borders	<b>P</b>
5	Planning and implementing data collection From districts and/or schools so that the SEA can incorporate data in the system for all students, classrooms, and schools	<b>I</b>
6	Conducting cost/benefit and sustainability analyses of dynamic vs. static data extraction systems	<b>I</b>
7	Shortening reporting time and increasing the accuracy of student assessment data	<b>I</b>
8	Implementing statewide longitudinal data system (warehouse)	<b>I</b>
9	Designing, using, and maintaining business intelligence tools (analytical & reporting) that:	
9a	streamlines reporting capabilities to local, state, and federal agencies, using pre-defined, automated reports	<b>P</b>
9b	supports multiple reporting and analyses needs of different stakeholders and high-level longitudinal analyses, required for data-driven decision-making	<b>I</b>
9c	provides timely, accurate, and user-friendly dissemination of the needed data, reports, and analyses results to different stakeholders	<b>P</b>
10	Engaging in longitudinal education research to inform policy and decision-making	<b>P</b>
11	Leading the State, districts, and teachers in the development and use of innovative analytical tools and reports to inform policy and decision-making	<b>P</b>
12	Establishing logistical capacity to create and maintain an SLDS	<b>P</b>



**State of Rhode Island and Providence Plantations  
ELEMENTARY AND SECONDARY EDUCATION**

255 Westminster Street  
Providence, Rhode Island 02903-3400

---

Peter McWalters  
Commissioner

**Letters of Support**

Attached you will find letters of support from:

- The Honorable Sheldon Whitehouse, United States Senator
- The Honorable Patrick J. Kennedy, United States Representative
- The Honorable Donald L. Carcieri, Governor of Rhode Island
- The Honorable Judge Robert G. Flanders, Esq., Chairman, RI Board of Regents
- Sandra M. Powell, Director for the Department of Labor and Training

**Telephone (401)222-4600 Fax (401)222-6178 TTY 800-745-5555 Voice 800-745-6575**

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religion, national origin, or disability.

SHELDON WHITEHOUSE  
RHODE ISLAND

COMMITTEES  
AGING  
BUDGET  
ENVIRONMENT AND PUBLIC WORKS  
INTELLIGENCE  
JUDICIARY

# United States Senate

WASHINGTON, DC 20510-3906

<http://whitehouse.senate.gov>

(202) 224-2921  
TTY (202) 224-2740

170 West Main Street, Suite 1100  
Providence, RI 02903  
(401) 453-6284

September 19, 2008

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 Statewide Longitudinal Data System Grant Review Committee:

I am writing to support the Rhode Island Department of Education's application for funding to develop a data system to connect the K-12 education system, institutions of higher education, and workforce development programs.

Most educational policy experts agree that effective education reform is linked to the analysis and assessment of student data. Rhode Island has taken steps to improve its collection and assessment of student data. These include, assigning unique statewide student identification numbers, implementing information technology to facilitate statewide data reporting, and developing the Comprehensive Education Information System (CEIS). When fully implemented, CEIS will allow state and local educators to use data to evaluate and plan programs, differentiate teaching practices for students with different needs, and accurately inform parents and students about educational progress. Funding from the Statewide Longitudinal Data Systems grant program would further the state's ability to implement CEIS and to develop a comprehensive data reporting system that could provide precise longitudinal tracking of students through post-secondary education and into the workplace.

I respectfully request that you give this grant application thorough consideration in accordance with the applicable rules and regulations of your agency. If you have any questions, please contact Rele Abiade in my Rhode Island office at (401) 453-5294, or via email at [Rele\\_Abiade@whitehouse.senate.gov](mailto:Rele_Abiade@whitehouse.senate.gov).

Sincerely,

  
Sheldon Whitehouse  
United States Senator

WASHINGTON, DC 20510-3906

PATRICK J. KENNEDY  
1ST DISTRICT, RHODE ISLAND

WASHINGTON OFFICE  
407 CANNON HOUSE OFFICE BUILDING  
(202) 226-4811  
FAX: (202) 226-2299  
Email: patrick.kennedy@mail.house.gov

DISTRICT OFFICE  
249 ROOSEVELT AVENUE, SUITE 200  
PAWTUCKET, RI 02860  
(401) 729-5600  
(401) 363-5752  
FAX (401) 729-5608

www.patrickkennedy.house.gov



Congress of the United States  
House of Representatives  
Washington, DC 20515

COMMITTEE ON APPROPRIATIONS  
SUBCOMMITTEE ON LABOR, HEALTH  
AND HUMAN SERVICES, AND  
EDUCATION  
SUBCOMMITTEE ON SCIENCE, STATE,  
JUSTICE AND COMMERCE  
FOUNDER AND VICE-CHAIRMAN  
NATIVE AMERICAN CAUCUS  
FOUNDER AND CO-CHAIRMAN  
PORTUGUESE AMERICAN CAUCUS  
FOUNDER AND CO-CHAIRMAN  
21<sup>ST</sup> CENTURY HEALTH CARE CAUCUS  
LAW ENFORCEMENT CAUCUS

September 22, 2008

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 Grant Review Committee:

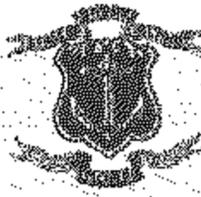
I write in support of the Rhode Island Department of Elementary and Secondary Education in their application for a Statewide Longitudinal Data System grant. Rhode Island's longitudinal data vision is a seamless, student-centered system designed to guarantee universality of process, data and use.

Under a Executive Order in 2005 from Governor Carcieri, the Rhode Island Department of Education has a mandate to create a unified data system to connect information within the K-12 education system, post-secondary institutions and workforce development programs. The Rhode Island Department of Education plans to fulfill this mandate by expanding their current data warehouse. Data collected will be used to evaluate programs, justify spending, differentiate instructional practices and keep students and parents informed. In addition, this K-12 data collected will be linked to post secondary outcomes.

If awarded this funding, the Rhode Island Department of Education will implement a universal electronic transcript exchange from kindergarten through higher education, linking and integrating the data across educational systems. With more comprehensive data collection and analysis, Rhode Island can better educate our students and prepare them for higher education and the workforce. I support the proposal of the Rhode Island Department of Education in accordance with all applicable rules and regulations.

Sincerely,

*Patrick J. Kennedy*  
Patrick J. Kennedy  
Member of Congress



State of Rhode Island and Providence Plantations

State House  
Providence, Rhode Island 02903-1196  
401-222-2080

Donald L. Carcieri  
Governor

September 22, 2008

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:

I would like to communicate my keen support for the Rhode Island Department of Education's application to the Institute of Education Sciences for a Statewide Longitudinal Data System Grant.

Information systems that can provide quality data to inform policy decision making at the state and local levels are critical to accomplishing our collective goal of improving teaching and learning so that our students achieve at higher levels. In 2005, I signed an executive order creating a new PK - 16 Council comprised of state leaders in Higher Education, Elementary and Secondary Education, Labor and Training, and Economic Development. The work of this body is to connect policy and programs to improve student outcomes, including their transitions to college and the workforce.

One specific charge of this council is to *create a unified data system to connect information between our K-12 education system, post secondary institutions, and workforce development programs.* This grant will enable our state to create such a unified k-16 data system, designed to provide accurate, timely and easy-to-access information about student achievement from the classroom to the State House.

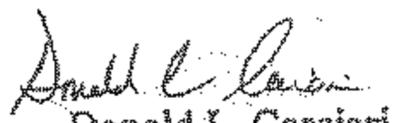
While much work remains, Rhode Island has been working hard to develop comprehensive data collection systems that rival any in the country. We are aware of the importance of data-informed decision-making and intend to create a longitudinal data system capable of providing the information necessary to improve our systems of education and, most importantly, enhance student achievement.

Statewide Longitudinal Data System Grant Review Committee  
September 22, 2008  
Page Two

As chair of the PK-16 Council, I will ensure that Rhode Island maintains its focus regarding this vital initiative. The Council will monitor closely the development, implementation and evaluation of this collaborative endeavor.

Thank you for your consideration of Rhode Island's proposal. It is my hope that Rhode Island will be a recipient of a Longitudinal Data Grant so that the PK-16 vision can become a Rhode Island reality.

Sincerely,

  
Donald L. Carcieri  
Governor



State of Rhode Island and Providence Plantations  
**BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION**  
255 Westminster Street - Providence, Rhode Island 02903-3400

Telephone (401) 222-8435  
Fax (401) 222-6178

TTY 800-745-5555 Voice 800-745-6575  
E-Mail: Sharon.osborne@ride.ri.gov

September 18, 2008

**Robert G. Flanders, J.**  
Chairman

**Patrick Guida, Esq.**  
Vice Chairman

**Colleen Callahan**  
Secretary

**Amy Berette, Esq.**  
**Anna Cano-Morales**  
**Frank Caprio, Esq.**  
**Angus M. Davis**  
**Karin Forbes**  
**Betsy Shimberg**  
**Sharon Osborne**  
Special Assistant

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:

I fully support the Rhode Island Department of Education's initiative to seek federal funding to vertically expand Rhode Island's K-12 education data system. This expansion of our current K-12 data system would enable the state to provide precise, timely, and efficient longitudinal tracking of students through high school and into post-secondary education and the workforce and would meet cross-agency program development, continuous improvement, accountability, reporting, research, and evaluation needs. Rhode Island's success in acquiring these funds will clearly lead to improved data collection, data management and data-based decision making on matters of education policy.

As the Chair of the Board of Regents for Elementary and Secondary Education, I have found it difficult at times to find answers to my education policy questions. Often the data I need are located in incompatible systems that cannot communicate. As a result, the answers to my questions are incomplete and detract from my ability to make the best possible judgments about the direction of our education system.

A data partnership between the Department of Elementary and Secondary Education, the Office of Higher Education and the Department of Labor and Training will allow K-16 parties to follow students as they move from secondary education to post secondary education and the workforce. It will allow us to assess and evaluate the programs that we have implemented to improve student outcomes.

I know that a viable statewide system has the potential for significantly improving student achievement and reporting capabilities across the State of Rhode Island. Thank you for consideration of Rhode Island's grant application.

Robert G. Flanders, Esq.  
Chairman

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September 25, 2008



Annenberg  
Institute for  
School Reform

AT BROWN UNIVERSITY

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:

It is my pleasure to write in support of the Rhode Island Department of Education's (RIDE) application for funding through the Institute for Education Sciences Statewide Longitudinal Data Systems Program. This proposal addresses a major strategic priority in our state: getting into the hands of educators and policy leaders, reliable and timely information to provide our students with high quality, well-targeted learning opportunities.

In January 2008 Rhode Island Governor Donald Carcieri asked me to chair a committee of 28 community, education, business and civic leaders to work together over an 18 month period for purposes of formulating policy recommendations that seek to improve teaching and learning opportunities in our core urban districts of Providence, Pawtucket, Woonsocket, Newport and Central Falls. The Task Force is focusing its work in three critical areas of reform: human capital management, systems innovation and community engagement.

What emerged almost immediately as a critical priority for the Task Force is the need for a high functioning, statewide data system that allows us to track the performance and development of our students over time and across district boundaries. The goals articulated in the RIDE proposal would address precisely this urgently needed capacity.

To ensure that the Task Force is using the best available data in its deliberations we have convened a statewide partnership of research and policy analysis organizations, what we've come to call the Rhode Island Research Consortium. The Consortium is now completing requests by the task force for research and promising practice syntheses and secondary data analyses. At the moment research partners include a number of policy centers and academic departments here at Brown University, Rhode Island Kids Count and the Providence Plan. Moving forward, researchers at the University of Rhode Island, Rhode Island College and Providence College and other state agencies have expressed interest in collaborating with the Consortium.

Providence  
Brown University  
Box 1085  
Providence, RI 02912  
T 401.863.7996  
F 401.863.1290

New York  
252 Broadway  
Suite 720  
New York, NY 10029  
T 212.328.9299  
F 212.264.1057

[www.annenberginstitute.org](http://www.annenberginstitute.org)

This Consortium is strongly positioned to offer the type of research and technical support outlined in the RIDE proposal. In addition to offering analytical support to the implementation of the Task Force's recommendations and the Governor's PK-16 Council, we also see the Consortium as potentially helpful to urban districts in the state which all suffer from a yawning gap in research capacity. Another form of service the Consortium is prepared to provide is training end users of a statewide longitudinal data system envisioned in this proposal -- teachers, district leaders, and community stakeholders.

On behalf of the Annenberg Institute and the Governor's Urban Education Task Force I am happy to offer my unqualified support for the RIDE proposal. Don't hesitate to call if I can be of further assistance.

A handwritten signature in black ink, appearing to read 'Warren S.', with a large, stylized flourish at the end.

Warren Simmotts  
Executive Director



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

Department of Labor and Training

Center General Complex  
1511 Pontiac Avenue  
Cranston, RI 02920-4407

Telephone: (401) 462-8000  
TDD: (401) 462-8006

Donald L. Carcieri  
Governor  
Sandra M. Powell  
Director

September 23, 2008

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:

I am pleased to write a letter of support for the Rhode Island Department of Education's Statewide Longitudinal Data System grant application. The expansion of the K-12 data system will enable the state to provide efficient longitudinal tracking of students through high school and into post-secondary opportunities. The Department of Labor and Training has been working with the Rhode Island Department of Education and other state and community based agencies to build a system that gathers evaluation information that supports continuous improvement. The information collected will allow for evaluation of programs and services and continuous improvement across agencies by supporting data driven decision making for future programs, services, and collaborative efforts.

A data partnership between the Department of Elementary and Secondary Education, the Office of Higher Education and the Department of Labor and Training will further our efforts to track outcomes for students as they transition to post secondary opportunities inclusive of both further education and the workforce. Our goal is to be able to get a clearer picture of the successes of both the state education and youth workforce delivery systems as the two begin to coalesce. Increasingly the two systems are overlapping as the skills to transition to college or work are becoming one in the same.

Rhode Island has made a public policy commitment to advance alignment and integration of activities between critical partnerships in order to strengthen service impact and leverage key resources. The state's workforce development system and K-12 system are amongst those critical partners. I am confident that an integrated statewide system will significantly impact and improve student achievement and enhance successful transition to work and adult life. Thank you for consideration of Rhode Island's grant application.

Sincerely,



Sandra M. Powell  
Director

*An Equal Opportunity Employer/Program. Auxiliary aids and services are available upon request to individuals with disabilities.*

**Rhode Island Board of Governors  
For Higher Education**  
The Hazard Building  
74 West Street  
Cranston, RI 02920



Telephone 401-462-9300  
Facsimile 401-462-9345  
TDD 401-462-9331

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:

As a co-sponsor of this grant application, I wish to express my strong support for the Rhode Island Department of Education (RIDE)'s Statewide Longitudinal Data System grant application. RIDE and the state of Rhode Island have undertaken significant work to put into place impressive longitudinal student data systems at the K-12 level. At the Rhode Island Office of Higher Education (RIOHE), we have also put a similar post-secondary longitudinal data system into place. The expansion of the current Rhode Island K-12 data warehouse system to include information from the RIOHE data system would enable the state to provide precise, timely, and efficient longitudinal tracking of students through high school and into post-secondary education and would meet cross-agency program development, continuous improvement, accountability, reporting, research, and evaluation needs.

This proposal will help facilitate the analysis of trends and patterns that will lead to improved educational planning and performance. It will provide increased access to all state agencies as well as local schools district so that they will have the information they need to make data-driven decisions about education in Rhode Island.

Rhode Island's Statewide Longitudinal Data System grant proposal also helps fulfill the intent of the No Child Left Behind Act, specifically addressing the requirement that the state implement data systems that provide for improved decision making and program enhancements. This grant will provide tools for researchers to investigate educational practices in our state and recommend successful, research-based solutions and policies.

I urge your most careful consideration of this application and ask that you keep me informed as the review process progresses. Thank you for your time and consideration.

Sincerely,

Jack R. Warner  
Commissioner of Higher Education

RI Department of Education\_84372a

## Resumes of Key Personnel

**DAVID VARNUM ABBOTT**

(b)(6)

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 President’s 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* (MEDS:1999)  
*School Law in Rhode Island* (NBI:1997)  
*School Law Issues in Rhode Island* (NBI:1996)

## Edward A. Giroux

(b)(6)

Email: ed.giroux@ride.ri.gov

### Experience

#### 2003 April- Present

State of Rhode Island, Rhode Island Department of education

Commissioner Peter McWalters

#### **Director of the Office of Network and Information Services**

**Responsibilities:** Responsible for planning, implementing, and managing the delivery of quality IT services. Responsible for oversight of all technology projects, including design and implementation of network and hardware technologies, database driven Internet and intranet applications. Responsible for negotiations and management of outside consultants.

- SASID
- ERide
- Datawarehouse
- Upgrade infrastructure
- Upgrade internal systems
- Created development team
- New web site
- New protocols for development
- Migrated IBM mainframe to Servers
- Implemented exchange server
- Upgraded desktops
- Implemented help desk system
- Drove centralized student info system

#### 1995-January 2003

State of Rhode Island, Office of the Secretary of State

James R. Langevin and Edward S. Inman

#### **Chief Information Officer**

Served nine years as the CIO.

**Responsibilities:** Responsible for planning, implementing, and managing the delivery of quality IT services to staff and general public. Responsible for management of all technology projects, including design and implementation of network and hardware technologies, database driven Internet and intranet applications. Responsible for negotiations and management of outside consultants. Responsible for representing the office at meetings, conferences, and public presentations in the area of informational technology.

#### **Accomplishments:**

- Replaced WANG VS system with NT operating system: In 1995 proposed and designed a complete replacement of computer systems. Realized full payback within three years based on savings from service contracts of Wang system. Installed servers and desktops to replace antiquated system. LAN/WAN consisted of three buildings using frame relay. Migration included installation of 80 desktops and seven servers. Desktop applications included the MSOffice Suite with MSOutlook as the mail client. Server installs included the MS Backoffice suite. MSsql was installed as the primary DBMS.
- Developed and installed R.I.'s first graphical web site, R.I. OnLine ([www.state.ri.us](http://www.state.ri.us)): Using NT web server, basic graphical and HTML generating tools, our office was the first state agency to offer a comprehensive Government Information site. As the Webmaster, free hosting space and 'how-to' seminars were offered to any state Agency looking for a 'web presents'. The cost was kept to a minimum by using all in-house talent and free development tools. To this day our servers host the sites of the State Treasurer, DEM, and the Ethics Commission.

- The Public Information Center (State House): As part of the Langevin team, I contributed to the design and construction of the first Public Information Center in the State House. The Center provides many government informational services including a public computer terminal room, which provides free access to our online services and the World Wide Web. Tight security was required for the terminals. This was accomplished by using NT user profiles. There are currently ten public terminals located in the State House.
- RI Owners Manual Publication and Database: Developed a database system dubbed 'Single source/Multiple Distribution'. This database was the single source for distribution to multiple types of media, including the RI Manual Publication, Dynamic webpage creation, online data downloads, and CD publishing. This resulted in thousand of dollars in savings; previous to this system, data jobs were outsourced. Tools used for this development were MSSQL7, VB, Access, Pagemaker, and Photoshop.
- Optical scanning Voting system: Served on the technical committee to select the current optical scan voting equipment.
- RI OnLine Public Kiosk Program: Designed and implemented R.I.'s first real time public Kiosk. Negotiated with COX Cable and other vendors to partner with our office. Created a Kiosk using a newly created browser based Kiosk application and created the first Kiosk network using COX's high speed cable network. Implemented security over the broadband. The Kiosk could be remotely administered. The corporate sponsors absorbed the cost of the project. Currently I am developing a Kiosk system to be installed in every City/Town Hall in R.I. using a newly available low cost network from COX called VAN (virtual area network).
- RI Manual CD: Developed and created the first RI Manual on CD. Using Adobe Acrobat, Pagemaker, Photoshop, VB6, Visual Studio, and Acrobat Premier, I produced a mini CD at a cost of \$1.25 compared to the hard copy cost of \$5.75 per book. 6000 copies were distributed from our Public Information Center and through an online automated ordering system that I created using MSSQL7 and ASP.
- FIND-IT! RHODE ISLAND ([www.find-it.state.ri.us](http://www.find-it.state.ri.us)): This a system of hardware, and software devoted to making government information, especially web-based information, more easily accessible to the public through specialized metatag indexing, shared subject terminology, and search engines. As a co-project leader I was responsible for negotiating with Microsoft Corporation Northeast to provide, as a sponsor, free programming time (approx. \$50,000) to assist us with the development of this state wide search engine. This project is nationally recognized, and RI is given credit for the pilot program that created the Freeware MSFindit, that is used currently by many states. I am responsible for the maintenance of the software and hardware. The system is using NT,IIS4, Siteserver, MSSQL7, and is coded in ASP.
- Find your Officials ([www.state.ri.us](http://www.state.ri.us)): Designed and developed an interactive site that allows you to find your officials by selecting your registered address. The system engine is Access, MSSQL7, with a front end using Active Server Pages (ASP). The system incorporates the master central voter registration database and the RI Manual database.
- Corporations InfoLink OnLine Database ([www.corps.state.ri.us](http://www.corps.state.ri.us)): Designed and developed a nationally acclaimed RI Corporations search site. This site incorporates a document imaging system that allows downloading of document images, and a real time database search system. Using e-card format, the user can automatically download address information into his local contact program, such as Outlook.
- AutoFill System ([www.corps.state.ri.us/autofill.htm](http://www.corps.state.ri.us/autofill.htm)): Designed and developed a form filling system that allows the user to find his Corporation record, click on the autofill system which downloads a pre-filled PDF form with the database information. The user can complete the form, where allowed, and save the PDF form to his local drive, without any additional software. The system was developed with VB,ASP, Acrobat, and PDFMerge.
- Network conversion and security implementation: Planning and oversight responsibility for conversion of frame relay to DSL. Using latest firewall technology, installed new network encompassing three buildings using VPNs and full encryption techniques. Conversion has resulted in savings of thousands of dollars per year. Conversion involved, Sonicwall, and Cisco configurations.
- Poll Location and ballot viewer ([www.state.ri.us/elections/polls.htm](http://www.state.ri.us/elections/polls.htm)): Designed and developed, the first in the country, an online application that allows the user to locate his polling location for the Primary and General election and view an image of the actual ballot for that precinct. The development was done VBScript, ASP, and Acrobat. Ballots were created with existing pdf files created for our optical scan system.
- Corporations UCC Project (Uniform Commercial Code): Served as the Technical Project Manager for the selection and implementation of the UCC application. Responsible for all purchasing and installation of hardware. By partnering with the state of Massachusetts, the state of RI will save over \$1,000,000 in production costs.

- Overall Agency technology streamlining. Developed and implemented plans for streamlining procedures in each division. Implemented procedures that eliminated outsourcing of many projects. Saved thousands of dollars each year by implementing batching procedures of mass mailings for annual reports in the Corporations Division. Similar saving was found in the Elections Division where most printing and merging of data are now performed in-house by existing staff. Developed and implemented, in MSAccess, an accounting application for revenue, which allows, for the first time, detailed tracking ability. Developed and implemented an automated Notary Application filing system, which has save countless hours in processing and printing certificates.
- Public Engagements: Numerous invitations to speak at various events concerning Government and Technology; RI Bar Association, Ethics Commission Annual Meeting, City of Albany, Technology Conference, Government Technology Conference, D.C., Political Science Classes, RIC.

### **Chief Financial Officer**

- Oversight of business office, prepared, presented, and maintained a 6 million dollar budget for the Agency. Worked with Department heads to create an accurate and realistic budget. Developed an in-house budget tracking system in Access. Finished every year in the black.

### **Deputy Chief of Staff**

- Assisted the Secretary of State and the Chief of Staff with the overall operations of the Agency.

1994

### **State of Rhode Island, Office of the Secretary of State**

Barbara Leonard

### **Director of Administration**

- Assisted the Secretary of State with the overall operation of the Agency, including personnel, purchasing, budget operations, and network and data systems. Secured \$300,000 for technology improvements. Put in place a strategy for replacement of Wang VS systems with an enterprise solution.

1992-1994

### **Self-employed**

### **Database developer/consultant**

- Provided database solutions for small business.

1990-1991

### **Town of West Warwick**

### **Administrative Director (Chief of Staff)**

- Oversight of municipal operations. Responsibility included management of Department Directors, budget preparation, acting purchasing agent, acting personnel director. Oversight and preparation of State and Federal Grants. Represented the Mayor in Union negotiations and handled all Union grievances. Developed and maintained database applications and desktop systems, and Novell networks.

1972-1994

### **Furniture 44 Gallery/Rhode Island Auto Supply**

### **President**

- Owned and operated retail operations

### **Education**

1968-1973

### **University of Rhode Island**

- B.A., Speech Science

## Kenneth Q. Gu

### Education

University of Illinois, Urbana, PhD, Sociology, 1994.

University of Illinois at Urbana, M.A., Sociology, 1988.

East China Normal University, Shanghai, PRC, B.A., English and Literature, 1985.

### Professional Experience

Senior Data Systems Administrator, R.I. Department of Elementary and Secondary Education (2003-present)

Create and oversee the applications and database structures required to facilitate the collection, processing, verification, consolidation, analysis, and reporting of RIDE data; to be responsible for the inter-operability, consolidation, efficiency, and security of application while ensuring the integrity of data; to be responsible for the day to day administration and programming requirements of the Oracle/SQL database and related applications; oversee and maintain data systems located at the individual office-level within the department with a goal of moving disparate data systems into a centralized database; create Web and database applications that streamline the collection and processing of data submitted by schools and districts, with an underlying plan for systems integration and automation of reporting systems; work with collaborative partners to optimize a state level data warehouse and reporting system; be responsible for the DOE's Performance Based Data Management Initiative and NCES Non-Financial Common Core of Data reporting requirements such as the generation and submission of data sets mandated by federal systems for federal funding to the department and school districts; ensure that federal and state data needs are met by analyzing the availability of mandated data elements and ensuring that they are incorporated into existing and new RIDE data systems; work with both internal and external data customers to increase understanding of data, increase the automation and efficiency of data submissions by schools and districts including but not limited to facilitating user groups, seminars, and leading efforts for automation; ensure continuous improvement through design and implementation of ongoing evaluation of system performance including the performance tuning of the Oracle database; ensure efficient and cost-effective operations via the oversight of expenditures related to information systems within the department; server on study groups and committees; lead teams and collaborative projects with wide latitude for the exercise of independent judgment to achieve results.

Associate Professor, School of Education, University of Rhode Island (2001-2002)

Assistant Professor, School of Education, University of Rhode Island (1996-2001)

Director of Technology, National Center on Public Education and Social Policy, University of Rhode Island (1996-2002).

**Research & Development:** design and implement schools survey instruments on various nationwide schools reform initiatives; analyze collected survey and archived data; develop customized reporting schemes for schools feedback reports and project summary reports; provide technical and analytical assistance in development of grant proposals, large scale evaluation reports, and research publications; develop customized databases to track survey operations, data handling, and assist administration and inventory control.

**Information and Internet Technology:** design, continually update information and internet technology plan for the center and the school; implement the planned information and internet technology infrastructure; analyze the latest developments in information and

internet technology; advise school and center director on the use of the latest IT to improve productivity; make detailed recommendations on purchases of equipments and applications; oversee user training and support of computer hardware and software, installations, repairs, and maintenance at multiple sites; supervise the resolution of problems with current information systems efficiently and effectively.

**Database Management:** set up and maintain schools related and administrative databases in client-server environment; implement LAN and internet accessibility of data and security system; create client-server interfaces for data input and access; perform weekly database backups and sync on multiple servers.

**Intranet/LAN Administration:** set up and manage center's intranet powered by multiple NT-based LANs; set up and administer domains and clients' access rights to LAN and internet/intranet resources; set up and administer server applications to monitor and secure the intranet and LANs; set up and administer server-client database applications delivering contents to intranet and LANs; provide assistance to LAN and internet client services with applications and operating systems.

**Websites, Discussion Forums under Management:** create and manage center's Websites and discussion forums developed for clients; administer Web servers and security. List of major Websites created/co-developed and currently under management: National Center on Public Education (<http://www.ncpe.uri.edu/>), Information Works for State of Rhode Island (<http://infoworks.rhode.uri.edu/>), Rhode Island State Department of Education (<http://www.ridoe.net/>), Rhode Island Education Exchange (<http://riedx.uri.edu/>), Discussion Forums for Rhode Island Education Exchange (<http://riedx.uri.edu/discussion.htm>), Schools Network (<http://schnet.ncpesp.uri.edu/>), URI School of Education (<http://www.soe.uri.edu/>).

**Supervision and Training of Staff:** supervise research assistants and data handling staff in data entry, scanning, applications design, data analyses and reporting; provide frequent trainings and technical assistance in data handling, use of internet technology, computer hardware and software.

### **Teaching**

Educational Research (EDC529, University of Rhode Island)

Educational measurement (EDC371, University of Rhode Island)

Population Problems (SOC238, University of Rhode Island)

Social Statistics (SOC385, University of Illinois at Urbana-Champaign)

Research Associate, 1995-1996. Center for Prevention Research and Development, Institute of Government and Public Affairs, University of Illinois at Urbana-Champaign

**Technology:** plan, develop and administer three tier client-server systems, related software and hardware; plan, develop and manage center's Website; Perform installation, maintenance and repair of center's workstations and servers; Design, administer and maintain center's school related databases.

**Research and Development:** perform evaluation research and development for community health and high risk youth programs; Develop longitudinal and relational data systems to track risk and resiliency indicators for substance abuse; Create custom electronic data tracking systems to facilitate data processing; Routinely analyze needs for upgrades to more productive means of carrying out various projects; and once approved by project director, deliver the means; Develop an innovative system to document and archive years of school and community health related data sets.

Post Doctoral Research Associate, 1993-1995. Department of Community Health, University of Illinois

**Duties and responsibilities include:** plan, develop and write LAN and Web-based computer programs for a statewide Illinois Motorcycle Rider Registration Program which allows staff to register students, instructors and schedule classes; to keep hours of instruction, student grades, and payments. Write computer programs to extract, update, and maintain system files of aviation safety research; analyze data and develop reports for government and state agencies; investigate alternate solutions to conserve machine time and satisfy the immediate needs; supervise and train graduate students and fellow workers to retrieve and analyze the data.

1987-1993 Graduate Teaching and Research Assistant, Department of Sociology, University of Illinois at Urbana-Champaign.

Instructed undergrads and graduate students on social statistics, social problems and other subjects; taught classes on database programming and statistical programming with SAS and SPSS; conducted research and analyses in work, family, minority group issues.

Research Associate and Lecturer, 1985-1986 Population Research Institute, East China Normal University, China

Taught courses on population problems, demography and English as a second language. Conducted research and analyses on population aging, family and work.

## Scott W. Gausland

### COMPETENCIES

Business Intelligence & Data Warehousing  
Database Modeling, Design & Development  
Database Administration

Web Application Development  
ASP.NET Development  
Visual Basic .NET Development

### BUSINESS EXPERIENCE

#### **Information System Specialist – RI Dept. of Education                      February 04 – Present**

Designed and built the State-Wide Student Identifier System which will enable the state to merge and link a multitude of disparate repositories of student data for analyses. This was built with SQL Server and ASP

Designed and built a modular data validation process designed to validate and clean data imported from a variety of sources. This was built with SQL Server and ASP

Designed and built several data collection web applications that the school districts use to report student enrollment to the state. These were built with SQL Server, ASP, ASP .NET, & VB .NET

Designed and built several OLAP cubes for advanced analysis of student enrollment, school financial, special education, and student assessment data. These were built with SQL Analysis Server and SQL Server

Installed, configured and maintained SQL Server, Analysis Server, Windows 2000 & 2003 Server, Exchange Server, Oracle 8i Server, & Active Directory

Upgraded the internal network domain from Windows NT4 to Windows 2003

#### **Consultant – Serono Laboratories                      August 03 – December 03**

Designed and built a data mart to analyze sales outflows of a newly acquired product family. This data is received from the IMS and details product sales to pharmaceutical facilities

Designed and built a data mart to analyze sales and inventory information from the four largest national drug wholesalers. The data is transmitted from each wholesaler via 867 and 852 EDI reports. These databases were built with Oracle 9i

Built complex mappings using Informatica PowerMart to extract, transform and load the data into a star schema data model with common dimensions. The router, normalizer, aggregator, lookup, stored procedure, filter, update strategy, sequence generator and expression transformations were all used. Mapplets, parameters, mapping variables and reusable transformations were also built and utilized

Created complex views using Oracle 9i's advanced data warehouse analytical functions

Built reports with Informatica PowerAnalyzer as the BI tool that presents the above data to the business. Custom metrics, filtersets and calculated metrics were used to create these reports.

Imported and created new schemas, including fact and dimension tables, as a PowerAnalyzer Administrator

#### **Consultant – Rhode Island Tree Council                      March 03 – July 03**

Designed and built an application to store and present Notable Trees of Rhode Island. The application consists of a Visual Basic front end and an Access database

Provide ongoing training and support for volunteers

#### **Data Warehouse Programmer/Analyst – American Power Conversion                      May 99 – Feb 03**

Designed and built data warehouse extracts using Informatica's PowerMart. These extracts pull data from the Oracle 11i ERP system, several SQL Server databases, EDI and the Web into the data warehouse database

Utilized the full suite of Cognos Business Intelligence software to present critical data to the entire company. This includes designing Transformer models to build cubes in PowerPlay, publishing cubes and reports to the web in Upfront, creating catalogs and reports in Impromptu, and implementing security in Access Manager. Information presented includes corporate revenue

and returns, customer sales, corporate expenses, warranties, inventory supplies, global pricing, etc.

Designed and built an Oracle database that created a new Channel Management System to track sales through the channel and inventory in the channel. These channel partners include national distributors, regional resellers and national retailers. The data includes bill and ship to customer names and addresses, product serial numbers, product returns and product inventory positions. Created the automated EDI data load process for the Channel Management System, which transforms the raw EDI transmissions into a normalized database structure. This process contains UNIX shell scripts, SQL\*Loader scripts, PL/SQL packages and Visual Basic code.

Developed a data utility program written in Visual Basic that the business uses to clean and validate the Channel Management System data. This program uses ADO & ODBC to connect with the Oracle database and PL/SQL stored procedures for all the database updates. Utilities include customer matching and merging, product matching, company classification and grouping, and serial number lookup.

Reengineered the data warehouse to accommodate the upgrade from Oracle application suite 10.7 to 11i and the database upgrade from Oracle 7.3 to 8i.

Transformed the Channel Management database from a stand alone database to a star schema data mart which is fully integrated with the corporate data warehouse along three dimensions: customer, product and time.

Upgraded the corporate PowerMart Server from Version 4.5 to Version 4.6 and then to Version 5.1.

Provide ongoing enhancements for a web application used to track open orders, product supply and product demand. This application is written in Microsoft ASP, JavaScript and VBScript and uses a SQL Server 2000 database.

Built a process to display open orders on the data warehouse in real time which utilizes Oracle materialized views to mirror the Oracle 11i ERP system.

Built process that supplies numerous applications with global pricing data, global product data, mfg costs for products, human resource data, currency conversions.

**Consultant - Hubscrub of Southeastern New England                      July 01 – March 02**

Designed and built an application to store customer, employee and service appointment information using an easy to use Visual Basic front end powered by an Access database. Provide ongoing training and support for employees.

**Consultant - Complete Business Solutions Inc.                      July 98 – May 99**

Designed & developed a Visual Basic application which cataloged and organized the client's full product line of jewelry. This application provides pictures of each product to help the users create product catalogs.

Designed & developed an Access database for Citizen's Bank to store and analyze ATM performance data. ATM data includes numbers of deposits, withdrawals, inquiries, downtime, etc for each ATM machine.

Certified critical applications are Y2K compliant for Lifespan affiliated hospitals.

Testing involved detailing each module of every software application in the Lifespan family of hospitals. Applications certified include: Diagnostic machines, Clinical Systems, Operating Room applications, OBY-GYN applications, Lab Analysis applications, Physical Therapy applications, Billing Systems, etc.

**RS/6000 Product Specialist - International Business Machines January 94-June 98**

Provided technical support for IBM's RS/6000 product line.

Specialized in the Massively Parallel Processing SP Supercomputer.

Designed solutions for HACMP (High Availability Clustered Multi-Processing).

Maintained a high level of customer satisfaction.

**Inside Sales Representative**

Managed an account base of 300 IBM customers which included state and municipal governments.

Established and maintained executive level relationships with customers.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1235-Budget Narrative\_84.372.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**

Travel for the Project Manager (PM) and Data Quality Coordinator is budgeted at \$1500 per year for three years. These individuals will spend the majority of their time in the district. Travel for the SCEDs Coordinator is \$2000 per year for two years only as alignment will be completed by the end of year 2. State travel (for RIDE, OHE and DLT) to attend training and design meetings for the student unit record matching project is budgeted at \$500 per year for three years

**4. Equipment**

*The Data Center* costs are a one time purchase for equipment necessary to house the gateway for the e-transcript.

<u>Storage Area Network</u>	High speed disk array that are accessible to many servers with built in fault protection	\$90,000
<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, Monitor and accessories	\$24,000
<u>Hardware Rack</u>	This rack with hold all hardware equipment	\$1,000
<u>Battery Backup</u>	Uninterruptable Power Supply to protect data from power loss	\$8,500
<u>Total</u>		\$123,500

#### ***Computer Equipment***

In year 1, \$15,200 is budgeted for laptops/ desktops/ software for the Project Manager, PM Support staff, UCCS Field Representative, UCCS/e-Transcript Coordinator, Data Quality Coordinator and the Data Specialist. Laptops are designated for those who travel; desktops for those who are situated at RIDE.

## Budget Narrative

### *Software*

#### Office suite/Sql Server/Webinar

This is a one time cost for licensing and software. Sql Server is RIDE's primary relational database management system. Pricing is based on an education agency discount.

### **5. Supplies**

\$2000 is budgeted per year for supplies for each of the three sub projects as well as for overall project management and oversight.

### **6. Contractual**

*Contracted Services:* The state will contract out:

- Web development for the Data Quality website
- Systems Development for the student unit record matching central repository
- PK-20 Student Outcome/Education Policy: Development of white papers, nationally significant policy research.

Each of these services are budgeted at \$100 per hour.

	Year 1 Hours	Year 2 Hours	Year 3 Hours	Total
Web Development	500	250	250	1,000
Repository Systems Development	2,000	1,000	500	3,500
Research/Policy Analysts PK-16 Council	2,000	2,000	2,000	4,500
<b>SUBTOTAL</b>	<b>4,500</b>	<b>3,250</b>	<b>2,750</b>	10,500

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

- The Project Manager (PM) is the oversight consultant for the three year grant project. This individual monitors all three initiatives and reports to the steering committee (PK-16 Council).
- Project Management Assistant supports the PM across all 3 projects.
- The Data Quality Coordinator oversees all components of the Data Quality Campaign and is a member of the working group. This person reports directly to the Project Manager. This person will work closely with technology directors and data clerks as well as with RIDE's Data Quality Team, and will provide training as well as schedule regular update meetings.

## Budget Narrative

- The UCCS e-Transcript Coordinator is a member of the working group and reports directly to the Project Manager. This person is responsible for overseeing the work of the UCCS Field Representative and for coordinating design of the e-transcript template and overseeing development of the e-transcript data system. This person will work closely with RIDE instructional staff, district guidance counselors and higher education admissions officers, provide applicable training and run status meetings.
- The UCCS Field Representative is responsible for standardizing all high school course codes to the NCES SCEDs course classification system. Working with District Curriculum Coordinators, District Proficiency -Based Graduation Requirement Coordinators, and RIDE HS Reform Staff, this individual will report directly to the UCCS/e-Transcript Coordinator.
- The Data Mart Coordinator oversees the student unit record matching project across RIDE, RIOHE and RIDLT. As a member of the working group, this person reports to the Project Manager. This person is also responsible for overseeing repository systems development and supervises the systems/ data specialist.
- The Data Specialist is a member of the working group and reports directly to the Data Mart Coordinator. This person is responsible for database development across the three partnering state agencies.

The hourly rates per position used for budgeting are:

Project Manager	\$86
Back Office Support	\$29
Data Quality Coordinator	\$57
UCCS/e-Transcript Coordinator	\$57
UCCS Field Representative	\$46
Data Mart Coordinator	\$57
System/Data Specialist	\$29

## Budget Narrative

	Year 1 Hours	Year 2 Hours	Year 3 Hours	Total
Project Manager	1,750	1,750	1,750	<b>450,000</b>
Back Office Support	1,750	1,750	1,750	<b>150,000</b>
Data Quality Coordinator	1,750	1,750	1,750	<b>300,000</b>
UCCS/e-Transcript Coordinator	1,750	1,750	1,750	<b>300,000</b>
UCCS Field Representative	1,750	1,750	0	<b>160,000</b>
Data Mart Coordinator	1,750	1,750	1,750	<b>300,000</b>
System/Data Specialist	1,750	1,750	1,750	<b>150,000</b>
<b>SUBTOTAL</b>	<b>12,250</b>	<b>12,250</b>	<b>10,500</b>	<b>1,810,000</b>

### *Meetings:*

Summit Conference: \$10,000 per year is budgeted for a statewide Data Summit. RIDE anticipates the overall expense closer to \$30,000 and will solicit business and industry sponsors to offset the cost of these summits.

Stakeholder Meetings: \$5000 per year is budgeted for stakeholder quarterly meetings. With a stakeholder group of approximately 50 people, we estimate the cost (food and room rental) at \$25.00 person per quarterly meeting.

Data Quality Curriculum: In year one, the budget for Training meetings is \$7,000. This is based on 2 days of training for 100 district personnel (50 technology directors and 50 data entry clerks) at \$35 per person for food, parking and computer room rental. In years 2 and 3, the cost is reduced by 50% as RIDE anticipates that districts will institute train the trainer programs. The Data Coordinator will provide training to one district employee (50 total) in years 2 and 3.

Uniform Course Classification System Status Meetings are estimated at \$100 per meeting to cover refreshments for an estimated fifty people per meeting. Meeting space is an in-kind RIDE contribution.

Monthly Status Meetings for the Cross state agency Data Linking Project are estimated at \$100 per meeting to cover refreshments for an estimated fifty people per meeting. Meeting space is an in-kind RIDE contribution.

Training: Train the Trainer Workshops costs re based on the number of certificates that district secure as part of their participation in the Data Quality Curriculum. For each hour of SIFA University Training (12 hours in all) district will receive \$35/hr. if they complete the training and receive a certificate. For 100 total potential trainees, (See Data Quality Curriculum above); 12 hours at \$35 per hour amounts to a total in year one of \$42,000. In

Budget Narrative

years 2 and 3, that amount is reduced by 50% as the total number of trainees is reduced by half.

**7. Indirect Costs: (See Attached Indirect Cost Statement )**

	Year 1	Year 2	Year 3	Total
Indirect 10.4%	159,245	157,508	122,980	439,733

**In-Kind Budget Narrative** (Non-Federal Funds, excluding RIDE in-house personnel, supporting the Statewide Longitudinal Data System initiative)

Listed below are current and planned initiatives that will support the components identified in the state longitudinal data system grant (SLDS). Funding for these initiatives is primarily from the state general fund.

- RIDE has funded a district initiative whereby district share the cost of a student information system. To date, the state has implemented more than twenty districts on the **Consortium Student Information System (CSIS)**. In this connection, RIDE has purchased the SchoolMax System and has implemented this system in a data center funded and managed by Rhode Island Network for Educational Technology (RINET), a non-profit Rhode Island corporation operating since 1994 as a partnership to support the collective technology needs of the K-12 educational community.
- **Comprehensive Educational Information System (CEIS):** This is a web based portal application that facilitates identity management to all users of the Data Warehouse applications. It includes or will include the Central State Education Directory, Central Student Information System (CSIS), the Central Education Data Warehouse, Web SmartForms (Intelligent Data Collection), the Education Financial Information System, the Child Nutrition Gateway and the Teacher Certification System
- **Data Warehouse:** RIDE's Data Warehouse project is a long term, multiyear project that is now in its third year. The first two years of the project we contracted with external vendors ESP and Tetra Data to help RIDE establish the foundation for this visionary system. This system includes many components, some of which have been developed or are in development

**eRide:** This is RIDE's original web based data collection portal. eRIDE provides for program-based data collections, state and local assessments, and systems-output data to be submitted with web-based forms or a set of web-based utilities with internal validation. Completely developed in house, eRIDE streamlines the data collection process and improves the accuracy, timeliness, and utility of information that will inform management, budget, and policy decisions.